OXFORD



INSIGHT

Elementary Student Book

Second Edition

Ben Goldstein • Ceri Jones • Alexandra Paramour • Fiona Beddall

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Guide for Classroom Presentation Tool



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W Welcome

Grammar *be*: affirmative and negative

1 0.1 **Read and listen to the dialogue. Then work in pairs and practise reading the dialogue.**

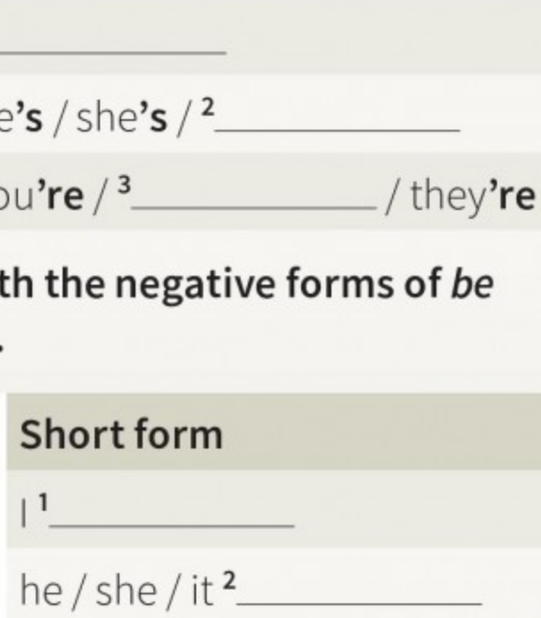
Marie Hello. I'm Marie. What's your name?
Mateo My name's Mateo.
Marie It's nice to meet you, Mateo. How do you spell your name?
Mateo M-A-T-E-O.
Marie How old are you?
Mateo I'm 16. And you?
Marie I'm 15. Are you from England?
Mateo No, I'm not. I'm Italian.
Marie Are you from Rome? Is it nice?
Mateo Yes, it's very nice.

2 **Read the blog post. Match 1–3 to a–c.**

1 Markos is	a from Oxford.
2 Freya is	b in a football team with Thomas.
3 Thomas is	c in a basketball team.

share Sign in Blog

Hi. My name's Thomas. I'm British and I live in Oxford.



In this photo, I'm with Markos and Freia. They're my friends. Markos is from Greece and Freya is from New Zealand. We're at the same school, but we aren't in the same class. Markos likes football and he's in the same football team as me. Freya isn't in the team, but she's in the school basketball team.

Grammar Insight

3 **Complete the table with the affirmative forms of *be* from exercises 1 and 2.**

Full form	Short form
I **am**	[1]_____
he / she / it **is**	he**'s** / she**'s** / [2]_____
you / we / they **are**	you**'re** / [3]_____ / they**'re**

4 **Complete the table with the negative forms of *be* from exercises 1 and 2.**

Full form	Short form
I **am not**	I [1]_____
he / she / it **is not**	he / she / it [2]_____
you / we / they **are not**	you / we / they [3]_____

For further reference and practice › Workbook › page 90

5 **Make sentences with *be*.**

1 Thomas: American ✗ / British ✓
Thomas isn't American. He's British.
2 you: from New Zealand ✗ / Greece ✓
3 we: in London ✗ / in Oxford ✓
4 they: my family ✗ / my friends ✓
5 I: good at football ✗ / good at basketball ✓

WORLD QUIZ

Where are they from?
Label photos A–F with six of the countries.



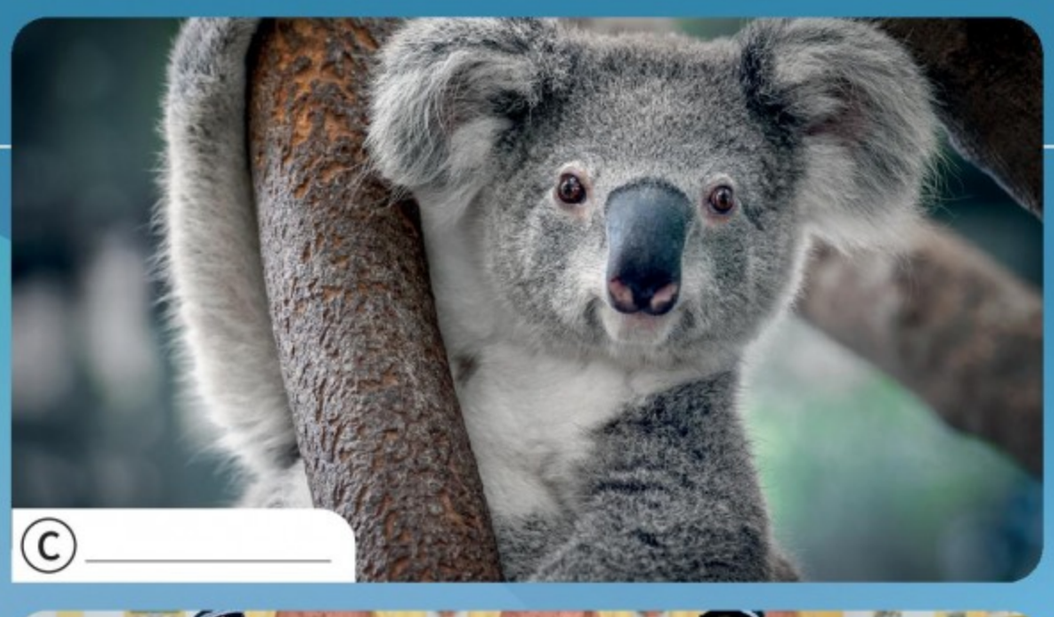
V Insight Countries and nationalities

6 **Work in pairs. Do the world quiz. Check your answers at the bottom of the quiz.**

7 0.2 **Match the nationalities below to the flags in the quiz. Then listen, check and repeat.**

■ Australian ■ Brazilian ■ British ■ Chinese ■ German ■ Indian ■ Italian ■ Japanese ■ Polish ■ Russian

Vocabulary extra › Countries and nationalities › page 132



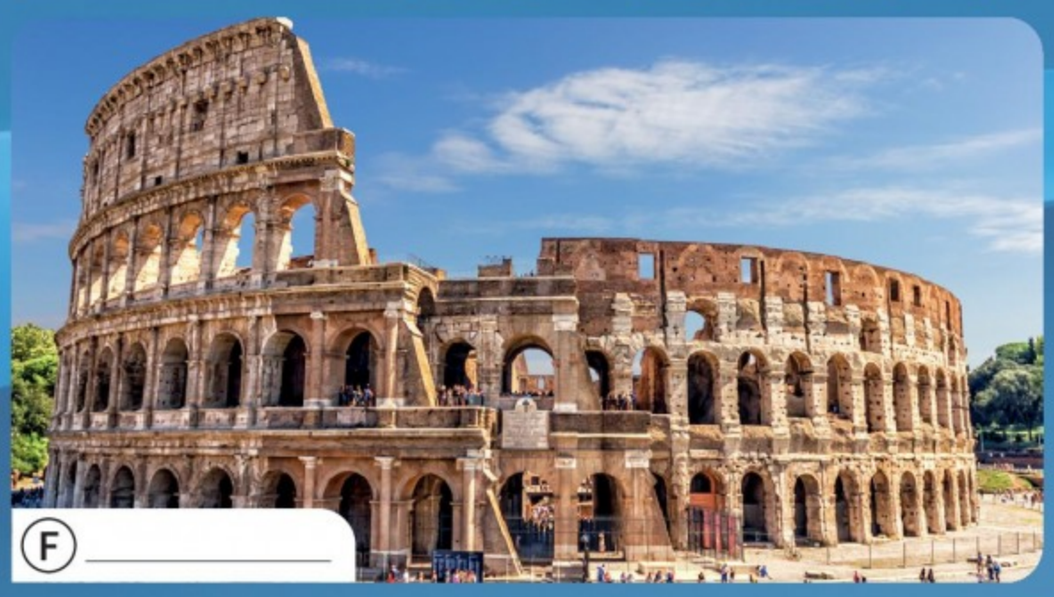
C _____



D _____



E _____



F _____

Answers: **A** Brazil **B** India **C** Australia **D** Poland **E** Japan **F** Italy

V Insight The alphabet

8 0.3 **Listen and repeat the alphabet.**

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

9 **TASK** **Work in pairs. Ask and answer the questions. Change pairs and change the country and nationality.**

What's your name? — It's Alicia.

How do you spell your name? — A-L-I-C-I-A.

Where are you from? — I'm from Brazil.

Ah, you're Brazilian!

Grammar *be*: questions and short answers

Grammar Insight

10 **Read the dialogue in exercise 1 again. Complete the table with the questions and short answers for *be*.**

Questions	Affirmative short answers	Negative short answers
Am I?	Yes, I **am**.	No, I [1] _____.
[2] _____ he / she / it?	Yes, he / she / it **is**.	No, he / she / it [3] _____.
Are you / we / they?	Yes, you / we / they [4] _____.	No, you / we / they **aren't**.

For further reference and practice › Workbook › page 90

11 **Make questions with *be*.**

1 you / from Australia? _____
2 your best friend / 16? _____
3 your cousins / Italian? _____
4 you / good at sport? _____
5 your home / in a city? _____

12 **TASK** **Work in pairs. Ask and answer the questions in exercise 11.**

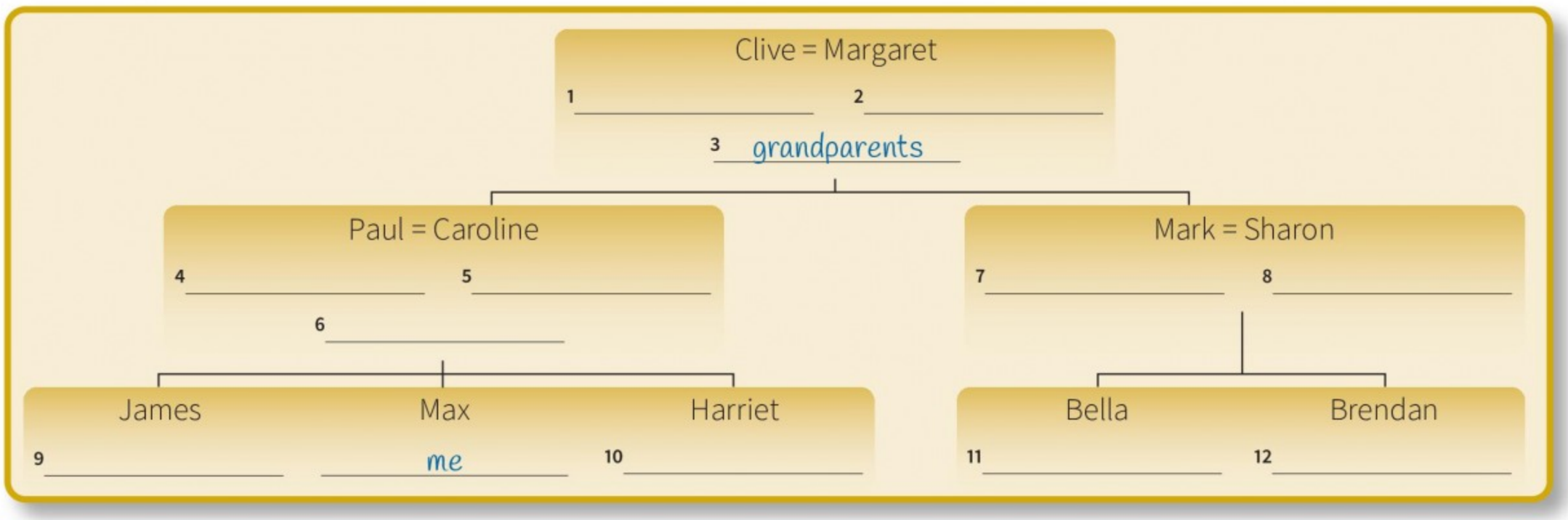
Assess your progress Workbook page 9

Welcome B

Insight Family

1 0.4 **Listen to Max talking about his family tree. Write the family words below under the correct names.**

■ aunt ■ brother ■ cousin (×2) ■ dad ■ grandfather ■ grandmother ■ ~~grandparents~~ ■ mum ■ parents ■ sister ■ uncle



2 0.5 **Complete the sentences with the words below. Then listen, check and repeat.**

■ daughter ■ granddaughter ■ grandson ■ husband ■ nephew ■ niece ■ son ■ wife

1 Caroline: 'This is Paul. He's my _____.'
2 Margaret: 'This is James. He's my _____.'
3 Sharon: 'This is Harriet. She's my _____.'
4 Paul: 'This is Brendan. He's my _____.'
5 Clive: 'This is Mark. He's my _____.'
6 Mark: 'This is Sharon. She's my _____.'
7 Clive: 'This is Harriet. She's my _____.'
8 Sharon: 'This is Bella. She's my _____.'



3 TASK Work in pairs. Write five sentences about people in exercise 1. Your partner guesses the name.

Sharon's my mum. Are you Bella? No, I'm not. Are you Brendan? Yes, that's right!

Insight Plural nouns

Regular plurals	Irregular plurals
one **brother** → two **brothers**	one **person** → two **people**; one **child** → two **children**
one **granny** → two **grannies**	one **man** → two **men**; one **woman** → two **women**

4 0.6 **Study the table above. Change the underlined words to plurals. Then listen, check and repeat.**

1 The two woman in the photo are my aunt.
The two women in the photo are my aunts.
2 The child are very tired.
3 Sam and Liz are her cousin, and Jonas and Mick are her friend.
4 11 person are in the team. They are man.
5 Britain and Germany are country in Europe.

Grammar Possessive adjectives

5 Read the texts and look at exercise 1. Who is the writer of the texts?



This is a photo of **my** sons, James and Max. They're at a festival. They're with **their** friend Vicky. She's very excited because they're at a concert and it's **her** favourite band. James is happy because it's **his** favourite festival.



This is a photo of **my** daughter, Harriet. She's with **our** dog Hamlet after a long walk. They're tired and hungry.

Grammar Insight

6 Complete the table with the words in bold in the texts.

Subject pronouns	Possessive adjectives
I	1 _____
you	your
he	2 _____
she	3 _____
it	its
we	4 _____
they	5 _____

For further reference and practice › Workbook › page 90

7 Choose the correct words.

1 This is a photo of **I** / **my** family. **We** / **Our** are in London.
2 **She** / **Her** looks happy. Is she **you** / **your** mum?
3 I like **you** / **your** dog. What is **it** / **its** name?
4 **He** / **His** is tired because of **he** / **his** exam.
5 **They** / **Their** aren't from the USA. What's **they** / **their** nationality?

Grammar *this, that, these, those*

Grammar Insight

8 Read rules a and b and look at the pictures. Complete rule c with the correct words.

a We use *this* and *these* for things and people that are near us ('here').
b We use *that* and *those* for things and people that aren't very near ('there').
c We use 1 _____ and 2 _____ with singular nouns. We use 3 _____ and 4 _____ with plural nouns.

For further reference and practice › Workbook › page 90



Singular: *this* photo



that photo



Plural: *these* photos



those photos

9 Look at the picture and complete the sentences with *this*, *that*, *these* and *those*.



1 _____ people are my parents.
_____ people are my grandparents.
2 _____ boy is my brother and
_____ girl is my cousin.
3 _____ dog is bored but _____ dog is excited.

10 **TASK** Work in pairs. Draw your family tree. Ask and answer questions about your family.

Who is Ben?

Ben is my brother. He's 16.

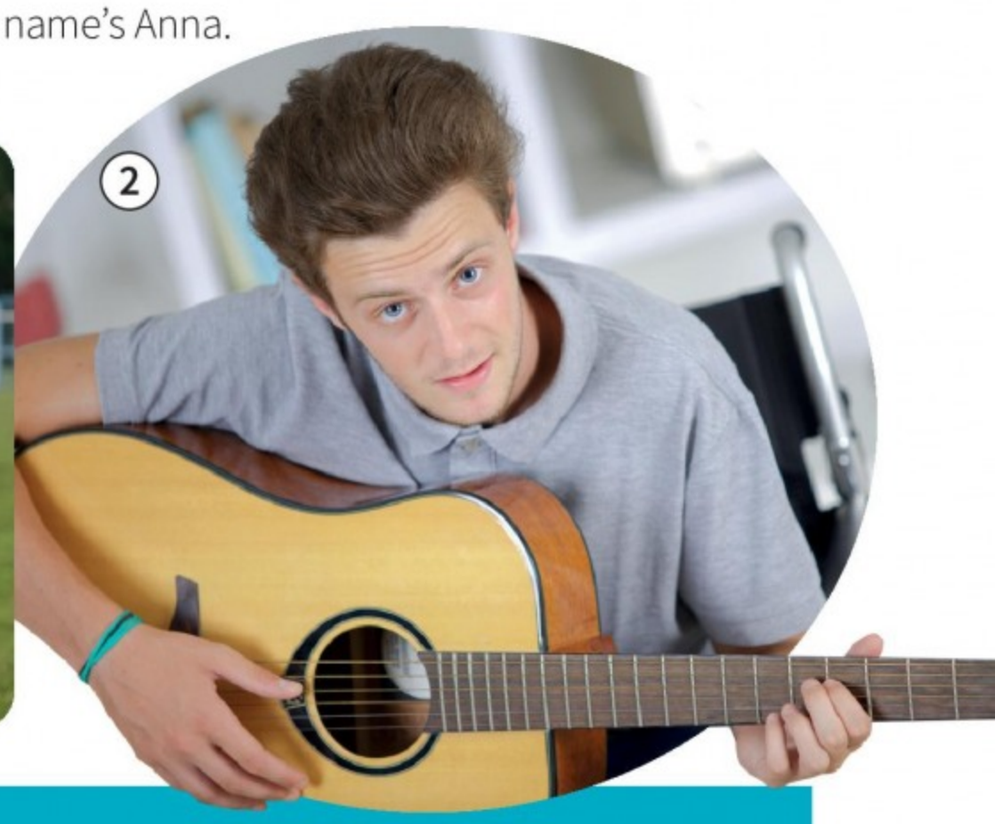
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Grammar *have got*

1 0.7 **Read and listen to the dialogue. Who are the people in the photos?**

Sam Have you got friends in your new class?
Eva Yes, I have. Peter is in it and I like him. He's in the music club with me.
Sam Oh yes. He's got a new guitar.
Eva That's right. Sophie from the football team is in my class, too. She's got a sister, Lucy. I think Lucy is in your class.
Sam Yes, she is. Oh, I like them. They're cool.
Eva And I've got a new friend, too. Her name's Alice.
Sam Has Alice got a brother in my class?
Eva No, she hasn't. She's got a cousin in our school. Her name's Anna.
Sam Oh yes. I'm in the film club with her. She's nice.





Grammar Insight

2 **Read the dialogue again. Complete the table with the correct form of *have got*.**

Affirmative			
I / you / we / they	**have got** ([1]_____)	a brother.	
he / she / it	**has got** ([2]_____)		
Negative			
I / you / we / they	**have not got** (**haven't got**)	a brother.	
he / she / it	**has not got** (**hasn't got**)		
Questions		**Short answers**	
[3]_____	I / you / we / they	**got** a brother?	Yes, I / you / we / they [5]_____. No, I / you / we / they **haven't**.
[4]_____	he / she / it		Yes, he / she / it **has**. No, he / she / it [6]_____.

For further reference and practice › Workbook › page 91

3 **Complete the text with the correct affirmative (✓) or negative (✗) form of *have got*.**

I [1]_____ (✓) a big family. My parents [2]_____ (✗) a son, but they [3]_____ (✓) five daughters. My mum [4]_____ (✓) four brothers. My dad [5]_____ (✗) a brother, but he [6]_____ (✓) three sisters. I [7]_____ (✗) a grandmother or grandfather, but my sisters and I [8]_____ (✓) lots of aunts and uncles, and 22 cousins!

4 0.8 **Make questions with *have got*. Then listen and choose Ian's answers.**

1 you / a brother? ✓ / ✗
2 you / a sister? ✓ / ✗
3 you / a dog or a cat? ✓ / ✗
4 your friends / laptops? ✓ / ✗
5 your class / nice teachers? ✓ / ✗
6 your school / a school band? ✓ / ✗

5 **TASK** **Answer the questions in Exercise 4 about you. Then work in pairs and ask and answer the questions.**

Grammar Object pronouns

6 Look at the dialogue in exercise 1 again. Underline the object pronouns *it*, *him*, *me*, *them*, *her*.

Grammar Insight

7 Complete the table with the object pronouns in exercise 6.

Subject pronoun	I	you	he	she	it	we	they
Object pronoun	[1]_____	you	[2]_____	[3]_____	[4]_____	us	[5]_____

For further reference and practice › Workbook › page 91

8 Choose the correct words.

1 Dad is there, but Mum isn't with **her** / **him**.
2 I like Ayasha and Kamila, but they don't like **him** / **me**.
3 I'm in a sports club and Thomas is in **me** / **it**, too.
4 My brother's into athletics and judo, but I'm not into **them** / **us**.
5 We're in Class 3F and Lily's in Class 3F with **it** / **us**.

Grammar Articles

9 Read the examples. What type of word follows *a* / *an* / *the* / –?

1 **a** It's an apple. **b** He's an old man.
2 I'm in a football team. The team is very good.
3 **a** It's a book. **b** She's a good friend.
4 **a** It's the book for our English class. **b** They're the apples from my apple tree.
5 I like – kangaroos. (– = no *a* / *an* / *the*)

Grammar Insight

10 Match examples 1–5 in exercise 9 to rules a–e.

a We use *a* with singular nouns when the next word starts with a consonant.
b We use *an* with singular nouns when the next word starts with a vowel: *a*, *e*, *i*, *o*, *u*.
c We use *the* with singular and plural nouns when we know which thing we mean.
d We use *a* / *an* the first time we talk about something, and *the* when we talk about it again.
e We use no article with plural nouns when we talk about something in general.

For further reference and practice › Workbook › page 91

11 Complete the sentences with *a*, *an*, *the*, *or* no article (–).

1 I've got ____ uncle and two ____ cousins in Auckland, New Zealand. Auckland is ____ fantastic city.
2 Klara has got ____ nice bag. ____ bag is blue and it's got ____ pictures of ____ animals on it.
3 My grandparents have got ____ old dog. ____ dog's very nice. I really like ____ dogs.
4 I'm at ____ big school in Manchester. ____ school has got ____ nice teachers.

12 Complete the description of the photo with the words below. Then write a description of another photo in this unit.

■ a (×2) ■ has ■ has got ■ his ■ the ■ them ■ –

This photo [1]____ one girl and two [2]____ boys in it. One boy has got [3]____ guitar; [4]____ guitar is blue. The girl [5]____ got [6]____ mobile phone. The second boy is wearing shorts; [7]____ shorts are brown. The girl is taking a photo of [8]____.



Vocabulary extra › Colours › page 133

Assess your progress Workbook page 9

Welcome D

V Insight Days, months and seasons

1 0.9 **Number the days of the week in the correct order. Then listen, check and repeat.**

Wednesday ___ Friday ___ Sunday ___ Tuesday ___ Saturday ___ Monday 1 Thursday ___

2 0.10 **Listen to the months and add the correct endings, *-y* or *-ber*. Then listen again, check and repeat.**

January	April	Jul_____	Octo_____
Februar_____	May	August	Novem_____
March	June	Septem_____	Decem_____

3 0.11 **Match the seasons to the photos. Then listen, check and repeat.**

■ autumn ■ spring ■ summer ■ winter









4 TASK **Work in pairs and answer the questions.**

1 Which days are: **a** school days? **b** the weekend?
2 Which is your favourite: **a** day? **b** month? **c** season?
3 Which month is: **a** your birthday in? **b** New Year's Day in?
4 Which months are in: **a** spring? **b** autumn?

V Insight Numbers

5 0.12 **Listen and repeat the numbers.**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

6 0.13 **Write the numbers below in the correct order. Then listen, check and repeat.**

■ a hundred ■ a million ■ seventy ■ sixty ■ thirty

ten twenty [1]_____ forty fifty [2]_____ [3]_____
eighty ninety [4]_____ a thousand [5]_____ a billion

7 0.14 **Listen and repeat the examples. Then write the numbers below.**

thirty-one 31 sixty 60 a hundred and twenty-four 124
forty-seven 47 eighty-nine 89 seven thousand 7,000

1 thirty-five _____
2 two thousand _____
3 seventy-eight _____
4 two hundred and fifty-two _____
5 ninety-six _____
6 eight million _____

8 TASK **Work in pairs. Ask and answer questions about these subjects.**

1 the age of your friends and the people in your family

How old is your grandfather?

He's about seventy-five.

2 the number of people in your class, school, family and country

How many people are in your class?

Thirty-five, I think.

Insight Ordinal numbers and dates

9 0.15 **Listen and repeat the ordinal numbers.**

1st	first	9th	ninth	17th	seventeenth	25th	twenty-fifth
2nd	second	10th	tenth	18th	eighteenth	26th	twenty-sixth
3rd	third	11th	eleventh	19th	nineteenth	27th	twenty-seventh
4th	fourth	12th	twelfth	20th	twentieth	28th	twenty-eighth
5th	fifth	13th	thirteenth	21st	twenty-first	29th	twenty-ninth
6th	sixth	14th	fourteenth	22nd	twenty-second	30th	thirtieth
7th	seventh	15th	fifteenth	23rd	twenty-third	31st	thirty-first
8th	eighth	16th	sixteenth	24th	twenty-fourth		

10 0.16 **Read the rules. Then complete sentences 1–5 with the correct dates. Listen, check and repeat the sentences. Then complete sentences 6–8 about yourself.**

a We write: *2nd April* or *2 April*
b We say: ***the*** *second* ***of*** *April*

1 Earth Day is _____.
2 Valentine's Day is _____.
3 New Year's Eve is _____.
4 New Year's Day is _____.
5 Halloween is _____.
6 My birthday is _____.
7 _____ is an important date in my country.
8 _____ is an important date in my town.

11 0.17 **Read the text and choose the correct numbers. Then listen and check. Which facts are surprising?**



The world is a village!

Imagine the world is a small village of only a hundred people.

- Nineteen people are Chinese and seventeen are Indian. [1]**Ten** / **Forty-six** are from Europe.
- [2]**Sixty-seven** / **Thirty-four** people are children or teenagers. [3]**Six** / **Sixteen** are aged ten to nineteen.
- [4]**Seventy-nine** / **Fifty-seven** people use the internet.
- Nine people have got a dog and [5]**eleven** / **three** have got a cat.
- [6]**Thirty-two** / **Seventy-five** people have got a mobile phone, but only five have got a computer.
- [7]**Twenty** / **Fifty-three** people like football.

12 **TASK** **Work in pairs. Match 1–8 to a–h to make questions. Then ask and answer the questions.**

1	Where are	a	your birthday?
2	How old	b	you from?
3	When's	c	family like?
4	What's your	d	your favourite sport?
5	Have you	e	are you?
6	Have you got	f	got a pet?
7	What's	g	your favourite singer?
8	Who's	h	a laptop / a tablet?

Vocabulary extra › The time › page 133

Assess your progress Workbook page 9

1 My life

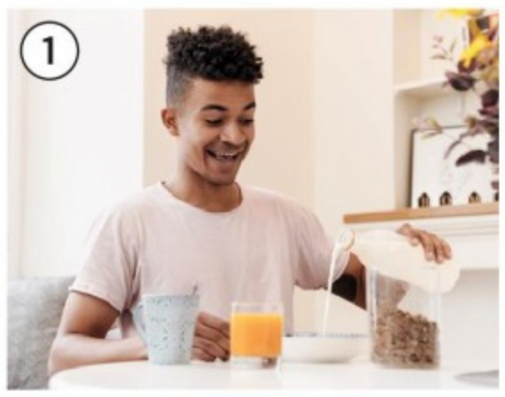
Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss. Do you follow the same routine every morning? Why are routines important?

Insight Daily routines

2 Match photos 1–6 to eight of the daily routines below.

- chat on the phone
- do homework
- get dressed
- get home
- get up
- go to bed
- have a shower
- have breakfast
- have dinner
- have lunch
- meet friends
- play football
- read a book
- start school
- use the internet
- watch TV













3 1.1 Listen and write the daily routines from exercise 2 that you hear.

4 1.2 Listen, check and repeat the answers to exercises 2 and 3.

5 Look at the photos of a research station in Antarctica and read the factfile. What do you think life is like for the scientists there during the winter? Read the article and check your answers.

6 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 No boats travel to the Antarctic in winter.
2 It's cold inside the station.
3 Maria doesn't like the food in the canteen.
4 She does some exercise every day.
5 She likes watching the sky.
6 She usually goes to bed late.

WINTER IN ANTARCTICA

FACTFILE

- temperature at the South Pole: -25 to -35°C in summer, and -55 to -65°C in winter
- six months of daylight, six months of night
- sun goes down on 21 September and comes up again on 21 March

Winter in Antarctica lasts for six months, from March to September. The temperature at the South Pole is about -60°C. Boats can't go there because of the ice. Aeroplanes don't fly. At the South Pole, it's **permanent** night for six months.

The Amundsen-Scott South Pole Station is an American research station. 50 people live and work there in winter. Maria Corsini, one of the **astronomers** at the research station, studies the stars in the Antarctic sky. She tells us about life at the station.



I get up at 6.30 in the morning. It's dark outside, of course. It's always dark, but it isn't cold. Inside the station, it's 20°C in winter and in summer. But I only live here in winter. You can't study the stars here in summer – there's no night!





My morning routine is always the same. I have a shower, I get dressed and then I go to the **canteen**. I have breakfast there with everyone else. The food is really good. We have a little garden inside the research centre and we grow **fresh** green vegetables and salad.

After breakfast, I go to the gym. We don't go outside very often because it's so cold, but it's really important to do some exercise every day. After the gym, I start work. The South Pole is the perfect place to study the stars in winter. The sky here is amazing. Before dinner, I sometimes watch the Aurora Australis – the Southern Lights. The colours are so beautiful!



I usually go to bed early during the week, but at the weekend, there are lots of things to do. We have a cinema room and we sometimes watch films there together in the evening. There's a music room as well, with some guitars, a piano and other stuff. Some of the people here are really good **musicians**. We sometimes have a **concert** on Saturday night and we all sit and listen to them play. It's true we live and work at night for six months, but you know, life isn't so hard in Antarctica!

Strategy Guessing the meaning of words

To guess the meaning of a word:

- read the sentence carefully – the words before and after it can help you understand the meaning.
- read the sentences before and after the word – they can also help you understand.
- think of similar words in your language.
- look at pictures and photos – they can show the meaning, too.

7 **Read the strategy. Guess the meaning of the words in bold in the article.**

8 **REACT** **In the summer at the South Pole, it is light for 24 hours a day for six months. Which would you prefer: six months of constant day or six months of constant night? Why?**

Insight Prepositions of time

9 **Study the highlighted prepositions in the article. Write them in the table.**

Preposition	Time
1 _____	the weekend, night, 6.30 a.m., seven o'clock
2 _____	Saturday
3 _____	the morning, the afternoon, the evening, (the) winter, December
4 _____ / 5 _____	breakfast, lunch, dinner
–	every day / night, all the time, all week, early, late

10 **Complete the text with the correct prepositions or no preposition (–).**

I'm an astronomer and I work in the USA. I start work [1]_____ 9 p.m. [2]_____ every night. [3]_____ autumn, winter and spring, I study the sky and stars, but [4]_____ June, July and August, I work at Space Camp. Teenagers from a lot of different countries come [5]_____ Monday and stay [6]_____ all week. [7]_____ the morning and afternoon, they learn about space. [8]_____ night, they look at the stars with telescopes. I finish work [9]_____ late, but I don't work [10]_____ the weekend.

11 **TASK** **Work in pairs. Tell your partner about your routines during the week and at the weekend. Use the phrases in exercise 9 to help you. Find three things that are the same about your routines.**

> On a school day, I get up at 6.30, but at the weekend, I get up at 10.

Assess your progress Workbook page 17

Grammar and listening

Grammar Present simple: affirmative

1 WHAT DO YOU THINK? Work in pairs. Look at the photos in the article. It is early on a typical morning. What can you see? Do you think the people like getting up early in the morning? Read the article and check your answers.

WHAT A WONDERFUL MORNING!

A lot of people don't like mornings, but Shona and Nico are different. The morning is their favourite time of day.



Shona is in the local swimming team. She gets up at five o'clock and she goes to the swimming pool for two hours before school. She swims and practises with her team. 'My friends don't get up so early. They're tired at school in the morning, but I feel great after a swim,' she says. She doesn't swim at the weekend. She gets up late. She watches TV in bed. Then she has a shower and she studies for her exams. 'I don't do any exercise on Sunday, but I study a lot and I feel tired all day!'



Nico lives near Lake Como in Italy. Every morning, he gets up at half past five to walk his dog. 'In winter and in summer, I get up every morning to take Hugo for a walk before I have breakfast and go to school. It's cold and dark in winter, but we don't mind!' he says. 'It's a great time to walk down to the lake. People don't usually go to the lake at that time in the morning. There's no one else there. Hugo loves the lake! He always jumps in and swims in the water. I don't swim in the lake in winter! It's too cold. But sometimes I swim with Hugo in summer. We enjoy our morning walks together very much!'

2 Read the article again and complete the sentences.

1 Shona _____ up at five o'clock.
2 Shona _____ TV in bed.
3 Then Shona _____ a shower.
4 Shona _____ for her exams.
5 Nico _____ in Italy.
6 Hugo _____ the lake.

3 REACT **Do you get up before most other people in the morning? Do you like getting up early in the morning? Why / why not? What's your favourite time of day? Why?**

My sister and I get up at 6 a.m. every morning. We live on a farm and we help my parents with the animals.

Grammar Insight

4 Study sentences 1–6 in exercise 2. Which talk about routines? Which talk about facts and general truths?

1 routines: ____, ____, ____, ____
2 facts and general truths: ____, ____

5 Complete the table with examples from exercise 2 and the article.

swim	study	watch	have
I / you / we / they 1 _____	I / you / we / they 2 _____	I / you / we / they watch	I / you / we / they 3 _____
he / she / it 4 _____	he / she / it 5 _____	he / she / it 6 _____	he / she / it 7 _____

6 Match 1–4 to a–d to complete the rules about *he*, *she* and *it* in the present simple.

After *he*, *she* and *it*:

1 most verbs add
2 verbs with consonant + *-y* at the end change *-y* to
3 verbs with *-ch*, *-sh*, *-s* or *-o* at the end add
4 *have* changes to

a *-ies*.
b *-s*.
c *has*.
d *-es*.

For further reference and practice › Workbook › page 92

Grammar Present simple: negative

7 **Underline the other examples of the *he* / *she* / *it* form of the present simple affirmative in the article.**

8 **Put the words in order to make sentences about Shona and Nico. Use the correct form of the present simple for the verbs in bold.**

1 at Merryfield High School / **study** / Shona
Shona studies at Merryfield High School.
2 **work** / her mum / at her school
3 her school / at four o'clock / **finish**
4 two hours of homework / after school / **do** / Nico
5 dinner / he / with his family / at eight o'clock / **have**
6 **go** / running with / his brother / he / at the weekend

9 TASK **Work in pairs. Tell your partner about the daily routine of a friend or relative.**

My friend Eva gets up at 6 a.m. She does her homework before school. She ... .

Grammar Insight

10 **Study the examples of negative present simple verbs. Find more examples in the article in exercise 1.**

1 She **doesn't swim** at the weekend.
2 I **don't do** any exercise on Sunday.

11 **Look at the examples in exercise 10 and complete the rules with *don't* or *doesn't*.**

a After *I*, *you*, *we* and *they*, we form the negative present simple with _____ + verb.
b After *he*, *she* and *it*, we use _____ + verb. We don't add *-s* to the verb.

For further reference and practice › Workbook › page 92

12 **Complete the sentences with the verbs below. Then choose the correct negative form.**

do ■ have ■ like ■ meet ■ start

1 I **don't** / **doesn't** _____ mornings.
2 My mum **don't** / **doesn't** _____ breakfast with me.
3 I **don't** / **doesn't** _____ my friends before school.
4 School **don't** / **doesn't** _____ at eight o'clock.
5 My friends and I **don't** / **doesn't** _____ exercise every day.

13 **Complete the text with the correct present simple form of the verbs in brackets.**

Most teenagers [1]_____ (not do) exercise before school. They [2]_____ (like) staying in their beds in the morning. But Jo [3]_____ (get up) at six. She [4]_____ (get) dressed to go to the gym because she is a gymnast. She [5]_____ (not have) breakfast with her family. They're still in bed! After the gym, Jo [6]_____ (go) to school. Her school [7]_____ (start) at half past eight and it [8]_____ (finish) at three. But she [9]_____ (not feel) tired. 'Gymnastics gives me energy,' she [10]_____ (say). Well done, Jo!

14 **1.3 Listen to Jake. What is his hobby?**

15 **1.3 Listen again and choose the correct words.**

1 Jake **plays** / **doesn't play** games with his cousin.
2 Mia **goes** / **doesn't go** to school in Singapore.
3 Jake and his mum **live** / **don't live** in Canada.
4 Jake and Alex **play** / **don't play** games together before breakfast.
5 Alex **does** / **doesn't do** sport after school on Monday.
6 Jake and Alex **like** / **don't like** different online games.

16 **TASK** **Work in pairs. Write three true and two false sentences about you, your friends or your family. Use the present simple negative. Your partner guesses if they are true or false.**

Assess your progress Workbook page 17

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Is it a good idea for school to start in the afternoon?
2 What are the advantages? What are the disadvantages?

2 Read an article about a British school that opens only in the afternoon. Does it mention any of your ideas from exercise 1? Is Robbie happy with the afternoon timetable? Why / why not?

3 Read the interview with Robbie again. Put the activities below in the order he does them (1–8).

■ do sport ■ get up ■ go to bed ■ have breakfast ■ have a shower
■ have lunch ■ start school ■ study and do homework

GS Global skills Culture

4 Work in pairs and discuss the questions.

1 Would you like to go to a school like this?
2 How do you think schools are different in other countries?
3 Would you like to study in another country? Why / why not?
4 Do you think students from other countries would like to study in your country? Why / why not?

V Insight School subjects

5 1.4 Label icons 1–14 with the school subjects below. Then listen, check and repeat.

■ art ■ citizenship ■ design and technology (DT) ■ drama ■ English
■ geography ■ history ■ information and communication technology (ICT)
■ maths ■ modern languages ■ music ■ physical education (PE)
■ religious education (RE) ■ science



1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____
8 _____ 9 _____ 10 _____ 11 _____ 12 _____ 13 _____ 14 _____

6 Which lessons do you hear these words in?

1 Shakespeare, Emily Brontë, Wordsworth
2 Mozart, Beethoven, The Beatles
3 geometry, algebra, arithmetic
4 Australia, the Nile, Everest
5 molecule, photosynthesis, carbon dioxide

7 TASK Work in pairs. Which school subjects do you study at your school? Which do you like? Why? What other subjects would you like to study? Why?

Grammar Present simple: questions, question words

8 Complete the questions and answers from the interview with Robbie.

1 'Do you _____ this new timetable?' 'Yes, I _____.'
2 '_____ your headteacher like the idea?' 'Yes, she _____!'
3 '_____ your teachers like the new timetable?' 'Yes, they do.'
4 'Do you want to go back to the old timetable?' 'No, I _____!'

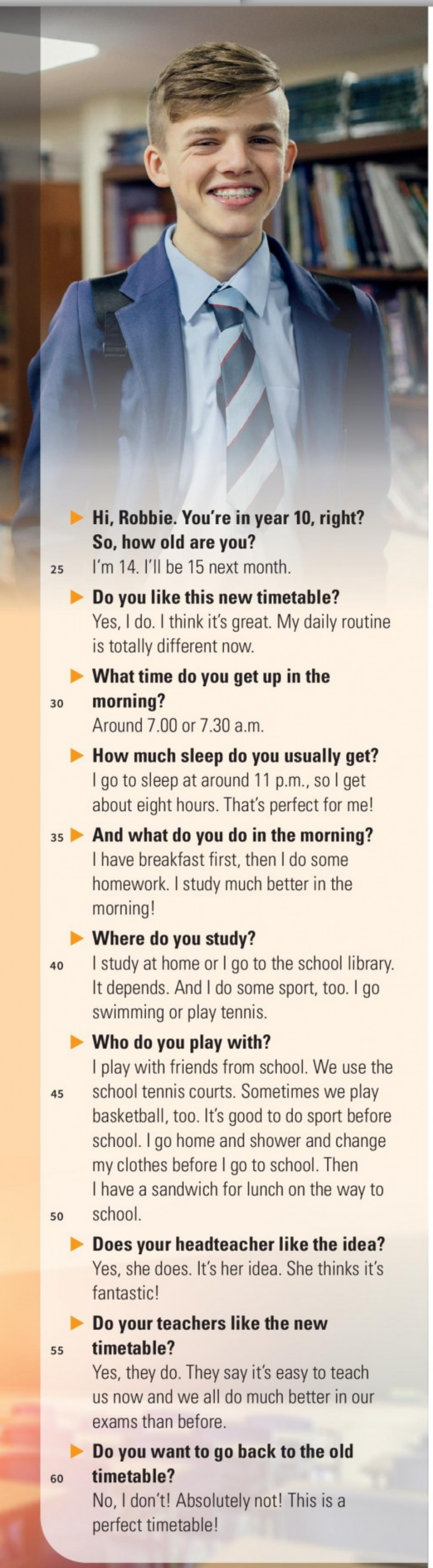
School in the afternoon?

Average school starting times for year 10 (14–15 years old)

China: 7 a.m.
Brazil: 7.30 a.m.
USA: 8 a.m.
UK: 8.45 a.m.

Teenagers just don't get enough sleep. It's a fact: most of them go to bed late. At the weekend, they can sleep until late the next day. But during the week, they get up early and they don't get a full eight hours of sleep. This is a big problem. Parents know this, teachers know this, but what can they do?

One school in London is trying something new. They have a new timetable for years 10 to 13. The school day doesn't start in the morning; it starts in the afternoon – at 1.30 p.m. And it finishes at 7 p.m. They have the same number of classes, but they start later in the day. We asked one of the students about the timetable.



Hi, Robbie. You're in year 10, right? So, how old are you?
I'm 14. I'll be 15 next month.

Do you like this new timetable?
Yes, I do. I think it's great. My daily routine is totally different now.

What time do you get up in the morning?
Around 7.00 or 7.30 a.m.

How much sleep do you usually get?
I go to sleep at around 11 p.m., so I get about eight hours. That's perfect for me!

And what do you do in the morning?
I have breakfast first, then I do some homework. I study much better in the morning!

Where do you study?
I study at home or I go to the school library. It depends. And I do some sport, too. I go swimming or play tennis.

Who do you play with?
I play with friends from school. We use the school tennis courts. Sometimes we play basketball, too. It's good to do sport before school. I go home and shower and change my clothes before I go to school. Then I have a sandwich for lunch on the way to school.

Does your headteacher like the idea?
Yes, she does. It's her idea. She thinks it's fantastic!

Do your teachers like the new timetable?
Yes, they do. They say it's easy to teach us now and we all do much better in our exams than before.

Do you want to go back to the old timetable?
No, I don't! Absolutely not! This is a perfect timetable!

Grammar Insight

9 Study the questions and answers in exercise 8. Then choose the correct form of *do* in the table.

Questions	
[1]**Do** / **Does** + I / you / we / they like the new timetable?	
[2]**Do** / **Does** + he / she / it like the new timetable?	
Short answers	
Yes, I / you / we / they [3]**do** / **does**.	No, I / you / we / they [4]**don't** / **doesn't**.
Yes, he / she / it [5]**do** / **does**.	No, he / she / it [6]**don't** / **doesn't**.

For further reference and practice › Workbook › page 93

10 Add *do* or *does* and put the words in order to make questions.

1 do your homework / before school / you?
2 on Saturday morning / you / study?
3 you and your friends / at break time / football / play?
4 study / other people in your family / at your school?
5 wear / your English teacher / glasses?
6 do sports / at the weekend / you?

11 TASK Work in pairs. Ask and answer the questions in exercise 10.

Grammar Insight

12 Study the questions in the interview with Robbie. Then match the question words to their functions.

We use:	for questions about:
1 *where*	**a** things.
2 *what*	**b** time.
3 *who*	**c** age.
4 *when*	**d** numbers.
5 *how old*	**e** people.
6 *how many*	**f** places.

For further reference and practice › Workbook › page 92

13 Complete the questions with the question words in exercise 12.

1 '_____ is the drama club?' 'On Friday afternoon.'
2 '_____'s the teacher?' 'I'm the teacher.'
3 '_____ do you teach in the club?' 'Lots of different drama techniques.'
4 '_____ are the students?' 'They're 14–18.'
5 '_____ students do you teach every week?' 'About 25.'
6 '_____ is the club?' 'Room 301.'

14 TASK Work in pairs. Plan your perfect school timetable. Use these ideas to help you.

- What time does school start and finish?
- How many break times do you have during the day?
- Do you have lunch at home or at school?
- What subjects do you study?
- How many classes do you have for each subject?
- What equipment do you have in your classrooms?
- How much homework do you get each day?
- What clubs or extra classes do you go to after school?

Vocabulary extra › Classroom items › page 134

Assess your progress Workbook page 17

1D Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Are there a lot of cars in the centre of your town or city?
2 Does your town or city do anything to stop the use of cars? If yes, what?

V Insight Transport

2 1.5 Match the photos to the forms of transport below. Then listen, check and repeat.

bike ■ bus ■ car ■ plane ■ train ■ walking













Strategy Understanding words and phrases with the same meaning

We call words with the same meaning *synonyms* – for example, *excellent* and *fantastic*. Record words and phrases which have the same meaning together in your vocabulary notebook.

3 1.6 Read the strategy. Match the verbs to the phrases. Listen, check and repeat. Then write the words and phrases with the same meaning in your vocabulary notebook.

1 walk	a go by bike
2 fly	b go by car
3 drive	c go on foot
4 cycle	d go by plane

4 1.7 Listen to a radio programme about teenagers' journeys to school. Who lives on a farm? Who lives on an island?

5 1.7 Listen again and complete the table. Who has the longest journey and who has the shortest journey?

	Amanda	Joseph	Claire	Henrik	Salma	Brad
Country						
Transport to school						
Journey time						

6 1.8 Match the questions to the answers. Then listen and check.

1 How do you go to school?	a About 15 minutes.
2 When do you leave home?	b I go by bike.
3 How long does the journey take?	c At 8.25.
4 When do you arrive at school?	d At 8.10.

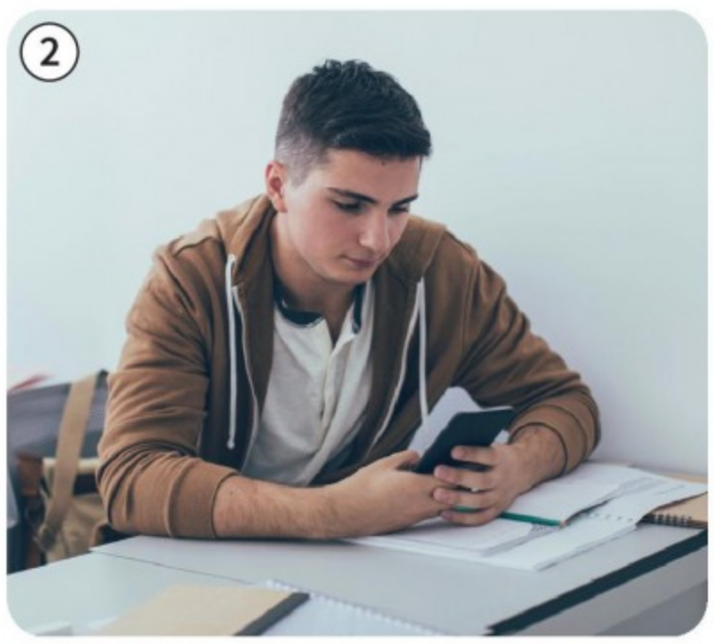
7 TASK Work in small groups. Ask and answer the questions in exercise 6. Find out who has the longest and shortest journey to school every day.

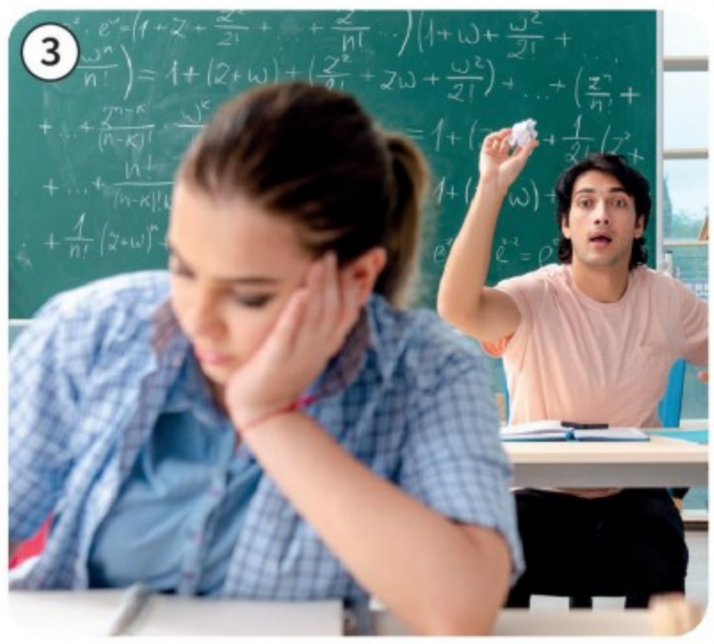
Speaking Classroom language

8 **Match three of the actions below to photos 1–3. Do you do these things in class? What does your teacher say if you do?**

■ answer questions ■ chat ■ listen ■ throw paper ■ use a dictionary ■ use your phone







9 1.9 **Listen to a dialogue. What is Simon doing in class? Choose a photo from exercise 8.**

10 1.9 **Complete the phrases from the dialogue. Then listen again and check.**

Instructions (affirmative)	Instructions (negative)	Asking for help
Sit down, [1]_____. Open your [2]_____ at page 22. Answer [3]_____ questions (in exercise five).	Don't [4]_____ your mobile phone in class. [5]_____ write in your textbook.	How do [6]_____ say that in English? Sorry, I [7]_____ understand. Can you say [8]_____ again, please?

11 1.10 **Complete the dialogues with the phrases in exercise 10. Then listen and check.**

1 **Teacher** Eva, what's your surname?
Eva Sorry, I _____. _____, please?
Teacher What's your surname?
2 **Teacher** Charlie, _____ in class.
Charlie Sorry, Mrs Taylor.
Teacher Put the phone in your bag, Charlie.
3 **Cosimo** _____ *treno* in English?
Teacher _____ at page 86. Transport words are there.
4 **Teacher** Now _____ about the text.
Marisa Mrs Taylor, what does 'journey' mean?
Teacher Guess from the context, Marisa, or use a dictionary.

12 **Read the dialogue again. Underline more affirmative instructions and ways of asking for help.**

GS Global skills Saying sorry

When someone asks you to stop doing something, often because they don't like it, you should say *sorry* or *I'm sorry*. It's very important to say *sorry* because:

- it makes people feel better.
- it can stop a situation from getting worse.

'Please don't look at your phone, Mark.' 'I'm sorry, Mr Jones.'

13 **TASK** **Work in pairs. Choose photo 1 or 3 from exercise 8 and write a dialogue between a teacher and a student. Use expressions from exercises 10 and 11. Act out your dialogue for another pair.**

Vocabulary extra › Classroom language › page 134

Assess your progress Workbook page 17

Writing Answering a questionnaire

1 Read the questionnaire and complete the questions with the words and phrases below.

■ school bag ■ school day ■ subject ■ teacher ■ time of day

Getting to know you



1 What's your favourite _____?
It's Friday because it's the end of the week and we have some fun classes on Friday afternoon – drama and music. After school, I go to a dance class with my friends and sometimes we have something to eat after class. I usually come home late, but that's OK because I don't get up early on Saturday.

2 What's your favourite _____?
Maths. My friends say I'm crazy, but I really like it because we have a very good teacher. He explains things so well and his classes are really interesting. I'd like to study maths at university.

3 Who's your favourite _____?
My French teacher, Claudette. She's from Paris and she's new to the school. She's quite young – only 25 years old. We all like her because we learn a lot in her classes and she doesn't give us a lot of homework!

4 What's your favourite thing in your _____?
My phone, of course! I chat with my friends on it and I play games. I've got a cool app for doing maths problems and I listen to music on it when I do my homework.

5 What's your favourite _____?
It's three o'clock, of course, because school finishes then, and I walk home with my friends. It's good to chat with my friends before I go home to do my homework. It's the best time of day – especially in summer!

2 Work in pairs and discuss the questions in the questionnaire.

Writing Insight

3 When do we use capital letters? Look at the questionnaire and tick (✓) the correct answers.

We use capital letters for:

1 ☐ the first letter of a sentence.
2 ☐ the personal pronoun *I*.
3 ☐ other personal pronouns.
4 ☐ languages and nationalities.
5 ☐ the names of people and places.
6 ☐ days and months.
7 ☐ seasons.
8 ☐ school subjects (except languages).

4 Look at the highlighted word *because* in the questionnaire. Choose the correct word to complete the rule in the language box.

because
Use *because* to explain **why** / **when** in your answers.

5 Read the strategy. Find and correct ten mistakes in the paragraph below.

Strategy Checking your writing

When you finish writing, check your work carefully. Check and correct:
■ capital letters. ■ grammar. ■ spelling.

Who's your favourite person?
My favourite person is my friend Carmen. She's Spanish, but she live in Manchester. We're in the same class at school, but we're very different. I like maths, but she don't like it. She play football and I don't like football at all! On saturdays, I not see Carmen in the morning becaus she plays football. But she meets me afterwards on two o'clock and we spend the afernoon and evening together. we meet our friends in the park or we go to the shops. Sometime she comes to my house.

Writing your questionnaire answers

Write answers to the questionnaire in exercise 1.

PLAN **Look at each question in the questionnaire again. Think about your answers in exercise 2, and use the extra questions below to help you.**

1 Why is it a good day? What do you do on that day?
2 Why do you like it? What does it teach you?
3 What's his/her name and subject? Why do you like this teacher?
4 What is it? What do you do with it? Why do you like it?
5 Why? What do you do at that time?

Think about your answer to each question. What can you write? What language can you use? Make some notes.

WRITE **Write your answers. Use your notes to help you. Write one paragraph for each question. Each paragraph should have at least three sentences.**

REVIEW **Check your answers. Use the strategy on page 20 to help you.**

Assess your progress Workbook page 17

Review 1

Vocabulary

1 Complete the text with the correct prepositions.

My school starts [1]_____ 8.50 a.m. Most of the students come to school [2]_____ foot, but some of them come [3]_____ car. Lunch is [4]_____ 12.15 p.m. Some students have sandwiches [5]_____ lunch. School finishes [6]_____ 3.20 p.m. [7]_____ winter, it's dark when we get home. Most students do homework [8]_____ the evening. [9]_____ Friday evening, they meet friends. We don't go to school [10]_____ the weekend.

Marks ___ / 10

2 Match the words in A to the words in B to make daily routines. Then complete the sentences.

A ■ do ■ get ■ go ■ have ■ meet

B ■ dinner ■ homework ■ my friends ■ to bed ■ up

1 We _____ late on Sunday morning.
2 We _____ in a restaurant on Saturdays.
3 What time do you _____ at night?
4 I chat online when I can't _____.
5 We _____ when we get home from school every day.

Marks ___ / 5

3 Complete the sentences with school subjects.

1 You do sport in _____.
2 You learn about the past in _____.
3 You learn about the world in _____.
4 You use a computer in _____.
5 You learn to act in _____.

Marks ___ / 5

Grammar

4 Complete the text with the correct present simple form of the verbs in brackets.

School at home

Some children [1]_____ (not go) to school because their parents [2]_____ (teach) them at home. This is called homeschooling. Hari Patel is 13, and he's a homeschooler. He [3]_____ (get up) at the same time as his friends, but he [4]_____ (not walk) to school with them. His classes [5]_____ (start) after he [6]_____ (have) breakfast. He [7]_____ (study) some subjects with his mum and others with his dad.

His brothers and sisters also [8]_____ (learn) at home. They [9]_____ (read) a lot of books and they [10]_____ (use) the internet, too. They all love homeschooling.

Marks ___ / 10

5 Complete the questions and short answers in the dialogue.

A [1]_____ you go to school?
B Green Park High. Do you go there, too?
A No, [2]_____. I go to a bilingual school.
B [3]_____ languages _____ you speak?
A Three. My mum's Swiss.
B Does she speak French?
A Yes, [4]_____.
B Does your father speak French, too?
A No, [5]_____.

Marks ___ / 10

Total ___ / 40

Global skills Studying effectively

1 WHAT DO YOU THINK? Work in pairs. Read statements 1–4. Do you agree? Why / why not?

Good students:

1 don't have time to relax.
2 often work until very late at night.
3 organize their time well.
4 think about their health.

2 Look at the photos in Zoë's blog post below. Then look at statements 1–4 in exercise 1 again. Which ones do you think Zoë agrees with?

3 Read Zoë's blog post and check your answers to exercise 2.

BLOG PREVIOUS NEXT

Study smart

Posted on 15 March | 16.13

Hello! I'm Zoë and I'm in my third year of secondary school. My goals for the rest of this year are to:
★ study better. ★ learn Spanish. ★ have more free time.
And yes, I think all three things are possible! 😊

This is my typical school day.



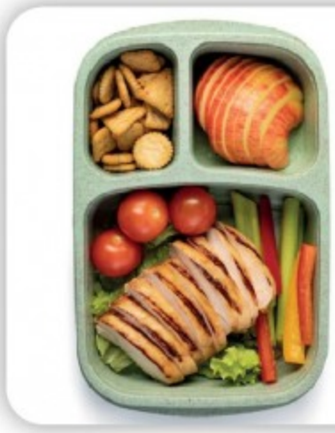
Before school
It's 7.30 and it's time to get up! I have a shower and get dressed. Then I have breakfast with my family. I usually have a big bowl of cereal and fruit. I've got a science test later today, so I don't want to be hungry.



After breakfast, I look at my flashcard app and learn three new Spanish words. Then I try to remember them while I brush my teeth. I do the same thing every evening.



I walk to school with my friend Elsa and we revise for our tests together. Elsa asks me questions and I answer them. Then I ask her some questions.

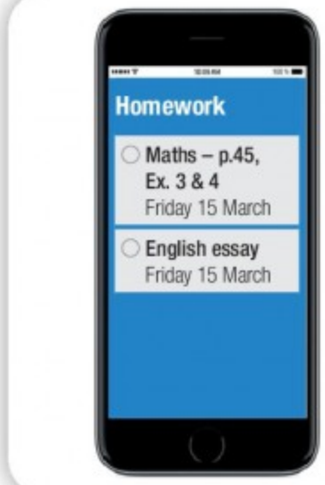


At lunchtime
I eat lunch at school with my friends. My dad makes a packed lunch for me. It's always very healthy, with some fruit and vegetables. It stops me feeling tired in the afternoon.

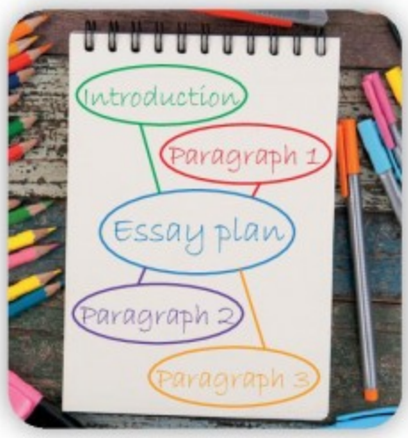


Then my friends and I often go outside for a while before lessons start again. We love playing football in the playground!

After school
I get home and watch TV with my little sister. I need a break after a long day at school! Then I start my homework. First, I look at my homework app and check what I need to do. Today I've got maths and English homework. There are only two exercises to do for maths, so I finish them before we all eat dinner together.



After dinner, I start my English homework. I need to write an essay. I've got three days to do it, but I want to start today. First, I read my notes from class and do some research online. Next, I take some paper and coloured pens and make a mind map. After that, I can write the introduction and the first paragraph.



In the evening
I quickly revise my Spanish words from this morning. But that's enough work for today and now it's time to relax! I listen to music, play games on my tablet or watch some more TV. And I spend time with my family and my cat, Cleo. At 10.30 I go to bed. I need at least eight hours' sleep!



4 Read the blog post again. When does Zoë use these strategies?

a Use apps to help with learning and to organize work.
b Take time to relax and sleep.
c Learn information in small amounts and look at it lots of times.
d Study with friends.
e Do a big piece of work in small steps.
f Make mind maps to organize ideas.
g Eat healthy food and eat regular meals.
h Do exercise.

5 Work in pairs and discuss the questions.

1 How is your school day similar to Zoë's? How is it different?
2 Which of the strategies in exercise 4 do you already use? Tell your partner about each one.
3 Which ones don't you use? Why not? Can you try any of them? How?

6 Read the checklist. Match the ideas about learning to learn to the strategies in exercise 4. Think of at least one more strategy for each idea.

Learning to learn

We all need to learn *how* to learn. There are lots of ways to do this. Here are some useful ideas.

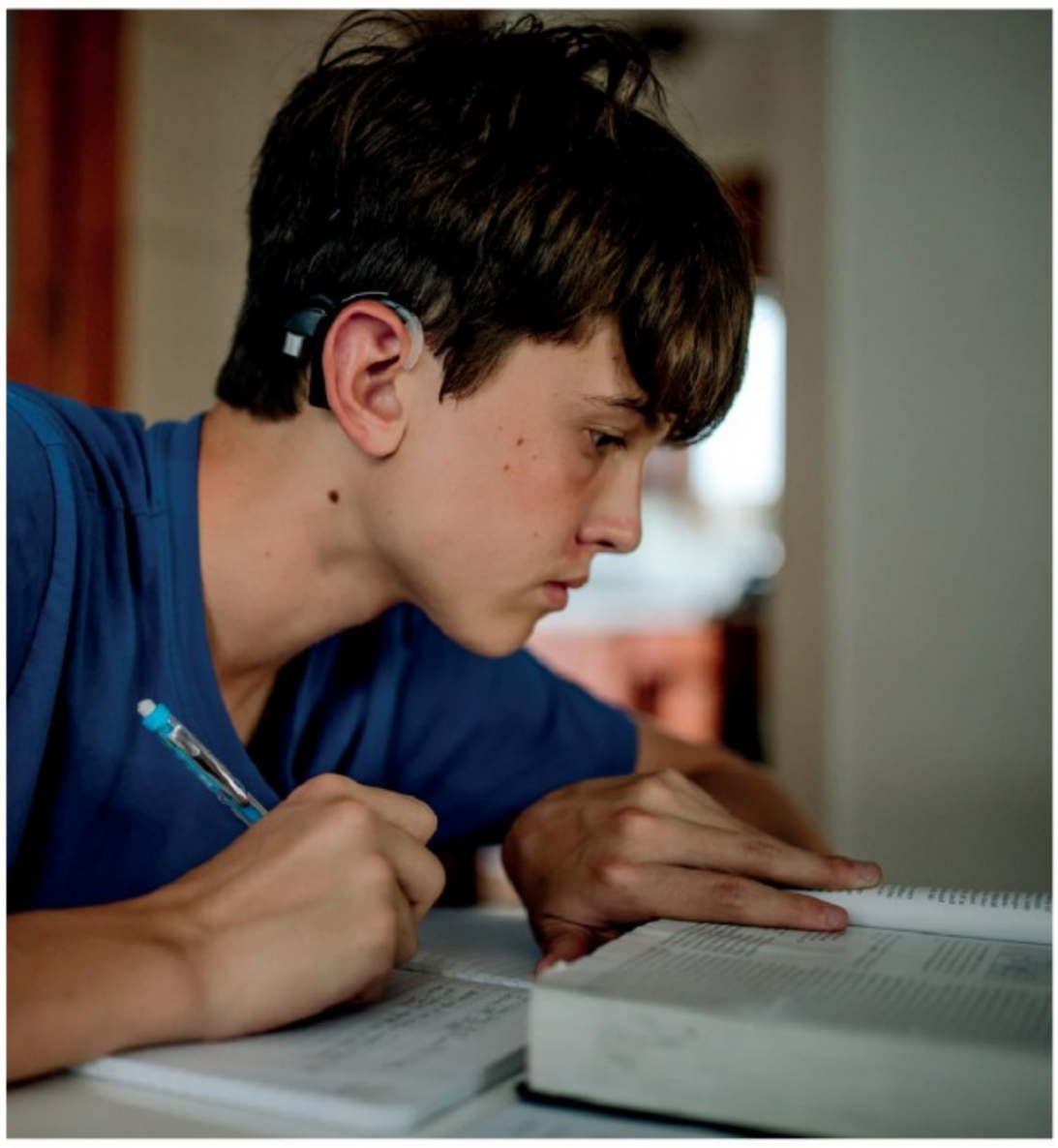
1 **Experiment and use strategies that work for you.**
Everyone is different. Try different strategies to discover the best ones for you.
2 **Big doesn't always mean better.**
Don't try to do too much in one go. Large amounts of information are more difficult to remember. Long essays feel shorter when you divide them into paragraphs.
3 **Health matters, too.**
Look after yourself. Remember that you study better when you feel well.

7 Complete the collocations in bold with the verbs below. Then check your answers in Zoë's blog post.

■ ask ■ do ■ make ■ revise ■ write

1 Let's _____ **a mind map** to organize our ideas.
2 We need to _____ **an essay** of 200 words for homework.
3 Can I have your Wi-Fi password? I want to _____ **some research** for my project.
4 Please be quiet. I need to _____ **for a test**.
5 Put up your hand before you _____ **a question** in class.

8 PROJECT Work in groups. Make a poster with the title 'How to be a good language learner'. Use your own ideas, do some research online or talk to other students about the strategies they use.



Assess your progress Workbook page 132

Video Studying effectively



Watch **Aimee**, **Louis**, **Ruaridh** and **Valentina** sharing their studying tips.

2 Time out

Reading and vocabulary

1 WHAT DO YOU THINK? Look at the photos in the article. What are the people doing? What activities make you concentrate really hard? Why? Is it important to do activities like sport, music, gaming and art?

Strategy Skim-reading for the main ideas

- Use photos and headings to help you understand what the text is about in general.
- Read the first line of each paragraph to get an idea of what it is about.
- Read the whole text quickly to understand the main ideas.
- Don't worry about difficult words and phrases.

2 Read the strategy. Then read the article and choose the correct summary.

The text talks about:

a different sports that give you a sense of flow.
b four people who experience a sense of flow when they do different things.
c four people who enjoy doing strange activities.

3 Read the article again and answer the questions.

Who says that they:

1 like doing activities both with friends and alone?
2 like their activity because it is difficult?
3 don't have a clear plan when they start?
4 don't always need to look when they do their activity?

4 REACT Which activity would you like to do most? Why? Do you have any favourite activities that are difficult, physical or that you 'get lost in'? What are they?

Insight Free-time activities

5 2.1 **Match the free-time activities below to the icons. Then listen, check and repeat.**

- acting
- cooking
- dancing
- drawing
- painting
- playing computer games
- playing tennis
- playing the drums
- rock climbing
- singing
- skateboarding
- swimming



Feel the *flow!*

Do you ever get lost in an activity? Maybe you almost forget where you are? Do you ever feel like nothing else matters – it's just you and what you're doing? And it feels good? Scientists call this *the flow*. When we're 'in the flow', we're really thinking about what we're doing, we're trying really hard and we're really enjoying it. Does that sound familiar? Then you've got the flow!



1 Karin Schmidt

I live in a big city, so of course, I'm interested in things I can do near my house, like skateboarding – it's great fun, but I enjoy going to the countryside, too. I love rock climbing in the mountains because it's hard and challenging. When I'm climbing, I really feel the flow. And then there's the reward when I'm at the top. I feel tired, but so happy!



2 Luigi Sorrentino

I feel the flow every time I'm around music. Dancing, singing and playing the drums are my favourite things to do. I feel so excited when I do them and I sometimes get really lost in the music. When I close my eyes, it's even better because I concentrate hard and that really helps my music.



3 Gillian Blake

For me, it has to be something really creative like drawing or painting – I like that kind of stuff because I can use my imagination and see things in new and interesting ways. When I sit down to draw, I never know exactly what my picture will look like. I spend hours doing it and I don't think of anything else – it's wonderful!



4 Lukasz Pakula

I like everything to do with sports, but I'm interested in doing individual sports especially, so I don't need to make plans with friends and I can do them when I want. I love cycling and swimming the most. But then I'm into football and being part of a team, too. I'm also a gamer, and I really enjoy playing football online. It's the same sport, but the experience is different because you're alone. Online, I get totally lost in football!

6 Work in pairs. Which of the activities in exercise 5 do you do in your free time? When do you do them? Think of someone you know who does each of the activities. How often do they do it? Tell your partner.

I like playing tennis on Saturdays. My brother ...

V Insight Likes and dislikes

7 Complete the examples from the article with a word or phrase expressing likes / dislikes.

1 I'm i_____ i_____ things I can do near my house.
2 I e_____ going to the countryside.
3 I l_____ rock climbing in the mountains.
4 I l_____ that kind of stuff.
5 I'm i_____ i_____ doing individual sports especially.
6 I l_____ cycling and swimming the most.
7 I'm i_____ football and being part of a team.

Strategy Recording antonyms

We call two words or phrases with the opposite meaning *antonyms*. To improve your vocabulary, record words or phrases with their antonyms in your vocabulary notebook.

8 Read the strategy. Match the phrases in exercise 7 to their antonyms below. Then write the phrases with their antonyms in your vocabulary notebook. Sometimes more than one answer is possible.

a I don't enjoy ....
b I hate ....
c I'm not interested in ....
d I dislike ....
e I'm not into ....

9 TASK Work in pairs and discuss the questions. Use phrases from exercises 7 and 8, and the free-time activities in exercise 5.

1 What do you like doing in your free time? Why?
2 What are your brothers / sisters / friends into?
3 Do you ever 'feel the flow' when do you some activities? If so, when?

Vocabulary extra › Sports › page 135

Assess your progress Workbook page 25

Grammar and reading

Grammar Adverbs of frequency

1 WHAT DO YOU THINK? Work in pairs. Read the short text. Are people interested in Paralympic sport? Why / why not?

The Paralympics is short for the Paralympic Games – an international sports event for athletes with disabilities. The Paralympics take place every four years, after the Olympic Games. There are 22 sports in the Paralympics, including athletics, swimming, cycling and four sports in wheelchairs: basketball, fencing, rugby and tennis.

2 Read the interview and answer the questions.

1 Which sports does Ched play? 2 When does he train? 3 Which foods does he eat?

Spotlight on ... wheelchair rugby



Today we're talking to Ched Morley, captain of Team USA's wheelchair rugby team.

Wheelchair rugby is a Paralympic sport. There are just four players in each team (usually there are 15) and they play the sport indoors, not outside. It's very fast and exciting, and there is a lot of physical contact. Ched Morley, captain of Team USA in wheelchair rugby, takes his sport very seriously.

What is your ambition in wheelchair rugby? I want to be the best and I never want to lose! I love the sport and it's always great fun to play. That's why I always train really hard.

And how often do you train? Usually, I train in the gym in the afternoons. I sometimes train with others, but usually, I train on my own. Sometimes, I train with Team USA in Alabama, especially before the Paralympics.

Do you play any other sports? Yes, I do! I often play wheelchair basketball as well. That was my favourite sport before, but now I prefer rugby.

What kind of food do you eat? I love tacos – it's my favourite food, but it's not very healthy! I often eat hummus between meals – that's my favourite snack.

3 REACT How does Ched describe himself? Why do you think this is important to him?

Grammar Insight

4 Study the adverbs of frequency. Then find sentences 1–8 in the interview and complete them with adverbs of frequency.

0%	→	50%	→	→	100%
never	not often	sometimes	often	usually	always

1 I _____ want to lose.
2 It's _____ great fun to play.
3 That's why I _____ train really hard.
4 _____, I train in the gym in the afternoons.
5 I _____ train with others, but _____, I train on my own.
6 _____, I train with Team USA in Alabama.
7 I _____ play wheelchair basketball as well.
8 I _____ eat hummus between meals – that's my favourite snack.

5 Study the sentences in exercise 4 and choose the correct words to complete the rules.

a Adverbs of frequency come **before** / **after** the main verb.
b Adverbs of frequency come **before** / **after** the verb *be*.
c The adverbs *sometimes* and *usually* can also go at the **beginning** / **end** of a sentence.

For further reference and practice › Workbook › page 94

6 **Rewrite the sentences with the adverbs in brackets in the correct place.**

1 I play football at the weekend with my cousins Hassan and Ali. (always)

2 Gary and Sandra are late for school, but André is late. (sometimes, never)

3 Paola wins the game. (usually)

4 She has piano lessons after school. (often)

5 I'm very tired at the end of the day. (always)

6 We don't watch rugby matches on TV. (often)

7 **Look at the table and write sentences about Raúl and Angela. Then work in pairs and compare your answers.**

What do you do at the weekend?					✓ = Raúl	✓ = Angela
How often do you:	**always**	**usually**	**often**	**sometimes**	**not often**	**never**
play football?	✓	✓				
go cycling?			✓	✓		
get bored?		✓			✓	
do homework?			✓			✓
play computer games?				✓		✓

Raúl always plays football at the weekend.

8 **Complete the table in exercise 7 about yourself. Then work in pairs and ask and answer the questions.**

How often do you play computer games at the weekend?

I often play computer games, especially at the weekend! What about you?

9 2.2 **Listen to Rose asking Sarah questions for a healthy lifestyle survey. Find and correct six mistakes with adverbs of frequency in Rose's notes.**

Sarah:

- *often gets up at seven in the morning.*
- *always gets up at eight or nine at the weekend.*
- *never has breakfast.*
- *always takes the bus to school – she never cycles.*
- *often does sport after school.*
- *usually goes to bed at ten.*

10 **TASK** **Work in pairs. How healthy is your lifestyle? Ask and answer the questions in the table. Record your partner's answers using full sentences. Then add your own questions.**

How often do you:	
get up early?	
watch sport on TV?	
go to the gym?	
play computer games?	
eat fast food?	
eat fruit and vegetables?	

Vocabulary extra › Sports collocations: *play*, *go*, *do* › page 135

Assess your progress Workbook page 25

CULTURE Reading, vocabulary and grammar

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs. Look at the photos in the article and discuss the questions.

1 Where are the people?
2 What are they doing?
3 Do you think they enjoy it? Why / why not?
4 Do you think they are professional musicians? Why / why not?

Insight Musical instruments

2 2.3 Listen and repeat the instruments below. Then look at the photo of the orchestra in the article. Which of the instruments can you see?

cello ■ clarinet ■ drums ■ flute ■ guitar
keyboards ■ piano ■ saxophone ■ trumpet ■ violin

3 2.4 Listen and match the tunes to six of the instruments in exercise 2.

4 TASK Work in pairs and discuss the questions.

1 What kind of music do you listen to?
2 Do you play a musical instrument? What do you play?
3 Is music important in your life? Why / why not?

5 Read the article and choose the correct words.

1 The young people at the Music Camp **live in Britain** / **live in other countries**.
2 The Music Camp **has** / **hasn't** got instruments for the young people.
3 The young people sleep in **tents** / **the theatre**.

6 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 The young people stay at the camp for one week.
2 The young people can learn new instruments.
3 All the young people at the camp are very good musicians.
4 The young people watch a special performance by professional musicians.
5 Varinder thinks it's important to sing at Music Camp.
6 Tamara usually plays jazz music.

7 Underline the antonyms for the adjectives below in the article.

bad ■ big ■ difficult ■ quiet ■ same ■ unusual

Global skills Culture

8 Read Varinder and Tamara's words again and discuss the questions.

1 What do they like about Music Camp?
2 What types of music do you know that come from other countries and cultures?
3 Is it important to listen to music from different cultures? Why / why not?



It's ten o'clock in the morning. On a small campsite in Milton Keynes, there's a very noisy drumming lesson. A campsite isn't the usual place for a drumming lesson, but this isn't an ordinary music lesson.

Every August, young people from around the UK come to the National Youth Music Camps at the Stables Theatre in Milton Keynes and play music together for a week. Some young people are very good musicians and they can play different instruments. Some young people can't play an instrument and some haven't got an instrument. But everyone is welcome at the camp and there are lots of instruments for everybody.

The young people and teachers sleep in tents. They have music lessons on the campsite and they have breakfast, lunch and dinner together in a big tent. There is also a theatre and a recording studio. The young people act, sing and dance in the theatre. At the end of the week, they perform a special concert.





▶ Varinder Gupta

I love rock music and hip hop, but I also love traditional Indian music – it's the music I heard as a child before my family moved to the UK a few years ago. I can play the sitar, which is a stringed instrument, and the tabla, which is like a drum. Can I sing? No, I can't. I'm not very good at singing, but that's not important here. It's all about learning new things and sharing ideas. We can meet new people, learn new instruments and discover music from other cultures. It's so interesting. I want to learn about Chinese traditional music and R & B.

▶ Tamara Huerta

I can play the cello. I always play classical music, but at Music Camp I play my cello with the jazz band. It isn't easy to play jazz music, but we can play some great jazz songs. I also love tango – it's a famous dance from Argentina, where my dad comes from. But here at the camp, people are music mad. They're into all kinds of things – folk, hip hop, blues – it doesn't matter. I think it's great to have so many different types of music all in one place.

Grammar *can* / *can't* for ability

9 Complete the examples from the article.

1 They can _____ different instruments.
2 I _____ play the sitar.
3 Can I sing? No, I _____.

Grammar Insight

10 Choose the correct words to complete the rules.

a We use *can* + infinitive **with** / **without** *to*.
b The negative of *can* is ***don't can*** / ***can't***.
c We use **the same** / **a different** form of *can* after all persons (*I*, *you*, *he*, *they*, etc.).

For further reference and practice › Workbook › page 94

11 Make sentences with *can* / *can't*.

1 Maurice / play the flute (✓)
2 Annabel / dance salsa (✗)
3 Tom / make good videos (?)
4 Pria / ride a horse (✗)
5 Simon / play the saxophone (?)
6 Maria / speak Hindi (✓)

12 2.5 Omar and Bella are at Music Camp. Listen to their conversation and complete the table. Then write sentences with *can* / *can't*.

	Omar	Bella
play the violin	✓	✗
sing		
play the flute		
dance		
act		

Omar can play the violin. Bella can't play the violin.

13 Work in pairs. Ask and answer questions with *can* / *can't* about the things below.

■ act ■ cook ■ dance ■ do karate
■ play a musical instrument ■ ride a bike ■ sing
■ speak Spanish ■ swim

Can you play a musical instrument? — No, I can't.

14 TASK Work in pairs. Plan a music camp. Discuss the questions. Then give a presentation about your music camp to the class.

1 When / where is the camp?
2 What instruments are there?
3 Has the music camp got a band, a choir or an orchestra?
4 What styles of music can you hear?
5 What music from other cultures is there?
6 What will be the final performance?

Assess your progress Workbook page 25

Listening, vocabulary, grammar and speaking

1 Welkom in mijn land!

2 日本へようこそ

3 Bienvenue dans mon pays!

4 Benvenuti nel mio paese!

5 Bienvenido a mi país!

6 Welcome to my country!

7 Bem-vindo ao meu país!

8 Üdvözöljük országunkban!

9 Witaj w moim kraju!

10 Добро пожаловать в мою страну!

11 歡迎來到我的國家！

12 أَهْلاً بِكَ فِى بَلَدِي

Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss. Which languages do you study? Which languages do you think are easy or difficult to learn? Why?

V Insight Languages

2 2.6 Work in pairs. Can you match the languages below to sentences 1–12 on the left? Listen and check.

■ Arabic ■ Dutch ■ English ■ French ■ Hungarian ■ Italian ■ Japanese ■ Mandarin Chinese ■ Polish ■ Portuguese ■ Russian ■ Spanish

3 Match the languages in exercise 2 to the countries where they are spoken.

a China _____
b the United Kingdom _____
c Russia _____
d Japan _____
e Spain _____
f Poland _____
g Saudi Arabia _____
h Italy _____
i Hungary _____
j France _____
k the Netherlands _____
l Portugal _____

4 Some languages are spoken in more than one country. Match the countries below to the languages in exercise 2. Sometimes more than one answer is possible.

■ Brazil ■ Egypt ■ Mexico ■ Senegal ■ the USA

5 TASK Work in pairs. Ask and answer the questions. Look at page 132 for more nationalities and languages.

1 Where are you from?
2 Where do you live?
3 What languages can you speak?
4 What languages do you want to learn?

6 2.7 **Listen to a dialogue and answer the questions.**

1 Name three languages that Richard Simcott can speak.
2 What three sports does Amber Monforte do?

7 2.7 **Listen again and choose the correct answers.**

1 The article in the magazine is about
  a people from different countries.
  b people who are very interested in their hobby.
  c people who know a lot about sport.
2 Richard Simcott loves
  a learning languages.
  b teaching languages.
  c travelling around the world.
3 Amber Monforte is
  a a professional athlete.
  b a sports teacher.
  c a nurse.
4 Amber usually finishes the race in about
  a 24 hours.
  b 42 hours.
  c 20 hours.

8 REACT Why are Richard and Amber called 'superheroes'? Do you know any 'superheroes'? If so, what are they good at? Who's your 'superhero'?

Grammar Adverbs of manner

9 Underline the adverbs in the sentences.

1 He speaks slowly.
2 She runs quickly.

Grammar Insight Adverbs of manner

10 Complete the rules.

a We use adverbs of manner to describe a **verb** / **noun**.
b To make an adverb from an adjective (e.g. *slow*, *quick*), we usually add the letters ____.

Regular	Irregular
+ *-ly*: bad → bad**ly** (quick**ly**, slow**ly**, quiet**ly**, loud**ly**)	good → **well**
-y → *-ily*: easy → eas**ily** (happ**ily**, laz**ily**, nois**ily**)	hard → **hard**

For further reference and practice › Workbook › page 95

11 2.8 **Herbie Newson loves playing musical instruments. Listen and complete the sentences with adverbs from exercise 10.**

1 He learns new instruments _____.
2 He learns new songs _____.
3 He practises _____ every day.
4 He can play the violin _____.
5 He plays the cello _____.
6 He usually plays the piano _____.

12 TASK Work in pairs. What things do you do well? What things do you do badly? Find three similarities or differences with your partner.

Speaking Requests with *can* and *could*

13 Match problems 1–2 to photos A–B.

1 She is shopping online, but hasn't got any money.
2 She needs help with her homework.

14 2.9 **Listen to a dialogue and match it to one of the photos.**

15 2.9 **Complete the phrases. Listen again and check.**

Requests	Responses to requests
Can you [1]_____ me with it, please?	No, I'm [3]_____, I can't.
Could [2]_____ help me when you get home?	Sure, [4]_____ problem.

16 2.10 **Complete the dialogue with the phrases below. Listen and check.**

- Can you get me another coffee
- could you pay for it
- Of course I can
- Yes, of course. Here's my

Jade I want to buy this top online, but I don't have my credit card.
Dana No problem. I have my card.
Jade So, [1]_____ then, please?
Dana [2]_____ card.
Jade [3]_____ as well?
Dana [4]_____! Cappuccino?
Jade Yes, great – thank you!





GS Global skills Being polite

When you ask for something, it is important to be polite, especially with people you don't know very well. Always remember to say *please* at the end of your request. *Could* is more polite than *can* in requests.
So, could you pay for it then, please?

17 In what situations is it important to be polite?

18 TASK Work in pairs. Choose one of these situations or use your own idea. Write a dialogue with at least one request. Use exercises 15 and 16 to help you. Then join another pair and act out your dialogues. Can you guess which situation the other pair chose?

Son / daughter and parent

Son / daughter
You need some extra pocket money this month because it's the summer holidays. All your other friends' parents give them something extra.

Parent
Agree but ask your son / daughter to help clean the house this week.

Two friends

Friend 1
You need help with your final year school project. You don't have the right books to do it. Ask your friend for help.

Friend 2
Agree but ask your friend to help you with something, too.

Brother and sister

Brother / sister A
Ask B to borrow his / her bike.

Brother / sister B
Say that you can't help because you need the bike now, but later is OK.

Assess your progress Workbook page 25

Writing An informal letter

1 **Read Carla's letter. Who is she? Why is she writing? What would you say in your reply to her?**

2 **Read Julia's letter and tick (✓) the things she mentions.**

1 free-time activities	☐	6 school	☐
2 pets	☐	7 family	☐
3 friends	☐	8 music	☐
4 food	☐	9 weekends	☐
5 shopping	☐		

Strategy Writing informal letters

3 **Read Julia's letter again. Choose the correct words to complete the strategy for informal letters.**

1 **Begin** / **Finish** informal letters with *Hi* or *Hey*.
2 **Begin** / **Finish** informal letters with *Bye* / *Take care* / *Write soon*.
3 **Use** / **Don't use** contractions and informal language (*it's*, *I'm*, *I'm into*, *info*, *pic*).
4 Use **a new paragraph for each topic / one paragraph for the whole letter**.

Hi!

My name's Carla and I'm 15 years old – see pic! I'm Italian and I live in Turin. I have two brothers and three sisters – my family is big!

Could you write to me with some information about you, your school and your hobbies, please? I need to write about a student in another country for my school project. I hope you can help me!

Thanks a lot!

Bye!

Carla



Hi Carla,

How are things with you? Of course I can help you! Here's some info about me for your school project.

I'm Julia Mitchell, I'm 15 and I live in a small city in the west of England with my mum, my two brothers and my dog, Hester – see pic!

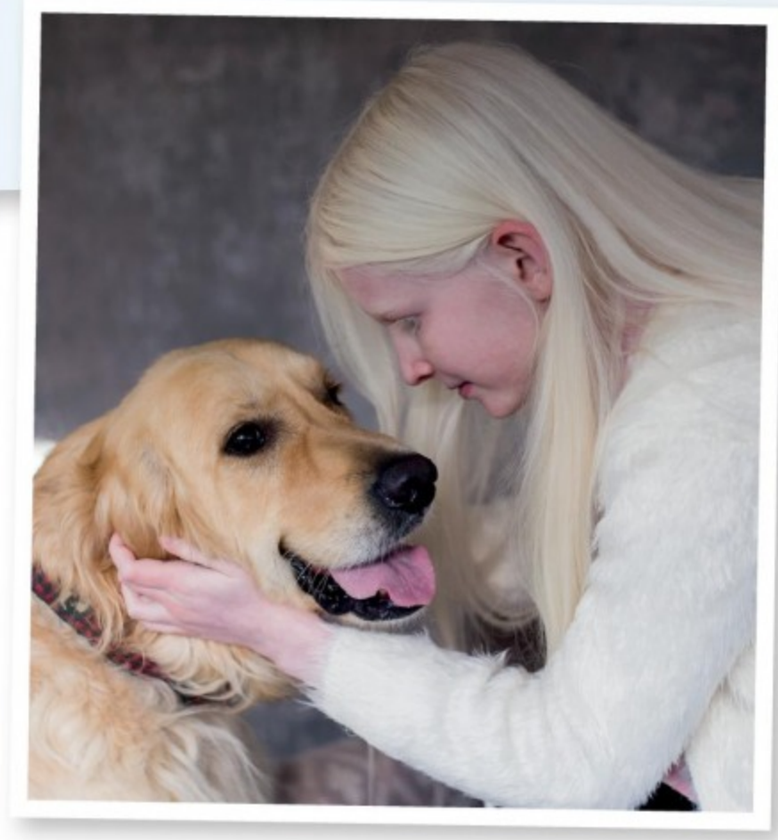
I go to a school in Bristol. It's a big school – it's got about 1,500 students and there are about 50 teachers! It's a really good school and everyone's very friendly. I like science and geography, and I also enjoy learning languages. I can speak Italian and Spanish. I don't like maths or history. They're really boring! What about you?

As for my hobbies, at the weekend, I'm into swimming and going to the cinema. I love watching football on TV, but I don't like playing it! Sometimes, on Sundays, I go skateboarding or play tennis with my friends. I can't play tennis very well, but it's great fun! I usually do my homework on Sunday night – boring but necessary!

That's all for now. Write soon and tell me if you need more info for your project, OK?

Take care,

Julia



Writing Insight Linking words: *and*, *but*, *or*

4 **Complete the sentences from Julia's letter.**

1 It's a big school – it's got about 1,500 students _____ there are about 50 teachers!
2 I can speak Italian _____ Spanish.
3 I don't like maths _____ history.
4 At the weekend, I'm into swimming _____ going to the cinema.
5 I love watching football on TV, _____ I don't like playing it!
6 On Sundays, I sometimes go skateboarding _____ play tennis with my friends.

5 **Choose the correct words to complete the rules in the language box.**

and*, *but*, *or

1 Use ***and*** / ***but*** / ***or*** to say you have a choice of two things.
2 Use ***and*** / ***but*** / ***or*** to list two or more things.
3 Use ***and*** / ***but*** / ***or*** to show a contrast.

6 **Complete the sentences with *and*, *but* or *or*.**

1 I like rap music, _____ I don't like classical music.
2 Do you watch TV _____ listen to music after school?
3 I've got two sisters _____ one brother.
4 I'm from Scotland, _____ I live in Spain now.
5 Do you prefer reading magazines _____ books?

Writing your letter

Write a letter to Carla with information about you.

PLAN Think about these questions.

- Where do you live? Who do you live with?
- How many people are there in your family?
- Is your school big or small? Is it friendly or unfriendly? Why?
- What school subjects do you like / dislike?
- What do you do in your free time?

Plan your letter in three paragraphs. Use Julia's letter as a model.

Say hello.
Paragraph 1: information about you and your family
Paragraph 2: information about your school
Paragraph 3: information about your free time / hobbies
Say goodbye.

WRITE Write your letter. Use the strategy on page 32 and your paragraph plan to help you. Remember to include *and*, *but* and *or* in your letter.

REVIEW Check your spelling, grammar and punctuation.

Assess your progress Workbook page 25

Review 2

Vocabulary

1 Complete the notice with free-time activities.

Mon / Wed: Art club for pupils who like [1]d_____ and [2]p_____.

Tue / Thu: Tango for pupils who enjoy [3]d_____. Beginners water polo class for pupils into [4]s_____.

Fri: Classical music night. Play the [5]v_____, the clarinet, the [6]f_____ or the [7]t_____.

Marks ___ / 7

2 Rewrite the sentences using the correct form of the words in brackets.

1 My brother is into rock climbing. (love)
_____
2 I enjoy singing. (into)
_____
3 Rob is interested in cooking. (like)
_____
4 We dislike playing tennis. (not enjoy)
_____
5 My sister hates painting. (not interested)
_____
6 Kate isn't into acting. (dislike)
_____

Marks ___ / 6

3 Complete the text with languages.

I go to an international school where the pupils speak a lot of different languages. Ivan is from Moscow, so he speaks [1]_____, and Akihito is from Tokyo, so he speaks [2]_____. Lola from Madrid speaks [3]_____ and Laila from Warsaw speaks [4]_____. Giovanni is from Rome, so he speaks [5]_____, but his mother is from Amsterdam, so he also speaks [6]_____! Our school is in London, so we all speak [7]_____.

Marks ___ / 7

Grammar

4 Make sentences using the adverbs in brackets.

1 Patricia / have / meat for dinner (never)
_____
2 my sister / go / to bed / early (often)
_____
3 we / walk / to school (usually)
_____
4 I / be / late for school (sometimes)
_____
5 Mohit / play / football / at the weekend (usually)
_____
6 my parents / watch / TV (not often)
_____

Marks ___ / 6

5 Complete the dialogue with the correct form of *can* and the verbs in brackets.

A Hello. I want to help with the drama club.
B Great! What [1]_____ (you / do)? [2]_____ (you / act)?
A No, I [3]_____. And I [4]_____ (dance).
B Oh. [5]_____ (you / take) good photos?
A Yes, I [6]_____. I'm good at art, too.
B [7]_____ (you / use) a computer?
A Yes, I [8]_____.
B You can make our posters! Welcome to the club.

Marks ___ / 8

6 Complete the sentences with adverbs formed from the adjectives in brackets.

1 My maths teacher speaks _____ (loud).
2 We always study _____ (hard) before exams.
3 I usually sleep _____ (good).
4 My friend plays the guitar very _____ (bad).
5 My mother walks _____ (slow).
6 You can't learn new languages _____ (easy).

Marks ___ / 6

Total ___ / 40

Cumulative review Units 1–2

Listening

1 2.11 **Listen to a radio interview with a triathlon athlete. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 The three sports in a triathlon are swimming, cycling and running.
2 Triathlon athletes usually swim for 500 metres.
3 They cycle for 14 kilometres.
4 They do each sport on a different day.
5 They run for ten kilometres.
6 Andy's favourite sport is swimming.
7 He trains every day of the week.
8 He often goes running in the mornings.
9 He studies sports science at university.
10 He is into cooking.

Speaking

2 Work in pairs. You are in class, but you have not got your school bag. Prepare a dialogue. Follow these steps.

- Greet your friend and explain your problem.
- Ask to use your friend's book. Thank your friend.
- Ask for a pencil. Thank your friend.
- Ask for a pencil sharpener. Thank your friend.
- Tell your friend they are a really good friend.

Reading

3 Skim-read the article and tick (✓) the true sentences.

1 Kiara and Oliver both love their hobby. ☐
2 They both do their hobby very well. ☐
3 They both do their hobby at school. ☐
4 They both go to different countries for their hobby. ☐

4 Read the article again and choose the correct answers.

1 Kiara likes
a painting on paper. **c** painting skateboards.
b painting at an art club. **d** painting and dancing.
2 The skateboarding competition
a is in Europe. **c** is only for teenagers.
b is only for adults. **d** is for school teams.
3 Every day after school, Kiara
a plays computer games. **c** forgets her homework.
b practises skateboarding. **d** watches TV.
4 Oliver goes to
a a gaming club. **c** a science club.
b an English language club. **d** a robotics club.
5 Oliver and his team learn about robots from
a their parents. **c** the internet.
b their teachers. **d** books.
6 The robotics competitions are
a very easy. **c** very difficult.
b in different countries. **d** in California.

More than a HOBBY

Some people like doing their hobby for an hour on a Sunday afternoon, and forget about it for the rest of the week. For others, it's their life! Meet two teenagers who take their hobbies to extremes.



Kiara Tremblay

is from the city of Lacombe, in Alberta, Canada. She's interested in art and when she's at home, she enjoys painting. But she doesn't paint on paper; she paints skateboards! For Kiara, skateboarding is more than a hobby – she can't live without it! She's a freestyle skateboarder and when she jumps and spins on her board, it looks like dancing. Every year, she goes to a big skateboard competition for teenagers and adults in Europe, and every year, she wins! Skateboarding at Kiara's level is hard work. Every day, she practises for hours when she gets home from school, and she has to do her homework, too. She doesn't have a lot of time for TV. So why does she skateboard? Because it makes her feel great!





Oliver Ekundayo is sixteen. He lives in California, USA, and he's in his last year of school. His favourite subject is science. He also likes reading books and playing video games, but his favourite free-time activity is the robotics club. He's the captain of his school's robotics team. They use the internet to learn how to make cool machines and robots, and they learn quickly! They've got lots of medals from robotics competitions in different countries. It isn't very easy to travel outside the USA when you're a student, but Oliver tries to make time for everything. It's hard work, but he enjoys it, and he's always very excited when he can go to other countries. He likes travelling by plane, and he enjoys riding a bike in the cities that he visits. But most of all, he loves making robots with his friends on the team.



Grammar and vocabulary

5 Read the article and choose the correct answers.



The man with the fastest fingers

Ben Lee is a musician. He [1]____ the violin. He has a band called FUSE with another violinist called Linzi Stoppard. [2]____ are Ben and Linzi from? They're from the UK.

Ben and Linzi [3]____ classical music. They have electric violins and they play rock music. Ben and Linzi don't [4]____ together. Ben [5]____ for other bands, like Arctic Monkeys and Gorillaz. But Ben likes [6]____ the violin with Linzi and they [7]____ to many different countries to give concerts together. They usually go [8]____ plane.

Ben plays the violin [9]____, but he also plays it very fast. There is a difficult piece of violin music called *The Flight of the Bumblebee*. Ben [10]____ it in under a minute. He is the fastest violin player in the world.

1	**a** play	**b** plays	**c** playing
2	**a** When	**b** Where	**c** What
3	**a** don't play	**b** doesn't play	**c** not play
4	**a** play always	**b** always playing	**c** always play
5	**a** often play	**b** often plays	**c** plays often
6	**a** play	**b** plays	**c** playing
7	**a** travel	**b** travels	**c** travelling
8	**a** by	**b** in	**c** on
9	**a** very good	**b** very bad	**c** very well
10	**a** can play	**b** can plays	**c** can playing

Writing

6 Write an informal letter to your new English-speaking pen pal. Tell them about your interests and the things you do in your free time. Include this information:

- your name, age and where you live.
- your favourite subjects at school.
- what music you like and what instruments you play.
- what sports you do.
- what other free-time activities you enjoy.
- when you do your hobbies.

Exam Insight 1 › Workbook › page 122

3 No place like home

Reading and vocabulary

1 WHAT DO YOU THINK? What is the difference between a house and a flat? What is the difference between a house and a home? What do you like most about your home?

V Insight Inside and outside the home

2 3.1 Match the words below to photos 1–6. Listen, check and repeat.

■ bathroom ■ bedroom ■ garden ■ hall ■ kitchen ■ living room

3 3.2 Match the words below to items A–Q in the photos. Listen, check and repeat.

■ bath ■ bed ■ ceiling ■ chest of drawers ■ cooker ■ cupboard ■ door ■ floor ■ fridge ■ roof ■ rug ■ shower ■ sofa ■ table ■ toilet ■ wall ■ window

4 3.3 Work in pairs. Choose the correct words to complete the sentences about homes around the world. Then listen and check.

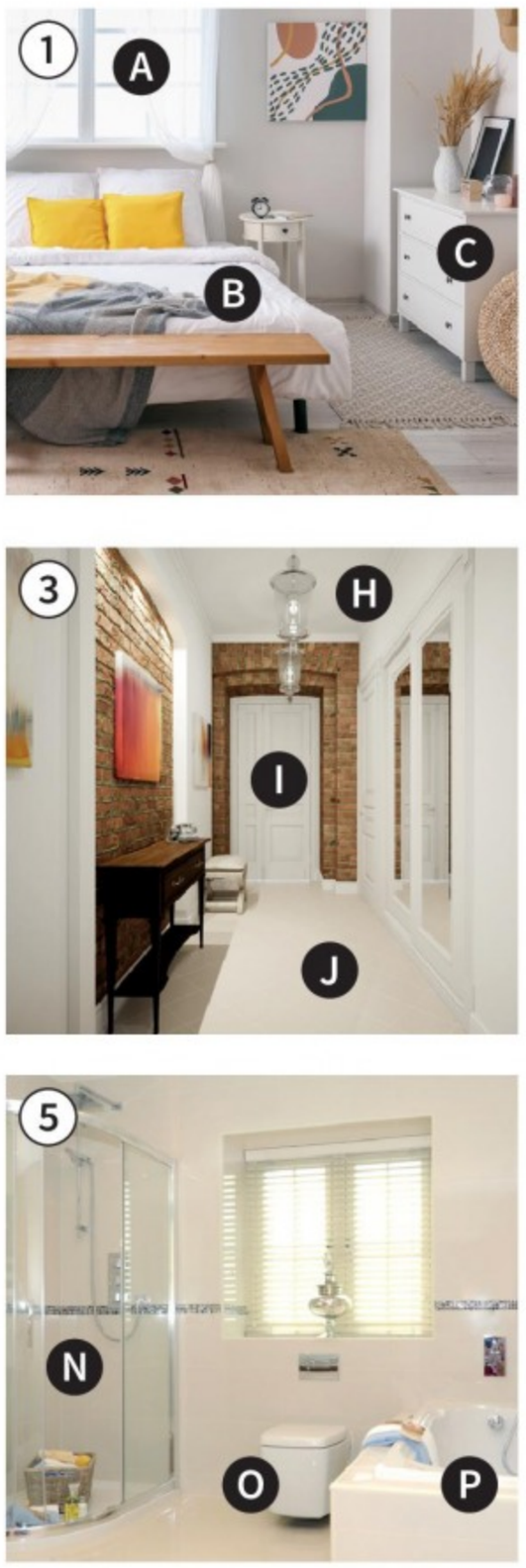
1 In Morocco, when you have dinner at a traditional **table** / **cooker**, you sit on the **ceiling** / **floor**.
2 People usually sleep **on a sofa** / **in a bed**, but in traditional Japanese homes, they sleep on a 'futon'. In the morning, they put the futon in a **cupboard** / **garden**.
3 In Israel, some kitchens have got two **fridges** / **beds** and two **baths** / **cookers**. Families use them for different types of food.
4 In Korea, traditional homes have got **paper windows** / **paper walls**.
5 In Indonesia, you don't wash in hot water. You stand in the **hall** / **bathroom** and wash in cold water.

5 Read the information in the box and look at the photos in the blog post. Why do you think some people make homes from shipping containers? Read the blog post and check your ideas.

Shipping containers transport goods all over the world. There are probably more than 40 million of them, but nobody really knows. About 10,000 containers are lost at sea every year!

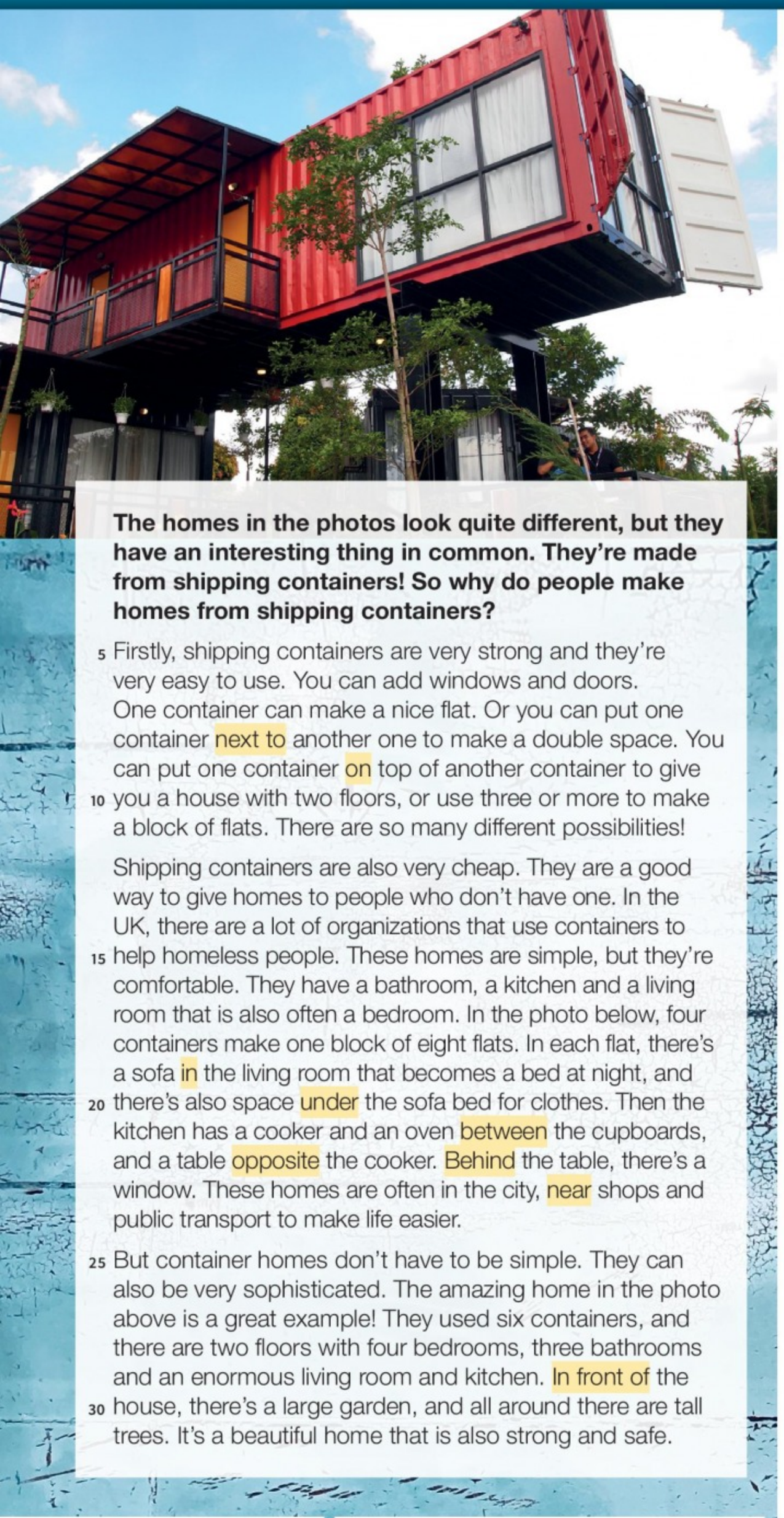
6 Read the blog post again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 It's difficult to make a house with shipping containers.
2 You can use more than one container to make a house.
3 You need two containers to make a small flat.
4 You can only have one window in a container home.
5 A container home can have more than one floor.
6 All container homes look the same.
7 Only homeless people live in container homes.
8 Container homes can be attractive to look at.









The homes in the photos look quite different, but they have an interesting thing in common. They're made from shipping containers! So why do people make homes from shipping containers?

Firstly, shipping containers are very strong and they're very easy to use. You can add windows and doors. One container can make a nice flat. Or you can put one container next to another one to make a double space. You can put one container on top of another container to give you a house with two floors, or use three or more to make a block of flats. There are so many different possibilities!

Shipping containers are also very cheap. They are a good way to give homes to people who don't have one. In the UK, there are a lot of organizations that use containers to help homeless people. These homes are simple, but they're comfortable. They have a bathroom, a kitchen and a living room that is also often a bedroom. In the photo below, four containers make one block of eight flats. In each flat, there's a sofa in the living room that becomes a bed at night, and there's also space under the sofa bed for clothes. Then the kitchen has a cooker and an oven between the cupboards, and a table opposite the cooker. Behind the table, there's a window. These homes are often in the city, near shops and public transport to make life easier.

But container homes don't have to be simple. They can also be very sophisticated. The amazing home in the photo above is a great example! They used six containers, and there are two floors with four bedrooms, three bathrooms and an enormous living room and kitchen. In front of the house, there's a large garden, and all around there are tall trees. It's a beautiful home that is also strong and safe.





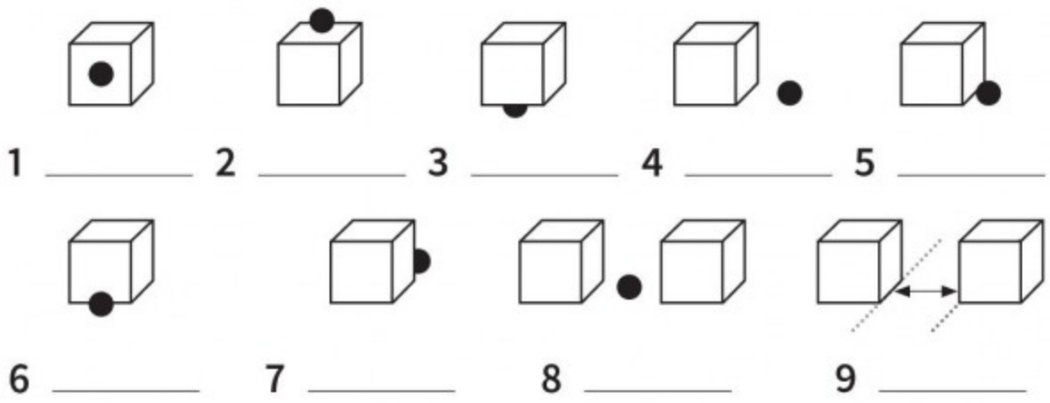
7 REACT Work in pairs and discuss the questions.

1 Would you like to live in a container home?
2 Are there any organizations in your town that help homeless people? How do they help them?

Vocabulary extra › In the home › page 136

Insight Prepositions of place

8 Match the highlighted prepositions in the blog post to pictures 1–9.



1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____

9 Look at the photos in the blog post again and complete the sentences with prepositions from exercise 8. Write one word in each gap.

1 The sofa bed is _____ _____ _____ the window.
2 There's a cup _____ the table.
3 There are two chairs _____ the table.
4 The table is _____ the cooker.
5 The window is _____ the table.

Strategy Recording vocabulary with pictures

You can learn vocabulary quickly when you record a word with a picture.

- Draw small pictures or diagrams next to new words in your vocabulary notebook.
- Draw a big picture for a complete vocabulary set and label the vocabulary in it.
- Use pictures to test your memory of new words.
- Use the photos and pictures in Vocabulary extra to help you learn new words.

10 Read the strategy. Then record the prepositions in Exercise 8 in your notebook. Add a picture for each word.

11 Describe photo 1 on page 36. Use the prepositions in exercise 8 to say where things are.

12 TASK Work in pairs. Imagine you want to design a container home for a family of four people. Discuss the questions.

1 How many containers do you want to use to make the home? How many floors are there?
2 What rooms are there? What furniture is there?
3 What's outside the container home? What's the local area like?
4 Would you like to live in it? Why / why not?

Assess your progress Workbook page 33

Grammar and reading

Grammar *there is / there are* with *some / any*

1 WHAT DO YOU THINK? What are the good things about camping? What are the bad things about it? Do you like camping? Why / why not?

2 Look at the photos of some places to stay at an unusual campsite. What do you think is inside each one? Read the review and check your ideas.

HOME PREVIOUS NEXT **REVIEWS**

Do you like camping? Then try Apple Camping in Wales. It's got some very unusual places to stay in.



1 The Jet Star

Is that an old aeroplane? It is! And is there a bedroom inside? Yes, there is! In fact, there are two bedrooms and a living room, too. There's even an Xbox with flying games – what else? There's a bathroom with a toilet, but there isn't a shower. This isn't a big problem, really – it's just a short walk to the shower block building. Next to the plane, there's an outdoor kitchen with a roof and a cooker for making meals. There aren't any flowers outside, but there are some chairs and a table, so it's a good place to have breakfast or dinner.

We like: The idea of sleeping on a plane, but in a comfortable bed.
We don't like: Walking to the shower, but it's not far.



2 The Pac-Man Dome

This tent is actually a geodesic dome, and it looks like the famous 1980s' computer game hero, Pac-Man. Maybe you don't know him, but your parents probably do! On the outside, the tent looks quite simple, but it's lovely inside. There's a table and chairs, and a big double bed that lights up at night. There are computer games from the 1980s to play when it rains, including *Pac-Man*, of course! There isn't a bathroom, but again, the shower block is very near.

We like: The big window and the shape – it's round with no corners! How cool is that?
We don't like: There's only one room and no toilet! But it's a nice big room with lots of space.

Are there any other unusual tents at Apple Camping? Yes, there are! Click here to see more.

3 REACT Would you like to stay in either of these unusual places? Why / why not?

Grammar Insight

4 Study the sentences from the review and complete rules a–f below. Write one word in each gap or choose the correct words.

1 **There's a** bathroom with a toilet. **There are some** chairs.
2 **There isn't a** shower. **There aren't any** flowers outside.
3 **Is there a** bedroom? **Are there any** other unusual tents?
Yes, **there is**. / No, **there isn't**. Yes, **there are**. / No, **there aren't**.

a We use *there* _____ with singular nouns, and *there* _____ with plural nouns.
b In negative sentences, we use *there isn't / there* _____.
c In questions, we use *Is* _____ / *Are there … ?*
d We use *a / an* with **singular** / **plural** nouns.
e We use *some* with plural nouns in **affirmative** / **negative** sentences.
f We use *any* with **singular** / **plural** nouns in negative sentences and in questions.

For further reference and practice › Workbook › page 96

5 Complete the sentences about the two places in exercise 2 with *some*, *any*, *a* or *an*. Which place is each sentence about? The Jet Star (*JS*), the Pac-Man Dome (*PM*) or both (*B*)?

1 There are _____ chairs and a table outside. ____
2 There's _____ outdoor kitchen. ____
3 'Are there _____ computer games?' 'Yes, there are.' ____
4 There aren't _____ flowers outside. ____
5 'Is there _____ bathroom?' 'Yes, there is.' ____
6 There isn't _____ toilet. ____

6 **Look at the photo of the Orchard Yurt at Apple Camping. Make sentences with *there is* / *there are* and *a*, *some* or *any*.**



3 The Orchard Yurt

This is a Mongolian Yurt. It's a big tent with a lot of space inside.

1 big double bed on the right (✓)
There's a big double bed on the right.
2 comfortable sofa at the back (✓)
3 chairs and a table for eating on the left (✓)
4 beautiful rugs on the floor (✓)
5 cooker inside (✗), but small kitchen outside (✓)
6 windows (✗), but a lot of light from the ceiling (✓)

7 **Look at the photo in exercise 6 again and complete the questions with *is there* / *are there* and *a* or *any*. Then answer the questions.**

1 _____ desk in the yurt?
2 _____ table?
3 _____ windows?
4 _____ fridge?
5 _____ pictures on the walls?
6 _____ glasses on the table?

8 **REACT** **Work in pairs. Which of the three places would you like to stay in most? Why?**

9 **3.4 Listen to Sam and his mum. They want a nice place to stay on holiday. Which of the things below do they talk about?**

■ beach ■ good views ■ good weather ■ shopping ■ sports ■ swimming pool ■ TV ■ Wi-Fi

10 **3.4 Listen again and choose the correct words.**

a Cornwall
1 There's a nice **kitchen** / **garden**.
2 There **are some** / **aren't any** fantastic beaches.
3 There are **two** / **four** beds.

b Wales
4 There are **two** / **five** beds.
5 There **are some** / **aren't any** nice views of the mountains.
6 There **are lots of** / **aren't any** beaches in the area.

c Yorkshire
7 There **are some** / **aren't any** beaches.
8 There **is** / **isn't** a swimming pool.
9 There **is** / **isn't** a TV.

11 **TASK** **Work in pairs. Which of the things in exercise 9 are important to you when you go on holiday? Choose the three most important things. Then imagine your two families want a holiday together. Choose a place to stay from the table and explain your choice.**

	Primrose Cabin	North Cottage	Forest Yurt	Old Barn
near beaches	✗	✓	✓	✓
good views	✓	✓	✓	✗
swimming pool	✓	✓	✓	✗
TV and Wi-Fi	✓	✓	✗	✓
beds	12	2	4	8
local sports	★★★	★★★★★	★★	★★★★

Vocabulary extra › Around town › page 136

Assess your progress Workbook page 33

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss. What kind of things do people like to do in their free time in your town? What do you do? Do you prefer to spend your free time indoors or outdoors? Why?

2 Work in pairs. Guess the correct answers. Then read the article and check.

1 The city of Montreal is in **a** the USA. **b** the UK. **c** Canada.
2 The main language in Montreal is **a** English. **b** French. **c** Spanish.
3 The winters in Montreal are very **a** cold. **b** dark. **c** short.

3 Read the article again. Complete the sentences with the correct words.

1 There is a lot of _____ in Montreal in winter.
2 There are underground _____ below the streets of the city.
3 People can shop, meet friends and do _____ in the underground city.
4 Leo studies _____ at university.
5 He likes going to watch _____ in a stadium in the underground city.
6 Antoine is into _____ sports.

GS Global skills Culture

4 Work in pairs and discuss the questions.

1 Do you think an underground city is a good idea for cities in your country? Why / why not?
2 How many official languages are there in your country? Are there any bilingual cities or areas? If yes, where? What languages do people speak there? Do you speak both languages?

Grammar Possessive *'s*

5 Complete the sentences from the article.

1 In Montreal, _____ first language is French.
2 And his _____ favourites?
3 My _____ main interest is art.

Grammar Insight

6 Study the sentences in exercise 5. Complete the rules and match them to the sentences.

To show possession:

a we add ___ to a singular noun. ___
b we add ___ to a regular plural noun. ___
c we add ___ to an irregular plural noun. ___

Remember! *'s* doesn't always show possession.
It can also be a contraction of *is* or *has*.
John**'s** got a book. = *has got*
John**'s** interested in reading. = *is*
John**'s** book is difficult. = possessive *'s*

For further reference and practice › Workbook › page 96

7 Rewrite the phrases using the possessive *'s*.

1 the books of the children → the children's books
2 clothes for men → _____
3 the cat of my grandmother → _____
4 a friend of her parents → _____
5 the brothers of my friend → _____
6 a school for boys → _____
7 the favourite sport of Canadian people → _____
8 the office of my mother → _____

Montreal
a tale of two cities

Montreal is a very interesting city. It is the second largest city in Canada and the second largest French-speaking city in the world. In Montreal, people's first language is French, but most people speak English, too. About 60% of the population speak both French and English. Many street signs are in both languages.

Montreal doesn't only have two languages. It also has two city centres, one for summer and one for winter. In summer, everyone wants to be outside. The parks are full of people doing sport and the streets are full of restaurants and cafés. But in winter, it's very cold. There's a lot of snow on the ground. There are days when you just can't go outside. But the people of Montreal still want to sit at street cafés and go for long walks and do sport. And they can because in winter, Montreal goes underground!

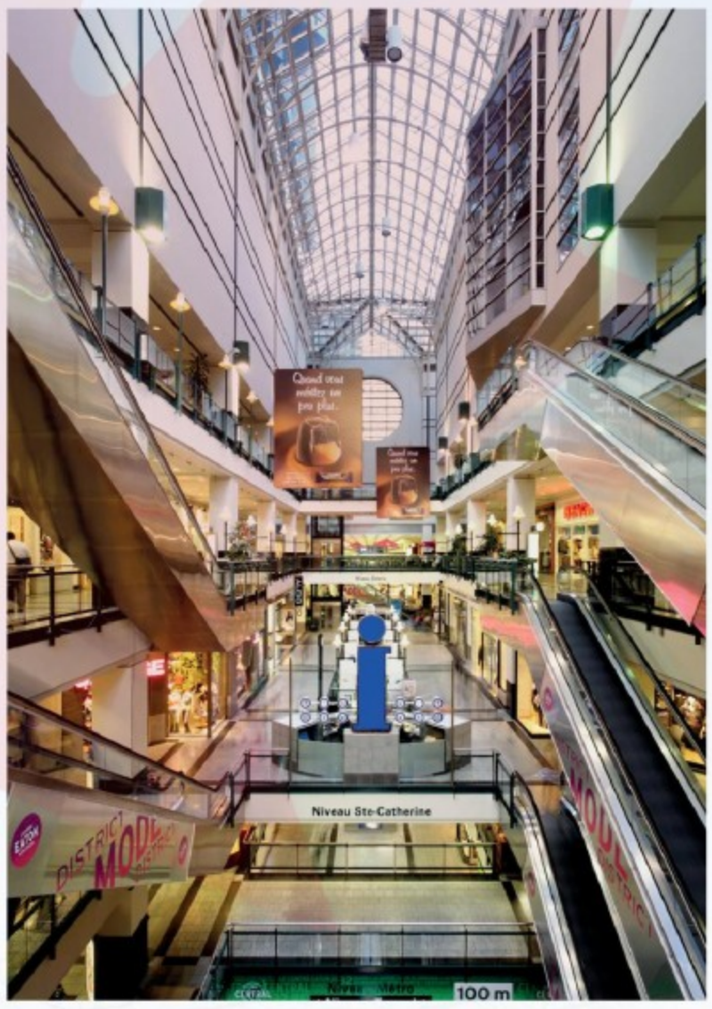
Under the streets of the city, there are 32 km of tunnels with entrances to offices, hotels, banks and two of the city's universities. There are shops and restaurants. There are cinemas, theatres and sports clubs. They even have an underground marathon every year!

'In winter, I never go outside!' says engineering student Leo Tremblay. 'I go from my flat to the library to my lessons at the university – all underground!'



Everyone in Leo's family has got a favourite place in the underground city. 'Mine is the hockey stadium,' he says. 'I go to lots of games there.' And his family's favourites? 'My brother's into fashion, so his is the Desjardins shopping centre. My parents' main interest is art, so theirs is the Museum of Contemporary Art. And my sister loves the movies, so hers are all the multi-screen cinemas.'

But not everyone likes to live underground. Leo's best friend, Antoine, prefers to be outside. 'Whose favourite place is underground? I hate it! There are lots of fantastic winter sports in Canada – skating, skiing and snowboarding. At the weekend, I'm always outside. I hate being inside, even in winter.'



8 **Read the factfile. Add the possessive *'s* where necessary.**

FACTFILE

1. In the USA, the name of Bostons famous university is Cambridge.
2. Big Ben is the British Queens home in London.
3. You can see ancient Roman theatres in many countries, including Spain, Turkey, Syria, Libya and France.
4. The Chinese presidents home and office is in the Kremlin.
5. Londons famous football stadium is at Wembley.
6. In the Canadian Arctic, the Inuit peoples homes are igloos.
7. Tutankhamuns gold mask is in Cairos Egyptian Museum.
8. Some of the ancient Egyptians pyramids are now hotels.

9 **3.5 Read the factfile in exercise 8 again. Are the sentences true (T) or false (F)? Listen and check.**

Grammar Possessive pronouns and *whose*

10 **3.6 Complete the sentences with the highlighted words in the article. Then listen, check and repeat.**

1 _____ bedroom is this?
2 It's my bedroom. → It's _____.
3 It's your pen. → It's yours.
4 It's his chair. → It's _____.
5 It's her flat. → It's _____.
6 It's our park. → It's ours.
7 It's their kitchen. → It's _____.

Grammar Insight

11 **Match the sentence halves.**

a We use *whose* 1 in front of nouns, to show possession.
b We use possessive adjectives (*my*, *your*, etc.) 2 to replace nouns.
c We use possessive pronouns (*mine*, *yours*, etc.) 3 to ask about possession.

For further reference and practice › Workbook › page 97

12 **Choose the correct words.**

Sam Their team's end-of-term party is on Friday. When is [1]**our** / **ours**?
Will [2]**Our** / **Ours** team's party is on Friday, too. It's at 25 New Street.
Sam [3]**Who** / **Whose** house is that? Is it [4]**your** / **yours**?
Will No, it isn't [5]**my** / **mine**. It's Mandy's, I think.
Sam No. [6]**Her** / **Hers** house is near the bus station.
Will Is it [7]**Jamie's** / **Jamies'**?
Sam No, he lives with his [8]**grandparents** / **grandparents'** on Park Road.
Will Is it Kath and [9]**Lucy** / **Lucy's** house?
Sam No. [10]**Their** / **Theirs** is opposite the park.
Will Well, I don't know. We can find out on Friday!

13 **TASK Work in pairs. Borrow two things from your partner and add two of your own so you each have four things. Then find a new partner. Ask and answer questions about your four things and your new partner's four things.**

Whose are these keys?

They're Samira's. Mine are in my pocket!

Assess your progress Workbook page 33

Listening, vocabulary and speaking

Listening and vocabulary

1 3.7 **WHAT DO YOU THINK?** Look at the photos. Where do you think these places are? Listen and check.













V Insight City to country

2 3.8 **Match the words below to photos 1–6. Then listen, check and repeat.**

■ city centre ■ city ■ countryside ■ suburb ■ town ■ village

1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

3 TASK Work in pairs and discuss the questions.

1 What's the difference between a village, a town and a city?
2 In what ways is life different in the countryside, in a village, in a town and in a capital city?
3 Where do you live? Do you like living there? Why / why not?

Strategy Listening for key words

Before you do a listening task, identify the important information you need to answer the questions. Key words in questions show the information you need to listen for.

1 Before you listen, read the questions carefully and underline the key words. Key words are usually nouns, verbs and adjectives.
2 When you listen to the recording, listen carefully for the key words.
3 Think about other words which mean the same thing (e.g. *like* → *love*, *enjoy*; *fantastic* → *amazing*).

4 3.9 **Read the strategy. Underline the key words in questions 1–9. Then listen for the key information and write *S* (Su-Lin), *Y* (Yasmin) or *H* (Hari).**

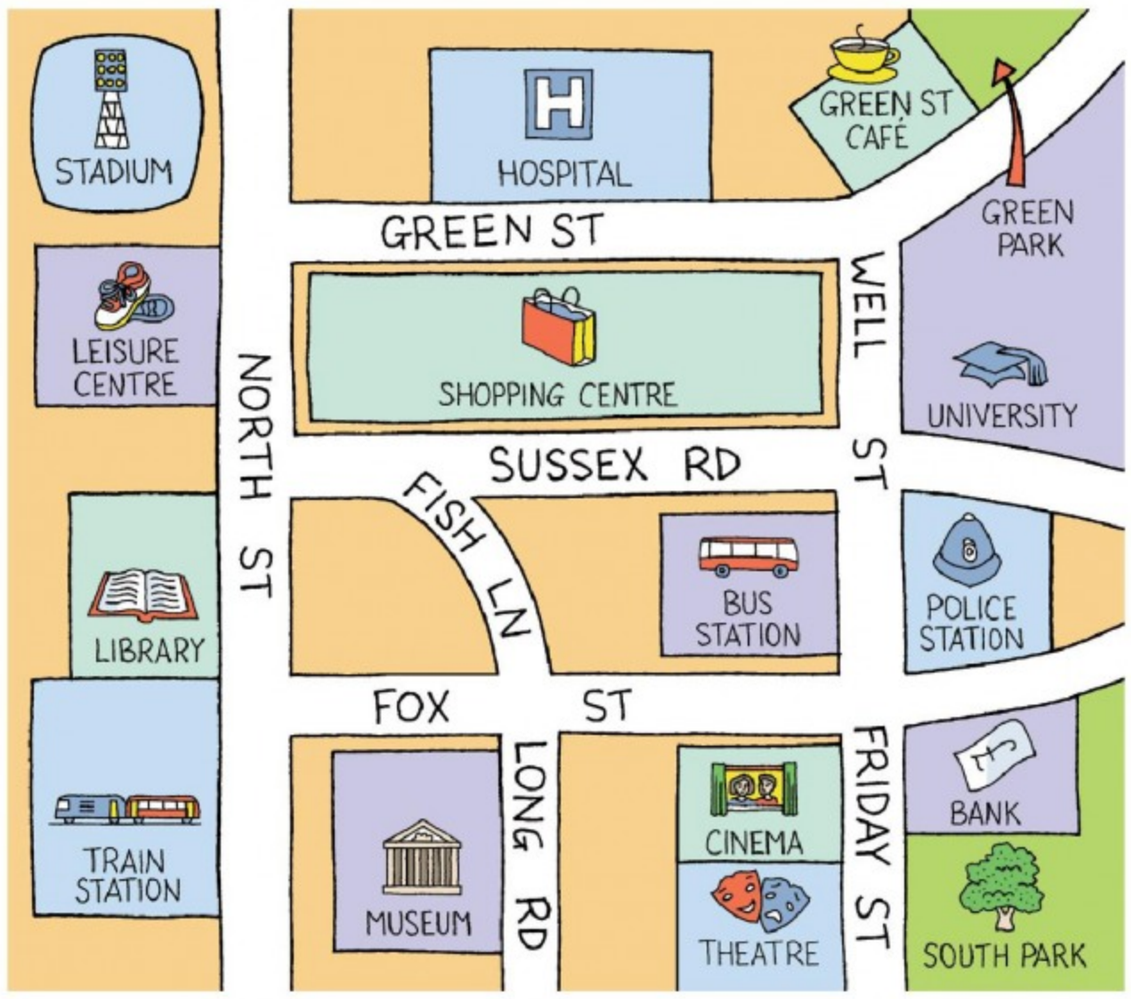
1 Which person's home is in an important place for tea? ____
2 Which person lives in a suburb? ____
3 Which person hasn't got any cafés or leisure centres near their home? ____
4 Which person can hear musical instruments at their favourite place? ____
5 Which person likes the countryside? ____
6 Which person dances at their favourite place? ____
7 Which person likes going to the cinema? ____
8 Which person chats to their friends near a shop? ____
9 Which person's favourite place is in the centre of town? ____

5 Work in pairs. Imagine your perfect home and think about where it is. Discuss the questions.

1 Is it a house or a flat? What rooms and furniture does it have?
2 Does it have any outside space – for example, a garden or a balcony?
3 Where is it? Is it in a village, town or city?
4 Is the local area noisy or quiet? Is it relaxing or exciting?
5 What can you do there? What's the best thing about it?

Speaking Asking for and giving directions

6 Work in pairs. Look at the map and find these places.
What building is:
1 opposite the hospital?
2 next to the cinema?
3 on Long Road?
4 between the train station and the leisure centre?



7 3.10 **Jane is outside the leisure centre. Where does she want to go? Listen and draw the route on the map.**

8 3.10 **Complete the phrases from the dialogue. Then listen again and check.**

Asking for directions

Excuse me. [1]_____ the park?
[2]_____ do you get to South Park, please?

Giving directions

[3]_____ the road.
Take the [4]_____ road on the left.
[5]_____ straight up Fox Street.
[6]_____ the cinema, turn [7]_____ into Friday Street.
The park is [8]_____ the left, opposite the theatre.

9 3.11 **Put the dialogue in the correct order. Then listen and check. Draw the route on the map.**

____ **Dan** The train station.
____ **Woman** The train station or the bus station?
____ **Dan** Thanks a lot!
____ **Woman** Outside the café, turn right. Then take the first road on the left.
1 **Dan** Excuse me. How do you get to the station, please?
____ **Woman** Well Street, I think. Go past the shopping centre and the bus station. Then turn right into Fox Street. Go straight on. When you get to North Street, the train station is opposite you.
____ **Dan** Do you know the name of the road?

10 Read the dialogue again. Underline more ways of asking for and giving directions.

GS Global skills Saying *thanks*

When someone does something for you, it's important to say *thanks*. It's polite and it makes people feel happy! You can say:

Thanks. *Thank you very much.*
Thank you. *Thanks a lot.*

11 What happens if you don't say *thanks* to somebody?

12 Work in pairs. Look at the map in exercise 6 again and take turns to ask your partner for directions to these places. Use exercises 8 and 9 to help you.

1 from the bus station to the stadium
2 from the train station to the shopping centre
3 from the theatre to the hospital
4 from the stadium to the university

13 TASK Work in pairs. Start from your school. Student A: you are a stranger in the local area and you need help to find one of the places below. Student B: you know the area well. Give directions to Student A. Then swap roles and repeat for a different place. Remember to say *thank you*!

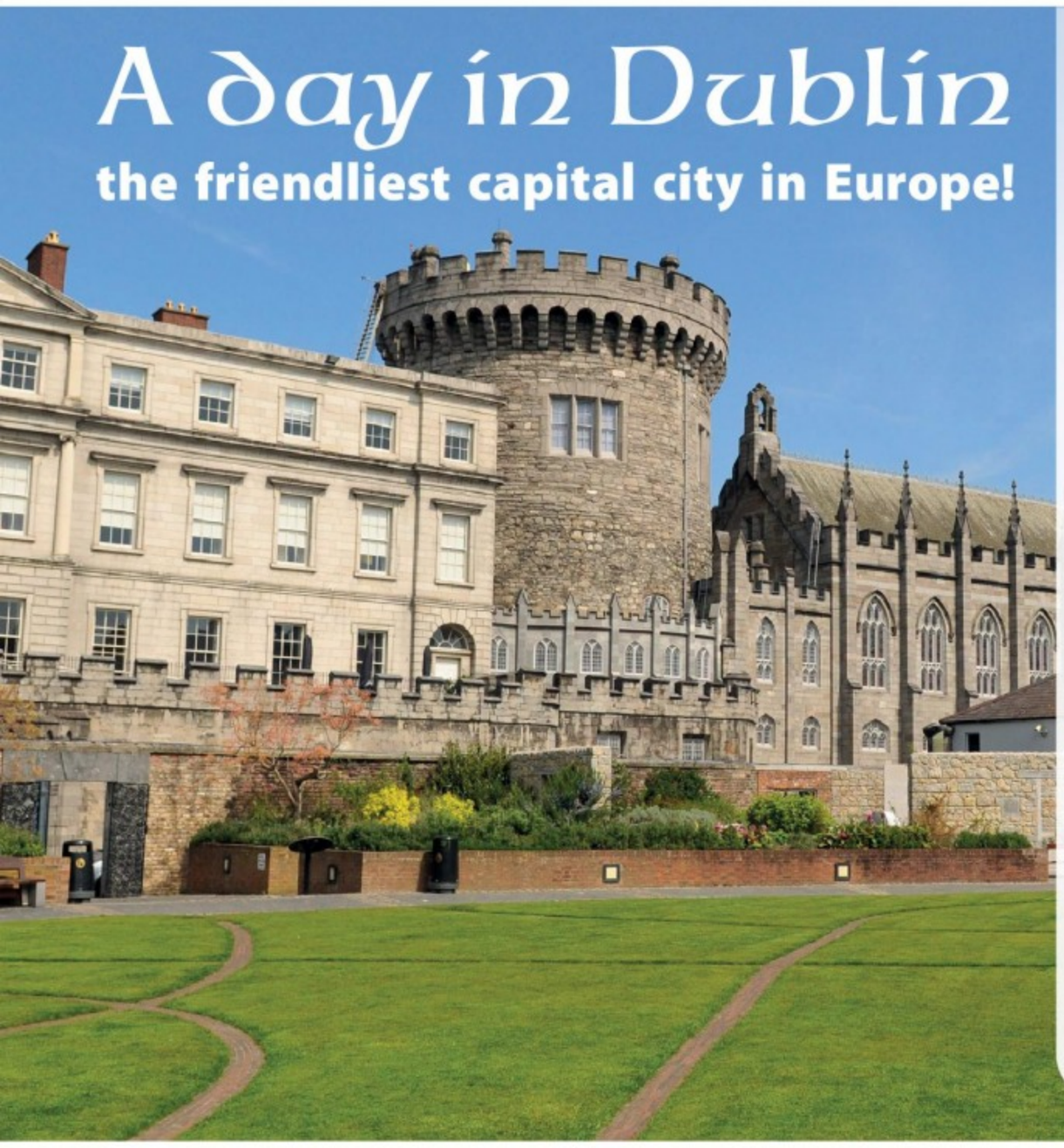
The nearest: bus stop ■ café ■ mobile phone shop ■ newsagent's ■ park ■ supermarket

Assess your progress Workbook page 33

Writing A tourist guide

1 Work in pairs. What do you like doing when you visit a city for the first time?

2 Read the tourist guide. Does it include any of your ideas from exercise 1?



A day in Dublin

the friendliest capital city in Europe!

Dublin is the capital city of the Republic of Ireland, with a population of just over 1.3 million people. If you only have one day in Dublin, then join our hop-on, hop-off bus tour. It's the best way to see the city. The buses run all day from 9 a.m. to 5 p.m. and you can get on and off as many times as you like with your ticket.

- First, find your nearest stop, hop on the bus and start your tour at Dublin Castle. This is one of the most important buildings in Dublin. Take the guided tour to find out all about its history.
- After that, hop back on the bus to go to the Irish Museum of Modern Art. There's an amazing collection of paintings and sculptures from artists from all over the world.
- Next, it's time for lunch. If it's raining, have lunch in the museum café. But if the weather's nice, get back on the bus and have lunch at Phoenix Park. There are lots of things to see there, including a herd of wild deer.
- After lunch, hop back on the bus and enjoy the ride along the river. An audio guide tells you all about the things you can see, so you can relax and enjoy the view.
- Then choose your next stop. Remember: you can get off anywhere you want. Maybe you want to go shopping or visit one of Dublin's cathedrals. Or maybe you just want to walk through the city centre and stop for a coffee at one of the many coffee shops and tea houses.
- Finally, in the evening, enjoy some traditional Irish music. Learn some phrases in Gaelic, the official language of Ireland, and learn some of the traditional dances. It's a great way to make some Irish friends!

Writing Insight Sequencers

3 Find the words below in the tourist guide in exercise 2 and underline them. Then use them to complete the language box.

after that ■ finally ■ first ■ next ■ then

Sequencers

Use sequencers to help organize your writing.

1 to introduce the first item: _____

2 to introduce items in the middle: _____, _____, _____

3 to introduce the last item: _____

4 Add sequencers to this guide for a holiday in Ireland.

1 _____, spend a day in Dublin.

2 _____, drive around the Ring of Kerry and see some of the beautiful green Irish countryside.

3 _____, see the wild horses in Connemara National Park.

4 _____, travel north to visit the world-famous Giant's Causeway.

5 _____, explore Belfast, the capital city of Northern Ireland, before you return home.

5 Read the strategy. Study the tourist guide in exercise 2 and choose the correct words to complete the answers to the questions in the strategy. Add your own ideas for question 4.

Strategy Using a model text

Before you start writing, find a similar text and study it as a model.

1 How is the text organized? Has it got headings / bullet points / paragraphs? How many?
2 What is the purpose of each section or paragraph?
3 What grammar does it use? Does it use *can* / the present simple / imperatives / *have got* / *there is* / *there are*?
4 What vocabulary does it use? Underline useful vocabulary and phrases for your own writing.

1 Organization: one paragraph at the start, then **bullet points / paragraphs**

2 Purpose of each section: first paragraph: **summary / introduction**; bullet points: what to do at different times of the day

3 Grammar: use of **imperatives / present simple**

4 Useful words and phrases: _____



Writing your guide

Write a tourist guide for a day in your city or a city you like. Include information about the city and suggest interesting places to visit and fun activities to do.

PLAN **Choose a city and think about these questions.**

- Where is it?
- How many people live there?
- What is it famous for?
- What places can people visit?
- What activities can people do?
- Where is a good place to have breakfast / lunch / dinner?

Note things for tourists to do and see at each time of day.

- morning: _____
- lunch: _____
- afternoon: _____
- dinner: _____
- evening: _____

WRITE **Write your guide. Use the strategy on page 44 and your plan to help you. Write a bullet point for each activity and remember to include sequencers.**

REVIEW **Check your spelling, grammar and punctuation.**

Assess your progress Workbook page 33

Review 3

Vocabulary

1 Complete the sentences with the correct words for rooms and furniture.

1 My mum always sits in the same _____ when we sit down to eat.
2 Sam's in the _____. He's having a shower.
3 I hate getting out of _____ in the morning.
4 The coffee is on the top shelf of the _____.
5 Can you put the milk in the _____, please?
6 Dad's in the _____. He's making dinner.
7 Don't touch the _____. It's very hot.

Marks ___ / 7

2 Choose the correct prepositions.

1 There are a lot of plates **in** / **on** the sink.
2 We often have dinner **in front of** / **under** the TV.
3 I live **near** / **next to** the museum. It's a 15-minute walk.
4 The clock is on the wall **behind** / **between** the door.
5 Please don't leave your bag **in** / **on** the floor.
6 The school is **opposite** / **between** the bus station.
7 There's a bin **under** / **in** the table in my bedroom.
8 I always sit **on** / **next to** my best friend in class.

Marks ___ / 8

3 Complete the text with the words below.

city ■ city centre ■ countryside ■ suburb ■ town

I live in a village just outside St Andrews. St Andrews is a [1]_____ in the south-east of Scotland, near Edinburgh. Edinburgh is much bigger than St Andrews. It's the capital [2]_____ of Scotland. My parents live in a [3]_____ of Edinburgh called Fairmilehead. Fairmilehead is about 8 km from the [4]_____. They often go for walks in the beautiful [5]_____ near their house.

Marks ___ / 5

Grammar

4 Complete the dialogue. Write one or two words in each gap.

A What's your new flat like, Beth?
B There [1]_____ two bedrooms upstairs and there [2]_____ a kitchen, a living room and a bathroom.
A [3]_____ there a dining room?
B No, but [4]_____ a big table in the kitchen.
A What's your room like?
B It's quite big and I have my own bathroom! There's [5]_____ bath in it, too.
A Are there [6]_____ cupboards in your room?
B No, there [7]_____, but there are [8]_____ shelves.

Marks ___ / 8

5 Rewrite the first sentence using the possessive *'s*.

Abigail drives that car. It's *Abigail's car*.

1 Robbie is reading that book. It's _____.
2 My cousins live in that house. It's _____.
3 Those shoes are for men. They're _____.
4 My friends are in that class. It's _____.
5 The children use this computer. It's _____.
6 That bed is for the dog. It's the _____.

Marks ___ / 6

6 Complete the sentences with possessive pronouns.

1 Can I have a pencil? I can't find _____.
2 We live in that house. It's _____.
3 This isn't my jumper. Is it _____, Ben?
4 My sister and I are different. My hair is short and _____ is long.
5 We often go on holiday with our cousins. We go in our car and our cousins go in _____.
6 Dan has my phone number and I have _____.

Marks ___ / 6

Total ___ / 40

Global skills Working in a team

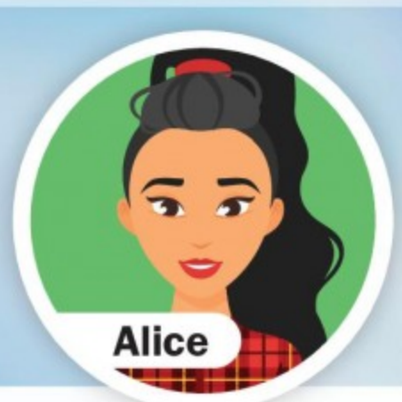
1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

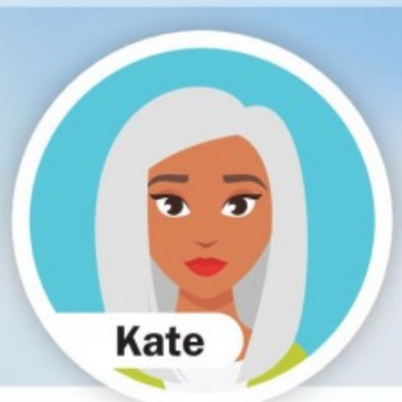
1 Think about things you do at school and in your free time. When do you work in a team or a group?
2 Do you think teamwork is important? Why / why not?

2 Read the quiz and the answers. Decide if you are most like Alice, Kate or Freddie.

Are you a good team player?

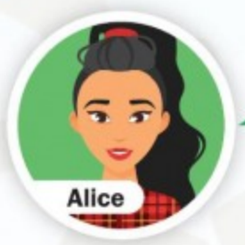
How well do you work in a team? Read questions 1–5 and for each question, decide if you're most like Alice, Kate or Freddie.



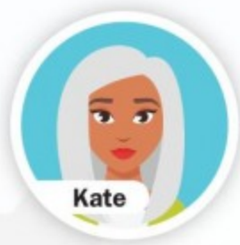




1 The teacher puts you into groups and explains that you all need to work together on a task. What do you do first?



I start giving instructions to my teammates.

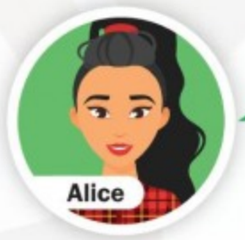


I share an idea and ask for my teammates' opinions and ideas.

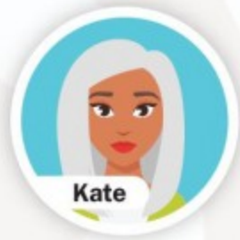


I wait for someone to tell me what to do.

2 One of your teammates has an idea and the others think it's great. You hate the idea. What do you do?



I say it's a terrible idea and ask to change groups.

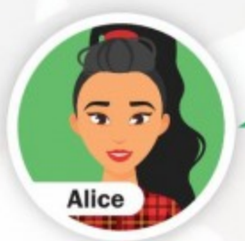


I say the idea is interesting, but has some possible problems.

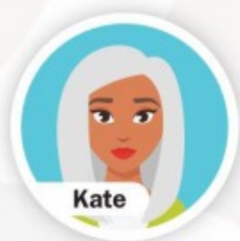


I say that I agree with the others. My opinion isn't very important.

3 Two of your teammates are doing all the work and aren't including the rest of the group. What do you do?



I get angry and tell the teacher.



I suggest that we plan the work together and decide who wants to work on each part.

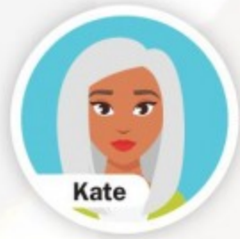


I don't say anything. I want everyone to stay friends.

4 One of your teammates asks for your opinion about some questions she has written. You see that there's a spelling mistake in the first one. What do you say?



I say that there's a spelling mistake and tell her to use a dictionary.

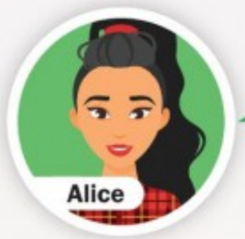


I make some positive comments first. Then I say that there's a spelling mistake.

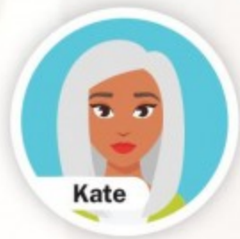


Nothing. It's not my job to correct her work.

5 You have five minutes left. One of your teammates is working very slowly on his part of the task. What do you do?



I tell him to stop and I finish it for him.



I offer to help him.



Nothing. It's not my problem.

3 Which person do you think is the best team player: Alice, Kate or Freddie? Why?

4 Complete the quiz results below with sentences a–c.

a Don't wait for other people to have ideas or solve problems for you.
b You're also a good listener and you understand that different people have different ideas.
c Their opinions and feelings are important, too.

You agree with Alice's answers the most.

Your work is important to you and you like doing things well. But remember to listen to your teammates. [1]____

You agree with Kate's answers the most.

You already have some great teamwork skills. You're positive and you work well with others. [2]____

You agree with Freddie's answers the most.

You like to make other people happy and you don't like arguments. But try to take part more. [3]____

5 Do you agree with your quiz results? Why / why not? What can you do better when you work in a team?

6 3.12 **Listen to Lucia, Andy and Ravi working together to design a new campsite. Do you think they work well as a team? Why / why not?**

7 3.12 **Listen again and answer the questions.**

1 Where are the tables and chairs?
2 How many places are there to get something to eat?
3 What's beside the lake?

8 3.12 **Complete the missing words in the sentences. Then listen again and check.**

a **First, we** draw the campsite and **t**_____ **we** write the descriptions.
b **That's a g**_____ drawing, Ravi! I love the tables and chairs outside!
c **I think** it's OK **b**_____ there are also two other places to eat.
d Oh, yes, I see. **That's a good p**_____.
e What do you think? **Do you a**_____?

9 Read the checklist. Match the tips to the phrases in bold in exercise 8.

Communicating effectively in a team

1 **Give reasons for your opinions.**
Don't just say *what* you think – say *why* as well.
2 **Be clear.**
Explain important points so that everyone understands.
3 **Ask for other people's opinions.**
Check that everyone is happy with your ideas and suggestions.
4 **Be kind.**
Say positive things about other people's ideas and work. Don't just say you disagree.
5 **Listen carefully.**
Remember that different people have different points of view. Be open to your teammates' ideas and show that you respect them.

10 PROJECT Work in small groups. Design one of these things. Follow the steps below.

- a new local shopping mall
- a new local sports centre
- a new study and social centre for your school year group

- Decide what you need to do. Who does each thing? For example, draw a plan, write descriptions of the important features.
- Remember to work well with the other people in your team. Use the phrases in exercise 8 and the tips in exercise 9 to help you.

Assess your progress Workbook page 133

Video Working in a team



Watch the video to find out why **Aimee**, **Louis**, **Valentina** and **Ruaridh** think working in a team is important.

4 It's a wild world

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss. What do animals need to do to live and survive in the wild? What dangers are there for them?

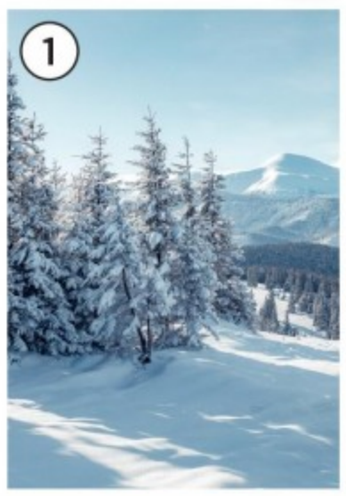
Insight The natural world

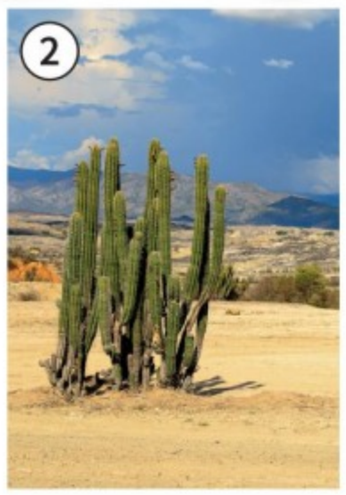
2 Read the definitions. Then match the words to the environments in photos 1–3.

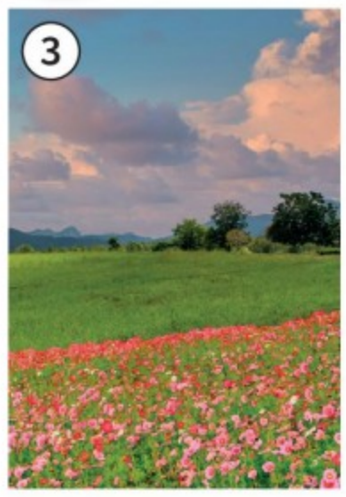
desert /ˈdezət/ *noun* an area of land with very dry weather and few plants

forest /ˈfɒrɪst/ *noun* an area of land with lots of trees

grassland /ˈgrɑːsˌlænd/ *noun* an area of land with grass and plants, usually dry in summer and cold in winter







3 Find the things below in the photos in exercise 2.

■ cactus ■ cloud ■ flower ■ grass ■ ice ■ mountain ■ plant ■ sand ■ snow ■ tree

4 Read the article and match the animals below to the countries in the table.

■ Arctic fox ■ giraffe ■ ostrich ■ polar bear ■ tick ■ oxpecker ■ zebra

Ethiopia	Kenya	Canada
_____	_____	_____
_____	_____	_____
	_____	

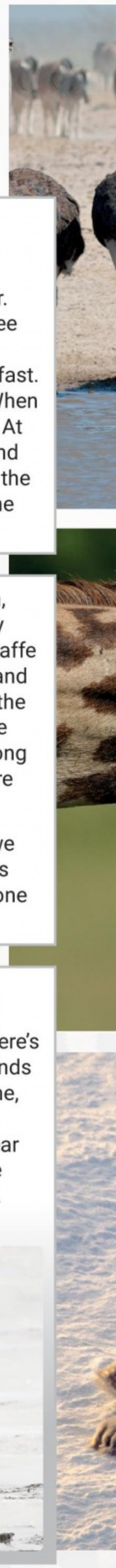
5 Read the article again. Complete the sentences with the names of the animals in exercise 4. There is one animal that you do not need.

1 A _____ hunts for food.
2 An _____ finds it hard to find food alone.
3 A _____ carries the oxpecker on its back.
4 An _____ runs away very fast.
5 A _____ bites the giraffe.
6 A _____ quickly follows an ostrich.

6 REACT Which relationship is the most interesting? Why? Which animals have an easy life? Which ones have a more difficult life?

Home About Destinations Articles Gallery

Thanks for your help!



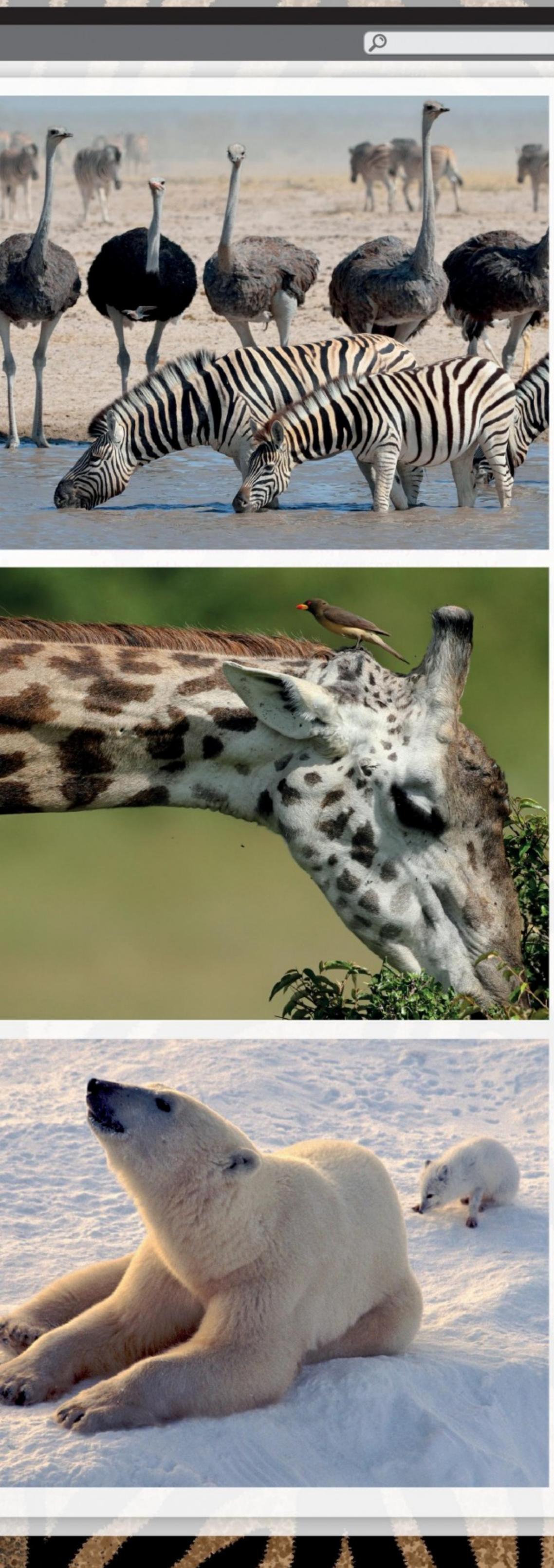
In Ethiopia in East Africa, it's dry and very hot. Ostriches and zebras live there, and they're the best of friends! But they don't just seem to like each other's company – they also help each other. Ostriches are over two metres tall and they can see very well. They have the biggest eyes of all land animals. They can see danger and run away very fast. In fact, they're the fastest animal with two legs. When the ostriches run, the zebras quickly follow them. At the same time, zebras can hear and smell lions and other predators really well, and so they also warn the ostriches when danger is too close. In this way, the two animals work together to protect each other.

Just south of Ethiopia, in the grasslands of Kenya, the oxpecker works together with the giraffe. Very small insects, called ticks, bite the giraffe. The giraffe doesn't like this, so it carries the bird on its back and the oxpecker eats the ticks. This is very good for the giraffe. But sometimes the giraffe gets tired of the birds. When this happens, the giraffe shakes its long neck and the birds fly away. But it's not long before they come back for more!

When different animals or plants work together, we call it a *symbiotic relationship*. There are examples of this all over the natural world. But sometimes one animal gets more than the other.

Thousands of kilometres away from Africa, in the snow and ice of northern Canada, polar bears dig holes in the ice and hunt for food all winter. But there's often an Arctic fox close by. The fox sometimes finds it difficult to look for food in the snow and ice alone, so it follows the polar bear. The bear often leaves some food behind and the fox takes it after the bear finishes eating. With the help of the polar bear, the fox gets enough food even in the middle of winter. Everyone knows that foxes are very clever!





Insight Animal verbs

7 Match the photos to the highlighted verbs in the article. Match one photo to two verbs.



1 _____



2 _____



3 _____



4 _____



5 _____, _____



6 _____

Strategy Recording words in context

Record new words in context – in a sentence or in a short text.

1 Write the new word in a sentence in your vocabulary notebook. For a group of words, you can write a short text.
2 The context helps you to understand the meaning and remember the word.
3 Words can have different meanings in different contexts. Record the new word in its different contexts with example sentences in your vocabulary notebook.

8 Read the strategy. Write a sentence for each verb in exercise 7 in your notebook.

Cats usually run away from dogs.

9 TASK Work in pairs. Do you know any other animals that have a symbiotic relationship? In what ways do pets like cats and dogs have a symbiotic relationship with humans? Do pets need us more than we need them or is it the other way around?

Vocabulary extra › Animals › page 137

Assess your progress Workbook page 41

Grammar and reading

Grammar Present continuous

1 WHAT DO YOU THINK? Do you share or comment on photos on social media? Why / why not?

2 READING Read the social media posts and answer the questions. Who is:

1 watching their dogs? _____
2 on holiday? _____
3 in a park? _____
4 sitting at home? _____
5 eating plants in a garden? _____
6 sleeping? _____

Find Friends | Home | Settings

Are you watching animals at the moment? Where are you and what are you doing?



BestSafari I'm on holiday in South Africa. At the moment, I'm looking at two elephants in the hotel garden. They're eating the plants!

EcoMagazine @BestSafari Here's an interesting fact: elephants eat 125–250 kilos of food every day!



PuppyCrazy I'm sitting in the park. My dogs are chasing the pigeons. But they can't catch them!

EcoMagazine @PuppyCrazy We're not surprised! Pigeons fly at 90 km/h. Most dogs run at about 30km/h.



SleepyGirl I'm at home in front of the TV, but I'm not watching it. I'm looking at my cat. Is he looking at me? No, he isn't. He's sleeping!

EcoMagazine @SleepyGirl Cats love sleeping! Most cats sleep 13 to 16 hours a day. What a nice life!

3 REACT Which post do you think is the most interesting and / or surprising? Why?

Grammar Insight

4 Read the posts again and complete the table.

Affirmative		
I	**am** (1 _____)	
He / She / It	2 _____ (**'s**)	sleep**ing**.
We / You / They	**are** (3 _____)	
Negative		
I	**am not** (4 _____)	
He / She / It	**is not** (**isn't**)	sleep**ing**.
We / You / They	**are not** (**aren't**)	
Questions and short answers		
Am	I	Yes, I **am**. No, I**'m not**.
Is	he / she / it	sleep**ing**?	Yes, he / she / it **is**. No, he / she / it 5 _____ .
6 _____	we / you / they	Yes, we / you / they **are**. No, we / you / they **aren't**.

5 Choose the correct words to complete the rules.

a We use the present continuous to talk about **routines** / **actions** happening now.
b We form the present continuous with ***have*** / ***be*** + the *-ing* form of the main verb.
c With questions, we put the subject **before** / **after** the auxiliary verb *be* and **before** / **after** the main verb.

For further reference and practice › Workbook › page 98

6 **Write questions about photos A–D in the present continuous. Then answer the questions.**

1 tiger / eat? (drink)
Is the tiger eating? No, it isn't. It's drinking water.
2 birds / fly? (sit)
3 lions / hunt? (rest)
4 tourists / sleep? (watch)
5 bear / drink water? (eat)

7 4.1 **Complete the dialogue with the present continuous form of the verbs in brackets. Then listen and check.**

Pat Hi, Carl. What are you doing (you / do) at the moment?
Carl I [1]_____ (watch) a series about animals in the Arctic.
Pat [2]_____ (your sister / watch) TV with you?
Carl No, she [3]_____. She [4]_____ (play) the guitar and she [5]_____ (sing) a song.
Pat [6]_____ (your parents / listen) to your sister?
Carl No, they [7]_____. They [8]_____ (play) basketball in the garden with my little brother. What [9]_____ (you / do)? [10]_____ (you / sit) in the garden?
Pat No, I [11]_____ (not sit) in the garden. I [12]_____ (do) my homework.
Carl But I can hear a loud noise. What is it?
Pat That's my dad. He [13]_____ (shout) at the neighbour's dog.
Carl Why [14]_____ (he / shout) at the neighbour's dog?
Pat Because it [15]_____ (dig) a hole in our garden!

8 **Complete the questions with the present continuous form of the verbs in brackets. Then work in pairs and ask and answer the questions.**

1 What _____ (your classmates / do) at the moment?
2 Who _____ (your teacher / talk) to now?
3 What _____ (you / read) at the moment?
4 _____ (you / watch) a TV series now?
5 _____ (you / listen) to music?
6 What _____ (you / do) right now?

9 4.2 **Listen to the dialogue. What's the problem? Where is Raj?**

a in a café
b in a car
c in a phone shop

10 4.2 **Listen again and answer the questions.**

1 Which country is Raj in?
2 Where is he going?
3 Who is driving the car?
4 What are Raj and his family doing at the moment?
5 What is Raj trying to do?
6 What is Raj's sister doing?
7 What is the problem with the phone?
8 What is Sarah doing?

11 **TASK** **Imagine you are on an amazing or unusual trip. Write a social media post about where you are, what you are doing and how you are feeling. Then work in pairs and read your partner's post. Ask and answer questions in the present continuous about each other's trips. Use these prompts or your own ideas.**

1 where / you / stay?
2 who / you / spend / time with?
3 what / you / eat / for breakfast in the mornings?
4 where / you / go / for dinner in the evenings?
5 what types of transport / you / use?

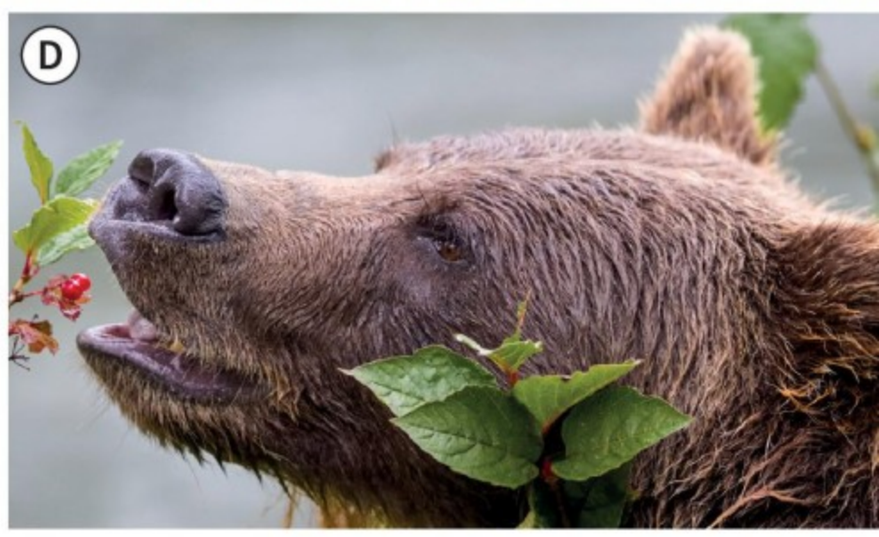
Vocabulary extra › Pets › page 137

Assess your progress Workbook page 41









Reading and vocabulary

1 WHAT DO YOU THINK? How often do you check the weather forecast? Why? Is the weather today normal for this time of year? Why / why not?

2 Read the online posts and match photos A–D to paragraphs 1–4. What is the season in each place?

3 Read the posts again and answer the questions.

1 What's the weather usually like in Australia?
2 What's happening to the climate there now?
3 Where does Vlad live?
4 What's Vlad doing today?
5 How many seasons are there in the Azores?
6 What's Rodrigo doing right now?
7 What's Kimberly doing?
8 What's she worried about?

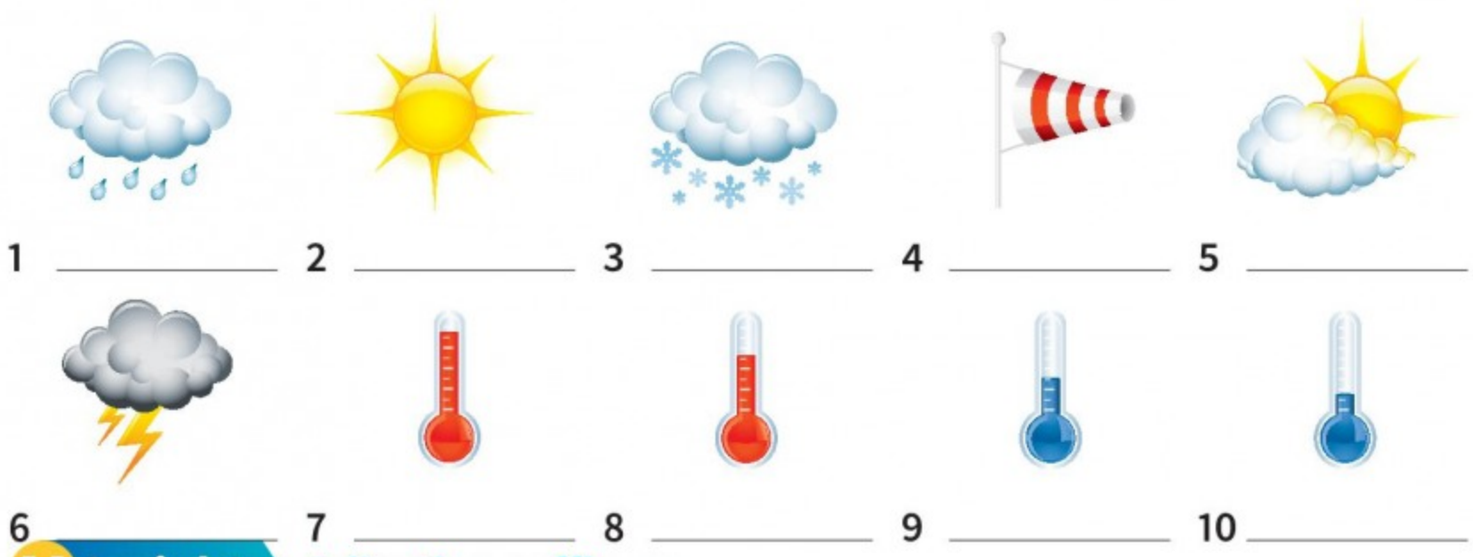
GS Global skills Culture

4 Work in pairs and discuss the questions.

1 What is the difference between weather and climate?
2 How is the climate changing in your country and other parts of the world?
3 What do you think is the cause of these changes?

V Insight Describing weather

5 Label the weather icons with the highlighted adjectives in the posts.



1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____

V Insight Adjective suffix -y

6 You can make adjectives from nouns by adding *-y*. Complete the table.

Noun	Adjective	Noun	Adjective
rain	rainy	3 _____	windy
1 _____	sunny	storm	4 _____
2 _____	snowy	cloud	5 _____

7 Look at the posts again. Find another way to say these things.

1 It's snowy. 2 It's rainy.

8 4.3 **TASK** Work in pairs and do the quiz. Are the sentences true (T) or false (F)? Listen and check.

How much do you know about the weather? quiz

1 ☐ A tornado can pick up a truck.
2 ☐ It rains every day in the Amazon Rainforest.
3 ☐ All deserts are hot and dry.
4 ☐ Mount Baker in the USA has more snow per year than Antarctica.
5 ☐ There are 400 thunderstorms every day around the world.

Weather ALERTS

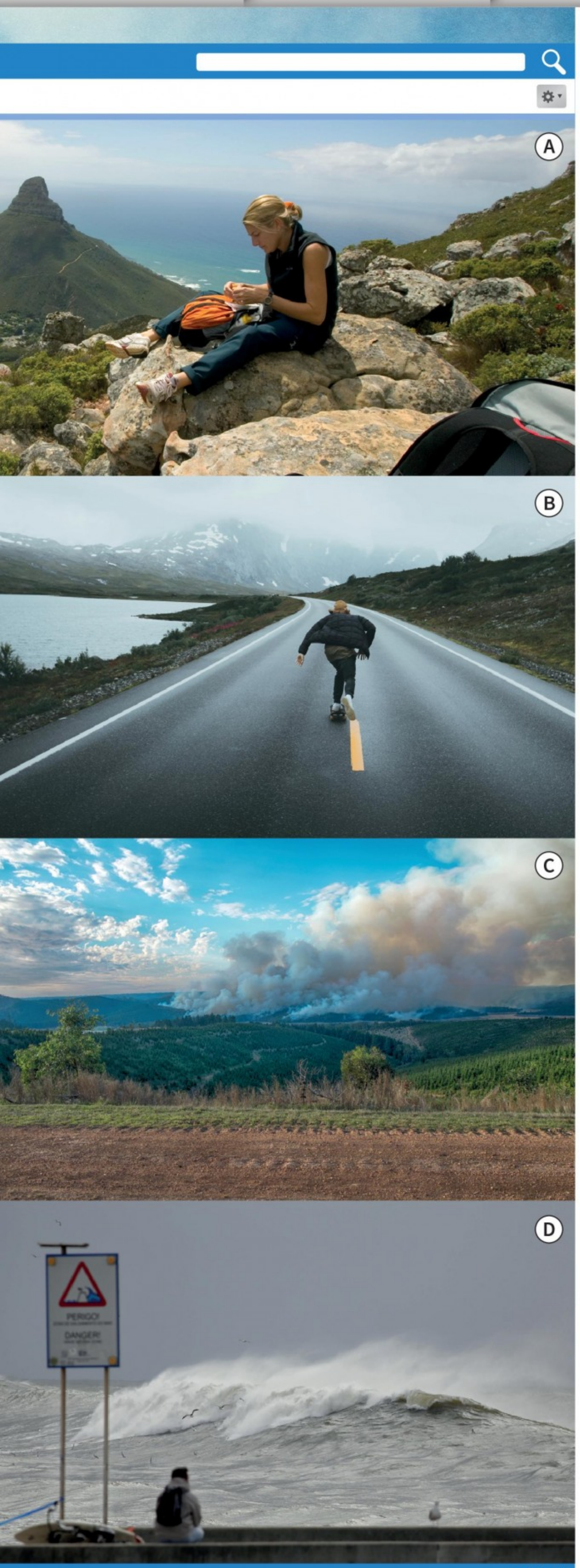
Today is 20 November. What's happening with the weather around the world where you are?

1 Hi, I'm Elsie. I live in the hills near Adelaide, Australia. It's hot and sunny today. The temperatures are extremely high even for summer. We have a very dry climate in Australia, and we're getting more and more fires. The trees are very dry and it's so easy for a fire to start. We have big problems with that, and every summer it's getting worse. Our climate is changing – we need to do something about it.

2 Hello, I'm Vlad and I live in Yekaterinburg in Russia. Do you know where it is? It's in the Ural Mountains, on the border between Europe and Asia. We often have very hard, snowy winters here, and we normally have temperatures of -20°C now. But this year, things are different. It's snowing, but only a little bit, and it's not cold or windy, so I'm skateboarding today! Look, I'm not wearing gloves – it's only -20C! That's tropical for us in November! I'm having great fun!

3 Hi, I'm Rodrigo and I'm in the Azores. We don't really get different seasons here and we usually have very similar weather all year. But nowadays, the climate is changing. Today we're having very stormy weather – it's cloudy and rainy, when it's normally dry and sunny. I usually go surfing every weekend, but today I can't because the waves are too big and dangerous. I'm just sitting by the sea, watching the waves. And now it's raining again!

4 Hello, everybody. I'm Kimberly from Cape Town in South Africa. It's a beautiful warm sunny day – maybe 24°C. This is typical of the weather here in spring. There's still a nice cool breeze, so I'm taking a walk up Table Mountain. Right now, I'm having my lunch. I'm enjoying myself today, but there's one problem: I'm worried about the future because drought is a big problem here. It doesn't always rain enough, but we need to have water to drink.



Grammar — Present simple or present continuous?

9 **Write *PS* (present simple) or *PC* (present continuous) for each sentence.**

1 We **have** a very dry climate. ____
2 We**'re getting** more and more fires. ____
3 I**'m not wearing** gloves. ____
4 We **don't really get** different seasons here. ____
5 I usually **go** surfing every weekend. ____
6 Right now, I**'m having** my lunch. ____

Grammar Insight

10 **Study the sentences in exercise 9. Complete the rules with *present simple* or *present continuous*. Then match the sentences in exercise 9 to the rules.**

a We use the _____ to talk about general truths. ____, ____
b We use the _____ to talk about actions happening now. ____, ____
c We use the _____ to talk about habits and routines. ____
d We use the _____ to talk about things happening around now. ____

For further reference and practice › Workbook › page 98

11 **Complete the text with the present simple or present continuous form of the verbs in brackets.**

I usually [1]play (play) basketball with my brothers in the park, but we [2]_____ (stay) indoors today because it [3]_____ (rain) and there's a big storm. At the moment, we [4]_____ (listen) to the thunder and my dog, Charlie, [5]_____ (hide) under the bed. He [6]_____ (not like) storms.

We often [7]_____ (have) tornadoes and thunderstorms in Kansas. What [8]_____ (be) the weather like in your town today? [9]_____ (it / rain) or [10]_____ (the sun / shine)?

12 **TASK** **Work in pairs. Make questions in the present simple and present continuous. Then ask and answer the questions.**

1 what / the weather / be / like / today?
2 it / rain / at the moment?
3 what / you / usually / do / at the weekend?
4 what / you / do / now?
5 how many TV series / you / watch / every year?
6 what series / you / watch / now?
7 what music / you / usually / listen to?
8 you / listen / to music / now?

Assess your progress Workbook page 41

Listening, vocabulary and speaking















Listening and vocabulary

1 WHAT DO YOU THINK? What outdoor activities do you do? Is it important to do outdoor activities? Why / why not? Are there any outdoor activities you would never try? Why not?

V Insight Outdoor activities

2 Work in pairs. Match seven of the activities below to photos 1–7.

■ bouldering ■ bungee jumping ■ canoeing ■ caving ■ diving ■ horse riding ■ mountain biking ■ rock climbing ■ snowboarding ■ surfing ■ zorbing

Strategy Using visual clues

Before you do a listening task, use the visual clues you can see.
These can include:
■ illustrations. ■ photographs. ■ key words. ■ titles.

3 Read the strategy. Then look at the leaflet. What type of place is it? What information is missing?

REDINGLY ACTIVITY CENTRE

At Redingly Activity Centre, you can try out new activities, learn new sports and have fun! We offer sessions in bouldering, [1]_____, mountain biking, zorbing and [2]_____.

PRICES
£15 per activity

★★HOLIDAY OFFER★★

Morning session (two activities): £25
Afternoon session (two activities): £25
Full-day session (four activities): [3]£_____

Opening hours: [4]_____ a.m.- 5.30 p.m.
Monday to [5]_____

4 4.4 Listen to a radio advertisement and complete the leaflet in exercise 3.

5 4.5 Listen to an interview with Jeff and Maria, two instructors at Redingly Activity Centre. Which activities do they talk about? Which activities are they teaching?

6 4.5 Listen again and find the things below in photos 5–7.

■ boulder ■ crash pad ■ helmet ■ hill ■ partner ■ rope ■ zorb

7 TASK Look at photos 1–7 again and answer the questions.

1 Do you do any of these activities? Which ones?
2 Do you want to try any of these activities? Why / why not?
3 Which activities would be exciting, boring or dangerous for you? Why?
4 Why do you think people do dangerous activities?

Speaking Asking for, making and responding to suggestions

8 Read the advertisement and answer the questions.

1 Which activities do you not need to pay for?
2 Which activities do you do inside?
3 Which activities do you outside?



9 4.6 **Listen to a dialogue. Which activity from Exercise 8 do Goran and Elisa choose?**

10 4.6 **Listen again and complete the phrases from the dialogue.**

Asking for and making suggestions	Responding to suggestions
What do you [1]_____ to do?	Sorry, I'd [4]_____.
How [2]_____ street hockey?	[5]_____ idea!
Why [3]_____ go horse riding?	

11 4.7 **Complete the dialogue with the phrases below. Then listen and check.**

■ That sounds OK ■ I'd prefer to ■ How about ■ Let's

Elisa Oh no! The swimming pool's closed.
Goran [1]_____ playing minigolf then?
Elisa [2]_____, but I'm not so sure. Golf is a bit boring.
Goran Yes, that's true. [3]_____ go to the skate park, then. That's fun and it's free.
Elisa It's a good idea, but … I'm not very good at skateboarding. I think [4]_____ go on the climbing wall. It's £3.50 but that's OK.
Goran Great, I love climbing! Let's go!

GS Global skills Making excuses

When someone suggests something that you don't want to do, it makes them feel better when you make an excuse politely. Say something positive and then use *but* before you give your excuse.
It's a good idea, but I'm not very good at skateboarding.

12 What other excuses can you think of?
I'd love to the go to the cinema this weekend, but …

13 TASK Work in pairs. You are at Redingly Activity Centre for the day. You are deciding which activities to do. Write a dialogue. Use the leaflet in exercise 3 and exercises 10–11 to help you.

Student A: Ask for suggestions.
Student B: Make a suggestion.
Student A: Refuse and make another suggestion.
Student B: Accept.

Perform your dialogue to another pair. Can they tell you which activity you decide to do?

Assess your progress Workbook page 41

Writing A description of a photo

1 Work in pairs. Look at the photo in exercise 2 and answer the questions.

1 What animals can you see?
2 What are they doing?
3 Who are the people?
4 Where in the world is this place?
5 What's the weather like?

2 Read the description of the photo and find the answers to the questions in exercise 1. Which answers is the writer not sure about?



This is a photo of two elephants crossing a river. Behind the elephants, there is a boat with people on it. I think the people are probably tourists because they have cameras. The elephants and tourists are in the foreground of the photo and in the background, we can see a hill and some trees. I think the elephants probably live here. Perhaps the tourists are visiting a place where they can go and see these elephants. Perhaps it's in a country in Africa because they look like African elephants with their big ears. I think the weather is hot and sunny because the tourists are wearing shorts and T-shirts.

Writing Insight Expressing uncertainty

3 Study the highlighted words in the description. Then choose the correct answers to complete the rules in the language box.

Expressing uncertainty
1 Use *perhaps*, *I think* and *probably* to say you are **sure** / **not sure** something is true.
2 *Perhaps* goes at the **start** / **end** of a sentence.
3 *Probably* goes **before** / **after** the verb *be*, but **before** / **after** all other verbs.

4 Replace the words in bold in the sentences with *perhaps*, *I think* or *probably*. Sometimes more than one answer is possible.

1 This place is **definitely** in Asia.
2 **I know** the people are doctors.
3 **I'm sure** they're tired.
4 They **definitely** enjoy cycling.

5 Rewrite the sentences to include expressions of uncertainty. Use the words in brackets.

1 The people are in a desert. There's a lot of sand. (perhaps / because)
Perhaps the people are in a desert because there's a lot of sand.
2 The weather is very cold. There's snow on the ground. (probably / because)
3 The man is the children's grandfather. He's very old. (I think / because)
4 The boy likes football. He's wearing a football shirt. (probably / because)

V Insight Describing a photo

6 Look at the photo in exercise 2 again. What can you see:

1 in the background?
2 in the foreground?
3 in the middle?
4 at the top?
5 at the bottom?

7 Work in pairs. Describe a photo from this unit using the phrases in exercise 6. Your partner guesses which photo it is.

8 Read the strategy. Go back to your photo from exercise 7 and answer the questions in the strategy to describe it in more detail. Describe the photo to your partner again. How does your description improve?

Strategy Using questions to plan your writing

Using questions can make it easier to plan your writing. Before you write a description, think of questions to help you describe the photo and answer them. Think about these questions.

1 What's the main subject of the photo?
2 Where was the photo taken?
3 What's happening in the photo?
4 What's the weather like?
5 What can you see in the foreground / background?
6 How many people / animals / things can you see?
7 What are they doing?
8 Do they look happy / sad? Why?

Writing your description

Write a description of a photo.

- **PLAN** **Choose another photo from units 1–4 and follow these steps.**
  - Answer the questions in the strategy on page 56.
  - Begin by saying where the photo was taken.
  - Include any other important information.
  - Remember to describe where things are happening in the photo.
  - Remember to use expressions of uncertainty.
  - Remember to use the present continuous to describe what is happening in the photo.
- **WRITE** **Write your description. Use the strategy and your plan to help you.**
- **REVIEW** **Check your spelling, grammar and punctuation.**

Assess your progress Workbook page 41

Review 4

Vocabulary

1 Complete the text with the verbs below.

bite ■ carry ■ dig ■ follow ■ hunt ■ look for ■ run away

Cats are popular pets, but they can be quite difficult. They [1]_____ you around when they want food, but then they can [2]_____ you if they don't want you near them and that hurts! A mother cat will [3]_____ her baby carefully in her mouth, but when they are outside, they often [4]_____ birds. They also [5]_____ holes in your garden. Cats usually [6]_____ if they hear a loud noise. You can [7]_____ them all day, but it isn't very easy to find them.

Marks ___ / 7

2 Complete the sentences with adjectives formed from the nouns below.

cloud ■ rain ■ snow ■ storm ■ sun ■ wind

1 It's _____ today. Let's go to the beach.
2 It's _____ in the mountains. Let's go skiing.
3 It's very _____. You can see the trees moving.
4 It's a _____ day, so don't forget your umbrella.
5 It's _____, so there aren't any boats on the sea.
6 It's really _____. The sky is completely grey.

Marks ___ / 6

3 Write the sports the people are doing.

1 I'm cycling on a hill. m_____ b_____
2 Ted's going down a ski slope very fast. sn_____
3 They're climbing on a small rock. b_____
4 Rolf's under the ground in a small space. c_____
5 Gina's in a ball going down a hill. z_____
6 We're close to the top. r_____ c_____
7 Ladislao's swimming under water. d_____

Marks ___ / 7

Grammar

4 Complete the dialogue with the present continuous form of the verbs in brackets.

A Beth, there's a squirrel in our back garden.
B What [1]_____ (it / do)? Look! There's another squirrel now. It's climbing up that tree. Oh no, now I think [2]_____ (it / hide).
A No, [3]_____ (it / not hide). [4]_____ (it / wait) for the other squirrel.
B Now they're both in the garden. [5]_____ (they / eat) nuts or something.
A Let me see. Stop pushing!
B [6]_____ (I / not push)! Look! [7]_____ (they / run away).
A That's because [8]_____ (you / make) too much noise!

Marks ___ / 8

5 Complete the text with the present simple or present continuous form of the verbs in brackets.

Where [1]_____ (people / go) to see gorillas? Gorillas only [2]_____ (live) in Africa and their numbers are very low. Dembe Kizza [3]_____ (organize) tours in Uganda, but she [4]_____ (not go) with the tourists. That's her husband, Sanyu's job. Their gorilla tour [5]_____ (start) at 9 a.m. every day and now it's 10.30 a.m. Sanyu [6]_____ (look) after two families today and he [7]_____ (drive) them to see some gorillas. The journey is taking longer because it [8]_____ (rain), but everyone on the tour [9]_____ (want) to see these amazing animals. What [10]_____ (Sanyu / explain) now? He [11]_____ (tell) the tourists that gorillas are very intelligent animals. They [12]_____ (have) very rich social lives – they laugh, cry and make strong family connections, just like humans!

Marks ___ / 12

Total ___ / 40

Cumulative review Units 1–4

Listening

1 4.8 **Read questions 1–5. Underline the key words in each question. Then listen and choose the correct answers.**

1 Listen to an announcement. What time is the dolphin rescue?
- **a** 2.00 p.m.
- **b** 2.30 p.m.
- **c** 2.45 p.m.

2 Listen to a dialogue between two friends. Where are they?
- **a** at the zoo
- **b** at the circus
- **c** at the cinema

3 Listen to a sports commentary. Which team is winning?
- **a** City is winning.
- **b** United is winning.
- **c** It's a draw.

4 Listen to a dialogue between a mother and her daughter. What does Amy want for her birthday?
- **a** a cat
- **b** a dog
- **c** a rabbit

5 Listen to a tourist. Where is she?
- **a** on a beach
- **b** in a town
- **c** on a mountain

Speaking

2 Work in pairs. You are at an animal sanctuary. You are deciding which animals to see first. Prepare a dialogue. In your dialogue:

- say which animals you would like to see.
- suggest some different animals when your partner doesn't agree.
- suggest getting a map of the animal sanctuary.
- ask someone for directions to the animals you choose.

Reading

3 Read the article. Match sentences a–f to gaps 1–5 in the article. There is one sentence that you do not need.

- **a** It's snowing hard and there are winds of 200 kph.
- **b** Summer is coming and the chicks are growing quickly.
- **c** They don't stay on the ice in summer.
- **d** Their fathers are feeding them with a special milk.
- **e** Only the father penguins are still on the ice.
- **f** But the families can't stay together for long.

MY PENGUIN diary

Film-maker Rowena Marquez records her year with the Emperor penguins of Antarctica.

24 April

It's autumn here in Antarctica and thousands of emperor penguins are coming back to the ice where they were born. The male penguins are making a lot of noise and looking for females.

8 July

It's very dark all the time – there's no daylight in winter. There aren't any mother penguins here now. They spend all of June and July hunting for food in the sea. [1]____ Each penguin is carrying an egg on his feet. This keeps the egg warm.

24 July

It's very stormy today. [2]____ Hundreds of penguins are standing very close to each other in a big circle. All their bodies are touching so they don't get cold. And they still have their eggs! But they're getting hungry because there isn't any food for them here on the ice. And they can't go and hunt because they're looking after their eggs.

2 August

The fathers aren't carrying eggs on their feet anymore – they're carrying baby chicks! The chicks are hungry. [3]____ But the fathers are very thin now after four months with no food. They need the mothers to return soon.

5 August

There's a lot of noise here today! The father penguins are calling for the mothers. They're coming back from the sea and meeting their chicks for the first time. [4]____ The fathers are leaving the ice to go hunting for fish. The mothers stay on the ice to feed their chicks instead.

8 November

[5]____ They're losing their grey baby feathers. Soon, they can join their parents in the sea and learn to hunt. Penguins are fantastic hunters. They can dive 500 m under the water to catch fish!

Grammar and vocabulary

4 Read the article and choose the correct answers.



A symbiotic relationship

Most people [1]_____ sharks because of scary films and stories about shark attacks. But [2]_____ some fish that aren't afraid of them. These fish are called pilotfish and they [3]_____ a symbiotic relationship with the sharks. Pilotfish are small and so the sea is a dangerous place for [4]_____. But when a pilotfish [5]_____ with a shark, it is safe. This is because there aren't [6]_____ animals in the sea that attack sharks. In exchange for this protection, the pilotfish cleans the [7]_____ after it eats. The shark opens its mouth and the pilotfish [8]_____ inside. [9]_____ food between the shark's teeth and there are parasites on the food. The shark [10]_____ for the pilotfish to finish cleaning before it closes its mouth again.

1	**a** doesn't like	**b** like	**c** don't like
2	**a** there are	**b** there is	**c** they are
3	**a** has	**b** are having	**c** have
4	**a** they	**b** them	**c** their
5	**a** is travelling	**b** travel	**c** are travelling
6	**a** any	**b** an	**c** some
7	**a** teeth's shark	**b** shark's teeth	**c** teeth shark's
8	**a** is swimming	**b** swims	**c** are swimming
9	**a** There is	**b** There are	**c** They are
10	**a** always wait	**b** waits always	**c** always waits

Writing

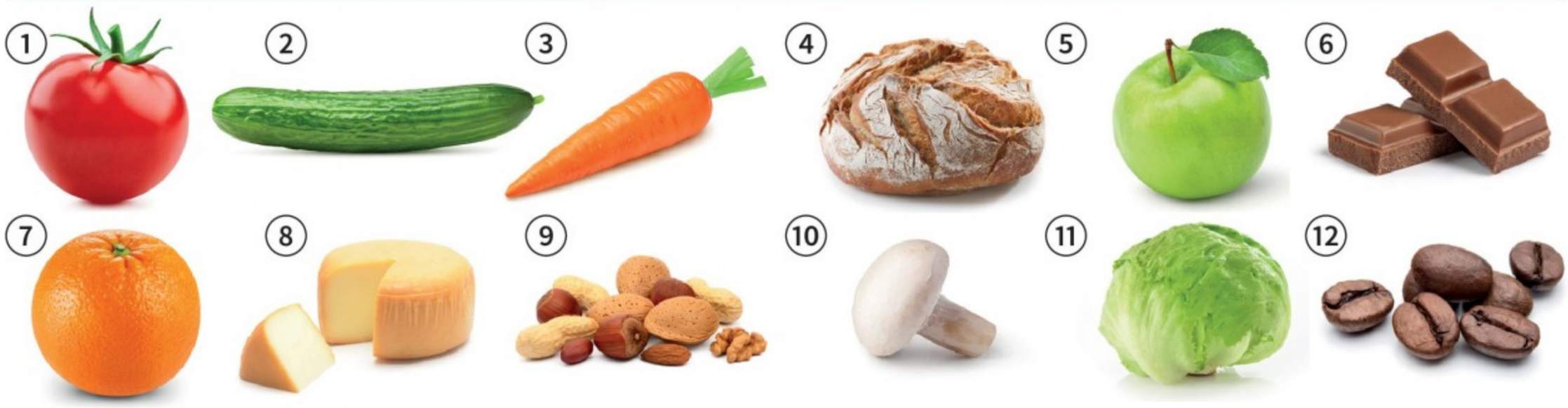
5 **Choose a place in the world which is famous for its wildlife. Write a tourist guide. Include this information:**

- where the place is.
- what the weather is like at different times of year.
- what wildlife there is.
- how you can travel around.
- what other activities you can do in the local area.

Exam Insight 2 › Workbook › page 124

5 You are what you eat

Reading and vocabulary



1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 How easy is it for people to choose to eat healthy food?
2 Why do people sometimes choose to eat unhealthy food?
3 Is eating healthy food good for the environment? Why / why not?

V Insight Food

2 5.1 Match the food below to photos 1–12. Then listen, check and repeat.

- apple
- bread
- carrot
- cheese
- chocolate
- coffee
- cucumber
- lettuce
- mushroom
- nuts
- orange
- tomato

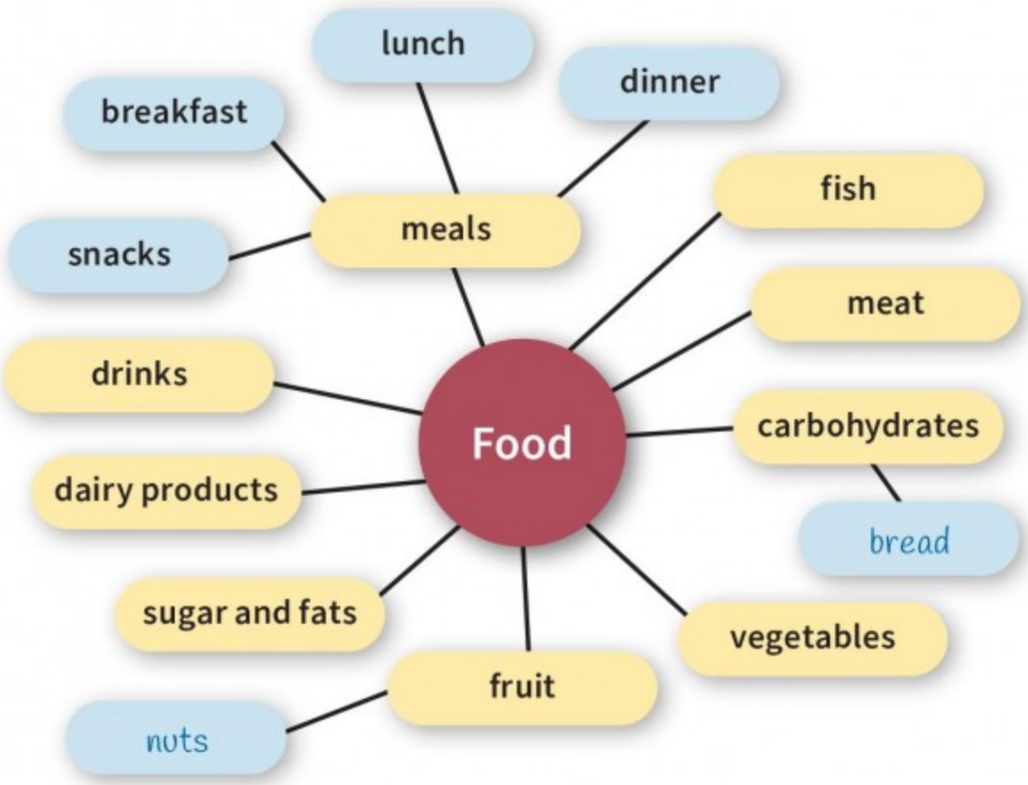
Strategy Making mind maps

Mind maps are a great way to record vocabulary groups. You can add new vocabulary quickly and understand it clearly. To make a mind map:

- write the main topic word in the centre.
- write the names of sub-topics around the main topic.
- add words for each sub-topic.

Use mind maps to record vocabulary in your notebook.

3 Read the strategy. Copy the mind map below into your vocabulary notebook and add the words from exercise 2. Remember to add other food words when you learn them in the unit.



CARBON ON OUR PLATES

A lot of people around the world are worried about climate change. One way to make a difference is by thinking about what we eat. Here are three things we can do to reduce the *carbon footprint of the food on our plates.

A

Eating meat produces far more carbon *emissions and other *greenhouse gases than eating fruit and vegetables. Beef and lamb in particular produce a lot of carbon dioxide. When we eat more fruit and vegetables, and less meat and dairy (e.g. milk and cheese), we can make a real difference. A lot of people are choosing not to eat any meat at all. When you remove beef and lamb from your diet, and you don't have many dairy products, you can cut your carbon footprint by over 25%. Now that's a lot!



Glossary

* carbon footprint = the quantity of carbon dioxide (CO_2) gas that we produce in our everyday lives, e.g. from driving, flying and eating meat
* emissions = gases we send into the air, e.g. from factories, buses and cars
* greenhouse gases = gases that make temperatures warmer, e.g. CO_2



B

Transporting food around the world uses a lot of fuel and energy. This creates carbon emissions, but buying local food means we can use less transport. Fruit like apples, pears and strawberries grows at different times of the year in different places. Don't buy them when they aren't growing in your local area. Wait until they're in season. This is exactly what locavores do. They choose not to eat any food that doesn't come from close by. A locavore in the UK can't have bananas, coffee or orange juice because these things don't grow in the UK!



C

We waste 1.3 billion tonnes of food every year. That's a lot of food! But why? In a lot of countries, people buy too much food at the supermarket and they don't eat it all. It happens in restaurants, too. We order lots of different things and we often leave some food on our plates. When we waste food, we waste many other things at the same time. We waste the water we use to grow the food, and we waste the fuel we use to transport it. And food waste creates methane – a very strong greenhouse gas. So buy less food and eat all the food that you buy. It saves you money as well!

4 Look at the title of the article and the photos. What do you think it is about? Read it and check your answer.

a healthy eating
b food waste
c climate change

5 Read the article again and match headings 1–3 to paragraphs A–C.

1 Buy local
2 Fight waste
3 Eat less meat

6 REACT Work in pairs and discuss the questions.

1 Which of the three things in the article is the best solution? Why?
2 Which of the three things in the article is the easiest? And the most difficult? Why?
3 Imagine you are a locavore for one month. What foods from other countries do you miss the most? Why?

Insight Compound nouns

7 We put two nouns together to make a compound noun. Match the words in A to the words in B to make compound nouns. Then complete the sentences.

A ■ chocolate ■ fruit ■ ham ■ ice ■ mushroom ■ olive ■ orange ■ tomato

B ■ cake ■ cream ■ juice ■ oil ■ pizza ■ salad ■ sandwich ■ sauce

1 I usually drink _____ at breakfast.
2 I love meat and bread, so my favourite cold lunch is a _____.
3 I often buy an _____ on really hot afternoons.
4 I usually choose a _____ at Italian restaurants because I'm a vegetarian.
5 On my birthday, my dad usually makes me a big _____.
6 I can make a really nice _____ to put on my spaghetti.
7 I like a lot of different fruit, so I often eat a _____.
8 I put _____ on top of a green salad.

8 TASK Make notes about the types of food you waste when you are at school, and the food you see your classmates and your school waste. Think of some ideas about how you can all waste less food. Then work in pairs. Compare your ideas and produce a poster of your best three ideas for the classroom wall.

Vocabulary extra › Food › page 138

Assess your progress Workbook page 49

Grammar and reading

Grammar Countable and uncountable nouns

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 What food do farmers grow in your local area? Do you know anyone who grows their own food?
2 Is it a good idea to try to grow your own food? Why / why not?

2 Read the interview. What is special about Jonathan's school?

Education with a difference

Hudcliffe Manor School in London is in many ways a normal British school. But there's one thing that makes it very different: they grow their own food! Jonathan Woods, one of the students at the school, explains everything.



Jonathan, there aren't many schools that grow their own food. Tell me about what you do.
Well, we've got a vegetable garden. We grow a lot of different things: carrots, cabbages, potatoes and lettuce for salads. We also grow some fruit. We have strawberries in the summer – they're delicious! There are some apple and pear trees, too. And then there are some hens for their eggs, and bees for their honey. We get a lot of wonderful honey from the bees!

How much time do you spend in the garden? Do you do any lessons there?
Well, we usually spend at least four or five hours in the garden every week during school time. We have all kinds of lessons there. You can learn a lot when you have a vegetable garden!

Does everybody at Hudcliffe Manor help in the garden?
Yes, all the students and all the teachers help. Parents and grandparents can help, too.

Tell me about the food. What do you do with it?
We eat a lot of it in our school lunches. And we sell some to parents: things like tomatoes, potatoes and eggs. We also sell some green salad to a local restaurant, and some vegetables to a stall at Borough Market in the centre of London. We don't sell much fruit. We often have an apple or a pear for lunch, so we eat most of it! And we don't sell any honey – it's too good to sell!

You have bees and chickens. Do you keep any other animals? Cows or pigs, for example?
No, there aren't any cows or pigs. The headteacher would like to get some goats one day. Then we can have some milk and make some cheese.

How much honey do you get from the bees each year?
We get about 20 kg of honey in a good year.

And how many eggs do you get from the hens?
About six or seven most days – that's 2,000 eggs or more every year. Their eggs are really delicious!

3 Read the interview again. Tick (✓) the kinds of food the school produces.

1 ☐ meat 2 ☐ vegetables 3 ☐ fruit 4 ☐ cheese 5 ☐ honey 6 ☐ eggs

4 REACT Do you think it is a good idea for a school to grow its own food? Why / why not?

Grammar Insight

5 Look at the highlighted words in the interview. Which of these things can you count? Which can't you count? Which can come after *a*/*an*? Which can have a plural form? Which can never be plural?

6 Find the words below in the interview. Are they countable or uncountable?

■ cheese ■ cow ■ fruit ■ hen ■ potato ■ pig

7 Study the table and complete the examples from the interview.

	Rules	Examples
Countable nouns	Singular: use *a / an*.	We often have [1]_____ apple or [2]_____ pear for lunch.
	Plural: use *some / any*.	There are [3]_____ hens. There aren't [4]_____ cows.
Uncountable nouns	Don't use *a / an*.	~~a~~ honey, ~~a~~ milk
	Use *some / any*.	We can make [5]_____ cheese. We don't sell [6]_____ honey.

Remember! Use *some* in affirmative sentences. Use *any* in negative sentences and questions.

For further reference and practice › Workbook › page 100

8 5.2 **Complete the dialogue from the market stall. Use *there is* / *are* with *some* / *any* and the words in brackets. Use the plural form of the countable nouns. Then listen and check.**

A Are there any vegetables today?
B Yes, there are. [1]_____ (carrot ✓) and [2]_____ (cucumber ✓), but [3]_____ (tomato ✗).
A [4]_____ (fruit)?
B Yes, [5]_____ (apple ✓), but [6]_____ (strawberry ✗).
A And [7]_____ (honey)?
B No, I'm sorry. [8]_____ (honey ✗) today.

Grammar *much, many, a lot of*

9 Complete the sentences from the interview in exercise 2.

1 There aren't _____ schools that grow their own food.
2 We grow _____ different things.
3 We get _____ wonderful honey from the bees!
4 We don't sell _____ fruit.
5 How _____ honey do you get from the bees?
6 How _____ eggs do you get from the hens?

Grammar Insight

10 Match the sentence halves to make rules.

1 We use *much* with	**a** countable nouns.
2 We use *many* with	**b** uncountable nouns.
3 We usually use *much* and *many*	**c** in negative sentences and questions.
4 We use *a lot of*	**d** in affirmative sentences, with both countable and uncountable nouns.

For further reference and practice › Workbook › page 100

11 Complete the factfile with *much*, *many* or *a lot of*.



Farming FACTFILE

How [1]_____ food does the world produce every year?
Four billion tonnes, but we waste a lot of it.

How [2]_____ land do we use to produce this food?
About 38% of the land on the planet. There aren't [3]_____ places for wild animals to live now and an area of forest the size of Portugal disappears every year.

How [4]_____ people can live on the food from one hectare of land?
One hectare can produce [5]_____ vegetarian food – enough for 30 people. But it can only produce enough meat for ten people.

How [6]_____ water does farming use?
About 70% of the planet's fresh water. For example, [7]_____ water from the Yangtze River in China is used in farming. But in a lot of places, there isn't [8]_____ fresh water.

How [9]_____ litres of water do farmers need to produce a kilogram of food?
About 13,000 litres for a kilogram of beef, but only 1,000 litres for a kilogram of bread. Producing meat requires [10]_____ land and water.

12 5.3 **Complete the questions with *much* or *many*. Then listen to a radio programme about some students who help at a local farm and answer the questions.**

1 How _____ students are at the farm at 7.30?
2 Do the students give the sheep _____ food in summer?
3 How _____ hens are there on the farm?
4 How _____ eggs does a hen usually produce every day?
5 How _____ students milk Daisy the cow every day?
6 Do the students drink _____ milk from the farm?

13 TASK Work in pairs. Plan a vegetable garden for your school. Discuss the questions.

1 What kind of food do you want to grow? Make a list.
2 Do you want to keep any animals? If yes, what kind? If not, why not?
3 What do you want to do with the food you produce?

Assess your progress Workbook page 49

Reading and vocabulary

1 WHAT DO YOU THINK? What special occasions do you celebrate in your country or region every year? Is there any special food you eat on these occasions? Do you think it is important to celebrate these traditions? Why / why not?

2 Look at the photos in the article. What do you think are the main ingredients in each dish? Read the article and check your answers.

Strategy Using a dictionary when you read

1 When you first read a text, underline any unknown words.
2 Can you understand the meaning of the words from the context?
3 Look up the words in your dictionary and try to remember the meaning.
4 Don't forget to write the new words in your vocabulary notebook. You can add them to mind maps or include their definition and an example sentence.

3 Read the strategy. Then read the article again and underline any unknown words. Look them up in a dictionary and record them in your vocabulary notebook.

GS Global skills Culture

4 Work in pairs and discuss the questions.

1 Would you like to try these traditional dishes from the British Isles? Why / why not?
2 What are the most famous traditional dishes in your country or region? Why are they famous?
3 Do you think it's important to know how to make them? Why / why not?
4 What traditional dishes from other countries can you name?

V Insight On the dinner table

5 5.4 **Match the objects below to photos 1–9. Then listen, check and repeat.**

bowl ■ cup ■ fork ■ glass ■ jug ■ knife ■ mug ■ plate ■ spoon



A special meal for a special occasion

When we celebrate a special occasion, we often eat special food. Come with us on a short tour of a few traditional celebrations.

St Patrick's Day

The national celebrations in Ireland take place on Tuesday 17 March, on St Patrick's Day. Green is the traditional colour on St Patrick's Day. People dress in green, drink green drinks and make green food. The shamrock is the symbol of Ireland. It's a lucky leaf and some people like to make green shamrock biscuits with butter, flour and sugar. People also eat traditional Irish food like potato bread and Irish stew. Irish stew is similar to Welsh cawl. It's also made with lamb and potatoes.



Ireland



St David's Day

On 1 March, the people of Wales celebrate St David's Day. This is the national saint of Wales. They wear their national symbol, the daffodil. It's a yellow flower that grows in spring. And they eat their national dish, cawl, a soup made with lamb, potatoes and leeks. It's traditional to eat a big bowl of hot cawl with some bread and a little cheese.



Scotland

25 Burns Night

One of the most famous celebrations in Scotland is Burns Night on 25 January. On this night, Scots hold a special dinner to celebrate the life and poetry of Robert Burns, a famous Scottish poet. The most important part of this special meal is the haggis, a big sausage made from the stomach, heart, lungs and liver of a sheep. It's served with potatoes and swedes. Robert Burns wrote a poem about haggis and on Burns Night, someone reads the poem and cuts the haggis with a big knife.

England



Wales

40 Sunday lunch

Probably the most traditional meal in England is the Sunday roast. People cook it at home or go out to restaurants and pubs to eat it. A traditional Sunday lunch consists of roast meat. This can be beef, pork, lamb, turkey or chicken. It comes with potatoes and a few vegetables. Vegetarian roasts are popular, too. The most important part of the meal is the Yorkshire pudding. The word 'pudding' usually means something with lots of sugar in it, but Yorkshire pudding is different. You make it with eggs, flour and milk. You cook it in the oven and you eat it with your roast meat and a little gravy.

6 Answer the questions with the words in exercise 5.

1 What do you use when you eat dinner? _____
2 What do you use when you eat ice cream or yoghurt? _____
3 What do you use when you have a cold drink? _____
4 What do you use when you have a hot drink? _____
5 What do you use when you eat breakfast? _____
6 What do you use to pour or keep milk? _____

Grammar *a little / a few*

7 Choose the correct words. Check your answers in the article.

1 Come with us on a short tour of **a few** / **a little** traditional celebrations around the British Isles.
2 It's traditional to eat a big bowl of hot cawl with some bread and **a few** / **a little** cheese.
3 It comes with potatoes and **a few** / **a little** vegetables.
4 You cook it in the oven and you eat it with your roast meat and **a few** / **a little** gravy.

Grammar Insight

8 Study the sentences in exercise 7 and choose the correct words.

a We use *a little* with **countable** / **uncountable** nouns.
b We use *a few* with **countable** / **uncountable** nouns.
c *A little* means ***a lot of*** / ***not much***.
d *A few* means ***a lot of*** / ***not many***.

For further reference and practice › Workbook › page 101

9 Complete the dialogue with *a little* and *a few*.

Stefan Can I try [1]_____ pudding?

Lizzie Of course. It's called trifle and it's very popular in Britain.

Stefan Wow! It's delicious. How do you make it?

Lizzie First, you need [2]_____ slices of cake. You put [3]_____ jam on them and then put them in a bowl with [4]_____ fruit. I usually use [5]_____ raspberries and strawberries with [6]_____ sugar. You put jelly on top of the fruit and cake, and a yellow sauce called custard on the jelly. On top of the custard, you put [7]_____ cream and finally, [8]_____ nuts. It's very easy and it tastes great.



10 TASK Work in pairs and follow the instructions.

1 Think of a traditional dish from your country or region. Practise explaining the ingredients you need to make it. Use *a lot of*, *a little* and *a few*.
2 Present the dish to the class, but don't say its name. Can your classmates guess which dish you're describing?

Vocabulary extra › Food quantities › page 138

Assess your progress Workbook page 49

Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Insects are full of protein and we need protein in our diet. Would you be happy to eat insects as part of your diet every day? Why / why not? How do you think eating insects can help the environment?



Dish: _____

Country: _____



Dish: _____

Country: _____



Dish: _____

Country: _____

2 Label photos 1–3 with the dishes and the countries they come from.

■ Cambodia ■ caterpillars ■ guinea pigs ■ Peru ■ South Africa ■ tarantulas

3 5.5 Listen to a TV programme about unusual food and complete the table. Check your answers to exercise 2.

	Dylan	Lauren	Elsa
Food			
Country			
Does he / she like it?			

4 5.5 **Listen again and choose the correct answers.**

1 What does Dylan think of the caterpillars?
a They're very nice. **b** He hates them. **c** They're OK.

2 What does the presenter say about the caterpillars?
a They're healthy. **b** They're unhealthy. **c** They're like sweets.

3 What does Lauren like about the tarantulas?
a their hair **b** their taste **c** their legs

4 What do the tarantulas taste like?
a crisps **b** salt **c** meat

5 Does Elsa like guinea pigs?
a Yes, as pets. **b** Yes, as meat. **c** No, she doesn't.

6 Who thinks it's wrong to kill cows?
a Elsa **b** people in India **c** the presenter

7 What does Lauren think of the guinea pig meat?
a It's like chicken. **b** It isn't great. **c** She can't eat it.

Insight Opinion adjectives

5 5.5 **What do the people on the TV programme describe with these adjectives? Listen again and match 1–8 to a–h.**

1 exciting	**a** the taste of the guinea pig
2 strange	**b** guinea pigs as pets
3 boring	**c** the appearance of the caterpillars
4 scary	**d** food from around the world
5 disgusting	**e** spiders
6 lovely	**f** cultural differences around the world
7 interesting	**g** the taste of the caterpillars
8 delicious	**h** the tarantulas' legs

6 5.6 **Complete the sentences with the adjectives in exercise 5. Then listen, check and repeat.**

If something is:

1 _____, you want to know about it.
2 _____, it's got a very bad taste, smell or appearance.
3 _____, you want to run away.
4 _____, it's got a very nice taste.
5 _____, you don't want to know about it.
6 _____, it's got a nice appearance or it's nice in another way.
7 _____, it's unusual.
8 _____, it gives you a lot of very good or very happy feelings.

7 TASK **Work in pairs. Write five questions for a class survey about personal opinions. Choose from the topics below or use your own ideas. Then ask and answer your questions with the rest of the class. Report back at the end about anything you find interesting or surprising.**

■ animals and insects ■ films and TV series ■ food and snacks ■ school subjects ■ sports and hobbies

What's your opinion of dogs? *What do you think about dark chocolate?*

Speaking Ordering food

8 Work in pairs. Complete the menu with the words below.

■ bread ■ cake ■ cheese ■ chips ■ fruit ■ juice ■ pasta ■ strawberry



9 5.7 **Listen to a dialogue. What does the boy order? What does the girl order?**

10 5.7 **Complete the phrases from the dialogue. Then listen again and check.**

Waiter

Are you [1]_____ to order?
[2]_____ you like a starter?
[3]_____ would you like for your main course?
Would you like [4]_____ to drink?

Customer

I'd [5]_____ some tomato soup.
Can I [6]_____ a glass of orange juice, please?

11 5.8 **Complete the dialogue with the phrases below. Then listen and check.**

■ anything for you ■ can we see the menu ■ here you are ■ I'm fine, thanks

Waiter Is everything OK with your meal?
Girl Yes, thanks. The pizza's really good!
Boy The pasta is delicious, too!
Waiter That's great. Would you like a dessert?
Girl Oh, yes. [1]_____, please?
Waiter Of course. [2]_____.
Girl Great. Can I have some strawberry ice cream, please?
Waiter Yes, sure. [3]_____, sir?
Boy No, [4]_____.

12 Read the dialogue again. Underline more phrases the waiter and the customers use.

GS Global skills Giving compliments

It's good to tell people when you think they do something well, e.g. make some nice food, do a good job or make something look better. It makes them feel good!
You can say:
It's great! *It tastes lovely!* *It looks fantastic!*

13 In what other situations do you give compliments?

14 TASK **Work in pairs. Write a dialogue between a customer and a waiter at a restaurant. Use the menu in exercise 8, and exercises 10–11 to help you. Remember to compliment the waiter about the food.**

Assess your progress Workbook page 49

Writing A description of a festival

1 Work in pairs. Look at the photos below. What do you think is happening?

2 Read the email. Which festival is Penny describing? What happens at this festival? What does Penny do after the main festival?

To: Ana

Hi, Ana!

Thank you for your email. It's always nice to hear from you.

I'm really happy because it's 21 December today. It's an exciting day here in Brighton. It's the shortest day of the year and it's also the Burning of the Clocks. It's a special tradition here. I don't think they have it anywhere else. It's my favourite night of the year.

There's a parade. People make lanterns out of white paper and draw clocks and other things on them. We wait until dark and then we walk through the streets of the city centre down to the seafront. On the beach, there's a big fire. Everybody throws their lanterns into the fire and makes a wish. Then there's music and fireworks, too. It's a really special moment.

After the parade, our friends come to our house. We invite them every year and it's a tradition now! We put sausages on sticks and cook them on a small fire in our garden. We also cook potatoes in the fire. We sit in the garden around the fire and tell stories until it's late.

Perhaps next year you can stay here and celebrate the Burning of the Clocks with us.

Write soon!

Best wishes,
Penny





3 Read the email again and match the highlighted words to the definitions.

1 have a party or a special event
2 a light you can carry around outside
3 a special public event where some people walk along the street and others watch
4 something people do year after year in the same way
5 when you hope and dream for something special to happen

Writing Insight *too, also*

4 Find and underline the three sentences in the email with *too* and *also*. Then choose the correct words to complete the rules in the language box.

too, also

1 Use *too* and *also* to **say some information is wrong** / **give more information**.
2 *Also* usually comes **after** / **before** the verb *be* and **after** / **before** all other verbs.
3 *Too* usually comes at the **start** / **end** of the sentence.

5 Rewrite the sentences. Add the information in brackets.

1 Sausages are delicious. (potatoes / nice / also)
Sausages are delicious and potatoes are also nice.
2 We go to see the fire on the beach. (have / a small fire / at home / too)
3 The fireworks on the beach are very beautiful. (very noisy / also)
4 My dog is scared of fireworks. (scared of thunder / also)
5 The Burning of the Clocks is in December. (my birthday / in December / too)

6 Read the strategy. Then study the email in exercise 2 and answer the questions.

1 What is Penny writing?
2 Who is she writing to?
3 Why is she writing?
4 Is she writing about facts or is she imagining a story?
5 What information does she include?
6 Is she writing in a formal or an informal style?

Strategy Focusing on the writing goal

It is important to think about the reason why you are writing. Read the task carefully and underline the key points. Think about these questions.

1 What are you writing? Who are you writing to or for?
2 What information do you need to include?
3 What is the purpose of the text (e.g. to give information / entertain / give an opinion)?

Writing your description

Write an email to a friend in another country about a festival in your country or region.

PLAN Choose a festival and think about these questions.

- Why do people celebrate this festival?
- What do people do at the festival?
- What kind of food do people eat at the festival?
- Why do you like this festival?

Plan your email. Use the email in exercise 2 as a model.

- Decide how to start your email, e.g. *Hello*, *Hi* or *Dear* and your friend's name.
- Use an opening sentence, e.g. *How are you?*, *Thank you for your email* or *I hope you are well.*
- Think about how to introduce the festival and explain why people celebrate it.
- Think about what details about the festival you want to include in your description.
- Decide how to end your email, e.g. *Take care*, *Lots of love* or *Best wishes* and your name.

WRITE Write your email. Use the strategy on page 68 and your plan to help you. Remember to use *too* and *also*.

REVIEW Check your spelling, grammar and punctuation.

Assess your progress Workbook page 49

Review 5

Vocabulary

1 Complete the text with the words below.

bread ■ fork ■ knife ■ meat ■ plate ■ salad ■ tomato

Doner kebabs come from Turkey. They're made with cooked [1]_____ like lamb in a type of flat [2]_____ called pita. Some people eat [3]_____ with kebabs, like lettuce and [4]_____. Kebabs are served on a [5]_____ if you're in a restaurant. But most people eat them in the street, without a [6]_____ or a [7]_____.

Marks ___ / 7

2 Match the words in A to the words in B to make compound nouns. Then match them to the definitions.

A ■ chocolate ■ ham ■ ice ■ olive ■ orange ■ tomato

B ■ cake ■ cream ■ juice ■ oil ■ sandwich ■ sauce

1 It's a quick cold lunch. _____
2 Some people drink it for breakfast. _____
3 You eat it on a hot day. _____
4 You can put it on top of pasta. _____
5 You can put it on a salad. _____
6 It's brown and sweet. _____

Marks ___ / 6

3 Complete the adjectives in the sentences.

1 Breakfast was b_____. It is always the same.
2 Look at those l_____ pictures. They're beautiful!
3 This soup is d_____. It tastes really bad.
4 That restaurant looks i_____. Let's go there.
5 This salad is d_____. Can I have some more?
6 This cooking programme is e_____. I like it.
7 I don't know what this is. It looks very s_____.

Marks ___ / 7

Grammar

4 What do you need to make macaroni cheese? Write sentences with *a* / *an*, *some* or *any*.

salt ✓ You need some salt.
cabbages ✗ You don't need any cabbages.
1 cucumbers ✗ _____
2 eggs ✗ _____
3 butter ✓ _____
4 cheese ✓ _____
5 onions ✗ _____
6 cream ✓ _____
7 potatoes ✗ _____
8 rice ✗ _____
9 pasta ✓ _____
10 yoghurt ✗ _____

Marks ___ / 10

5 Complete the dialogue with the words below.

a few ■ a little ■ a lot ■ an ■ any ■ how many ■ how much ■ much ■ some ■ many

A OK, so [1]_____ bananas do we need for the banana cake?
B We only need [2]_____. Three is enough. And we need [3]_____ sugar.
A [4]_____ sugar?
B We need [5]_____ of sugar! About 300 g.
A That's fine. There's a new packet here.
B Good. What about eggs?
A There aren't [6]_____ in the box. Only three.
B That's fine. How about flour?
A There's [7]_____ old packet here, but there isn't [8]_____ flour in it. Put it on the shopping list.
B Is there [9]_____ butter in the fridge?
A Yes, but there's only [10]_____.
B Let's buy some, then. Come on! Let's go shopping.

Marks ___ / 10

Total ___ / 40

Global skills Using technology wisely

1 WHAT DO YOU THINK? Work in pairs. Which of these dangers do you think about when you use the internet? How can people stay safe online?

- communicating with strangers
- viruses and malware
- hackers
- phishing
- posting something that you can't delete
- spending too much time online

2 Read the infographic and complete it with headings a–e. Then compare the information in the text with your answers in exercise 1.

a Be careful about clicking on links
b Keep your devices secure
c Protect your identity
d Spend time offline
e Think before you post

Staying SAFE online

Technology is fantastic; it helps us work, play and communicate with our family and friends. But it also comes with dangers and it's important to understand what these are. Here are five ways to stay safe when you use the internet.



1 _____

Don't post personal information online, especially your address, phone number or email address. Check the privacy settings on your social media accounts so that only your friends can see your photos, videos and posts. Communicating online with strangers is dangerous because you don't know who they really are. Don't give them any personal information and don't meet them offline.



2 _____

Make sure that hackers can't get into your email or other online accounts. Choose a strong password and change it frequently. To keep your device free of viruses and malware, use antivirus software and install security updates. Only download files from websites that you trust.



3 _____

'Phishing' is when criminals send fake emails or text messages to try to steal your personal information. They send messages that look like they're from big organizations, like banks or computer companies, and try to get passwords, bank details or other information. Don't click on links in emails and text messages. It's safer to go to the organization's website or call them using their official phone number.



4 _____

It's so quick to post messages, comments, photos or videos online that we sometimes forget that anyone can see them – classmates, family, teachers and even future employers. And after people share them, you can't delete them. Before you put something online, stop and think. Do you really want everyone to see this? Is it kind? Is it true? If you're not sure, don't post it.



5 _____

Many of us are online for hours every day. But to stay healthy and happy, we need to spend time in the real world, too. Make time for offline activities – hang out with family, friends and pets, do some exercise or just enjoy having some time to think and relax.

3 **Read the infographic again and match the sentence halves.**

1 Don't give personal information ____
2 Use antivirus software ____
3 Don't click on links in emails that ask for ____
4 Remember that your messages, photos and videos ____
5 Don't spend all your free time ____

a to protect your device.
b looking at a screen.
c to people that you don't know.
d your bank details or passwords.
e can stay online forever.

4 **What do you already do to stay safe online? What do you need to be more careful about?**

5 **Find and underline the verbs below in the infographic. Then underline the noun(s) that come after each verb in the infographic. Write the phrases.**

■ check ■ choose ■ click on ■ download ■ install ■ post

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

6 **Complete the sentences with the verbs in exercise 5.**

1 After you _____ a security update, you need to restart your computer.
2 That's a terrible photo of me. Please don't _____ it on social media!
3 First, you need to _____ the file. Then you can save it as a PDF.
4 _____ the link to open the web page.
5 _____ your privacy settings and make sure that only your friends can see your photos.
6 Remember to _____ a strong password that includes numbers and symbols.

7 **Read the checklist and think about the questions. What positive and negative effects does technology have on your life? Work in pairs and compare your ideas.**

Thinking about your digital well-being

Technology can have positive and negative effects on our health and happiness. That's why we need to think carefully about how we use it. Here are some questions about you and your digital life.

1 **How do I want to spend my time?**
What activities are important to you? Is technology helping you to do those things? Or is it stopping you from doing them?
2 **Why do I go online?**
We can easily spend hours looking at our phones with no clear purpose. It's important to use technology for specific reasons and think about what we want to get from it.
3 **How do I feel during and afterwards?**
Which online activities help you relax or feel happy? Which ones increase stress or make you feel anxious?

8 **PROJECT** **Work in groups. Make a poster or web page giving advice to students in your school on digital safety and well-being. Choose one of these topics or use your own idea. Then present your advice to the class.**

■ how to protect your personal information
■ how to choose a secure password
■ how to enjoy online gaming and stay safe
■ how to use social media wisely
■ how to improve your health and well-being with technology

Assess your progress Workbook page 134

Video Using technology wisely



Watch the video to find out how **Valentina**, **Ruaridh**, **Aimee** and **Louis** use technology.

6 Going green

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss. What can clothes tell you about the person who is wearing them?

V Insight Clothes and accessories

2 Match photos 1–10 to ten of the words below.

backpack ■ boots ■ cap ■ cardigan ■ coat ■ dress ■ hat ■ jacket ■ jeans ■ jumper ■ make-up ■ necklace ■ sandals ■ scarf ■ shirt ■ shorts ■ skirt ■ socks ■ tights ■ top ■ trainers ■ trousers



3 Which of the things in exercise 2 are a) clothes, b) shoes, c) accessories?

4 Read the article. What do the three ideas have in common?

Strategy Scanning for specific information

Sometimes when you read a text, you want to find specific information.

- Think about the information you want to find: a number, a name, etc.
- Read the text quickly to find the information you want.

5 Read the strategy. Then read the article again and answer the questions.

1 What is ethical fashion?
2 What percentage of cheap clothes do we throw away after a year?
3 How many pairs of jeans do people buy every year?
4 What is an alternative to buying jeans?
5 How many plastic bottles are there in a pair of Nothing New trainers?
6 How many charity shops are there in the UK?

Ethical fashion

In today's world, a lot of people buy low-quality cheap clothes. We wear them a few times, but just one year later, 70% of these clothes are in the rubbish. It's a huge waste of natural resources and it's terrible for the planet. But there are alternatives. Ethical fashion is a way to look great and help the environment at the same time.



People buy two billion pairs of jeans each year, and we recycle less than 1% of the material we use to make them. But at Mud Jeans, you can rent a brand new pair of jeans for a small monthly fee. You choose the colour and the design you want – they have baggy or tight fit. Then after 12 months, you can return the jeans to the company and get another brand new pair. And don't worry about sending back jeans that are scruffy and in bad condition. They recycle all the old pairs to make the new jeans. Clever, isn't it?



We spend a lot of money on trainers, but it's not long before they look a bit old and we want a new pair. So, as an alternative to an expensive designer pair, why not try some Nothing New trainers? They're fashionable and fit really well, but they are also ethical. Why? Well, a lot of the material in these trainers is either recycled plastic or recycled organic material like natural rubber. In fact, there are 5.6 plastic bottles in every pair of Nothing New trainers. So every time you buy a pair, you know that you're doing something to save the planet, and that can't be bad!



Clothes don't have to be new to be fashionable. When you're looking for some cool second-hand clothes, try your local charity shop – there are over 11,000 in the UK! You can donate your own clothes and buy things that other people have given to the charity. It can take a long time, but if you look closely, you might even find a designer label or something really special – that's the beauty of buying second-hand. And the charity can use the money you spend there to help someone who really needs it – it's a win-win situation!

6 REACT **Which of the three ideas in the article would you like to try the most? Why? What other ways of recycling clothes are there?**

Vocabulary extra › Clothes verbs › page 139

7 Find the words below in the article and match them to the definitions.

■ baggy ■ brand new ■ designer label ■ donate ■ expensive ■ fashionable ■ fit (v) ■ material ■ recycle ■ scruffy

1 leather, cotton, silk, nylon, etc. _____
2 give _____
3 reuse _____
4 the opposite of 'clean and tidy' _____
5 completely new, not second-hand _____
6 be the right size _____
7 an expensive, good quality piece of clothing _____
8 the opposite of 'tight' _____
9 stylish, cool and modern _____
10 the opposite of 'cheap' _____

Insight Negative prefixes

8 We can use the prefixes *un-* or *in-* to make negative adjectives. Make these adjectives negative. Use a dictionary if necessary.

1 ____complete
2 ____correct
3 ____expensive
4 ____fair
5 ____fashionable
6 ____formal
7 ____friendly
8 ____happy
9 ____important
10 ____kind
11 ____lucky
12 ____tolerant

9 Match six of the negative adjectives in exercise 8 to the definitions.

1 sad _____
2 cheap _____
3 wrong _____
4 not finished _____
5 casual _____
6 having bad luck _____

10 TASK **Work in pairs and discuss the questions. Then find a new partner and tell them about the answers your first partner gave.**

1 How much money do you spend on clothes and accessories per month?
2 How long do you usually keep a pair of jeans or trainers for?
3 Do you wear second-hand clothes or shoes? Why / why not?

Assess your progress Workbook page 57

Grammar and reading

Grammar Comparative adjectives

1 WHAT DO YOU THINK? Work in pairs. Where do people usually buy the things below? Why?

■ books and music ■ clothes ■ food ■ gadgets ■ gifts and presents ■ toiletries

2 Read the blog post and match headings 1–3 to paragraphs A–C.

1 Maybe in the sales 2 Malls are cool 3 Number 1 online fan

Sign in Blog

Online or at the shops?

Where do you like to shop? Leave your comments here!

A Ivana, 25 ____

I'm a big fan of online shopping. I love it because I don't have the time to go to the shops. It's quicker and more convenient for me, and it's exciting when the parcel arrives. I also think it's cheaper for a lot of things. The reason is obvious: the prices are better because you don't need to pay all the costs of the shop. I hear that robots do everything now, too. The only person who does any work is the courier.

B Mostafa, 16 ____

I love going shopping in malls with my friends – it's great fun. It's hotter where I live than most other countries, but it's nice and cool inside all the malls because they have air-con. In the bigger ones, there are so many shops in one place. It's easier to shop there, especially for clothes. How can you buy clothes online? I mean, you can't try them on before you buy them and I think that's so important! Maybe some things are more expensive, but I don't mind.

C Alexa, 15 ____

I go to local shops for some things – the people are friendlier there and it's more personal. For example, my family and I always go to food shops or supermarkets – we never buy food online. My mum says that everything is fresher in the shops, and you can see what looks good and all the discounts and special offers. But I don't like the larger shops and shopping malls – they're busier and more stressful. Online is really good during the sales, but you have to be quick to get the best deals!

3 REACT Who do you agree and disagree with the most? Why?

Grammar Insight

4 Find the adjectives in the blog post and complete the table.

	Adjective	Comparative
regular one-syllable adjectives	cheap	1 _____
one-syllable adjectives ending in *-e*	large	2 _____
one-syllable adjectives ending in one vowel + one consonant	hot	3 _____
adjectives ending in *-y*	easy	4 _____
long adjectives	convenient	5 _____
irregular adjectives	good	6 _____
	bad	**worse**
	far	**further**

5 Study the rules. Then complete them with comparative adjectives from the table in exercise 4.

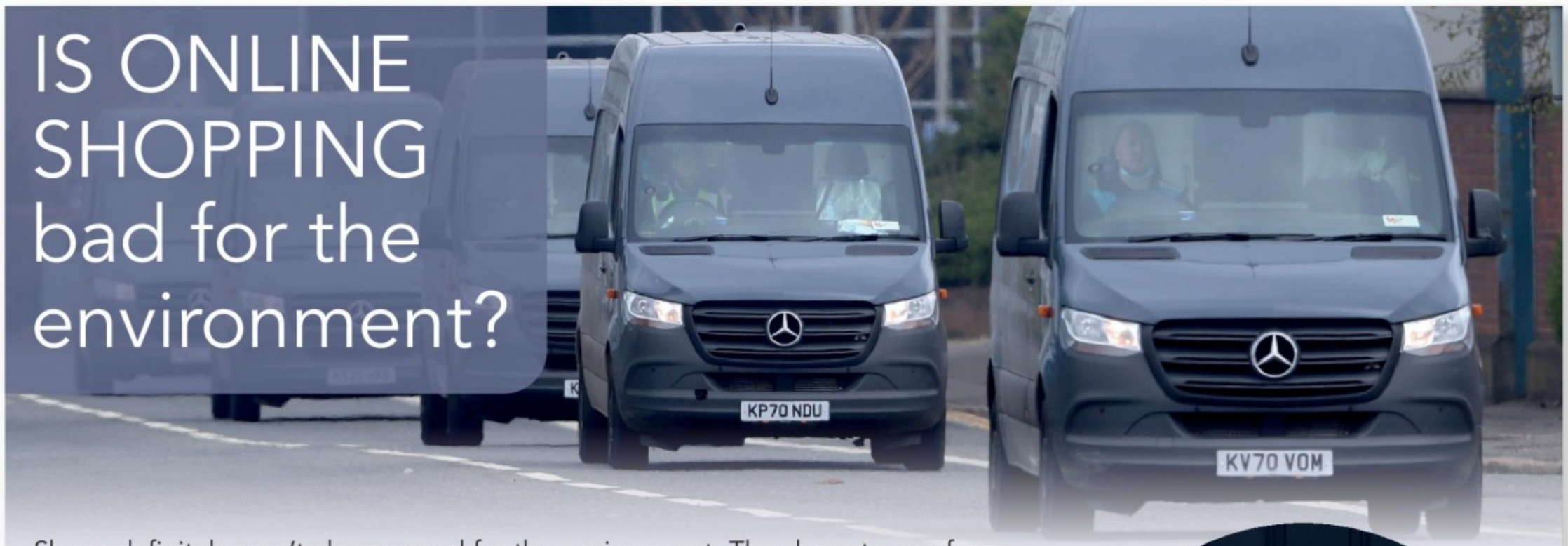
a With most short adjectives, we add *-er*. _____
b With short adjectives ending in *-e*, we add *-r*. _____
c With short adjectives ending in one vowel + one consonant, we double the final consonant and add *-er*. _____
d With adjectives ending in *-y*, we change *-y* to *-i* and add *-er*. _____
e With long adjectives, we use *more* before the adjective. _____
f Some adjectives have irregular comparative forms. _____, _____, _____
g When we compare two things, we use *than* after the comparative adjective.

For further reference and practice › Workbook › page 102

6 **Write the comparative form of the adjectives.**

1 thin _____
2 noisy _____
3 exciting _____
4 important _____
5 bad _____
6 small _____

7 **Complete the article with the comparative form of the adjectives in brackets.**



IS ONLINE SHOPPING bad for the environment?

Shops definitely aren't always good for the environment. They have to pay for electricity and people drive there to buy things. So how can online shopping be [1]_____ (bad) for the environment than [2]_____ (traditional) shopping?

Because online shopping is so popular now, there are more and more delivery vans and our streets are [3]_____ (busy) with traffic. Luckily, the [4]_____ (big) companies are beginning to change to electric vehicles – they are much [5]_____ (good) for the environment because they produce fewer carbon emissions.

Another problem with online shopping is that a lot of people return items they don't want, and this creates a [6]_____ (high) carbon footprint because trucks need to drive [7]_____ (far).

Finally, online products need packaging. Cardboard is [8]_____ (easy) to recycle than plastic, but many deliveries still arrive in too much plastic packaging.



8 **6.1 Listen to a radio programme and answer the questions.**

1 What percentage of British adults use the internet to buy clothes, food, holidays or music?
2 What does the woman usually buy online?
3 What doesn't she buy online?
4 What does the man buy online?

9 **6.1 Listen again. Complete the sentences with the comparative form of the adjectives below.**

■ cheap ■ difficult ■ easy ■ friendly ■ good ■ noisy ■ popular ■ quick ■ useful

1 Online shopping is becoming _____ in Britain.
2 Food shopping online is _____ and _____ than going to the supermarket.
3 Going to the supermarket is _____ than shopping online.
4 Returning clothes you buy online is _____.
5 Online bookshops are _____ than high street bookshops.
6 There is a _____ choice of books online.
7 Looking for hotels online is _____ than going to a travel agent's.
8 Hotel reviews show which hotels have _____ staff.

10 **TASK** **What's the best way for these people to get their product or service to customers? Is this also the best way for the environment? Why / why not? What other ways would be better?**

1 banana farmer in a hot country
2 small egg producer at a local farm
3 large pasta producer in Italy
4 fitness instructor
5 hairdresser
6 car mechanic

Assess your progress Workbook page 57

Reading and vocabulary

1 WHAT DO YOU THINK? Look at the pictures in the article and discuss the questions.

1 What can you see in picture A? What do you think is happening? What time of year do you think it is?
2 Look at picture B. What do you think Buy Nothing Day is?

2 Read the article quickly and check your answers to exercise 1.

3 Read the article again and answer the questions.

1 What do people do on the Thanksgiving holiday?
2 Why is Black Friday a busy shopping day?
3 Why does Chantelle love Black Friday?
4 When does Chantelle leave Macy's? What does she buy at Macy's?
5 Why do some people say Black Friday is a bad thing?
6 What are Brad and his friends doing at the department store? Why?

GS Global skills Culture

4 Work in pairs and discuss the questions.

1 How do you feel about Chantelle's reason for buying two phones?
2 Do you have Black Friday in your country? Is this a good or a bad thing? Why?
3 Do you have Buy Nothing Day? Is it a good idea? Why / why not?
4 Do you think talking to people in department stores is a good way to promote things like Buy Nothing Day? Why / why not? What other things could people like Brad do?

Strategy Increasing your vocabulary

The best way to increase your vocabulary is to read and communicate. When you read, you become more fluent in English and you learn more words. You could read:

- websites, blogs and social media.
- books and short stories.
- newspaper and magazine articles.
- advertisements.

You can also chat with your friends from other countries.

Try to read in English every week. Record two or three new words in your vocabulary notebook every time you read, and try to use them.

V Insight Shopping

5 Read the strategy. Then complete the sentences with the words from the article below.

bargains ■ consumers ■ credit card ■ debt ■ discount ■ half price ■ purchases ■ sale ■ wallet

1 When a shop has a _____, the prices are lower on some items.
2 This skirt isn't £50 now – it's £25. That's _____.
3 Oh no, I can't find my _____! It's got all my money in it!
4 I don't have any money, but I can pay for this with my _____.
5 We can get some really good _____ at this store today. It's giving a 10% _____ on all its winter clothes.
6 Many people spend too much money when they go shopping and then they have problems with _____.
7 _____ are people who buy things.
8 This store is closing. Please pay for your _____ now.

Vocabulary extra › Shops › page 139

BLACK FRIDAY or BUY NOTHING DAY?

We talk to two young New Yorkers about Black Friday.

Thanksgiving is the most important national holiday in the USA. It's on the fourth Thursday in November, and families prepare a huge meal that they eat together. But now the day after Thanksgiving is also an important date. The fourth Friday in November is called Black Friday and it's the busiest shopping day in the year. Why is it so busy? There are a number of reasons. After Thanksgiving on Thursday, many people don't go back into work the next day and so they go shopping instead. A lot of people also see it as an opportunity to meet up and go shopping with friends. Then, of course, there are all the bargains and huge discounts that are available.



B



BUY NOTHING DAY

Chantelle Davies, 21, and three friends are standing in a queue outside Macy's near 5th Avenue. 'I love Black Friday,' she says. 'It's 5 a.m. and there's a very long queue, but that's OK! All the big department stores have sales or they give special discounts on Black Friday. I can get the best bargains today.' When the doors of Macy's open at 6 a.m., everyone immediately runs into the store. Half an hour later, Chantelle leaves Macy's with three bags full of shopping. She shows me her purchases. Two mobile phones – 'They were half price!' she explains – and some designer clothes for her boyfriend.

However, some people celebrate this day in a very different way. They say that Black Friday makes people buy things that they don't need and that they can't afford. So they prefer to call this day Buy Nothing Day. The rules are simple: don't buy anything for 24 hours – it's easier than it sounds! The aim is to help people make better decisions about what they buy and where they buy it from, and so become more ethical shoppers.

Brad Simpson, 21, is standing outside another large department store. 'I'm not spending my dollars today,' he says. 'I'm keeping my wallet in my pocket. North Americans are the biggest consumers in the world. We live in a rich country, but we always want more things! We want to have the fastest car on the street or the latest gadget. We use credit cards to buy unnecessary things and then we have problems with debt. It's crazy! Today my friends and I are talking to people about Buy Nothing Day. You can buy things, but you can't buy happiness.'



Grammar Superlative adjectives

6 **Find the superlative form of the adjectives in the article.**

1 important _____
2 busy _____
3 good _____
4 big _____
5 fast _____
6 late _____

Grammar Insight

7 **Complete the rules for superlative adjectives with the words and letters below.**

■ double ■ est ■ i ■ most ■ st ■ the

a With most short adjectives, we add _____. *the small**est***
b With short adjectives ending in *-e*, we add _____. *the nice**st***
c With short adjectives ending in one vowel + one consonant, we _____ the final consonant and add *-est*. *the big**gest***
d With adjectives ending in *-y*, we change *-y* to _____ and add *-est*. *the luck**iest***
e With long adjectives, we use _____ before the adjective. *the **most** important*
f With all superlative adjectives, we use _____ before the adjective. ***the** longest*
g Some adjectives have irregular superlative forms. ***the best** **the worst** **the furthest***

For further reference and practice › Workbook › page 103

8 **Complete the factfile with the superlative form of the adjectives below.**

■ big ■ busy ■ empty ■ expensive ■ ~~large~~

Who holds the record? FACTFILE

- The Iran Mall in Tehran is the world's [1] *largest* shopping mall. At the moment, it's 1.4 million m^2.
- Shinsegae in Busan, South Korea, is the [2] _____ department store in the world. It's almost 300,000 m^2.
- In many countries, the first Saturday in December is one of the [3] _____ shopping days of the year. Shops often sell more than on Black Friday.
- *The Spirit of Dubai, Shumukh* is probably the [4] _____ perfume in the world: $1.3 million for three litres.
- Mattala Rajapaksa Airport in Sri Lanka is the world's [5] _____ international airport with only 1,536 passengers in 2019.

9 **TASK** **Write down the first eight things you can think of that you and your family buy every month. Rank them in order from 1 (things you really need) to 8 (things you don't really need). Work in pairs and explain your list to your partner. What types of things do people really need? What types of things do people not really need?**

Assess your progress Workbook page 57

Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 What good things can gadgets bring to your life?
2 What dangers do you need to be careful about when using gadgets?

V Insight Gadgets

2 Work in pairs. Study the list of gadgets below and discuss the questions.

■ Bluetooth headphones ■ Bluetooth speaker ■ camera ■ DVD player ■ e-reader ■ games console ■ laptop ■ smartphone ■ tablet

1 Which of these gadgets do you use?
2 What do you use them for?
3 Which ones do older people use (e.g. your parents or grandparents)?
4 Which one is the most important for you? Why?
5 Which one is the least important? Why?

3 6.2 Listen to the introduction to a TV programme about living without technology. Complete the sentences.

1 _____% of people say they can't live without their phone for one day.
2 _____% of people sleep with their phone by their bed.
3 _____% of people check their phone every ten minutes.

4 6.3 Listen to the rest of the programme. Which gadgets from exercise 2 do Mike and Sally talk about?

5 6.3 Listen again and match the sentence halves.

1 Mike doesn't	**a** is studying in the library.
2 This week, Mike is	**b** living without music.
3 One advantage of Mike's technology-free week is that he	**c** know what his friends are talking about.
4 This week, Sally	**d** reading or playing football in the evenings.
5 When Sally studies at home, she	**e** often looks at other things online.
6 The most difficult thing for Sally is	**f** is doing more sport.

6 REACT Who responds better to living without technology: Mike or Sally? Why? Who are you more similar to?

7 TASK Work in pairs. Imagine you are living without the internet and all your gadgets for one week. Discuss the questions.

1 What things are you doing that you don't normally do?
2 Are you seeing your friends more or less often? How are you keeping in touch with them?
3 What other things do you miss? What don't you miss?
4 Are you enjoying your week without the internet and gadgets?



Speaking Buying clothes

8 **Look at the photo and discuss the questions.**

1 Where is the man?
2 What is he doing?
3 Do you think the clothes are cheap or expensive?



9 6.4 **Listen to the dialogue and check your answers to exercise 8.**

10 6.4 **Complete the phrases from the dialogue. Then listen again and check.**

Sales assistant

Do you [1]_____?
What [2]_____ you?
The changing room is [3]_____.
How are they? Do they [4]_____ OK?
I'm [5]_____ not.

Customer

I'm [6]_____ some blue jeans.
How [7]_____ are they?
Can I [8]_____ on, please?
They're [9]_____.
Have you got a [10]_____?
Oh well, [11]_____. Thanks a lot!

11 6.5 **Put the dialogue in the correct order. Then listen and check.**

___ **Woman** Could I see the pink one, please?
1 **Sales assistant** Hello, can I help you?
___ **Sales assistant** Yes, it does. We have it in blue, green or pink.
___ **Sales assistant** Well, it's half price this week. So it's only £12.
___ **Woman** Great! I'll take it.
___ **Woman** Yes, please. Does this scarf come in a different colour?
___ **Sales assistant** Here you are.
___ **Woman** Thank you. It's lovely. How much does it cost?

12 **Read the dialogue again and underline more phrases for the customer and the sales assistant.**

GS Global skills Telling somebody not to worry

We often tell somebody not to worry and that something isn't important. It makes them feel better when they can't help you or they need to give you some bad news. For example, if a shop assistant says: *I'm afraid not. That's the smallest size we have*, you can say:

Never mind. *Don't worry.*
No problem. *No worries.*
That's OK. *It doesn't matter.*

13 **In what other situations do you tell somebody not to worry?**

14 **TASK** **Work in pairs. Write and act out a dialogue between a customer and a sales assistant. Decide what the customer wants to buy. Use exercises 10–11 and the questions below to help you.**

Customer

Think about these things.
- What colour / size do you want?
- Do you want to try it on?
- Does it fit? Do you need a bigger / smaller size?
- Do you like it?

Sales assistant

Think about these things.
- Does the item come in different colours?
- Where is the changing room?
- Do you have the item in different sizes?
- How much does it cost? Is there a special offer?

Assess your progress Workbook page 57

Writing A review

1 Work in pairs and discuss the questions.

1 How do you decide what kind of gadget to buy? Do you:
- look at advertisements?
- talk to your friends?
- read reviews?

2 Do you write reviews of books, music, films or gadgets at school or for a website? What information does a good review include?

2 Read the review and match descriptions 1–4 to paragraphs A–D.

1 Positive points ____ 2 General description ____ 3 Negative points ____ 4 Conclusion ____

Sign in

Taikashi A7 smartphone

★★★★½

A This new smartphone is one of the best available for the price. It has 64GB of memory and only costs £250. It also comes with a range of colourful cases in great colours. This is good because this phone has quite an unattractive design.

B The phone has got some great features. It also has an excellent camera for the price. And it's easy to use – the volume and home buttons are in just the right place.

C However, there are some problems with it. It's quite heavy and, although the screen is good quality, it's quite small. Also, there's no headphone connection and this is a bit inconvenient – you need to a have a Bluetooth speaker or headphones everywhere you go.

D For someone who wants a cheap, good-quality phone, this is perfect. But for people who need to work on their phones, then something with a bigger screen and more memory is a better idea. In the end, you get what you pay for!



3 Read the review again and answer the questions.

1 How much does the smartphone cost?
2 Why is a colourful case a good idea?
3 What are the positive features of the mobile?
4 What are the negative features of the mobile?
5 What do you think 'you get what you pay for' means?

Writing Insight Positive and negative adjectives

4 Complete the language box with the adjectives below.

cheap ■ colourful ■ excellent ■ heavy ■ inconvenient ■ unattractive

Positive and negative adjectives
Use positive and negative adjectives to give your opinions to the reader.
Positive: _____, _____, _____
Negative: _____, _____, _____

5 Complete the sentences with the adjectives in exercise 4.

1 That phone only costs £150 – it's so _____.
2 I love Giorgio's pink shirt – it's really _____.
3 This chair is really _____. I can't pick it up!
4 This camera has got some _____ reviews, so I think I want to get one.
5 He lives in a very _____ place. It's a long way from the town and there's no bus.
6 I like the price, but I don't like the colour. I think yellow is _____ on cars.

6 Read the strategy. Then find the items in photos 1–4 in a bilingual dictionary. Check the spelling and pronunciation.









Strategy Using a bilingual dictionary

A bilingual dictionary can help you understand new words. It gives you information about:
- the translation and spelling.
- the pronunciation.
- the part of speech (noun, verb, adjective, preposition, etc.).

Write new words in your vocabulary notebook and use them in your speaking and writing.

Writing your review

Write a review of a gadget.

PLAN Choose a gadget and think about these questions.

- How can you describe the gadget?
- What are the positive points? The negative points?
- Do you recommend it?

Plan your review. Use the review in exercise 2 as a model.

Paragraph 1: description of the gadget, including details of basic features and price
Paragraph 2: positive points
Paragraph 3: negative points
Paragraph 4: conclusion

WRITE Write your review. Use the strategy on page 80 and your plan to help you. Remember to include positive and negative adjectives.

REVIEW Check your spelling, grammar and punctuation.

Assess your progress Workbook page 57

Review 6

Vocabulary

1 Choose the word that is NOT correct.

1 You listen to music through **Bluetooth headphones** / **a Bluetooth speaker** / **a screen**.
2 You wear **sandals** / **socks** / **T-shirts** on your feet.
3 ***Scruffy*** / ***Lucky*** / ***Fashionable*** can describe clothes.
4 You wear a **necklace** / **hat** / **cap** on your head.
5 A **tablet** / **phone** / **case** can have a keyboard.
6 **Consumers** / **Bargains** / **Purchases** are things you buy.
7 A phone can have **a screen** / **an alarm clock** / **a tablet**.

Marks ___ / 7

2 Use a prefix to make the adjectives below negative. Then complete the sentences.

■ expensive ■ fair ■ fashionable ■ formal ■ happy ■ important ■ convenient

1 Those phones are quite cheap. They're _____.
2 Don't wear a suit. The lunch is _____.
3 My dad is a little sad today. He's _____.
4 I never get any money for my work! It's _____!
5 Her hairstyle isn't very cool. It's _____.
6 I live a long way from a supermarket. It's _____.
7 The time doesn't matter. It's _____.

Marks ___ / 7

3 Complete the words in the text.

People go to the sale at Harrods because they are looking for a [1]b_____. Some products are 20% or 30% cheaper. Others have a bigger [2]d_____ and you can buy them [3]h_____ p_____. In Harrods, you can pay by [4]c_____ c_____ or in cash. Most people go home with one or two [5]p_____, but some buy a lot of things and have big [6]d_____ to pay later.

Marks ___ / 6

Grammar

4 Complete the sentences with the comparative form of the correct adjectives.

1 Boots are _____ sandals. (cool / warm)
2 A coat is _____ a jacket. (heavy / light)
3 Skiing is _____ golf. (dangerous / safe)
4 Bikes are _____ cars. (fast / slow)
5 Cities are _____ villages. (noisy / quiet)
6 Fridays are _____ Mondays. (bad / good)
7 Cars are _____ planes. (big / small)
8 Europe is _____ Africa. (dry / wet)

Marks ___ / 8

5 Complete the text with the superlative form of the adjectives in brackets.

São Paulo is [1]_____ (big) city in Brazil. Ibirapuera Park is [2]_____ (beautiful) park in the city – there are a lot of lovely trees and pretty flowers there. Paulista Avenue is one of [3]_____ (long) streets in the city – it's 6 km long. The traffic is terrible, so a helicopter is [4]_____ (fast) way to travel, but it's also [5]_____ (expensive)! Perhaps [6]_____ (good) time to go there is in February because it's Carnival and everybody is happy!

Marks ___ / 6

6 Complete the text with one word in each gap.

Foyles is the [1]_____ famous bookstore in London. People say that it is the [2]_____ place to buy books in the UK. In the past, Foyles was [3]_____ largest bookstore [4]_____ the world. Now it's [5]_____ popular with tourists [6]_____ with local people because it's cheaper to buy books online.

Marks ___ / 6

Total ___ / 40

Listening

1 6.6 **Listen to four speakers talking about clothes. Match speakers 1–4 to sentences a–e. There is one sentence that you do not need.**

a His / Her clothes are second-hand. _____
b His / Her clothes are unusual. _____
c His / Her clothes are normal. _____
d His / Her clothes are expensive. _____
e His / Her clothes don't look new. _____

Speaking

2 Work in pairs. You are in a clothes shop and you want to buy something. Prepare a dialogue with a sales assistant. Follow these steps.

- Tell the sales assistant what you want.
- Tell him / her your size.
- Ask the price.
- Ask about the changing rooms.
- Tell the sales assistant you want the clothes.

Reading

3 Read the article. Match headings a–f to paragraphs 1–5. There is one heading that you do not need.

a A worse diet
b Negative feelings
c Cheaper entertainment
d Brand power
e Better decisions
f More expensive products

4 Read the article again and choose the correct answers.

1 Free TV channels get money when they show
a adverts.
b sports events.
2 You pay more for ice cream because
a adverts make you happy to pay more.
b the price includes money for advertising.
3 There is more food and drink advertising for things that are
a good for us.
b bad for us.
4 The actors in adverts
a don't like how they look.
b don't really have the life that you see.
5 Advertising makes us
a think our lives can be better when we buy a product from a brand.
b know when a product from a brand is the best thing to buy.

How does advertising AFFECT US?



We see it on the side of a bus, between TV shows and on the screens of our gadgets. Advertising is everywhere. But what effects does it have?

[1]____ Let's start with a positive point. Businesses pay a lot of money to show their adverts on TV, at sports events or on the internet. This means we can watch a lot of TV channels and stream online for free because money from the adverts pays for the programmes. With big sports events like football matches, the tickets are cheaper because of advertising, too.

[2]____ Sadly, it isn't all good news. Businesses need to pay for advertising. This means they sell things at higher prices. Imagine an ice cream costs £2. You pay £1.70 for the ice cream and an extra 30p for the advertising.

[3]____ Another negative is the effect of advertising on the things that we eat and drink. We see lots of adverts for fast food, sweets and unhealthy drinks. But we don't see many ads for healthy things like fruit and vegetables. It's not really surprising that some of us don't eat very healthily!

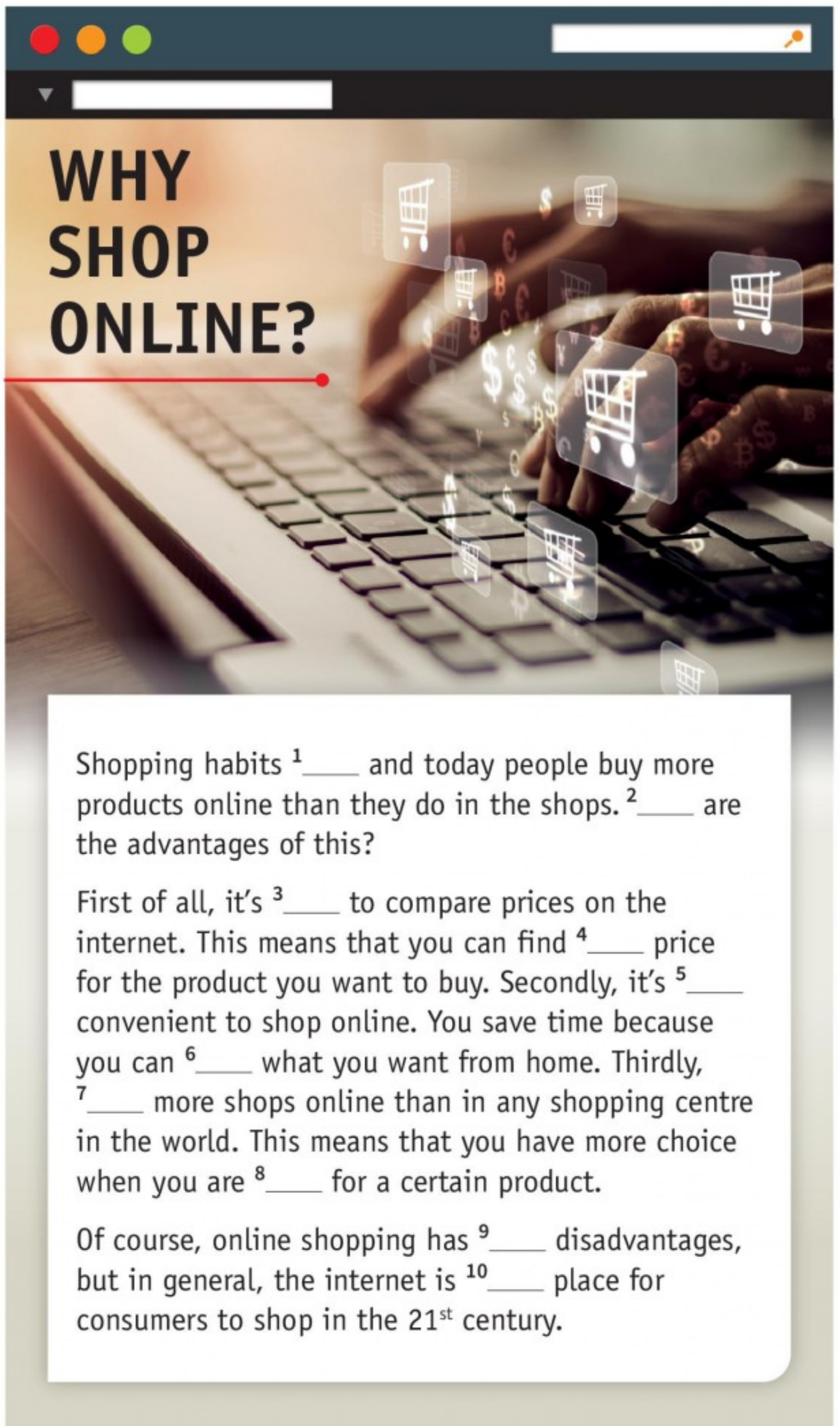
[4]____ Adverts aren't real. Cameras, make-up and computer software change how the actors look, and their fast cars and perfect homes aren't really theirs. But it's often difficult to remember that. Many people don't feel happy about how they look or about other parts of their life. They think the people in the adverts are richer, happier and more beautiful, but it's just not true!

[5]____ Advertising makes us connect a brand with something in our lives that's important to us. The adverts often make us think of things we want, like family, friends, happiness or success. Then, when we are shopping, we are more likely to buy that brand instead of something cheaper. We buy the brand's product, but we also buy an idea the brand wants to tell us about. Advertising gives brands a lot of control over our shopping habits.



Grammar and vocabulary

5 Read the text and choose the correct answers.



Shopping habits [1]____ and today people buy more products online than they do in the shops. [2]____ are the advantages of this?

First of all, it's [3]____ to compare prices on the internet. This means that you can find [4]____ price for the product you want to buy. Secondly, it's [5]____ convenient to shop online. You save time because you can [6]____ what you want from home. Thirdly, [7]____ more shops online than in any shopping centre in the world. This means that you have more choice when you are [8]____ for a certain product.

Of course, online shopping has [9]____ disadvantages, but in general, the internet is [10]____ place for consumers to shop in the 21st century.

1	**a** is changing	**b** change	**c** are changing
2	**a** Why	**b** What	**c** How
3	**a** easier	**b** easiest	**c** the easiest
4	**a** cheaper	**b** cheapest	**c** the cheapest
5	**a** more	**b** most	**c** the most
6	**a** buy	**b** to buy	**c** buying
7	**a** there is	**b** there are	**c** they are
8	**a** looking	**b** finding	**c** trying
9	**a** a	**b** some	**c** any
10	**a** good	**b** better	**c** the best

Writing

6 Write a review of a restaurant. Include this information:

- important facts: the name of the restaurant, where it is and the type of food that it serves.
- positive points.
- negative points.
- your general opinion: do you recommend it? Who for?

Exam Insight 3 › Workbook › page 126

7 That's quite a challenge!

Reading and vocabulary

1 WHAT DO YOU THINK? Which of the following would you prefer to be: very strong, very fast or very fit? Why?

Insight Parts of the body

2 7.1 Match the parts of the body below to numbers 1–18 in photos A–C. Then listen, check and repeat.

■ ankle ■ arm ■ back ■ chest ■ elbow ■ face ■ finger ■ foot ■ hand ■ head ■ hip ■ knee ■ leg ■ neck ■ shoulder ■ stomach ■ toe ■ wrist



3 Work in pairs. Which parts of the body are:

1 above the shoulders?
2 above the hips, but below the shoulders?
3 below the hips?

4 Work in pairs. Look at photos A–C again and match them to sportspeople 1–3. Then read the article and check your ideas.

1 a football player
2 a marathon runner
3 a weightlifter

5 Match the body types below to photos A–C. Look at the article again if necessary. Who is probably the strongest, and who is the fittest?

■ ectomorph ■ endomorph ■ mesomorph

6 Read the article again and answer the questions.

1 Where do the Mountain Bike World Championships happen?
2 Name two typical endomorph sports.
3 What kind of event is the Badwater Ultramarathon?
4 What's the weather like for the runners?
5 How are marathon runners different from swimmers?
6 Who has longer legs: an ectomorph or an endomorph?

7 Read the strategy and guess the meanings of the highlighted words in the article. Then check your answers in a dictionary.

Strategy Guessing the meaning of words

You can use the context and information about the type of word to work out the meaning of an unknown word.

- What is the topic of the text?
- What is the topic of the paragraph?
- What is the topic of the sentences before and after the sentence the word is in?
- What is the topic of the sentence the word is in?
- Is the word a noun, verb, adjective or adverb?
- Has it got a prefix like *un-* or a suffix like *-er* or *-est*? How does this change its meaning?

8 REACT Which challenge do you think is the most difficult? Which event would you like to see? Why?

Three of the world's toughest challenges

Mountain Bike World Championship

Every year, hundreds of cyclists from all over the world compete in the Mountain Bike World Championships. It happens in a different country each year. One of the most difficult competitions is the cross-country event. These races go through woods or forests, and they include steep hills, tight corners and big jumps. The course is around 2.5 to 3 km long. The competitors ride around the track six times to complete the race. It's very hard and very tiring. But mountain bikers are strong and very fit. They are typical mesomorphs. Mesomorphs don't have very heavy bodies like endomorphs, but they are heavier and usually shorter than ectomorphs. Sprinters, swimmers, skaters, football players and tennis players are usually mesomorphs.





Tossing the caber

Tossing the caber is an old Scottish tradition and it's part of the Highland Games. Competitors have to pick up and throw a long wooden pole – this is the thing they call a caber. The pole is almost 6 m long and weighs around 79 kg! The competitors have to run with the pole in their hands before they throw it. The pole turns in the air and lands in a straight line, directly in front of the competitor. These athletes are much heavier than ectomorphs. They have shorter arms and legs, and very big muscles. They've got strong necks and broad shoulders. They are typical endomorphs. Weightlifters and wrestlers are usually endomorphs. They are good at lifting and throwing heavy weights, but they can't run or swim long distances.



Badwater Ultramarathon

The Badwater Ultramarathon is one of the toughest running competitions in the world. It's extremely difficult! It's 217 km long, or about the same as five full marathons, and it takes place in summer, so it's also very hot! It starts down in Badwater Basin in California's Death Valley, and ends 2,615 m higher up on Mount Whitney. The runners are very fit and they have strong muscles like athletes in many other extreme sports. But their bodies are very different from swimmers' bodies or from weightlifters' bodies. Marathon runners are usually slim and tall, with long legs and arms. They have narrow shoulders and hips. This body type is called ectomorph.

Insight Noun suffixes: *-er* / *-or*

9 Underline the noun forms of these verbs in the article. Be careful of changes in spelling. Then write sentences with the nouns.

1 run _____
2 swim _____
3 compete _____
4 sprint _____
5 skate _____
6 play _____

10 Complete the sentences with nouns formed from the verbs in brackets. Use a dictionary to check if the noun ends in *-er* or *-or*.

1 The TV _____ (report) is interviewing the competitors at the beginning of the race.
2 My dream is to be a Formula 1 _____ (drive).
3 My sister wants to be a fire _____ (fight) when she leaves school.
4 Many _____ (visit) come to our town in the summer to go surfing.
5 That _____ (jog) runs along the beach every day.
6 He is the _____ (direct) of a new TV series about extreme sports.
7 My cousin is a great horse _____ (ride).
8 My oldest brother works as a _____ (design) for an online sports magazine.

11 Match six of the words in exercise 10 to the definitions.

1 This person runs slowly. _____
2 This person operates a car, a bus or another vehicle. _____
3 This person is interested in how something looks – furniture, clothes, books, etc. _____
4 This person talks or writes about the news. _____
5 This person is a tourist. _____
6 This person makes programmes and films. _____

12 TASK Work in pairs. Organize a new sports 'challenge' to take place in your local area. Discuss the questions and plan your event. Then present your plan to the class. Whose event is the biggest challenge?

1 What do the competitors need to do?
2 Is there a course? What's it like?
3 Is there one main sport or more than one sport for competitors to do?
4 What body type is best for competitors in this event?
5 How can you make it a 'challenge'?
6 Can you think of a name for your event?

Assess your progress Workbook page 65

Grammar and reading

Grammar *have to* and *should*

1 WHAT DO YOU THINK? Work in pairs. Look at the photos and discuss the questions.

1 What are the people doing? Why are they doing it?
2 Which activity looks the most difficult / easy / dangerous / exciting / boring? Why?





2 Read the article quickly. Match the photos in exercise 1 to two of the places in the article. Which is the most difficult place to clean? Why?

Home | Get support | Forum

Behind the scenes: who cleans the UK's favourite tourist attractions?

Buckingham Palace, the London Eye and Legoland are three of the most popular tourist attractions in the UK. In today's *Behind the scenes* article, we look at the people who have to keep these famous places clean and tidy.

BUCKINGHAM PALACE Buckingham Palace is the official London home of the Queen of the UK. It employs more than 800 members of staff, from cleaners to gardeners, secretaries and chefs. The cleaners have to clean 775 rooms in the palace, including 78 bathrooms and 760 windows every six weeks. There are also 77,000 m^2 of floor to clean and vacuum!

THE LONDON EYE The view from the London Eye is amazing, but you can't enjoy it if the windows are dirty! So how do you clean one of the world's biggest Ferris wheels? It's not easy! A special team of 'extreme cleaners' have to clean the wheel at night when it's closed to visitors. There are 32 capsules and three cleaners, but they don't have to clean all the capsules in one night. That's impossible! They can only clean two or three capsules each night, and it takes three weeks to clean them all. They have to use lots of ropes and safety equipment. Is there a secret to this extreme cleaning? Well, you should always be very careful. And you shouldn't look down!

LEGOLAND Every year at Legoland, Windsor, the staff have to clean Buckingham Palace, the London Eye, Big Ben and many other famous tourist attractions. But they don't have to use ropes because the buildings are all models. They're just one-twentieth of the size of the real tourist attractions. In total, there are 80 million Lego bricks at Legoland. The whole job takes two days and staff have to use toothbrushes for the smallest models.

3 Read the article again and answer the questions.

1 How many people work at Buckingham Palace?
2 How many windows are there in Buckingham Palace?
3 How many capsules are there on the London Eye?
4 How long does it take to clean the London Eye?
5 How many Lego bricks are there in Legoland?
6 How long does it take to clean the models at Legoland?

4 REACT Think of some important buildings or monuments in your town. Do you think it is difficult to keep them clean? Why / why not?

5 Complete the sentences from the article.

1 The cleaners _____ clean 775 rooms in the palace.
2 They _____ clean the wheel at night.
3 They _____ clean all the capsules in one night.
4 They _____ use lots of ropes and safety equipment.
5 You _____ always be very careful.
6 You _____ look down!

Grammar Insight

6 Study the sentences in exercise 5 and complete the rules with the correct form of *have to* and *should*.

a We use _____ to say that we think something is a good idea.
b We use _____ to say that we think something is a bad idea.
c We use _____ to say that it's important or necessary to do something.
d We use _____ to say that it's not important or necessary to do something.

For further reference and practice › Workbook › page 104

7 Match problems 1–4 to advice a–d.

1 All the plants in my flat are dying! ____
2 My friends don't have to make their beds in the morning, but I do. It isn't fair! ____
3 I have to tidy my room this afternoon, but I want to go out with my friends. ____
4 I can't find anything in my bedroom! ____

a You should do it now. Then you can go out later.
b You shouldn't make such a mess! You should tidy your room more often.
c You should water them more often.
d You shouldn't complain about it. Your friends probably have other jobs to do.

8 Complete Lucy's letter and Amy's reply with the correct form of *have to* or *should* and the verbs in brackets.

Dear Amy,
I need your advice. My brother and I [1]have to do (do) lots of jobs at home. In the morning I [2]_____ (walk) the dog before school. Sorush, my brother, [3]_____ (take out) the rubbish and prepare breakfast. Then, when we get home after school, we [4]_____ (tidy) the house. But our little sister [5]_____ (not do) any housework. She can watch TV and listen to music in the evening, but I [6]_____ (do) my homework before bed. It's not fair!

Hi Lucy,
You [7]should talk (talk) to your parents about this problem. Arrange a time when you can all discuss it together. You and your brother [8]_____ (make) a list of the jobs you do in the house. Then maybe you can think of one or two simple chores for your little sister – something simple that she can do to help. You [9]_____ (not get) angry with your parents – you [10]_____ (stay) calm and be polite.

9 7.2 Listen to a teacher. What is she talking about?
a a science club **b** a cooking club **c** a drama club

10 7.2 Listen again and complete the sentences with the correct form of *have to* or *should*.

1 Students _____ wear school uniform.
2 They _____ wear an apron.
3 They _____ clean their hands before cooking.
4 They _____ buy food for the club.
5 They _____ pay a club fee of £20.
6 They _____ take more than 100 g of flour.
7 They _____ use oven gloves.
8 They _____ try their own food.



11 TASK Work in small groups. Organize an after-school club together. Follow these steps.

1 Choose what kind of club it is: a sports club, a social club, a science club, a games club, an English club, a photography club, etc.
2 Decide what you do in your club, e.g. play football, listen to music, write code.
3 Think of four rules for the club. Use *should / shouldn't* and *have to / don't have to*.
4 Present your ideas for the club to the class. How many of your classmates would like to join it?

Vocabulary extra › Housework › page 140

Assess your progress Workbook page 65

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs. Look at the photos in the blog posts and discuss the questions.

1 What do you know about Mount Everest?
2 What kinds of tourists visit the Himalayas? Why do they go there?
3 What are the advantages and disadvantages for the local people and the environment?

2 Read the factfile and Matt and Natalie's blog posts about their trip to the Himalayas. Do they have a positive experience? Why / why not?

3 Read the blog posts again and answer the questions.

1 What does the blog say about the local airport near Everest?
2 What are the local people like?
3 What's the weather like near Base Camp?
4 How high is Base Camp?
5 How many days does it take to get from Lukla to Everest Base Camp?

4 Think about the information in the factfile. What is the problem with the large number of people going to Everest Base Camp?

GS Global skills Culture

5 Work in pairs and discuss the questions.

1 Do you think there should be a limit on the number of visitors to Everest? Why / why not?
2 Think of some popular tourist spots around the world. Should there be a limit on the number of visitors to any of them? Why / why not?
3 How can tourists make sure they don't cause problems when they go on holiday?

V Insight Opposite adjectives

6 Find the opposites of the adjectives in the blog posts.

1 safe ≠ _____
2 _____ ≠ sad
3 rich ≠ _____
4 hard-working ≠ _____
5 _____ ≠ ill

7 Complete the sentences with adjectives from exercise 6.

1 The local people aren't _____. They don't have much money.
2 You can get _____ with altitude sickness when you go up the mountain too fast.
3 The guides to Base Camp are _____ people. They get up early and work all day.
4 Hiking in the mountains can be _____. The weather can change very quickly.
5 It was very stormy today, so we're _____ to be back home and safe.

myblog POSTS ABOUT FOLLOW ARCHIVE

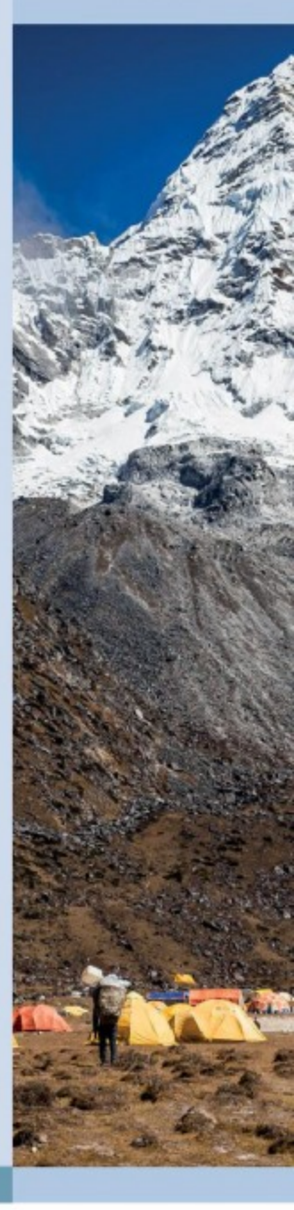
Our Himalayan trek

Everest factfile

Location: the Himalayas
Height: 8,848 m
Minimum temperature: -60°C
Maximum wind speed: 280 kph
Number of people who climb to the top each year: 500+
Number of people who visit Base Camp in Nepal each year: 30,000+
Rubbish on Everest: ten tonnes collected from Base Camp in May 2019







21 May 2019

Today was the first day of our trip to Everest. The flight from Kathmandu, the capital of Nepal, to Lukla, the nearest airport to Everest, was really scary. It was very windy and we were in a very small plane. The airport in Lukla is one of the most dangerous airports in the world because of the wind. We were so happy to be back on the ground and feel safe again!

23 May 2019

Yesterday was a long day – eight hours of walking. It wasn't easy and I could feel the altitude*. It's becoming difficult to walk already and we're only at 3,500 m above sea level, but we still have to climb another 2,000 m to get to Base Camp! Our guide is amazing. He tells us about the people who live on the mountain. They're poor and they don't have much money, but they're very hard-working and strong. It's sad to see the rubbish that some of the *hikers leave behind on the trail*. But the guides pick up what they can and take it back down the mountain at the end of the trek*. The local people all love their mountains!

25 May 2019

Yesterday's trek was really beautiful. We could see Everest in the distance and there were so many flowers! But today it was cloudy and we couldn't see the mountain at all. We were above the tree line and there weren't many people on the trail. It's much colder up here, and it was good to stop at the end of the day and have some dinner. Now we're sitting in the teahouse around a fire and talking to other hikers on the trail. I'm feeling a bit lazy. Walking every day is hard work! I'd like to stay here tomorrow and do nothing, but we're getting really close and there are just two more days to go.

27 May 2019

Yesterday was the most difficult day of the trek. It was really cold and windy, and we were so tired. By the end of the day, I couldn't walk another step! I was a little bit ill with *altitude sickness as well, but I feel better today. And after the last part of the trek, we're now at Base Camp. We can't believe it! We were so excited to get here. We're at 5,364 m now! Our legs are really tired, but apart from that, we're both well and very happy. It's amazing here. It's the most beautiful view ever! I'm sad we have to leave tomorrow, but we can't stay forever.

Like | Share | Comment

SEARCH







Glossary

* altitude = the height above sea level
* hikers = people who go for long walks in the countryside or mountains for pleasure
* trail = a path through the countryside or mountains
* trek = a long, hard walk lasting several days or weeks, especially in the mountains
* altitude sickness = feeling ill because you are high up on a mountain, usually above 2,500 m

Grammar Past simple of *be* and *can*

8 Complete the sentences from the blog posts.

1 It _____ very windy, and we _____ in a very small plane.
2 It _____ easy and I _____ feel the altitude.
3 But today it _____ cloudy and we _____ see the mountain at all.
4 We _____ above the tree line and there _____ many people on the trail.

Grammar Insight

9 Study the sentences in exercise 8 and complete the tables.

Past simple: *be*

Affirmative	Negative
I / he / she / it [1] _____	I / he / she / it **wasn't**
you / we / they **were**	you / we / they [2] _____

Past simple: *can*

Affirmative	Negative
I / you / he / she / it / we / they [3] _____	I / you / he / she / it / we / they [4] _____

For further reference and practice › Workbook › page 105

10 Complete the text with the correct past simple form of *be* and *can*.

The first people to climb Everest

The first people to climb to the top of mount Everest [1]_____ Edmund Hillary and Tenzing Norgay. Edmund Hillary [2]_____ an explorer from New Zealand. Tenzing Norgay [3]_____ a local Sherpa guide and mountaineer. It [4]_____ a huge challenge. Both men [5]_____ climb very well and they [6]_____ happy to climb together. There [7]_____ other climbers in the same group, but they [8]_____ get to the top. Hillary and Tenzing [9]_____ the only two climbers from the group to get to the top. It [10]_____ easy. But they [11]_____ both happy that they [12]_____ the first.

Strategy Using new words

When you learn new words, it is important to record them, but it is more important to use them.

- Write new vocabulary in your vocabulary notebook.
- Choose five words every week that you want to use.
- Try to use the words in speaking and writing activities.

11 Read the strategy. Work in pairs. Imagine that you are talking to a friend about your trek to Everest Base Camp. Complete the questions with words from exercise 6. Then answer the questions.

1 Was your journey to Lukla dangerous or _____?
2 Were the local people _____ or poor?
3 Were they _____ or hard-working?
4 Were any people _____ or were most people well?
5 Are you _____ or sad to be home again?

12 TASK Think about an exciting or unusual trip, trek or cycling holiday you would like to go on with your friends or family. Where do you want to go? What do you want to do there?

13 Work in pairs. Imagine you are back home after your trip. Ask and answer the questions. Use your imagination!

1 What was the weather like?
2 What was your accommodation like?
3 Were the people friendly?
4 Could they speak English?
5 Could they understand you?
6 Were you sad to leave?

Assess your progress Workbook page 65

Listening, vocabulary and speaking

Listening and vocabulary

V Insight Health

1 WHAT DO YOU THINK? Work in pairs. Do you agree or disagree with the statement? Why?

Health is the most important thing in life.

2 7.3 Label the words below problems (P) or treatments (T). Then listen and check.

■ antibiotics ■ bandage ■ broken leg ■ burn ■ cold ■ cough ■ cut ■ dizzy ■ flu ■ headache ■ injection ■ medicine ■ painkiller ■ plaster ■ sneeze ■ sore throat

3 What words from exercise 2 can you find in the picture?



4 Work in pairs. Read the five statements in bold in the factfile. Do you think they are true (T) or false (F)? Why?

FIVE HEALTH FACTS AND MYTHS

1 Eating carrots helps you see in the dark.
Carrots have a lot of vitamin A, and vitamin A is very good for our [1]_____.
So, carrots can help you see, but they can't give you night vision!

2 You shouldn't leave the house with wet hair. You'll catch a cold.
When you get a cold, it's because you've got a virus and not because your body is [2]_____.

3 You should drink milk and honey when you have a cough.
Honey is very good when you have a cough. In fact, it's better than some [3]_____!

4 Eating garlic keeps mosquitoes away.
It tastes great in food, but this doesn't [4]_____. In some countries, you can get very [5]_____ when mosquitoes [6]_____ you.

5 You should hold a burn under running water.
When it's a [7]_____ burn, you should hold it under a tap with running water or put it in a [8]_____ of water. For bigger burns, a doctor may want to give you a tetanus injection or [9]_____.

FACTFILE

5 7.4 Listen to an interview with a doctor and check your answers to exercise 4. Correct the false statements.

6 7.4 Work in pairs. Complete the gaps in the factfile. Then listen again and check.

7 TASK Work in groups. Read the statements. Do you think they are good advice? Why / why not?

1 Doctors should give their patients antibiotics to treat the flu.
2 You have to go to the hospital if you cut yourself.
3 Eating chicken soup is really good for a cold.
4 You shouldn't swim for at least 30 minutes after eating.
5 You should sneeze or cough into your elbow.

Speaking Talking about illness

8 Match photos 1–5 to the problems below.

■ I've got a bad cut. ■ I've got a headache. ■ I've got a cough and sore throat.
■ I can't sleep. ■ I feel dizzy.



9 Match the problems in exercise 8 to advice a–e.

a You should put a plaster or bandage on it.
b You should have a bath, listen to some music and relax before you go to bed.
c You should drink some hot water with lemon and honey.
d You should take a painkiller.
e You should sit down and make an appointment to see your doctor.

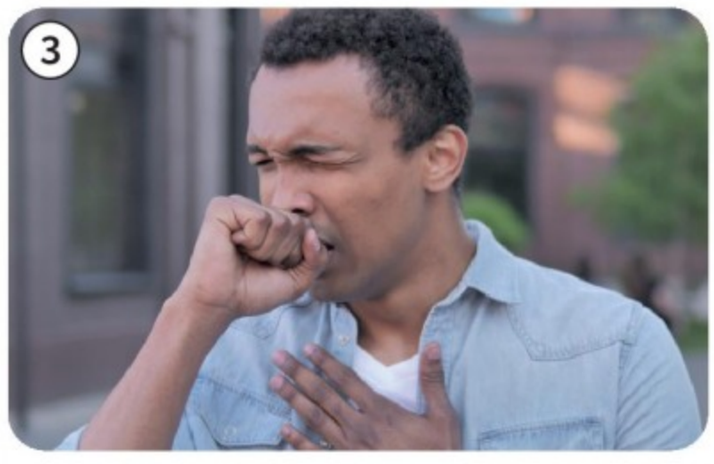
Vocabulary extra › Health problems › page 140



10 7.5 Listen to a dialogue. Which problems from exercise 8 does James have?

11 7.5 Listen again and complete the phrases from the dialogue.

Asking about someone's health	Describing problems
What's the [1]_____?	I [3]_____ a headache.
Are you [2]_____ about anything?	I [4]_____ at night.
Giving advice	
Try to [5]_____. [6]_____ about schoolwork or exams before bedtime.	



12 7.6 Complete the dialogue with one word in each gap. Then listen and check.

Steve Hello, Rachel. You don't look very well. [1]_____ you OK?
Rachel No, I'm not. I [2]_____ really dizzy.
Steve Oh dear! You should sit down. And you should lift [3]_____ feet up. It makes the blood go to your head.
Rachel Oh OK, thanks.
Steve [4]_____ you feel sick?
Rachel No, I don't. But I've got a bad sore throat.
Steve Can I get you a glass of water?
Rachel Yes, thanks.
Steve Here you are!
Rachel Thanks! That's better.
Steve I think you should [5]_____ a doctor.
Rachel Yes, maybe you're right.



13 Read the dialogue again. Underline more ways of describing health problems and giving advice.



GS Global skills Offering to help someone

When someone has a problem, it's good to offer to help them. You can say:
Can I get you anything? *Do you need anything?* *Would you like me to … ?*

14 TASK Work in pairs. Choose one of the photos in exercise 8 and prepare a dialogue. Use exercises 11 and 12 to help you.

Student A:
You don't feel well. Describe what's wrong to Student B.

Student B:
Find out about Student A's problems, offer to help them and give them some advice.

Assess your progress Workbook page 65

7E Writing A letter of advice

1 **Work in pairs and discuss the questions.**

1 Who do you talk to when you have a problem?
2 Do you ever read problem pages online?

2 **Read Jake's letter. What is his problem?**

3 **Work in pairs. Imagine you are Hannah and you want to reply to Jake. Read the strategy and brainstorm advice to give to Jake.**

Strategy Brainstorming ideas

Before you start writing, it's helpful to brainstorm as many ideas as you can.

- Write the title, topic, etc. at the top of a piece of paper.
- Set a time limit of two minutes.
- Write all the ideas you can think of for the topic.
- Write notes. Don't use full sentences.
- After two minutes, stop and choose your best ideas.

4 **Read Hannah's reply. How many of your ideas from exercise 3 does she mention? Do you think she gives good advice? Why / why not?**

Writing Insight Making suggestions and giving advice

5 **Study the language box. Complete each phrase with an example from Hannah's reply.**

Making suggestions
Why don't you [1] _____?
Perhaps [2] _____.
Maybe you could [3] _____.
Giving advice
You should [4] _____.
You shouldn't [5] _____.

6 **Complete the sentences with words and phrases from the language box. Sometimes more than one answer is possible.**

1 I think you _____ talk to your friends about the problem.
2 _____ ask your dad to help you?
3 Maybe you _____ ask a friend to help.
4 _____ you and your brother could talk to your parents together.
5 Whatever you do, you _____ feel bad about it. It's not your fault!

7 **Give advice for these problems. Use the ideas below and language from the language box.**

1 I'm always late for school because I can't get up early in the morning.
2 I want to go out with my friends, but my parents won't let me.

- Go to bed earlier.
- Prepare your bag for school the night before.
- Buy a new alarm clock.
- Talk to your parents.
- Invite your friends to your home.
- Help at home and then ask your parents.

Dear Hannah,

I have a problem at school and I need some help.

I'm having problems with maths. I don't understand the lessons! Mrs Boyd is my teacher, but she isn't very friendly and I'm too scared to talk to her about it. My sister usually helps me with my homework, so I get good marks for that. But next week, we have an important exam and I know I can't pass it! I don't know what to do!

Can you help me, please?

Thank you!

Jake

Dear Jake,

The first thing to say is: don't worry! Students have problems with difficult subjects all the time. It's nothing to be embarrassed about. A lot of people find maths difficult, and that includes me!

So what can you do? Well, I really think you should talk to your teacher. Try not to be scared of her! Every teacher wants their students to do well. Why don't you ask your sister to go with you and help explain the problem to your teacher?

Or perhaps there are other students in your class with the same problem. Maybe you could talk to your teacher together. This is probably easier than talking to her on your own. You could ask her to explain some of the difficult things to you all again before the exam.

Next idea: do you have a classmate who is good at maths, but not so good at another subject? Can you help them with that subject? They could help you with maths in return!

The last thing I can think of is to look for help online. There are a lot of great videos with explanations on schoolwork. I'm sure you can find something really helpful!

Whatever you do, don't forget you shouldn't worry. And good luck with the test, but remember: you can always do it again.

Tell me how it goes!

All the best,

Hannah

Writing your letter

Choose one of the problems and write a letter of advice.

a I'm really worried about my exams next week and I can't sleep. *Chloe*
b I have to do a lot of housework and I don't have time to relax or meet my friends. *Adam*

PLAN Read the instructions and make notes.

- Think about the problem and possible reasons for it.
- Brainstorm ideas for the advice.
- Choose two or three of your best ideas.

Plan your letter. Use Hannah's letter as a model.

- Decide how to begin and finish your letter.
- Choose an opening sentence that shows you understand the problem.
- Think about the best order for your suggestions.
- Think of some kind words to finish your letter.

WRITE Write your letter. Use your ideas and plan to help you. Divide your letter into paragraphs and write one paragraph for each suggestion. Remember to include language for making suggestions and giving advice.

REVIEW Check your spelling, grammar and punctuation.

Assess your progress Workbook page 65

Review 7

Vocabulary

1 Complete the sentences with the correct words for parts of the body.

1 The _____ joins the head to the body.
2 The _____ joins the arm to the body.
3 The _____ connects the two parts of the arm.
4 The _____ joins the hand to the arm.
5 The _____ joins the leg to the body.
6 The _____ connects the two parts of the leg.
7 The _____ joins the foot to the leg.

Marks ___ / 7

2 Use a suffix to change the verbs below into nouns. Then complete the sentences with the correct form of the nouns.

direct ■ drive ■ play ■ report ■ ride ■ swim ■ visit

1 The _____ are waiting to dive into the water.
2 Steven Spielberg is a famous film _____.
3 Basketball _____ are often over two metres tall.
4 I'd like to be a sports _____ when I'm older.
5 Taxi _____ work a lot more when it's raining.
6 We have a _____. There's someone at the door.
7 The _____ are preparing their horses.

Marks ___ / 7

3 Complete the words in the text.

Sometimes it's difficult to know if you've got a cold or the flu. Both illnesses make you cough and [1]s_____. Some patients get a bad [2]h_____, too, and others feel [3]d_____ so they can't stand up. You can't take [4]a_____ because they don't work, but you can take [5]p_____ for some symptoms and [6]m_____ for the cough.

Marks ___ / 6

Grammar

4 Complete the text with the correct form of *have to* or *should* and the verbs in brackets.

[1]_____ (you / do) a lot of housework? [2]_____ (you / help) more? I [3]_____ (not do) much housework. I [4]_____ (make) my bed in the morning, but that's all. I [5]_____ (take) my dog for a walk, but my dad usually does that. He [6]_____ (leave) home at 7.30, so he gets up very early. But my dad has a car, so he [7]_____ (not walk) to work. I usually [8]_____ (run) to school because I'm late. My mum thinks I [9]_____ (get up) earlier. I don't get out of bed until 8.15, so I suppose I [10]_____ (not be) so lazy.

Marks ___ / 10

5 Complete the text with the correct past simple form of *be* or *can*.

Mountaineer Tenzing Norgay [1]_____ the son of a farmer in Nepal. His parents [2]_____ both from the Himalayas. When he [3]_____ young, he [4]_____ a guide in the mountains and he [5]_____ very good at it. He [6]_____ speak English and climb very well. He [7]_____ big, but he [8]_____ strong, and he [9]_____ carry very heavy bags. He [10]_____ walk for hours and hours and carry 30 or 40 kg on his back.

Marks ___ / 10

Total ___ / 40

Global skills Speaking confidently in public

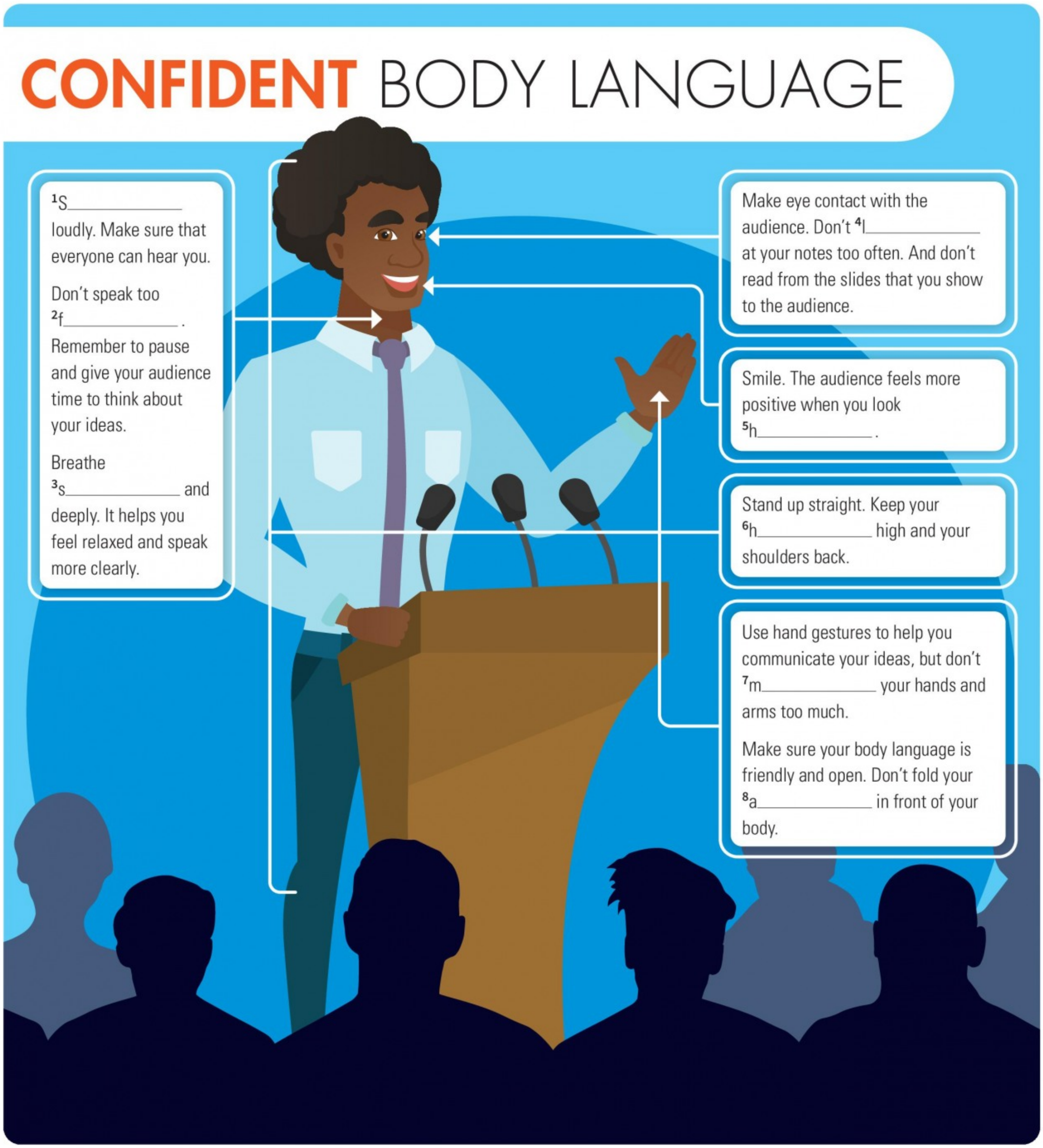
1 WHAT DO YOU THINK? Work in pairs. Do you agree or disagree with the statements? Why?

1 Public speaking is a useful skill for everyone.
2 With practice, we can all become confident public speakers.
3 Body language is important in public speaking.

2 7.7 Listen to the introduction to a talk by a public speaking coach. Choose the best summary.

a Most people feel confident about public speaking.
b When you look confident, you start to feel more confident.
c Only confident people should try public speaking.

3 7.8 Work in pairs. Read the infographic and try to guess the missing words. Then listen to the rest of the talk and check.



LEARNING OBJECTIVES

- Understand tips for public speaking
- Discuss strategies for looking and feeling confident in presentations
- Prepare and give a short presentation

GS

4 7.8 **Read and listen again. Answer the questions.**

1 How should you speak when you give a presentation?
2 How should you breathe and why is this important?
3 Why shouldn't you look at your notes or your slides all the time?
4 How should you stand when you give a presentation?
5 What should you do with your arms and hands?
6 Why shouldn't you fold your arms?

5 **Think about public speakers that you know or find an example of a talk online. What body language do they use? Does it help them look confident?**

6 **Work in pairs and discuss. What other things can you do to feel more confident about public speaking?**

7 **Read the checklist. Does it include any of your ideas from exercise 6?**

Feeling more confident

- **Practise, practise and practise.**
  We all feel more relaxed when we're well prepared.
- **Imagine your talk going well.**
  Close your eyes and imagine that you're giving your talk and really enjoying it.
- **Use notes, not a script.**
  Don't try to memorize your talk word for word. Talk naturally and look at the audience.
- **Focus on your ideas, not how you feel.**
  What do you want to tell your audience? Think about your message and why it's important or interesting.

8 **Match phrases 1–6 to photos A–F. Which one of these is not good body language for public speaking?**

1 use hand gestures
2 breathe deeply
3 smile
4 make eye contact
5 stand up straight
6 fold your arms

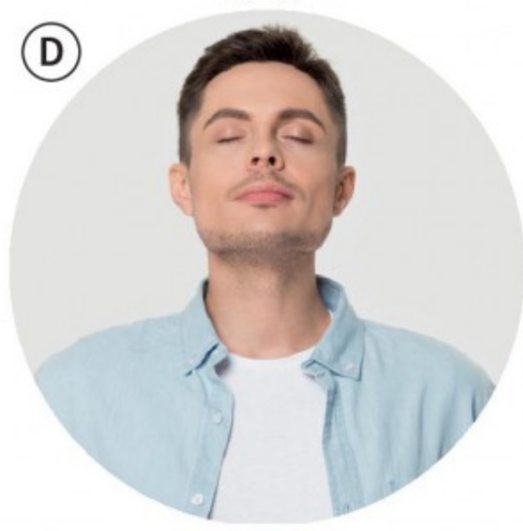
9 **PROJECT** **Work in pairs. Prepare a two-minute presentation for the class. Follow these steps.**

1 Choose a topic. Use one of the ideas below or your own idea. Then prepare your presentation. Make some notes, but don't write a full script.
   - your favourite city
   - your favourite book / film / TV show / game
   - your pet
   - your favourite food
2 With a partner, take turns to practise your talk. Give your partner feedback on his / her body language.
3 Give your presentation to the class.


A


B


C


D


E


F

Assess your progress Workbook page 135

Video Speaking confidently in public



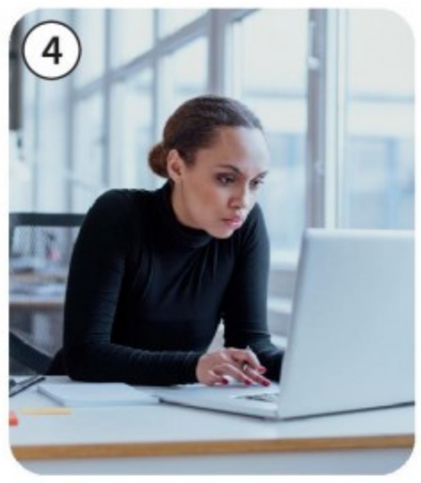
Watch **Valentina**, **Louis**, **Ruaridh** and **Aimee** talking about how to be a good public speaker!

8 And the rest is history







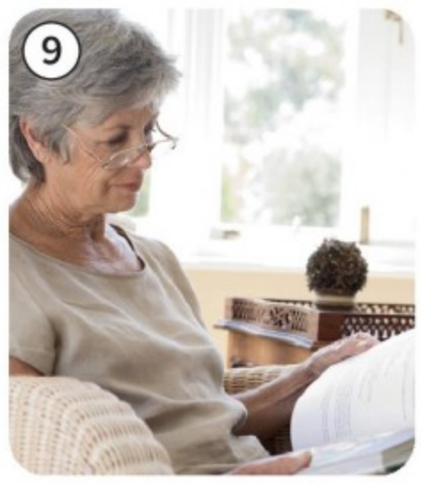














Reading and vocabulary

1 WHAT DO YOU THINK? **Work in pairs. Which of the things below do you want most in your future? Number them from 1 (most important) to 6 (not important). Explain your reasons to your partner.**

- a husband, wife or long-term partner
- a long life
- a lot of free time
- a lot of money
- an interesting job
- children

Insight Life stages

2 8.1 Match the life events below to photos 1–10 above. Then listen, check and repeat.

- be born
- die
- fall in love
- get divorced
- get a job
- get married
- go to university
- grow up
- have a baby
- retire

3 8.2 Complete the sentences with the correct form of the life events in exercise 2. Then listen and check.

1 Around the world, 267 babies _____ every minute and 108 people _____ from illness or accidents.
2 The most dangerous years of your life are your first year, when you are very young, and the year after you _____ from work and have a lot of free time.
3 In the UK, the average woman _____ for the first time at the age of 29 and the typical child _____ in a family with one brother or sister.
4 British teenagers often _____, for example in a shop or café, while they are still at school.
5 6.7% of the people on the planet _____ to continue their education after they leave school.
6 The average person _____ with four different people in their lifetime, but _____ to one. Husbands and wives aren't always happy together and they sometimes _____.

Inspirational leaders



Magid Magid: from refugee to MEP

Magid Magid was born in Somalia in 1989 and came to Britain as a child refugee in 1994. Before this, he and his family spent six months in Ethiopia. He couldn't speak any English when he arrived. He lived in Sheffield in the north of England and things were very hard at the beginning. But he went to university, where he studied aquatic zoology, and started his professional career in marketing.

He discovered that he had a natural talent for being a leader and in 2018, the people of Sheffield voted him their Lord Mayor. He was the first black Muslim to be mayor and also the youngest. Then, in 2019, he became an MEP (a Member of the European Parliament). For young people in particular, this is a wonderful change. He doesn't wear a suit and he looks more like a rock star with his T-shirt and baseball cap. Magid is a different kind of leader because he's easy to talk to and people can connect with him. His story shows us that although you can have a hard start in life, you can achieve great things.

4 **Work in pairs. Look at the photos in the article. Which of the jobs below do you think the two people do? What do you think they have in common? Read the article and check your answers.**

■ actor ■ artist ■ politician ■ singer

5 **Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 Magid Magid grew up in Somalia.
2 His life in the UK was very easy at the beginning.
3 He wears similar clothes to other politicians.
4 His story proves that anybody can become a politician.
5 Jacinda Ardern was New Zealand's first female prime minister.
6 She became prime minister when she was very young.
7 She had a baby before she was prime minister.
8 She always wears traditional Maori clothes at political events.
9 They both change the way people look at leaders.
10 They both connect with normal people.



Jacinda Ardern:

a young woman at the head of a nation

Jacinda Ardern was born in a small town in New Zealand. She joined the Labour Party and became its leader ten years later. In 2017, she won the election and became New Zealand's third female prime minister. Aged just 37 at the time, she was the world's youngest ever female head of government.

From the start, she was a very popular political leader with a friendly attitude. She became a feminist icon and she had a baby soon after she became prime minister. She even took her beautiful three-month-old daughter to an important United Nations meeting. She also defends the rights of the Maori population in New Zealand. She wore a traditional Maori dress when she met the Queen, and she sometimes wears their clothes at other times, too. Her magical gift is to give politics a bit of heart – people can see that she's just like them in many ways. She's a normal person who also has a very successful career in politics. In fact, she's one of the most powerful women in the world and a national hero for all New Zealanders.

6 **REACT** **Work in pairs and discuss the questions.**

1 Which of the leaders do you find most interesting? Why?
2 Are there any leaders like Magid Magid or Jacinda Ardern in your country? If so, who are they?

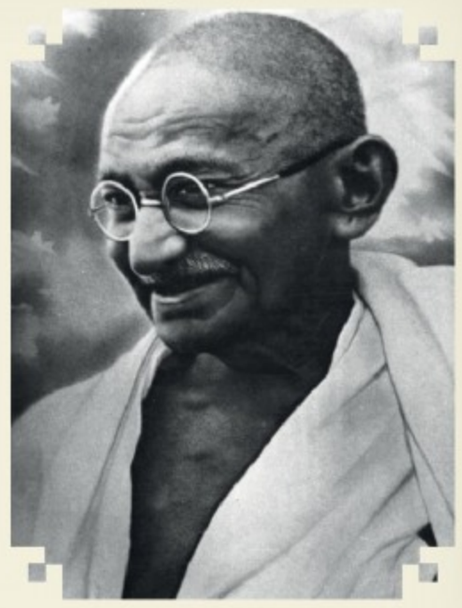
V Insight Adjective suffixes: *-ful* and *-al*

7 **Find the adjective forms of these nouns in the article. Complete the table.**

profession	1 _____	wonder	6 _____
nature	2 _____	politics	7 _____
beauty	3 _____	tradition	8 _____
magic	4 _____	power	9 _____
success	5 _____	nation	10 _____

8 **Complete the text with adjectives formed from the nouns in brackets.**

MAHATMA GANDHI



Mohandas Gandhi was born in India on 2 October 1869. He became one of the best-known [1]_____ (politics) leaders in the world and fought for peace all his life. He came from a [2]_____ (tradition) Hindu family and his father was a leader in the local community. His parents wanted him to have a [3]_____ (profession) career, so they sent him to London to study law. He became very [4]_____ (success), but he wanted to return to India.

He later became famous for his work in civil rights and his fight for Indian independence from the British. The people listened to his [5]_____ (wonder) message. He said that it was OK to protest in a [6]_____ (peace) way without violence. This had a big effect on Indian society. Gandhi became a [7]_____ (nation) hero and one of the most [8]_____ (power) people in the world. He is often called Mahatma Gandhi. 'Mahatma' means 'Great Soul'. His birthday is a national holiday in India and is known as International Day of Non-Violence.

9 **TASK** **Work in pairs. Go online and research another leader who is / was famous for their environmental, social or political work. Describe their life and what they do / did. Present what you discovered to the class. At the end, have a class vote to choose the most important leader from the presentations.**

Vocabulary extra › Jobs › page 141

Assess your progress Workbook page 73

Grammar and listening

Grammar — Past simple affirmative: regular verbs

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 What do you know about the history of the human species?
2 When do you think human culture (e.g. drawing, language) was born?

2 Choose the correct words. Then read the article and check your answers.

1 Our earliest human ancestors were from **Africa** / **Asia**.
2 Homo sapiens appeared around **130,000** / **130 million** years ago.
3 Experts believed that humans became creative at least **40,000** / **6,000** years ago.

When and where was human culture born?

Most experts think that Homo sapiens appeared around 130,000 years ago in Africa. We know that their brains were the same size as our brains today. We also know that they left Africa, went to Europe and the rest of the world, and replaced some species that were similar to humans, e.g. the Neanderthals.

But experts don't agree about when these early humans started to think creatively. So when and where was human culture really born?

The traditional view of science is that humans became creative 40,000 years ago, after Homo sapiens travelled to Europe. Evidence* came from things like the Lascaux cave paintings in France. Here, you can find 6,000 pictures of animals, humans and other artistic drawings.

But more recently, scientists started to question this idea because of new discoveries* they made in Blombos Cave, South Africa. They found tools people used to cut things or to hunt with – these were similar to other places where humans lived at that time. But they also found a very unusual stone – it had a drawing on it similar to a hashtag. Maybe it was a message or perhaps someone tried to make it look beautiful. The important thing is that it's much older than the art in Europe – it's over 70,000 years old. This makes many scientists think it's the world's oldest drawing.



Glossary

* evidence = the facts or objects that make you believe something is true
* discoveries = things someone finds for the very first time

3 REACT What did you learn from the article? Which fact was the most surprising for you?

Grammar Insight

4 Study the rules for past simple regular verbs and look at the highlighted verbs in the article. Match the verbs to rules a–d.

a After most verbs, we add *-ed* (e.g. *listen**ed***, _____, _____).
b After verbs ending in *-e*, we add *-d* (e.g. *love**d***, _____).
c After verbs ending in a consonant and *-y*, we change *-y* to *-ied* (e.g. *stud**ied***, _____).
d After some verbs ending in a vowel and a consonant, we double the final consonant and add *-ed* (e.g. *stop**ped***, _____).
e The past simple form is the same in all persons.

For further reference and practice › Workbook › page 106

5 8.3 Complete the article with the past simple form of the verbs in brackets. Then listen and check.

THE HUMAN STORY

The first humans [1]_____ (hunt) animals and [2]_____ (look) for fruit, seeds and nuts for their food. They [3]_____ (travel) from place to place and [4]_____ (carry) their young children with them. But about 10,000 years ago, humans [5]_____ (invent) farming, and their life [6]_____ (change) completely. The first farmer [7]_____ (plant) some seeds in the earth. Soon, he [8]_____ (notice) little green plants in the earth, and these plants [9]_____ (produce) a lot of food. The people in his tribe [10]_____ (chat) to other tribes, and they [11]_____ (copy) the farmer's idea. Soon, there were a lot of farmers. Humans [12]_____ (stop) travelling all the time and [13]_____ (start) living in small villages.

Grammar Past simple affirmative: irregular verbs

Grammar Insight

6 **Some past simple forms are irregular. They don't follow any rules. You have to learn them. Find the past simple form of these irregular verbs in the article.**

1 leave left
2 go _____
3 become _____
4 come _____
5 make _____
6 find _____
7 have _____

For further reference and practice › Workbook › page 106

7 **Complete the timeline with the past simple form of the verbs below.**

become ■ go ■ have ■ hear ■ leave ■ make ■ see ■ sing ■ wear ■ write

43,000 years ago
Early humans first [1]_____ songs to their children. They also [2]_____ their first musical instruments from bones. The world's oldest flute is from this time.

40,000 years ago
People [3]_____ to Australia in some of the world's earliest boats and [4]_____ kangaroos for the first time.

33,000 years ago
We [5]_____ pet dogs from this time. The dogs helped us to hunt. Their ancestors were wolves.

10,000 years ago
People [6]_____ clothes of sheep's and goat's hair.

3,000 years ago
The Phoenicians first [7]_____ with an alphabet. Other Mediterranean people [8]_____ about the Phoenicians' alphabet and copied their idea.

1961
A human [9]_____ planet Earth and [10]_____ the first astronaut in space. His name was Yuri Gagarin.

Vocabulary extra › Past time expressions › page 141

Strategy Listening for gist and for detail

We can listen for *gist* – for the speaker's general meaning or message. We can also listen carefully for specific details.

- The first time you listen, listen for gist. Try to understand the subject or story of the recording.
- The second time you listen, listen for the details. The questions in the task will help you focus on which details are important.

8 8.4 **Read the strategy. Then listen to an interview to understand the gist. What is the subject of the interview?**

a a new species of human **b** human tools **c** an early species of human

9 8.4 **Listen again and choose the correct words.**

1 Neanderthals lived in **Europe** / **Africa** / **America** before *Homo sapiens*.
2 They had bigger **heads** / **legs** / **arms** than us.
3 They survived better than us in **hot** / **wet** / **cold** climates.
4 They **grew vegetables** / **used tools** / **couldn't speak**.
5 They made **cups** / **flutes** / **homes** from animal bones.
6 They disappeared about **2,500** / **25,000** / **250,000** years ago.
7 Some people think that modern humans **helped** / **killed** / **joined** tribes of Neanderthals.
8 Some people think that Neanderthals disappeared because of **climate change** / **disease** / **wars**.

10 **TASK** **Work in pairs. Go online and research an important discovery or invention (e.g. money, antibiotics, the internet, smartphones). Then give a short presentation to the class about how it changed our lives. Use the example as a model.**

The first mobile phone appeared in shops in 1983. The American company Motorola produced it. It was very big; it weighed 1.1 kg and it was 23 cm long. It was also very expensive. It cost nearly $4,000! Before this invention, people could only talk on the phone from a landline.

Assess your progress Workbook page 73

CULTURE Reading, vocabulary and grammar



Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Name at least three famous novelists.
2 Why do people think they are great writers?
3 Who is your favourite writer? Why?

2 Match the famous writers below to photos 1–6.

■ Charles Dickens ■ Jane Austen ■ JK Rowling
■ Philip Pullman ■ Roald Dahl ■ William Shakespeare

3 Match the writers in exercise 2 to their works.

■ *Charlie and the Chocolate Factory* ■ *Hamlet*
■ *Harry Potter* ■ *His Dark Materials* ■ *Oliver Twist*
■ *Pride and Prejudice*

4 Read the texts about the writers Agatha Christie and Louisa May Alcott. Which woman:

1 travelled a lot?
2 had three sisters?
3 had more than one different job?
4 married twice?

5 Read the texts again and complete the sentences.

1 When Agatha Christie first started writing, her _____ helped her.
2 When her husband left her, she lost her _____.
3 Hercule Poirot is her _____.
4 Peter was the name of her _____.
5 The characters in Louisa May Alcott's *Little Women* are very similar to her real _____.
6 She wrote the novel quickly – in only _____.
7 She didn't have any children, but she looked after _____.
8 During the civil war, she had a job as a _____.

6 Underline the past simple form of the irregular verbs below in the texts.

■ become ■ do ■ go ■ have ■ leave ■ lose ■ run
■ teach ■ write

GS Global skills Culture

7 Work in pairs and discuss the questions.

1 Why do you think Louisa May Alcott's *Little Women* is still so popular today?
2 Are there more female authors writing today than before? What reasons are there for this?
3 Do women usually prefer female authors? Do men usually prefer male authors? Why / why not?

World Literature

Agatha Christie (1890–1976)

What do we know about her early life?
She didn't go to school, but she taught herself to read at home in Devon, in the UK. Later, her mother became a big influence and helped her early writing career.

Did she get married?
Yes, she did, but her first husband left her for another woman. This was a very difficult time for her. Because of the shock, Agatha ran away, lost her memory and lived in a hotel for some time. In the end, she got better and married again. Her second husband was an archaeologist and they travelled around the world together.

What did she write?
She wrote crime fiction. Her best-known character is the detective Hercule Poirot. She produced more than 70 detective novels as well as short stories. In fact, she is one of the top-selling authors in history – more than two billion copies worldwide! She also wrote plays. Her play *The Mousetrap* opened in London in 1952 and you can still go and see it today. Many of her books also became popular films.

Did she have other interests?
Yes, she did. She had lots of different interests. She loved photography, she learned to surf and she loved dogs. Her favourite dog was a little terrier called Peter.

Louisa May Alcott (1832–88)

Where did she grow up?
In Concord, Massachusetts, in the USA.

What did she write?
She wrote *Little Women*. It's the story of the lives, loves and friendship of the four March sisters – Meg, Jo, Beth and Amy – during the American Civil War. Many people loved the book at the time and it's still popular today. In 2019, it became a successful film starring Emma Watson.

Why did she write *Little Women*?
In 1867, publisher Thomas Niles asked Louisa to write a novel for girls. At first, she didn't want to write it. However, her family had financial problems and in the end, she decided to write the book to make her father happy. She based the story on her own family and her three sisters. In the novel, Jo March is Louisa May Alcott. She wrote the novel in only six months.

Did she get married?
No, she didn't. But when her sister May died in 1879, she went back home and looked after May's daughter.

What else was she famous for?
She worked as a nurse during the American Civil War and became one of the first feminists. She was the first woman to register to vote in Concord, Massachusetts, in 1879.

Insight Types of writing

8 Match the words below to the definitions.

■ article ■ fiction ■ non-fiction ■ novel ■ play ■ poem ■ script ■ short story

1 The writer imagines the people and the events in this type of writing. _____
2 A poet writes this. It can be long or short. _____
3 Actors use this to learn their lines for a film. _____
4 You see this at the theatre. _____
5 You read this in a newspaper or magazine. _____
6 This is like a novel, but a novel is longer. _____
7 This type of writing is about real life. _____
8 This is usually hundreds of pages long, with a lot of chapters. _____

9 TASK Work in pairs. Prepare a questionnaire about reading habits with your partner. Write at least five questions. Then find a new partner and ask and answer your questions together.

WHAT ARE YOUR READING HABITS?

How many novels do you read each year?

Do you prefer reading fiction or non-fiction? Why?

Grammar Past simple: negative

10 Complete the sentences from the texts on page 100.

1 She _____ to school.
2 At first, she _____ to write it.

Grammar Insight

11 Choose the correct words to complete the rules.

a We make the negative form of the past simple with ***don't*** / ***didn't*** + infinitive.
b The negative form of the past simple **changes** / **doesn't change** in the third person singular.

Further reference and practice › Workbook › page 106

Grammar Past simple: questions and short answers

12 Do you know the story of *Frankenstein*? What happens? Complete the text with the negative past simple form of the verbs below.

■ give ■ like ■ meet ■ sleep ■ understand ■ want

The story of Frankenstein

For months, the scientist Victor Frankenstein worked on the monster. He [1] _____ much at night because he was excited about his monster. During a storm, he used electricity to bring it to life. But Victor [2] _____ the monster's scary appearance.

The monster was big, but he was like a baby. He [3] _____ the world. He wanted to eat, but people [4] _____ him any food because they were frightened. He wanted to make friends, but he [5] _____ any friendly people and nobody wanted to talk to him. He [6] _____ to hurt people at first, but he later became angry with his 'father', Victor.

Grammar Insight

13 Underline past simple questions and short answers in the texts on page 100. Then complete the rules with the correct words.

a We make past simple questions with (question word) + _____ + subject + infinitive.
b We make affirmative short answers in the past simple with *Yes*, + subject + _____.
c We make negative short answers in the past simple with *No*, + subject + _____.

Further reference and practice › Workbook › page 107

14 8.5 Make questions in the past simple and answer them. Then listen and check.

1 Steven Spielberg / make / *Star Wars*?
Did Steven Spielberg make Star Wars?
No, he didn't. George Lucas made it.
2 Sherlock Holmes and Doctor Watson / live / in Paris?
3 the Brontë sisters / write / novels?
4 Homer / tell / stories about the Trojan War?
5 JK Rowling / write / *The Hobbit*?

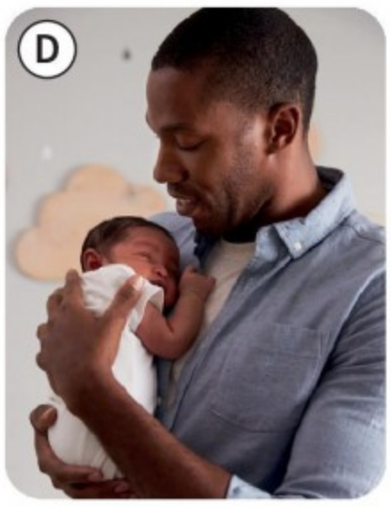
15 TASK Work in pairs. Student A: choose a famous person from the past. Student B: ask and answer questions about the person to guess who it is. Student A can only give *yes* or *no* answers. Then swap roles and ask and answer questions about a different person.

Assess your progress Workbook page 73

8D Listening, vocabulary and speaking







Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs. What events do people often mention when you ask them about the best moment in their life? Why?

2 8.6 Listen to four people talking about the best moment of their life. Match speakers 1–4 to photos A–D.

3 8.6 Listen again and complete the sentences.

1 Mark talks about his _____ little fingers and toes.
2 He took about 1,000 _____ of her.
3 He thinks she's more _____ now than when she was a baby.
4 Jenny felt really _____ after her first test.
5 After her second test, she could _____ without her mum.
6 Peter went to a lot of _____ after university.
7 After he heard from the TV company, he started work the next _____.
8 Isobel's best moment was when she _____.
9 She really _____ her job.
10 She thinks _____ is fun for older people.

V Insight Collocations with *take*

Strategy Identifying and using collocations

A collocation is a combination of words which go together. For example, we say *go swimming* and not *do swimming*.

- When you learn a new word, it is a good idea to learn its most common collocations.
- Record collocations in your vocabulary notebook.

4 8.7 **Read the strategy. Match the sentence halves from the recording to complete the collocations with *take*. Then listen and check.**

1 I took	a the test the first time, I didn't pass.
2 Now my wife and I take	b a break when I want.
3 When I took	c turns to stay at home and take care of her during the day.
4 … and I can take	d about 1,000 photos of her in that first week.

5 Complete the collocations with *take* in the tips with the words below.

■ a break ■ a test ■ care ■ control ■ part ■ photos ■ place ■ turns

Making the most of life!

Self-help

1 Take _____ of your life. No one should decide your future except you.
2 Choose to do something difficult every year. Take _____ in a race, sing in front of an audience or organize a charity event. You can do amazing things when you try!
3 Take _____ of your friends and family. They're the most important people.
4 When you're tired, stop working and take _____. You need to rest and relax to do your best work.
5 Happy memories are important for a happy life. When you want to remember something, don't leave your camera at home. Take lots of _____.
6 Learn to work in a team. Take _____ so everyone shares the hard work.
7 When you have to take _____, prepare well. Study and revise!
8 Remember your education doesn't only take _____ in the classroom. You can learn a lot from 'the great university of life'.

6 Work in pairs. Tell your partner about a time when you did these things.

1 took an important test
2 took a fantastic photo
3 took care of someone
4 took part in a competition

7 TASK Work in pairs. Look at the tips in exercise 5 again. Think of some more tips about how to make the most of life. Choose your best three tips to present to the class.

Speaking Talking about your weekend

8 Work in pairs. Where did you go at the weekend? Did you do any of the things in the pictures?

9 8.8 Listen to a dialogue. Where did Jasmine and Ned go at the weekend? Did they have fun there?

10 8.8 Listen again and complete the phrases from the dialogue.

Asking about someone's weekend	
How [1]_____ your weekend?	Did you have a good [3]_____?
What [2]_____ your weekend?	
Responding	
It was fantastic, [4]_____.	No, [5]_____ a disaster!
Expressing interest	
That sounds [6]_____.	Really?
Wow! Lucky [7]_____!	
Expressing sympathy	
[8]_____ luck!	[9]_____ you!

GS Global skills Expressing surprise

Tell people you know how they feel when they give you surprising news.
For good or bad news, you can say:
You're joking! *No way!*
For bad news, you can say:
Oh no! *That's awful!*

11 8.9 **Complete the dialogue with the phrases below. Then listen and check.**

■ a disaster ■ did you have ■ it was fantastic ■ lucky you ■ your weekend ■ poor you ■ what about

Polly How was [1]_____?
Nick It was [2]_____!
Polly That's a shame. What was the problem?
Nick I lost my watch. It was a present from my mum and dad.
Polly Oh no, [3]_____!
Nick It was a really nice watch as well.
Polly No way! You're joking!
Nick But anyway, [4]_____ your weekend? [5]_____ a good time?
Polly Yes, [6]_____. I went to the beach with some friends.
Nick How brilliant! What did you do there?
Polly We sunbathed and then we had a picnic. Everybody was happy because it was a beautiful day. The water was also really warm – it was great for swimming!
Nick Wow! [7]_____!

12 **Read the dialogue again. Underline more ways to express interest, sympathy and surprise.**

13 **TASK** **Work in pairs. Prepare a dialogue about last weekend. Use the situations below, your own ideas and exercises 10 and 11 to help you. Perform your dialogue in front of the class.**

■ break your mobile phone ■ go cycling ■ go to the cinema ■ have an accident ■ help a friend ■ stay with an uncle or aunt in London









Assess your progress Workbook page 73

Writing A narrative

1 Work in pairs. Think about some of the most memorable days in your life. Why are some days more memorable than others?

2 Read the blog post about a memorable day. Would you like to try to do the same thing? Why / why not?

share

Sign in Blog

A day **to remember**



A few weeks ago, we decided to climb a local mountain to raise money for charity. I went with my cousins Carol and Daniel, and their pet dog Casper. It was a fantastic day!

When I got up that morning, I was a bit nervous because it's a long hike. It's usually about six hours to go up and down. Could I get to the top?

But when we arrived at the start, I immediately began to feel a bit better. We chatted to a lot of nice people as we started to walk up and at first, it was a lovely day.

After a few hours, we stopped to eat our packed lunch and give Casper some water. Then we continued our climb. Suddenly, it started to rain and get really windy. Soon, we were really cold and wet because we didn't have many warm clothes. But we didn't stop and tried not to think about the weather. At last, after half a day of hiking, we reached the top. The weather was much better by now and the view was so beautiful. We took a photo to show our family and friends, and to send to the charity for their website. We made over £60 for them!

Writing Insight Narrative adverbs

3 Study the highlighted adverbs in the blog post. Then match them to their definitions in the language box.

Narrative adverbs

1 immediately	**a** in the beginning
2 at first	**b** after a long time (when something good happens)
3 suddenly	**c** quickly and without warning
4 soon	**d** now or very soon afterwards
5 at last	**e** after a short time

4 Complete the paragraph with the narrative adverbs in exercise 3.

My first day at school was very scary [1]_____. I didn't know any of the other people in the class, so I sat quietly at my desk, but I wasn't alone for long. [2]_____, a girl called Melissa came and said hello. I [3]_____ felt better because she was really nice. [4]_____ the bell sounded. It was time for our first lesson and Melissa and I walked together. I met some other nice people at lunchtime, but it was a long and difficult day. I was really happy when it was three o'clock and I could go home [5]_____.

5 Read the strategy. Then read the blog post again and find:

1 a long sentence with linking words joining different ideas.
2 a short sentence.
3 four positive adjectives and four negative adjectives.
4 a question.
5 an exclamation.

Strategy Making your writing interesting

Always try to make your writing interesting for the reader.

- Use a mix of longer and shorter sentences.
- Join different ideas together with linking words, e.g. *and*, *but*, *too*, *also*, *because*.
- Don't repeat words. Use a variety of synonyms when possible.
- Use adjectives, e.g. *fantastic*, and adverbs, e.g. *immediately*.
- Include questions and exclamations. Remember to use the correct punctuation.

Writing your narrative

Write a blog post about a memorable day.

- **PLAN** **Think of a memorable day and make notes. Organize your ideas into paragraphs.**
  Paragraph 1: introduction: what happened?
  Paragraph 2: the start of the day
  Paragraph 3: later in the day
  Paragraph 4: how you feel about the day
- **WRITE** **Write your blog post. Use the strategy on page 104 and your plan to help you. Remember to use the past simple and narrative adverbs.**
- **REVIEW** **Check your spelling, grammar and punctuation.**

Assess your progress Workbook page 73

Review 8

Vocabulary

1 Complete the text with one word in each gap.

Percy Bysshe Shelley was a British poet. He [1]_____ born on 4 August 1792, and he grew [2]_____ in the counties of Sussex and Middlesex. When he was 18, he [3]_____ to university in Oxford. Shelley was a romantic and he fell [4]_____ love many times. Finally, in 1811, he [5]_____ married to Harriet Westbrook. They [6]_____ a baby called Charles together, but their marriage didn't last. After that, Shelley met his second wife, the writer Mary Shelley, and they went to live in Italy. He died on 8 July 1822 – he was only 29.

Marks ___ / 6

2 Complete the sentences with adjectives formed from the nouns in brackets.

1 JK Rowling is a _____ (success) British writer.
2 Victoria Falls in Zambia is one of the seven wonders of the _____ (nature) world.
3 Julius Caesar was a very _____ (power) ruler.
4 Tortilla is a _____ (tradition) Spanish dish.
5 The genie in the Disney film *Aladdin* has _____ (magic) healing powers.
6 Pelé was a _____ (profession) footballer.
7 Patagonia in Chile and Argentina has one of the most _____ (beauty) landscapes in the world.

Marks ___ / 7

3 Complete the collocations with *take* in the sentences.

1 I'm tired. Let's take _____.
2 Eight athletes take _____ in each race.
3 Revise before you take _____.
4 I'm going to take _____ of that view.
5 Our classes take _____ every Saturday.
6 I take _____ of my sister's children.
7 It's your go. You take _____ in this game.

Marks ___ / 7

Grammar

4 Complete the text about *Murder on the Orient Express* with the past simple form of the verbs in brackets.

Detective Hercule Poirot [1]_____ (get on) the Orient Express in Constantinople. A lot of people [2]_____ (be) on the train and Hercule [3]_____ (not have) a compartment. Luckily, one of the passengers [4]_____ (not arrive), so Poirot [5]_____ (take) his seat. During the second night, Poirot [6]_____ (wake up) because of a loud noise. Then Mr Ratchett, the man next door, [7]_____ (speak) to the conductor. After that, Poirot [8]_____ (not sleep) all night. Later, he [9]_____ (hear) someone at his door. When he [10]_____ (open) the door, he [11]_____ (not see) anybody except a woman in a red kimono. The next morning, Mr Ratchett [12]_____ (be) dead.

Marks ___ / 12

5 Read the answers to the questions about the story *The Lion, The Witch and The Wardrobe*. Write questions in the past simple about the information in bold.

1 When _____?
CS Lewis wrote the book **in 1950**.
2 How many _____?
There were **four** children in the story.
3 What _____?
They discovered **a fantasy world called Narnia**.
4 Where _____?
They discovered Narnia **in the back of a wardrobe**.
5 What season _____?
It was always **winter** in Narnia.
6 Who _____?
The ruler of Narnia was **The White Witch**.
7 What _____?
The name of the lion the children met was **Aslan**.
8 How _____?
Aslan helped the children **to defeat The White Witch**.

Marks ___ / 8

Total ___ / 40

Listening

1 8.10 **Listen to a radio programme about celebrities whose careers started badly. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 Bill Gates didn't go to university.
2 His first company wasn't a success.
3 Steven Spielberg didn't go to the film school he wanted to.
4 He hasn't got a university degree.
5 Stephen King's wife saved his first novel.
6 He didn't finish his first novel.
7 Michael Jordan wasn't tall enough for his school basketball team at first.
8 He started playing for the NBA when he was a teenager.

Speaking

2 Work in pairs. Your friend has an important part in the school play, but they have a sore throat. Prepare a dialogue. Follow these steps.

- Ask your friend about their health.
- Give them some advice.
- Ask them about other symptoms.
- Give them more advice.

Reading

3 Read the article and choose the correct answers.

1 When she was a child, Toni
a didn't read any books by Tolstoy and Austen.
b wanted more books in her local library.
c wanted more stories by African Americans.
d wanted to write her own stories.

2 Toni's mother and father
a had problems with money.
b both died in a fire.
c met in a restaurant they both worked at.
d couldn't travel to Washington, DC by bus.

3 Before Toni became a writer, she
a had a job as an architect.
b worked with other writers.
c was a teacher in a high school.
d had two daughters.

4 Toni wrote her first book
a after she got home from work every day.
b very early in the mornings.
c when she was 13 years old.
d about her time at university.

5 The novel *Beloved*
a caused a lot of problems in Toni's life.
b was about a Nobel Prize winner.
c was not very popular.
d made Toni famous.

6 Today, people
a still love Toni's books.
b don't use local libraries very much.
c buy most of their books online.
d don't read books by African American writers.

TONI MORRISON: changing the story



Toni Morrison always loved reading. As a child, she found a lot of interesting books in her local library. Her favourites were the novels of Jane Austen and Leo Tolstoy, but there weren't many stories by African Americans like her. She hoped that one day that might change.

The USA was a difficult place for African Americans in the 1930s, when Toni was very young. Once, when her parents couldn't pay the rent, the owner set fire to their house in Ohio with the family inside it. Later, she went to university in Washington, DC. Black people there couldn't sit next to white people on buses or eat in the same restaurants.

But that didn't stop Toni. She got a job as a university English teacher, got married to an architect and had two sons. After she and her husband got divorced, she started working for a book publisher. She published stories by lots of exciting new African and African American writers.

But Toni wanted to write her own stories, too. She got up at four o'clock every morning and wrote before she went to work. She finished her first novel, *The Bluest Eye*, when she was 39, and it was a great success. For 13 years, she continued to be both a writer and a publisher, but after her fourth book, she finally left her publishing job. She didn't have enough money to write full time, so she also taught writing at universities.

Her next book was her most successful. *Beloved* was about the difficult life of Sethe, a slave woman in 19th-century Ohio, and her relationship with the ghost of her daughter. It won a Pulitzer Prize for Fiction, and suddenly, Toni was famous. A Nobel Prize in Literature followed. Later, there was a film of *Beloved*, with Oprah Winfrey as Sethe.

When Toni Morrison died in 2019, local libraries in the USA had many more books by African American writers than when she was a child. And of all those books, Toni's novels are still many people's favourites.



Toni receiving the Nobel Prize in Literature from King Carl XVI Gustaf of Sweden in 1993



Grammar and vocabulary

4 Read the text and choose the correct answers.



LS Lowry (1887–1976)

English artist LS Lowry is probably [1]_____ recognizable painter in the UK. Laurence Stephen Lowry [2]_____ in Stretford near Manchester in 1887. He wasn't a very good student, so he [3]_____ go to university when he left school. Instead, he got a job and had private art classes [4]_____ the evenings after work. Eventually, he got a place at the Manchester School of Art and his career as an artist [5]_____ .

Lowry is famous for his scenes of life in the industrial cities of north-west England in the middle of the 20th century. [6]_____ often large factories in his pictures, [7]_____ smoke coming out of the chimneys. The factory workers looked a bit like matches in his paintings, so people started calling them 'matchstick men'. Art critics [8]_____ his pictures at first because of his very simple style. But they started to think [9]_____ after he died in 1976.

Today, you can see [10]_____ of his paintings at the Lowry Centre in Salford, UK, but there are others in art galleries all over the world.

1	**a** most	**b** the more	**c** the most
2	**a** born	**b** was born	**c** is born
3	**a** can't	**b** couldn't	**c** don't
4	**a** in	**b** on	**c** at
5	**a** begin	**b** began	**c** beginning
6	**a** There are	**b** There is	**c** They are
7	**a** that	**b** of	**c** with
8	**a** don't like	**b** not like	**c** didn't like
9	**a** different	**b** differently	**c** more different
10	**a** a lot	**b** any	**c** much

Writing

5 **Write a narrative about an unusual day at school. Include this information:**

- why the day was unusual.
- what happened at the start of the day.
- what happened later.
- how you feel about the day.

Exam Insight 4 › Workbook › page 128

9 Changing with the times



Reading and vocabulary

Insight Describing people

1 WHAT DO YOU THINK? What's the first thing you notice about someone when you meet them for the first time? Do you think first impressions are always right? Why / why not?

2 Add the words below for describing people to the table. Check the meaning of any new words in a dictionary.

■ beard ■ blonde ■ curly ■ dyed ■ freckles ■ glasses ■ medium height ■ medium weight ■ moustache ■ overweight ■ tanned ■ thin

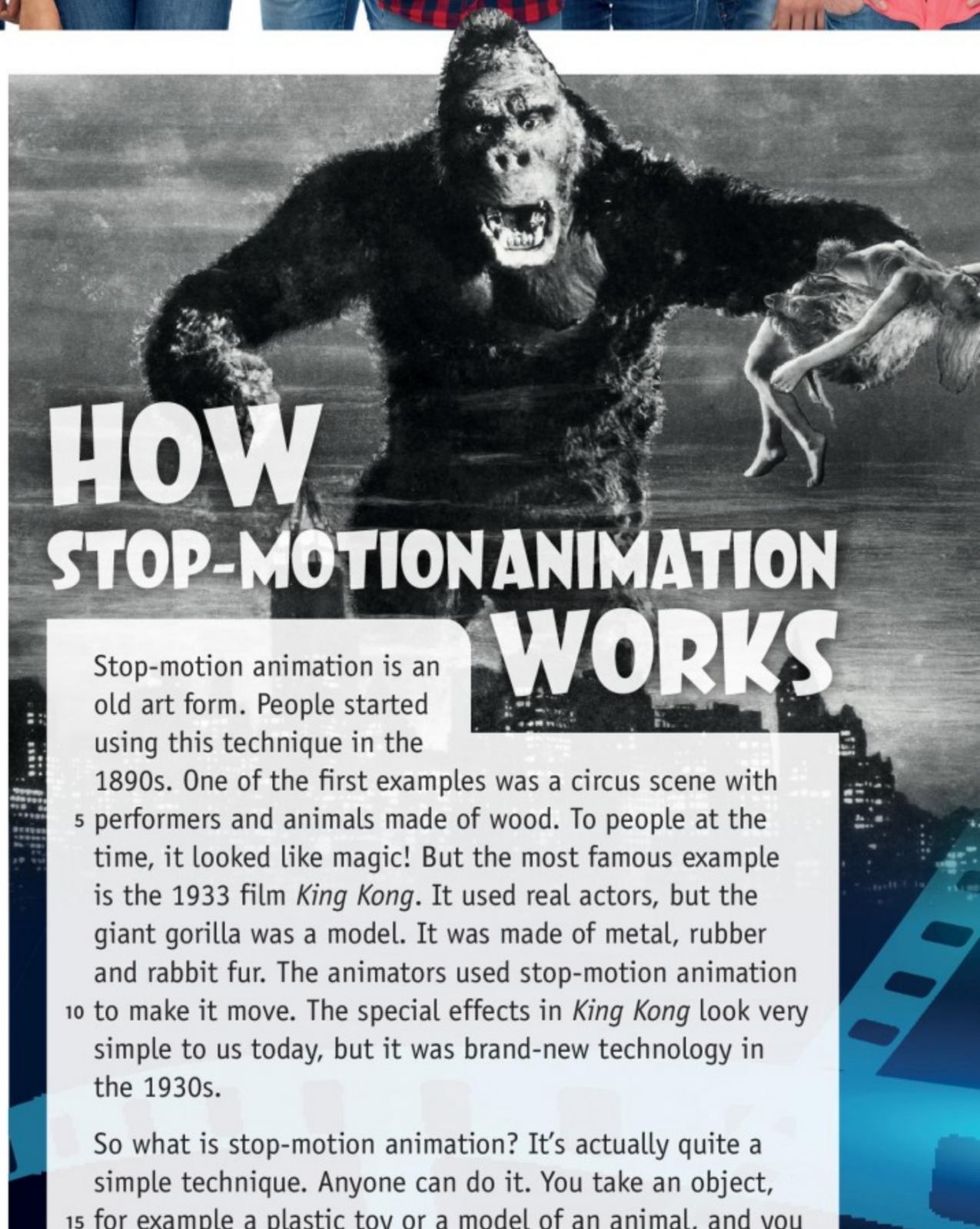
Height	short, _____, tall
Size	_____, slim, _____, _____
Hair colour / style	_____, fair, red, brown, black, _____, _____, straight, long, short
Eye colour	blue, green, brown
Other features	bald, _____, _____, _____, _____, _____

3 Look at the photo at the top of the page. Read the description and find the person. What three verbs are used to give descriptions?

He/She is medium-height and slim. He/She has got short, curly, brown hair. He/She has got brown eyes and he/she isn't wearing glasses. He/She's wearing a pink top and jeans.

4 Work in pairs. Choose two people from the photo. Describe them to your partner. Can your partner guess which person you are describing?

5 Work in pairs. Look at the photos in the article. What can you see? What do you think the article is about?



HOW STOP-MOTION ANIMATION WORKS

Stop-motion animation is an old art form. People started using this technique in the 1890s. One of the first examples was a circus scene with performers and animals made of wood. To people at the time, it looked like magic! But the most famous example is the 1933 film *King Kong*. It used real actors, but the giant gorilla was a model. It was made of metal, rubber and rabbit fur. The animators used stop-motion animation to make it move. The special effects in *King Kong* look very simple to us today, but it was brand-new technology in the 1930s.

So what is stop-motion animation? It's actually quite a simple technique. Anyone can do it. You take an object, for example a plastic toy or a model of an animal, and you put it in your scene. You take a photo of the object and then you make very small changes to its position and take another photo. You repeat this again and again and again. You then show the photos one after another very very quickly. It looks like the object is moving on its own! All you need is a camera and a lot of time – you also need to be very patient.

It's easy when you're working with something like a model of a gorilla. You just move the arms and legs. Maybe you change the position of the head. But when you're working with a model of a person, it's more difficult. You're not only thinking, 'What does this person look like?', but you're also thinking, 'What is this person like and how can I show their personality?'

Strategy Summarizing

A summary is a shorter description that gives the main points of something longer. When you summarize:

- first read or listen to the full text and identify the key information.
- only include the key information.
- do not include unnecessary details.
- do not include your opinion.
- you don't need to follow the order of the information in the text. Put the most important information first.

6 Read the strategy. Then read the article and choose the best summary. What's wrong with the other two?

a The text describes how animators make stop-motion animation with simple objects. They change the position of the models and take lots of photos.

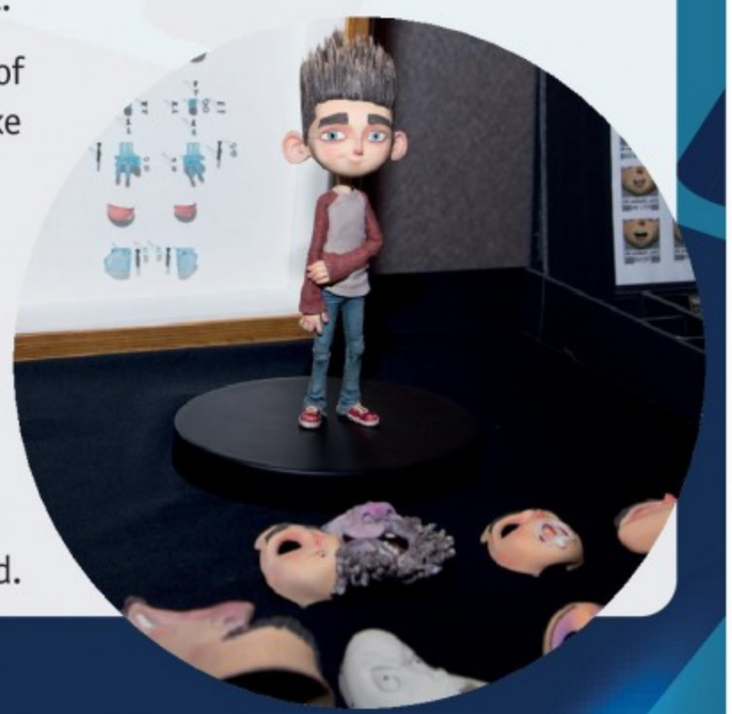
b The text is an interesting description of how to make stop-motion animation. It takes a long time and includes making lots of copies of the models' faces to show different emotions.

c The text describes the process of making stop-motion animation. It takes a long time to make a short scene and the animators need to show the personality as well as the physical appearance.



30 You want the characters in your film to look human. You want to show their emotions. They need to look happy or sad, angry 35 or in love. To show their emotions, their faces need to change. Their eyes need to open and close. Their mouths need to move. Their 40 eyebrows have to go up and down. To show all these different emotions, the animators don't change the individual parts of the face. 45 Instead, the animators make lots of different heads for one character, and the face on each head shows a different emotion. Then they can change the heads on their models after each photo. They also change the arms and the body language. Every little 50 detail is important.

It takes hundreds of photos just to make one simple scene. But the final 55 product is incredible. The models come to life on the screen and the effect is 60 still magical, even in our digital world.



7 Read the article again and answer the questions.

1 When did film-makers start using stop-motion?
2 How do stop-motion animators make the objects move?
3 Why is it more difficult with a model of a person?
4 How do they show different emotions?
5 How many photos do they need for a short scene?
6 What is the final effect?

8 REACT Work in small groups and discuss the questions.

1 Would you like to learn to make stop-motion animations? Why / why not?
2 What was the last animated film you watched? What was it about? What was the animation like? Was it realistic? Do you know how they created the special effects in the film?
3 Do you prefer to watch films with real actors or with animation? Why?

Insight *like*

9 We can use *like* in different ways. Study examples 1–3 and match them to descriptions a–c.

1 *be like*: What **is** she **like**? ____
2 *look like*: What **does** she **look like**? ____
3 *like*: What **does** she **like doing**? ____

a I want to know about her appearance.
b I want to know about her hobbies.
c I want to know about her personality.

10 Complete the sentences with the correct form of *be like*, *look like* or *like*.

1 'What _____ Hannah _____?' 'She's got dark hair and green eyes.'
2 _____ you _____ watching athletics on TV?
3 'What _____ Stevie _____?' 'He's very patient and kind.'
4 I _____ my sister. She's very outgoing and makes friends easily, but I'm quite shy.
5 I _____ listening to music before I go to sleep.
6 You _____ your dad! You're both tall and thin.

11 TASK Work in pairs and discuss the questions.

1 Which member of your family is most like you?
2 What does he / she look like? Do you look like each other?
3 What is he / she like? Do you have the same personality?
4 What does he / she like doing? Do you have similar hobbies and interests?

People say I look a lot like my mother. We both have brown hair and brown eyes. We have the same smile, but my mother is short and I'm medium height.

Vocabulary extra › Materials › page 142

Assess your progress Workbook page 81

Grammar and reading

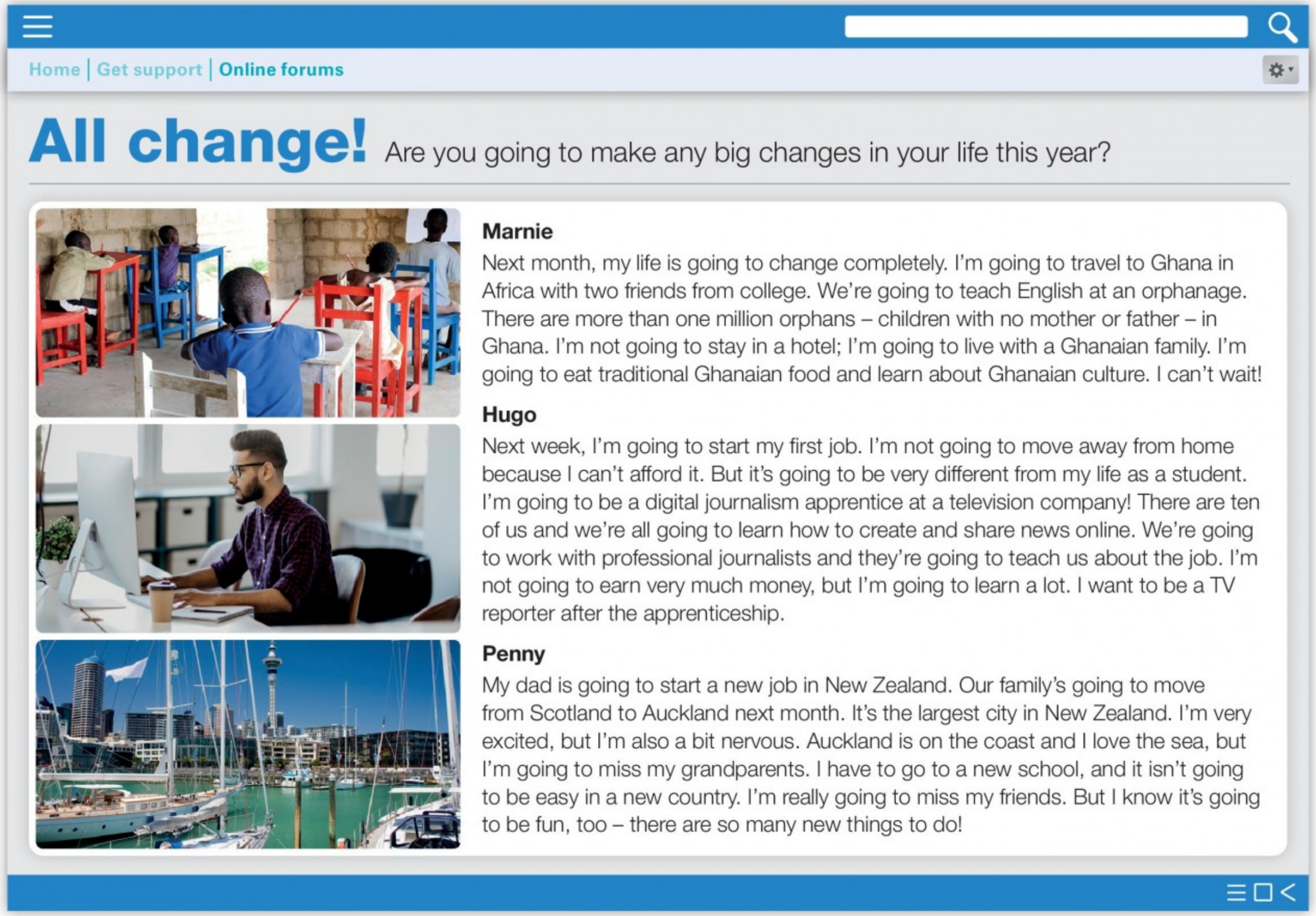
Grammar *going to*: plans

1 WHAT DO YOU THINK? Work in pairs and discuss these events. Decide which is the most exciting, the most important, the biggest change and the scariest event. Give reasons for your choices.

- move to a new country with your family
- finish university and start your first job
- work as a volunteer in another country
- have your first child

2 Read the forum posts and match the sentence halves.

1 Marnie — **a** is going to start a new job in the same country.
2 Hugo — **b** is going to start a new school in a different country.
3 Penny — **c** is going to start a new job in a different country.



Home | Get support | Online forums

All change! Are you going to make any big changes in your life this year?

Marnie

Next month, my life is going to change completely. I'm going to travel to Ghana in Africa with two friends from college. We're going to teach English at an orphanage. There are more than one million orphans – children with no mother or father – in Ghana. I'm not going to stay in a hotel; I'm going to live with a Ghanaian family. I'm going to eat traditional Ghanaian food and learn about Ghanaian culture. I can't wait!

Hugo

Next week, I'm going to start my first job. I'm not going to move away from home because I can't afford it. But it's going to be very different from my life as a student. I'm going to be a digital journalism apprentice at a television company! There are ten of us and we're all going to learn how to create and share news online. We're going to work with professional journalists and they're going to teach us about the job. I'm not going to earn very much money, but I'm going to learn a lot. I want to be a TV reporter after the apprenticeship.

Penny

My dad is going to start a new job in New Zealand. Our family's going to move from Scotland to Auckland next month. It's the largest city in New Zealand. I'm very excited, but I'm also a bit nervous. Auckland is on the coast and I love the sea, but I'm going to miss my grandparents. I have to go to a new school, and it isn't going to be easy in a new country. I'm really going to miss my friends. But I know it's going to be fun, too – there are so many new things to do!

3 Complete the sentences from the forum posts with the verbs below.

be ■ make ■ move ■ start ■ teach ■ travel

1 Are you going to _____ any big changes in your life this year?
2 I'm going to _____ to Ghana in Africa with two friends from college.
3 We're going to _____ English at an orphanage.
4 I'm not going to _____ away from home because I can't afford it.
5 My dad is going to _____ a new job.
6 It isn't going to _____ easy in a new country.

Grammar Insight

4 Study the examples in exercise 3. Choose the correct words to complete the rules.

a We use *going to* to describe **plans** / **hopes for the future**.
b Before *going to*, we use the verb ***have*** / ***be***.
c After *going to*, we use the **infinitive without *to*** / **present participle**.

For further reference and practice › Workbook › page 108

5 **Make questions and answers about Hugo. Use *going to*.**

1 Hugo / start / a new school? no / start / a new job
Is Hugo going to start a new school?
No, he isn't going to start a new school. He's going to start a new job.
2 Hugo / move away / from home? no / stay / at home
3 the apprentices / teach / digital journalism? no / learn / about digital journalism
4 they / do / some classes first? no / start / work with the professionals / immediately
5 Hugo / earn / a lot of money? no / learn / how to be a journalist

6 **Complete Penny's email with the correct form of *going to* and the verbs in brackets.**

To: Anna
Subject: Going away party

Hi, Anna!

Thanks for your email. It's my last week in England, and I [1]'m going to be (be) very busy!

My dad [2]_____ (fly) to Auckland tomorrow, but my mum and I [3]_____ (not leave) Scotland until Sunday. We [4]_____ (have) a big party on Friday night and we [5]_____ (say) goodbye to everybody. I hope you got your invitation. [6]_____ (you / come)? Let me know! My dad [7]_____ (not be) at the party, of course, but he [8]_____ (make) a video call so he can also see all our friends. Then, on Saturday, we [9]_____ (clean) the house!

Penny

PS: What [10]_____ (you / do) on Thursday? I [11]_____ (meet) Julia and Jamal at the sports centre in the afternoon. We [12]_____ (play) squash. Why don't you come, too?

7 9.1 **Listen to a dialogue between Marnie and her mother. Where is Marnie?**

8 9.1 **Listen to the dialogue again and complete the sentences with the correct form of *going to*, the verbs in A and the phrases in B.**

A ■ buy ■ go ■ prepare ■ ~~show~~ ■ visit

B ■ by *tro-tro* ■ ~~photos of her school~~ ■ Kakum National Park ■ a typical Ghanaian meal ■ sports equipment

1 Tomorrow, Marnie is going to show photos of her school to the children.
2 This evening, Kojo _____ for Marnie.
3 At the weekend, Marnie _____ to Accra.
4 In Accra, she _____ for the children at the orphanage.
5 Next month, Marnie and Olly _____.

9 **TASK** **Work in pairs. Imagine you are going to make a big change in your life. Choose one of the situations below or use your own idea. Think about how your life is going to be different. Use the questions to help you.**

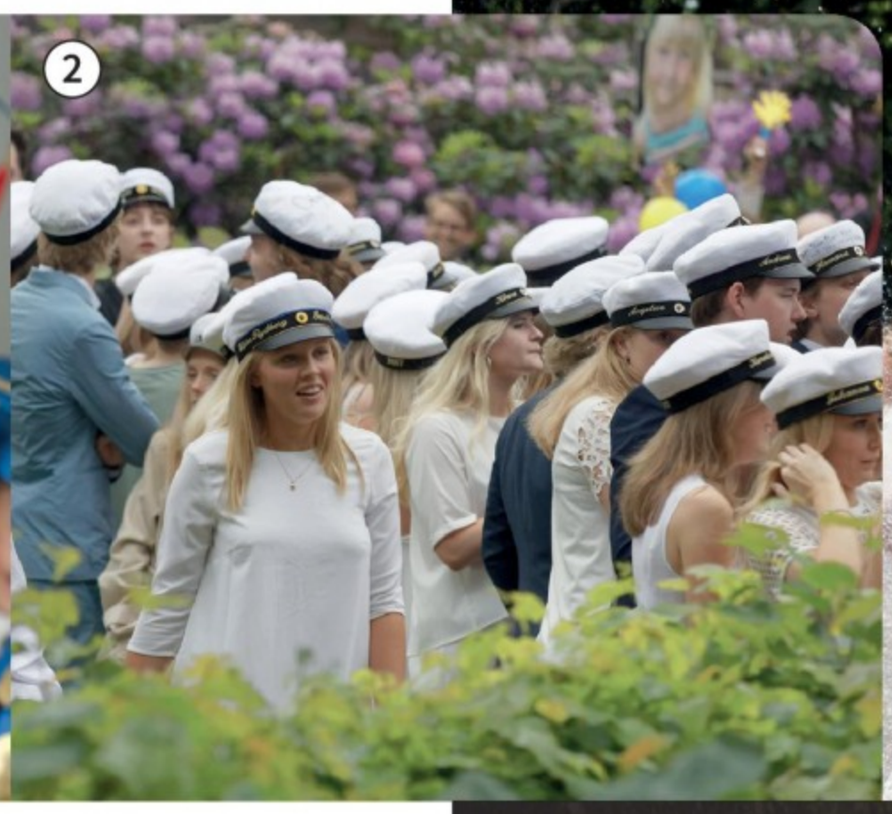
■ start a new school ■ leave home ■ go to university ■ start your first job ■ move to a different country

1 Why are you going to make this big change?
2 What are you going to do?
3 How is your life going to be different?

10 **Work in new pairs. Tell your partner about your new life. Ask questions about what your partner is going to do. Whose life is going to change the most? Why?**

Assess your progress Workbook page 81







Reading and vocabulary

1 WHAT DO YOU THINK? Do you have graduation ceremonies at the end of high school or university in your country? What happens? Are graduation ceremonies important? Why / why not?

2 Look at photos 1–3 above of graduation ceremonies from around the world. Match them to the countries below. Then read the article and check your answers.

■ Argentina ■ Spain ■ Sweden

3 Read the article again and answer the questions.

Elin

1 Does she like the clothes they wear for graduation?
2 Why are the photos embarrassing?

Marcos

3 How many graduation ceremonies does he mention?
4 What happens after the kindergarten graduation?

Teresa

5 What celebration does she describe?
6 What is she going to wear? Why?

GS Global skills Culture

4 Work in pairs and discuss the questions.

1 What's the most surprising thing about the three graduation celebrations? Why?
2 Do you know of any traditions in other countries? What happens and when?
3 What are the different stages in the education system in your country? How old are students when they start and finish each stage? Which stage do you think is the most important? Why?

V Insight Noun suffixes *-ion* and *-ment*

5 Find the noun forms of the verbs in the article. They all end in *-ion* or *-ment*.

1 graduate	_____	5 entertain	_____
2 attract	_____	6 react	_____
3 celebrate	_____	7 achieve	_____
4 decorate	_____	8 enjoy	_____

Graduation time!

What do you do at graduation? We find out about graduation ceremonies around the world.

Elin

Next week is our high school graduation. In Sweden, we have a few special traditions for graduating from high school. First of all, we all have to wear white clothes and white sailor caps. I think the caps look silly, but my sister loves them! I really don't see the attraction! All our parents come to the ceremony and they bring photos of us when we were little children. It'll be so embarrassing! I know they're going to choose some really awful photos. But I won't mind. It'll be funny to see all the photos of my friends! After the ceremony, we're all going to ride around the town on trucks and sing songs together. Everybody in the town watches and claps. I can't wait!

Marcos

In Spain, we love all kinds of celebrations. And that includes graduation ceremonies at every new stage of education – university, high school and even at kindergarten. Next week, my little cousin, Martina, is going to graduate from her kindergarten. They're going to have a graduation party with long gowns and those graduation caps like they have in the USA. She's going to look so cute with all her classmates. And then, after the graduation ceremony, they're going to have a party with games, balloons, decorations and entertainment. There's going to be a clown. I can't wait to see my cousin's reaction. It'll be so much fun. The kids will love it!

Teresa

In Argentina, we have a really strange graduation tradition. It actually happens weeks before the graduation ceremony. It's a celebration of the feeling of achievement when you finish your last exam. All your friends wait outside the exam hall for you to come out. They bring all kinds of food with them: eggs, flour, ketchup, mayonnaise. But it's not because they're going to have a picnic. They throw all of it at you when you come out! Sometimes they throw paint as well. Seriously! It's such a mess. They say it brings you good luck. On the day of my last exam, I know my friends won't forget! They'll be there, waiting for me! And I'm going to be prepared. I'm going to wear my oldest clothes because I know they'll get really dirty. But it won't matter – it's all part of the enjoyment and we'll have a great time!



6 Complete the sentences with the correct form of nouns from exercise 5.

1 I went to my cousin's _____ from university last week. It was really great day!
2 The _____ at the wedding was amazing. There was a great band and a magician.
3 My little cousin's _____ was so nice. He smiled and gave me a big hug.
4 Josie won this year's national final. What an amazing _____!
5 The room looked great with lots of balloons and other party _____.
6 I can't see the _____ of sitting on a beach all day. It's boring.

7 Write the noun form of the verbs. Use the suffixes *-ion* or *-ment*. Then check your answers in a dictionary.

1 educate _____
2 govern _____
3 act _____
4 donate _____
5 amuse _____
6 pay _____

Strategy Revising vocabulary

It is important to revise new vocabulary. Here are some simple ways to revise and test yourself.

- Write words and their definitions on separate cards. Then match the words to the definitions.
- Make a recording of yourself saying new vocabulary. Listen to it once or twice a week.
- Write sentences with new vocabulary, but leave a gap for the new word. Swap your sentences with your friends. Can they guess the missing words?
- Use new words in your speaking and writing.

8 Read the strategy. Then choose five new words from this unit and write them on cards. Write their definitions on different cards. Mix up your cards and exchange them with another student. Can they match the words to the definitions?

Grammar *will*: predictions

9 Complete the sentences from the article.

1 It _____ be so embarrassing!
2 I _____ mind.
3 The kids _____ love it!
4 I know my friends _____ forget!

Grammar Insight

10 Study the sentences in exercise 9. Then choose the correct words to complete the rules.

a We use *will / won't* to talk about future **plans** / **predictions**.
b After *will / won't*, we use the infinitive **with** / **without** *to*.
c The contracted form of *will* is ***'ill*** / ***'ll***.
d *Won't* is the contracted form of ***will not*** / ***do not***.

Further reference and practice › Workbook › page 108

11 Complete the predictions with *will / won't* and the verbs in brackets. Then work in pairs. Compare your answers and give reasons.

My predictions for next week

1 My family _____ (eat) dinner together this evening.
2 It _____ (rain) tomorrow.
3 I _____ (have) a lot of homework.
4 I _____ (get up) early on Saturday.

12 TASK What are your predictions for next year? Make a list of six predictions. Think about the things below or use your own ideas. Then work in pairs. Are any of your predictions the same as your partner's?

- your family
- your friends
- your tests and exams at school
- your favourite sports teams
- your favourite TV shows
- your favourite singer / band

Assess your progress Workbook page 81

Listening, vocabulary and speaking

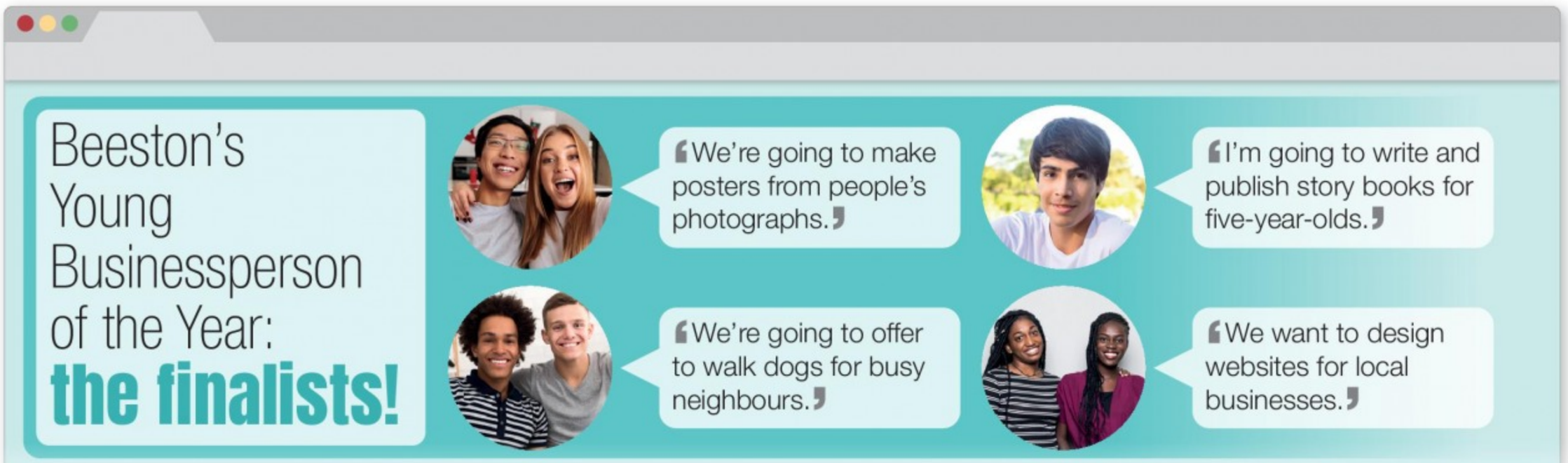
Listening and vocabulary

1 WHAT DO YOU THINK? Work in small groups and discuss the questions.

1 Do you know anyone who runs a business? What kind of business do they run?
2 What are the advantages and disadvantages of running your own business?

2 Work in pairs. Look at the website and discuss the business ideas. Which ideas:

1 would you like to try? 2 do you think will / won't be successful?



3 9.2 Listen to an interview with Abi, one of the finalists. Which idea from exercise 2 did she have? Was it successful?

4 9.2 Listen again and put the events in the correct order.

a _____ They made a Facebook page to advertise their designs.
b _____ They searched for different designs online.
c _____ They talked to their mentor.
d _____ They designed free websites for local businesses.
e _____ They did some research to discover the best price.
f _____ They made sample website designs and showed them to local businesses.
g _____ They sold their website designs to local businesses and people at school.
h _____ Local businesses didn't like their designs.

V Insight Phrasal verbs

5 9.2 We can combine a verb with another word to make a new verb with a new meaning, for example, *get up*. This is a phrasal verb. Listen to the interview again. Complete the phrasal verbs in the sentences with the words below.

ahead ■ for ■ out (×2) ■ together ■ up (×2) ■ up with

1 Students come _____ an original idea.
2 We decided to set _____ a web design company.
3 We wanted to find _____ about prices.
4 You worked _____ the best price.
5 We put _____ some sample website designs.
6 We didn't give _____.
7 We looked _____ different design ideas online.
8 We went _____ and designed free websites for four local companies.

6 Match the phrasal verbs in exercise 5 to the definitions.

1 start / organize _____
2 continue _____
3 calculate _____
4 discover _____
5 produce _____
6 stop / surrender _____
7 think of _____
8 search _____

7 TASK Work in small groups. Think of a business idea and follow these steps. Then present your idea to the class.

1 Come up with an idea or product to sell.
2 Come up with a name for your business.
3 Work out the best price for your product.
4 Decide how you will look for ideas.
5 Think about how people will find out about your products.

Speaking Talking on the phone

8 How often do you make calls on your phone? Who do you usually call?

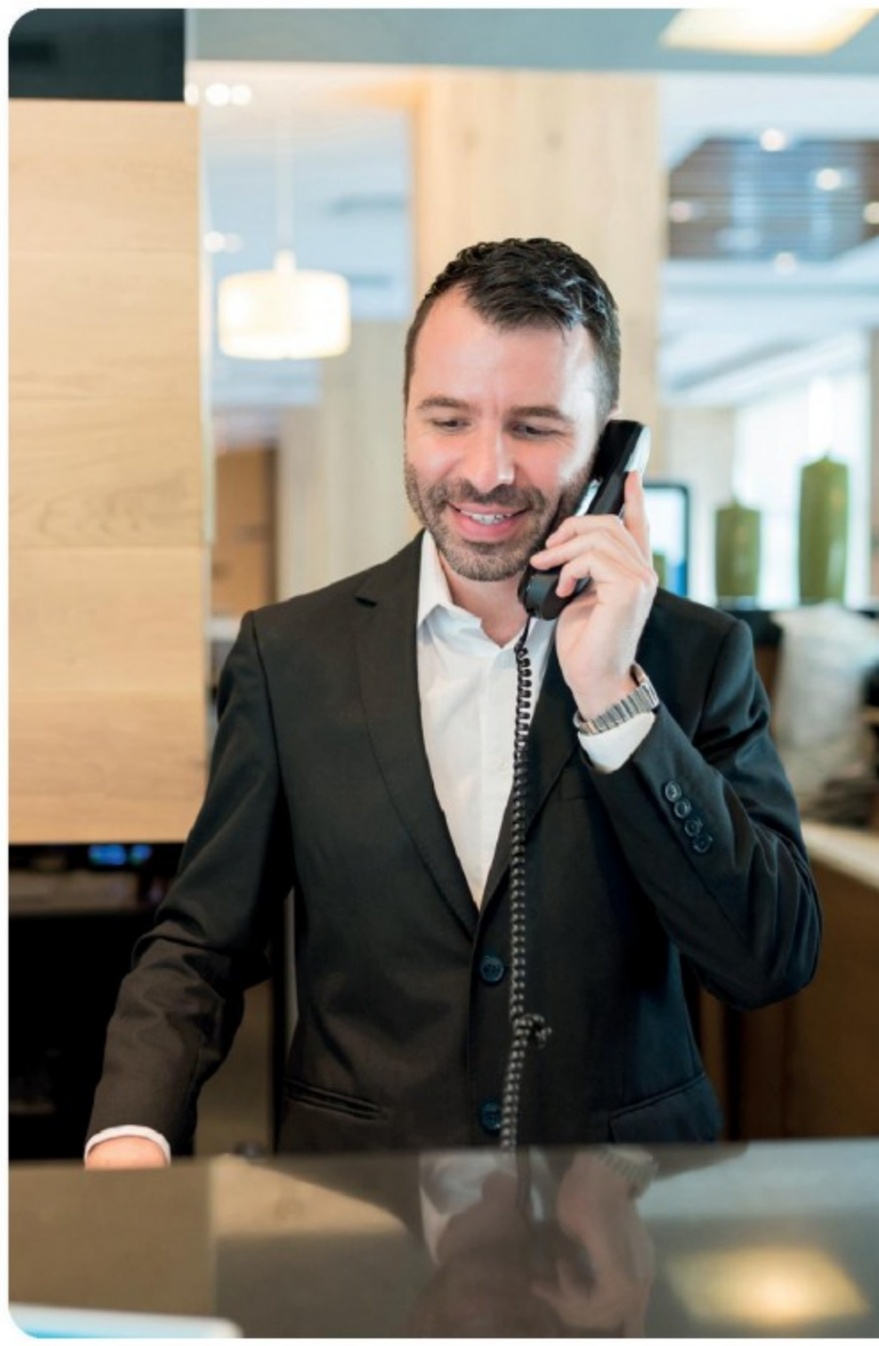
9 9.3 Listen to a dialogue. Do you think it is formal or informal? What mistake does the receptionist make?

10 9.3 Listen again and complete the phrases from the dialogue.

Giving / Asking for your name	Apologizing
[1]_____ calling, please? [2]_____ Alex, Alex Williams.	[4]_____, but your mum's with a patient at the moment.
Asking to speak to someone	**Offering to take a message**
Can I [3]_____ Dr Williams, please?	[5]_____ to leave a message? [6]_____ her you called.

11 9.4 Put the dialogue in the correct order. Then listen and check. Is the dialogue formal or informal?

1 **Receptionist** Good morning, Golden Sands Activity Centre.
____ **Tessa** This is Tessa Grey.
____ **Tessa** Hello, could you put me through to Mr Harris, please?
____ **Tessa** Thank you.
____ **Receptionist** 01227 847522. Yes, no problem, I'll give him the message.
9 **Receptionist** Goodbye.
____ **Receptionist** Who's calling, please?
____ **Tessa** Yes, please. Could you ask him to call me on 01227 847522?
____ **Receptionist** Just a moment, Ms Grey. I'm afraid Mr Harris isn't at his desk. Can I take a message?



12 Read the dialogue again. Underline more phrases for giving or asking for information on the phone.

GS Global skills Answering the phone

How you answer the phone depends on the situation, but you should always sound friendly.

Answering your mobile or the phone at home

- when you know who's calling: *Hi, Matt! How are you?*
- when you don't know who's calling: *Hello?*

Answering at work (remember to say the name of the company)

- *Good morning / afternoon / evening, Golden Sands Activity Centre. How can I help you?*

13 **TASK** Work in pairs. Choose one of the situations below and prepare a phone dialogue. Use exercises 10 and 11 to help you. Then find another pair of students who chose the same situation and compare your dialogues.

Situation 1

Student A: Your dad is a salesman at Clearview Windows and Doors. You want him to give you a lift home from your friend's house when he finishes work. There's no answer on his smartphone. Call him at his office.

Student B: You are the receptionist at Clearview Windows and Doors. Nobody else is in the office at the moment. Answer the phone.

Situation 2

Student A: You have an interview for a part-time job at a local coffee shop, but you need to change the date of the interview. Call them and ask to speak to Ana Gomez, the manager.

Student B: You are a waiter / waitress at a local coffee shop. Your manager is called Ana Gomez. It's her day off today, but she'll be back tomorrow. Answer the phone.

Vocabulary extra › On the phone: phrasal verbs › page 142

Assess your progress Workbook page 81

9E Writing An informal email

1 Work in pairs. Ask and answer questions about your plans for the summer. Use the phrases below.

- decorate your room
- do voluntary work
- get a part-time job
- go away on holiday
- learn a musical instrument
- play sport
- stay at home
- visit friends and relatives

Are you going to go away on holiday?

Yes, I am. I'm going to visit my cousins in France.

2 Read Jenni's email and answer the questions.

1 Who won a tennis championship?
2 Where is Danny going to go in August?
3 Who went to a basketball game?
4 Who is going to go to Italy?
5 Where does Anna's aunt live?
6 What is Jenni going to do in August?

Writing Insight Informal language for emails

3 Study the language box. Complete it with examples from Jenni's email. There is more than one example for some points.

Informal language for emails

1 Start and finish your email with friendly language.
_____
2 Use exclamations. _____
3 Ask questions. _____
4 Use contracted forms of verbs. _____
5 When you forget to say something, add _____ at the end.

4 Read the strategy. Then complete Danny's reply to Jenni to make it more personal. Use the ideas in brackets.

Strategy Making your writing personal

Use extra information, questions and details to make your writing more personal and interesting.

Ask questions about the person you are writing to

- Ask about things they mentioned in their last email / message.
- Ask what they did last week / month.
- Ask what they are going to do.

Describe past events

- Say what you did.
- Say who you were with.
- Say why you enjoyed / didn't enjoy it.

Describe plans

- Say where you are going to go.
- Describe how you are going to get there.
- Say what you are going to see and do.

5 Work in pairs. Exchange your completed emails. How did your partner make the email personal?

To: Danny

Hi, Danny!

Thanks for your last email. It was great to hear from you. Your holiday plans sound fantastic! Are you going to stay with friends in Spain? I think it'll be very hot there in August! And congratulations on winning the tennis championship. I love the photo of you with the trophy!

I went to an amazing basketball game last weekend with my family. It was the under-18s national championship final and my brother was playing. His team lost, but we all still really enjoyed the day.

My summer holiday is going to be very different this year. I usually go camping with my family in July, but this year, my friend Anna and I are going to go to Italy. We're going to fly to Milan and we're going to stay with Anna's aunt for a week. She lives in an apartment near the city centre. She's going to take us to art galleries and museums, and we're also going to go shopping. I can't wait!

I'm going to be very busy in August because I've got a job at the local arts centre. I'm going to help with the kids on their summer camp. The money isn't great, but I think it'll be fun!

Write again soon!

Lots of love,
Jenni

PS: Don't forget to take lots of photos in Spain!

To: Jenni

Hi, Jenni!

Thanks for your email.
(Ask a question about her trip to Milan or her job.)

_____

I had a great weekend. I went to the cinema with my friends.
(What did you see? Did you enjoy it? Why?)

_____

_____

Next month, I'm going to visit my cousins in Ireland.
(How are you going to get there? Where are you going to stay? What are you going to do there?)

_____

_____

_____

_____

Best wishes,
Danny

Writing your email

Write an informal email to reply to a friend about your plans for the summer.

PLAN Make notes about your plans for the summer.

1 Think about what you're going to do.
2 Think about who you're going to do it with.
3 Make predictions: what will the best and worst parts of the summer be? How will you feel at different times?

Organize your ideas into paragraphs. Use Jenni's email as a model.

Paragraph 1: Thank your friend for his / her email and ask one or two questions about his / her plans.
Paragraph 2: Write about what you did last weekend and how you felt about it.
Paragraph 3: Write about your plans for the summer. Remember to say what you think will be the best and worst parts of the summer, and how you think you will feel.
Paragraph 4: Finish your email with a personal comment or question.

WRITE Write your email. Use the strategy and your plan to help you. Make your email personal and interesting, and remember to start and finish with a friendly expression.

REVIEW Check your spelling, grammar and punctuation.

Assess your progress Workbook page 81

Review 9

Vocabulary

1 Complete the sentences with the correct words for describing people.

1 My hair isn't straight. It's c_____.
2 Eva has to wear g_____ now.
3 Dave's got red hair and f_____.
4 They look t_____ from their holiday.
5 My uncle hasn't got any hair. He's b_____.
6 I'm not thin. I'm a bit o_____.
7 He doesn't shave. He's got a b_____.

Marks ___ / 7

2 Complete the sentences with nouns formed from the verbs below.

■ achieve ■ attract ■ celebrate ■ donate ■ react

1 The charity received a large _____ from a local business person.
2 There was a big _____ after they won the final.
3 The _____ to the results was very positive.
4 Her greatest _____ was winning gold.
5 I don't see the _____ of horror movies.

Marks ___ / 5

3 Complete the phrasal verbs in the sentences.

1 We looked online to _____ out the address.
2 Can you _____ out the cost of the trip?
3 Did you _____ up with any new ideas?
4 _____ up chocolate to lose weight.
5 I can't find my keys. Can you _____ for them?
6 My uncle's going to _____ up a company.
7 Let's _____ together a photo album for Mum.
8 We'll _____ ahead with the meeting tomorrow.

Marks ___ / 8

Grammar

4 Complete the text with the correct form of *going to* and the verbs in brackets.

My uncle Chris is a professional football player and he [1]_____ (retire) soon. He [2]_____ (not play) after the end of this season. What [3]_____ (he / do)? Well, he [4]_____ (not continue) to work in football.He [5]_____ (focus) on a career in the music industry. He and his brother [6]_____ (set up) a record company. It [7]_____ (not be) easy to leave his career in football, but his love of music [8]_____ (be) a big help! In summer, I [9]_____ (work) there, too. And I [10]_____ (save) some money for a new laptop!

Marks ___ / 10

5 Complete the predictions with *will* or *won't* and the verbs below.

■ build ■ do ■ fly ■ live ■ not be (×2) ■ not have ■ not stay ■ open ■ stay

In 2030, astronauts [1]_____ to the moon, but they [2]_____ there. For a month, they [3]_____ experiments to see if humans can live there.
In 2040, NASA [4]_____ a base on the moon. It [5]_____ for ordinary people, only for scientists.
In 2050, people [6]_____ in a small village on the moon. But the houses [7]_____ gardens.
In 2060, a hotel for tourists [8]_____ on the moon. But it [9]_____ cheap, so only rich people [10]_____ there.

Marks ___ / 10

Total ___ / 40

Global skills Making a good impression at work

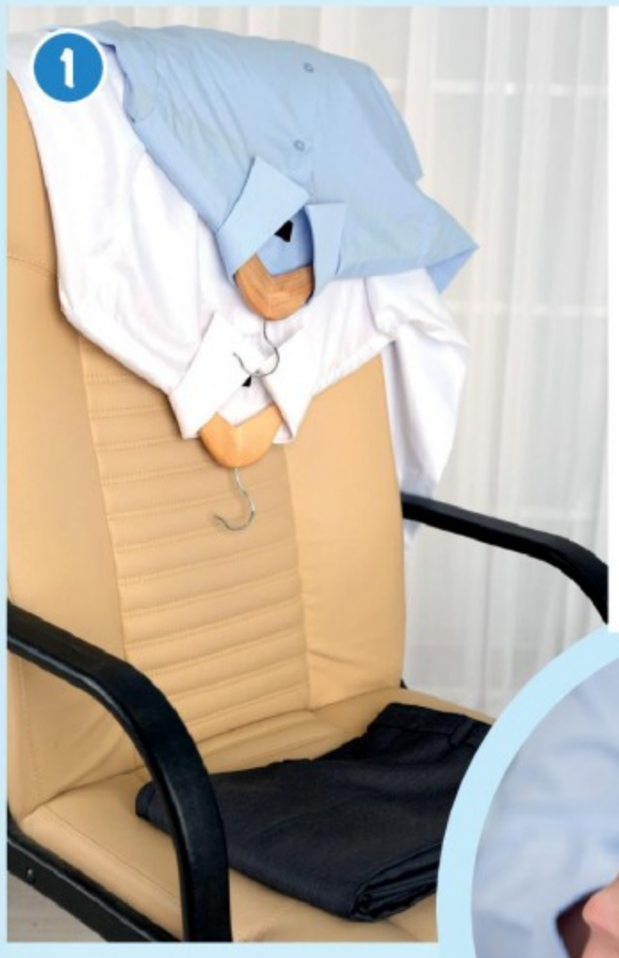
1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Imagine it's your first day of work experience at a big company. How can you make a good impression?
2 Why is it important to make a good first impression on an employer?

2 Read about Jack's first day of work experience. Do you think he makes a good impression? Why / why not?

First day of work experience!

Jack is doing work experience with a web design agency and today is his first day. Jack plans to be a web designer after he leaves school, so he really wants to make a good impression. This work experience will look great on his CV!



Jack gets up early, has a shower and washes his hair. He puts on a clean shirt, some smart trousers and his best shoes. He was organized and got his clothes ready yesterday, so he gets dressed quickly and leaves at 7.45.



He needs to arrive at 9.00. The journey only takes about half an hour, but he decides to catch an early train. He wants to be punctual. He arrives at 8.15, so he goes to a café. Then he gets to the agency at 8.55. Perfect timing!



3 The manager, Helen, meets him in reception at 9.00 and takes him to meet the team. Jack smiles at everyone and introduces himself. He tries hard to be polite and to remember everyone's names. Then Helen shows Jack to his desk. He's sitting next to a web designer called Carlos. Carlos helps Jack to log onto his computer and shows him how to use the printer. Jack listens carefully and writes down all the important information.



At 10.00, Helen invites Jack to join a meeting. The agency is designing a website for a travel company. Jack keeps quiet during the meeting, but he writes down some questions to ask Helen afterwards. He wants to show that he's curious about web design and interested in the project.



At lunchtime, Jack's colleagues invite him to go the canteen with them. Jack wants to be sociable, so he goes with them. They ask him about his hobbies and his future plans. Jack asks them why they enjoy their jobs and what they did before they joined the agency. It's very interesting.



In the afternoon, Helen has to go and talk to a client. Jack has nothing to do. He knows he should be proactive, so he asks the rest of the team if he can help with anything. A web designer called Ruth asks Jack to read some text for a webpage and check it for mistakes.

It's the end of the day. Jack says goodbye to the other web designers and thanks them for looking after him. Then he goes to the manager's office. He wants to show that he's enthusiastic. He says that he really enjoyed his first day and that he's looking forward to coming back tomorrow.

3 Read the text again and complete the sentences.

1 It's Jack's first day of work experience in a _____.
2 He arrives at the company _____ minutes early.
3 Carlos shows him how to use his _____ and print documents.
4 During the meeting, Jack writes down some _____.
5 Jack has lunch in the _____ with the web designers.
6 In the afternoon, he _____ some text for mistakes.
7 Before he goes home, he talks to the _____ in her office.

4 Study the highlighted adjectives in the text and match them to the definitions.

a person who:

1 wants to know or learn about a subject _____
2 has a positive attitude and feels excited about something _____
3 decides to do things themselves and doesn't wait for other people to tell them what to do _____
4 shows respect to other people and has good manners _____
5 arrives on time _____
6 is good at planning tasks; thinks carefully about what they need to do and when _____
7 enjoys being with other people _____

5 Answer the questions using your own ideas.

1 Why doesn't Jack go straight to the office at 8.20?
2 Why does he write down important points in his notebook?
3 Why does he keep quiet during the meeting?
4 Why does he ask the web designers about their studies and past jobs?

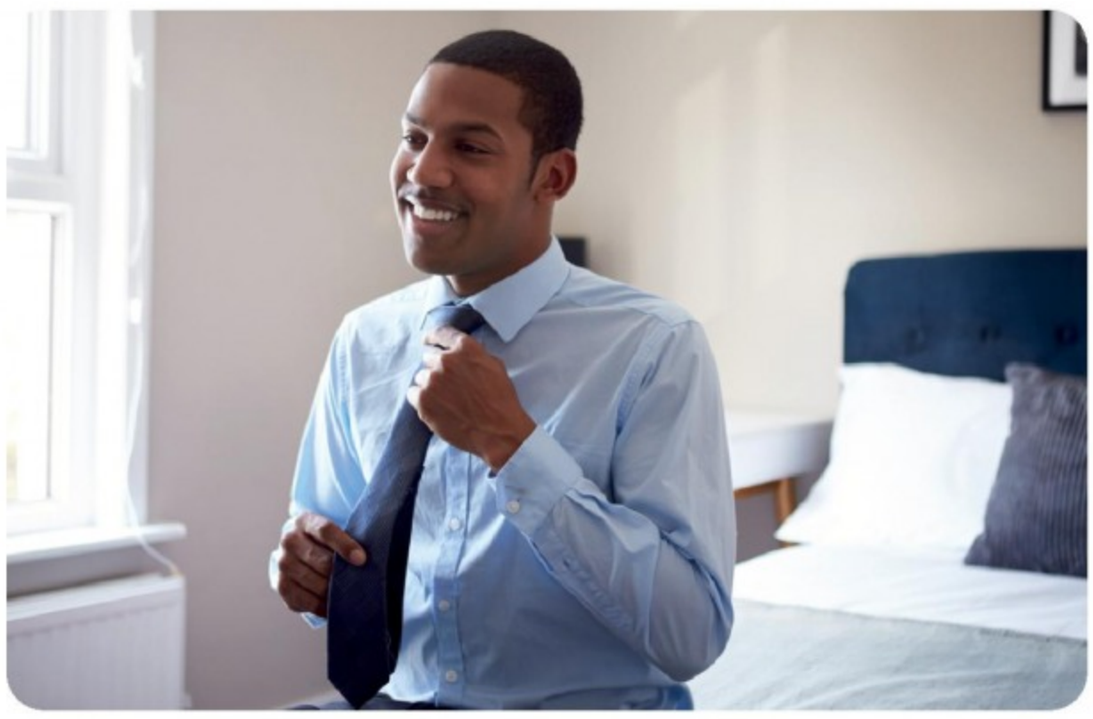
6 Work in pairs. What can you do to prepare for your first day at work? Think of three ideas. Then read the checklist. Does it mention any of your ideas?

Preparing for your first day at work

With some thought and planning, you can make a good impression and avoid making a bad one!

- **Do some research.**
  Find out about the organization. Look at their website and read any information they've sent you.
- **Get your clothes ready.**
  Decide what clothes you're going to wear and make sure they're clean.
- **Think about what to take.**
  It's a good idea to have a notebook and pen. An umbrella can be useful, too!
- **Prepare some questions.**
  Asking questions shows your employer that you're curious and want to learn.

7 PROJECT Work in groups. Prepare a presentation giving advice to students in your school on how to make a good impression at work. Use the ideas in the text, the checklist in exercise 6 and your own ideas. Then give your presentation to the class.



Assess your progress Workbook page 136

Video Making a good impression at work



Watch **Ruaridh**, **Aimee**, **Valentina** and **Louis** talking about their experiences at work.

10 Wanderlust

Reading and vocabulary

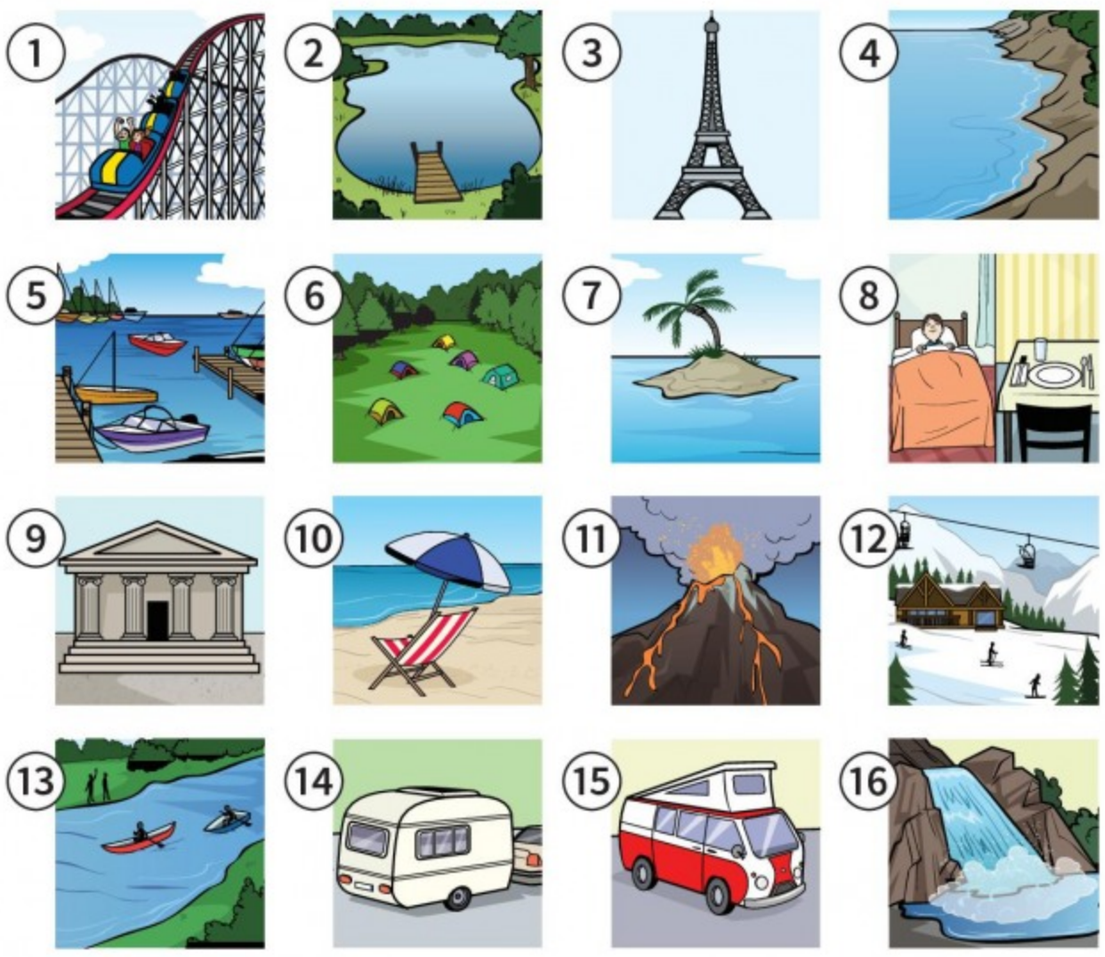
1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Why do people go on holiday?
2 What kinds of places do they go to?
3 What kinds of experiences do they hope to have?

Insight Holiday places

2 10.1 Match the places below to pictures 1–16. Then listen, check and repeat.

■ beach ■ bed and breakfast ■ camper van ■ campsite ■ caravan ■ coast ■ harbour ■ island ■ lake ■ river ■ ski resort ■ temple ■ theme park ■ tower ■ volcano ■ waterfall



3 Put the places in exercise 2 in the correct category. Sometimes more than one answer is possible.

1 historical monuments
2 natural places
3 places to stay
4 other places

4 10.2 Test your knowledge! Complete the sentences with words from exercise 2. Then listen and check.

1 Madagascar is an _____ 400 km from the coast of East Africa. It's famous for its amazing wildlife.
2 The Pantheon is a well-known _____ in Rome, Italy.
3 The most popular _____ in the world is Disneyland in Florida, USA.
4 The Burj Khalifa is a _____ in Dubai, in the UAE. At 828 m, it's the tallest building in the world.
5 Sydney _____ in Australia is the largest in the world and it's famous for its opera house.
6 Copacabana is a well-known _____ in Rio de Janeiro, Brazil. It's a great place to relax.
7 Krakatoa is a _____ in Indonesia. It last erupted in 1868.
8 Angel Falls in Venezuela is the world's highest _____. It's 979 m high.

DISASTER

For a lot of people, going on holiday means relaxing on a sandy beach, but for other people, that isn't enough. They want something different. They want to visit places in the world that have been the scenes of famous disasters. They want to understand what happened and they want to help make things better. Disaster tourism lets them do that.

Hurricane Katrina, New Orleans, USA

Hurricane Katrina hit the coast of Louisiana in the USA in August 2005. Nearly 2,000 people died, and millions lost their homes in the floods. One place, the Lower Ninth Ward in New Orleans, is still suffering the results of the hurricane. These days, you can take a tour of 'Lower Nine' – you stop at people's homes, talk to locals in restaurants and at the market, and chat to the kids at school, too. They will explain to you exactly what happened during Katrina, and the work people are now doing in the community. While you're there, you can actually become a volunteer and help people rebuild the homes in the neighbourhood!

The Black Summer Bush Fires, Australia

In the summer of 2019–2020, bush fires destroyed 20% of Australia's forests and killed 34 people. Wherever you live in the world, you can volunteer on farms and in villages and small towns to help people who lost their property. Blaze Aid is a volunteer organization that works with families and individuals in many different locations in rural Australia. You can help rebuild things like fences and other structures with them. But it wasn't just people who suffered. In total, over a billion animals and birds died during the Black Summer. To help Australia's wildlife, you can get in touch with organizations like the Koala Hospital in New South Wales. You can help animals like koala bears, kangaroos and possums in the countryside that was so badly damaged by fire.

Eyjafjallajökull Volcano, Iceland

In 2010, there was an enormous volcanic eruption in Iceland. There were no deaths, but it caused huge problems both on the island and around the world. Many local people had to leave their homes because of the danger of flooding. The eruption also created an enormous ash cloud. Airlines cancelled almost all flights in Europe for over a week, and thousands of people couldn't fly anywhere. People waited at ports and at harbours on the coast to try to travel by ferry instead. These days, you can visit the site of the eruption. You can even go up to the crater and ice cap at the top by snowmobile. Visiting the crater isn't the only incredible thing you can do. Don't miss going for a walk on a beautiful beach on the south coast – it's completely black because of past eruptions!

TOURISM



5 **Read the article and match places 1–3 to photos A–C. What was the natural disaster in each case?**

1 Australia 2 Iceland 3 the USA

6 **Read the article again. Match the places to the sentences. Some sentences match more than one place.**

1 You can do volunteer work there.
2 You can help people and animals.
3 The disaster affected a very large area.
4 You can get to know people in the local community.
5 Nobody died during the disaster.
6 The disaster is the most recent.

7 **REACT** **Which of the three holidays would you most and least like to go on? Why? Is it strange to want to visit places where disasters happened? Why / why not?**

Insight Prepositions of place: *in*, *on* and *at*

8 **Study the highlighted words in the article. Do we use *in*, *on* or *at* with them? Add them to the table.**

in	[1]the world, _____
on	[2]holiday, _____
at	[3]people's homes, _____

9 **Complete the text with *in*, *on* or *at*.**

I live [1]_____ Barcelona, [2]_____ Spain. It's [3]_____ the Mediterranean coast and it's one of the most popular places [4]_____ the world for tourists. About 32 million people come here [5]_____ holiday every year. They spend a lot of money [6]_____ the city, but they cause problems, too. We're losing our identity a little bit. For example, when the cruise ships arrive [7]_____ the port, all you can hear people speak is English! And because of the tourists, food and houses are very expensive for local people. Most customers [8]_____ the food markets and [9]_____ the restaurants are tourists. Some families are moving to other places [10]_____ the countryside. Every year, there are fewer students [11]_____ my school. It's so sad.

10 **TASK** **Work in pairs. Go online and research other places where you can combine volunteer work and tourism either in your country or abroad. How can volunteers help the local people and / or the environment? What do they get from the experience? Prepare a short presentation to tell the class about what you found out.**

Vocabulary extra › Types of holidays › page 143

Assess your progress Workbook page 89

Grammar Present perfect: affirmative and negative

1 WHAT DO YOU THINK? Work in pairs. Look at the photos and the title in the article below. What do you think the two people have in common?

2 Read the article and check your answer to exercise 1.

LIFE IS AN ADVENTURE

In this week's special report, we focus on Namira Salim and Alyssa Azar – two women who have become great adventurers. They haven't won any races, but they have broken records and they have taken some huge risks*. They have achieved the most fantastic things in their lives, and they have done them in some very remote* places. Perhaps they will inspire you to make a life-changing trip one day!

Glossary
* risks = situations that might be dangerous
* remote = far away; not easy to get to
* mountaineering = the sport or activity of climbing mountains

NAMIRA SALIM



Namira is a Pakistani explorer and artist. She has done some amazing things and she has seen some incredible places. She has explored many remote parts of the world. For example, she has travelled to both the North and South Poles, and she has skydived over Mount Everest – in fact, she was the first Asian to do this. But she hasn't stopped there! She has her own website and she is also a singer, an artist and a trained astronaut! She has worked with Richard Branson and Virgin Galactic, and she hopes to become the first Pakistani to travel into space.



ALYSSA AZAR

Like Namira, Alyssa has done some incredible things and she has been in some very dangerous situations. She is from Australia and started her amazing adventures when she was just eight years old. She has been to many different countries, but her greatest achievement is her mountaineering*. She has climbed Everest, the world's highest mountain, not once but twice! And she has reached the top from both sides – the south side and the more difficult north side. She is the youngest woman to do this. To tell her story, she has started a podcast called *Girls Can Do Scary Things Too*, and she has also written a book called *The Girl Who Climbed Everest* – you should definitely read it!

3 Work in pairs. Read the article again and answer the questions.

1 What places have Namira and Alyssa travelled to?
2 What incredible things have they achieved?

4 REACT Whose achievements are the most impressive? Why? Would you like to go on an adventure like Namira and Alyssa? Why / why not?

5 Complete the sentences from the article.

1 They _____ any races.
2 They _____ the most fantastic things in their lives.
3 She _____ many remote parts of the world.
4 But she _____ there!

Grammar Insight

6 Study the sentences in exercise 5. Choose the correct words to complete the rules.

a We use the present perfect to talk about experiences. We **say** / **don't say** when the events happened.
b We form the present perfect with the present simple form of ***be*** / ***have*** + past participle.
c The past participle of regular verbs is the same as their **past simple** / **present simple** form.
d We form the negative with ***weren't* or *wasn't*** / ***haven't* or *hasn't*** + past participle.

For further reference and practice › Workbook › page 110

7 Complete the sentences with the present perfect form of the verbs in brackets.

1 I _____ (not talk) to Namira Salim, but I _____ (look) at her website.
2 Namira _____ (not climb) to the top of Everest.
3 She _____ (design) some very beautiful pieces of jewellery.
4 Alyssa _____ (visit) the Himalayas four times in total.
5 She _____ (experience) an avalanche and an earthquake in the mountains.
6 She _____ (not travel) to the North or South Poles.

Grammar Insight

8 Match the highlighted irregular past participles in the article to the verbs below. Then answer the questions.

■ be ■ become ■ break ■ do ■ go ■ see ■ take ■ win ■ write

1 Which two verbs have the same past participle?
2 *Go* can have two past participles. What's the difference in meaning between these sentences?
Ollie **has gone** to France. He'll be back next week.
Ollie **has been** to France. He says it's a lovely country.

For further reference and practice › Workbook › page 110

9 Complete the text about famous sportspeople. Use the present perfect form of the verbs in exercise 8. There is one verb you do not need.



I [1]_____ some great sportspeople on television, but my favourite sporting legends are Roger Federer and Lionel Messi. They are very different, but they [2]_____ part in some of the most exciting matches in living memory.

Federer, from Switzerland, is one of the greatest tennis players ever. He [3]_____ 20 Grand Slam singles titles – the most in history for a male player. He [4]_____ a sporting legend. Many people [5]_____ books about him.

In the world of football, Messi is also a legend. He [6]_____ many records. For example, he [7]_____ a winner of the Ballon d'Or award more often than any other player – six times in total! Outside football, he [8]_____ a lot of charity work to help children around the world.



10 10.3 Listen to Sophie and Paul. What does Sophie want to do? Does Paul want to do it, too?

11 10.3 Listen again and choose the correct words.

1 Sophie has **read** / **watched a film** about long cycling trips.
2 Amaya and Eric have travelled **12,000** / **120,000** km by bike.
3 They've been to **19** / **93** countries.
4 They **have** / **haven't** been to every continent on the planet.
5 They've cycled from Europe to **South America** / **South Africa**.
6 They've done a lot of **camping** / **skiing**.
7 They've spent six **months** / **years** on their bikes.
8 They've had problems with the **cars on the road** / **weather**.
9 They've had a really bad day in a **desert** / **rainforest**.
10 They've **seen** / **climbed** the Andes Mountains.

12 TASK Work in pairs. Tell your partner six surprising facts about your life experiences, including three that are not true. Your partner guesses which ones are false. Use the present perfect form of the verbs below or your own ideas.

■ be ■ break ■ climb ■ cycle ■ go ■ have ■ learn ■ see ■ take ■ win ■ write

I've been to Germany. | False! | No, it's true. I've been to Berlin on holiday.

Assess your progress Workbook page 89

Reading and vocabulary

1 WHAT DO YOU THINK? Where do most people you know go on holiday? Do they go somewhere in their own country or do they travel abroad to a different country? Why?

2 Work in pairs. Do the USA quiz.

3 Read the blog post. Check your answers to the quiz in exercise 2. Are any of the answers surprising?

4 Read the blog post again and choose the best state for these tourists.

1 I like exploring under the sea. _____
2 I love empty, remote places. _____
3 I'm interested in UFOs. _____
4 I love wildlife and theme parks. _____
5 I like places with lots of interesting geographical features. _____
6 I'd like to know more about the history of the USA. _____
7 I want to see traditional dances. I hate boats and planes. _____
8 I love unusual museums, tours and trips. _____

GS Global skills Culture

5 Work in pairs and discuss the questions.

1 What are your answers to the questions at the end of the blog post?
2 Is it a good idea to go on holiday to other countries? Why / why not?
3 What do you think you can you learn from travelling to other countries?

Strategy Recognizing varieties of English

Remember that different varieties of English – British, American, Indian, Australian, etc. – use different words, expressions and spelling, e.g. *travelled* (British English), *traveled* (US English). A good dictionary will tell you what variety of English a word is.

V Insight American English

6 10.4 **Read the strategy. Match the highlighted American English words in the blog post to the British English words below. Then listen and check.**

■ autumn ■ cinema ■ flat ■ holiday

7 10.5 **Match the American English words in A to the British English words in B. Use a dictionary to help you. Then listen and check.**

A ■ candy ■ eraser ■ fries ■ garbage ■ pants ■ soccer ■ sneakers ■ sweater

B ■ chips ■ football ■ jumper ■ rubber ■ rubbish ■ sweets ■ trainers ■ trousers

USA QUIZ TRUE OR FALSE?

1. New York is nearer to Moscow than to Hawaii.
2. The world's hottest place is in the USA.
3. California is bigger than Germany.
4. There aren't any coral islands or rainforests in the USA.
5. Surfing started in the USA, in Florida.
6. There are polar bears in Wyoming.

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Staycation USA!

When a recent survey asked Americans, 'Have you ever been outside the USA?', 40% of us answered, 'No, we haven't.' Only 42% of us have a passport – compare that with 76% of people in the UK. But do our stay-at-home travel habits make us unadventurous or stupid? Of course not! The USA is a similar size to Europe, so it takes a long time to explore. I love travel and adventure, but I've never left my own country as there's so much to see here. Have you ever visited these states? They're my favorites for a vacation.

Wyoming

Yellowstone National Park is here, with its famous geyser, Old Faithful. The geyser throws hot water 40 meters into the sky every 90 minutes. It's amazing! You can also go to Wind River Reservation and enjoy the exciting dancing, powerful drumming and colorful clothes of a Native American pow-wow.

California

California is bigger than Germany. It has beach towns, ski resorts, toy museums and tours to look for alien spaceships. My favorite places are Hollywood's Chinese Movie Theater, Death Valley (the world's hottest place!) and an underground rafting trip in an old gold mine.

Alaska

It's the USA's biggest state. There aren't many people, the winters are long and cold, but it's a great place for wildlife and adventure. You can go climbing and whale-watching. I've never seen any of Alaska's polar bears, but I hope to see some next time I visit.

Hawaii

These Pacific islands are further from my apartment in New York than Moscow! There are fantastic volcanoes, rainforests, waterfalls, sandy beaches and rocky coasts. I love Hawaiian traditions like *lei* flower necklaces and *hula* dancing, and it's where surfing comes from!

Massachusetts

The name of this state means 'Great Hill' in a Native American language. In the fall, the bright colors of the leaves are beautiful. The USA's fight for independence from Britain started here in the 18th century, in Boston. I've done some interesting historical city tours.

Florida

Florida's Everglades have got amazing wildlife, like alligators, cougars and manatees. Disney World in the city of Orlando is fun, too – it's the world's most popular theme park. But my favorite place is the Florida Keys, a group of coral islands. The scuba diving there is amazing!

What about you? Have you seen many interesting places in your country? Have you ever traveled abroad? Which countries have you visited?





8 **Change the sentences from British to American English. Use the words in exercises 6 and 7 and the blog post to help you.**

1 I eat a lot of sweets and my favourite meal is a burger with chips.
2 I'm a big football fan. I know a lot about all the players and teams.
3 We live in a top floor flat, so taking out the rubbish is a real pain!
4 I feel the cold a lot in winter, so I usually wear boots, not trainers.
5 My family take a holiday every autumn.
6 I like to go to the cinema as often as I can.

9 **Which sentences in exercise 8 are true for you? Change any false sentences to make them true for you.**

Grammar — Present perfect: questions and short answers; *ever* and *never*

10 **Match the questions to the short answers.**

1 **Have** you **seen** many interesting places in your country?
2 **Has** your brother **been** abroad?

a No, he **hasn't**.
b Yes, I **have**.

Grammar Insight

11 **Study the questions and short answers in exercise 10. Complete the rules.**

a We make present perfect questions with _____ / _____ + subject + past participle.
b We make present perfect short answers with *Yes* + subject + *have / has* or *No* + subject + _____ / _____ .

Further reference and practice › Workbook › page 111

12 **Work in pairs. Complete the questions with the present perfect form of the verbs below. Then write short answers.**

■ go ■ have ■ meet ■ organize ■ teach

1 _____ (you) any American people? _____
2 _____ (your parents) jobs in other countries? _____
3 _____ (your English teacher) you any other languages? _____
4 _____ (you and your friends) on holiday together? _____
5 _____ (your school) trips to English-speaking countries? _____

Grammar Insight

13 **Study the underlined sentences in the blog post. Choose the correct words to complete the rules.**

We often use *ever* and *never* with the present perfect to talk about experiences.
a We use *ever* in **questions** / **affirmative sentences**.
b *never* gives a sentence a(n) **affirmative** / **negative** meaning.
c *ever* and *never* go **before** / **after** the past participle.

For further reference and practice › Workbook › page 111

14 **TASK** **Work in pairs. Ask and answer questions about these things. Use the present perfect with *ever* and *never*.**

1 break a bone
2 live in another place
3 learn to ride a horse
4 write a poem
5 cycle more than 20 km in one day
6 win a prize or a competition

Have you ever lived in another place?

Yes, I have. I've lived in three different places.

Assess your progress Workbook page 89

10D Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 What is your favourite form of transport? Why do you like it?
2 Do you like travelling by train? Why / why not?
3 Look at the photos below. What do you know about the Trans-Siberian Railway?







Travel itinerary

Matt Higgins

1 July
Train leaves from
1 _____

3 July
Train arrives in
2 _____

3–5 July
Two nights in Stravinsky
3 _____

11 July
Train arrives in
4 _____

Number of new countries:
5 _____

2 10.6 Listen and complete Matt's travel itinerary.

Strategy Taking notes

- When you listen, don't try and write everything somebody says – you won't have time.
- Only write the key ideas and words, e.g. a number, a verb, a noun or an adjective.
- When you have finished listening, use your notes to write full sentences later. But don't wait too long or you'll forget what your notes mean!

3 10.6 Read the strategy. Why has Matt decided to travel by train? There are five reasons. Listen again and take notes. Then write your notes as full sentences for each reason.

V Insight Travel collocations

4 10.7 Match verbs 1–7 to nouns a–g to make travel collocations. Then listen, check and repeat.

1 catch / miss	a your holiday
2 book	b your bag
3 buy	c abroad / away
4 stay	d a postcard
5 pack	e the train
6 send	f souvenirs
7 go	g in a hotel

5 10.8 Complete the travel advice with the collocations in exercise 4. Then listen and check.

Home | Hotels | Things to do | More Search

Travel advice

1 _____ early to get the best price.
2 Write a list before you _____. You don't want to leave anything at home.
3 Get to the train station early so you don't _____.
4 When you _____, sit next to the window and enjoy the view.
5 _____ with good food and a view of the beach.
6 When you _____, respect the local traditions.
7 Don't _____ at the first shop. Look for the best bargains.
8 _____ to your friends and tell them your holiday news.

6 Work in pairs. Talk about your holidays using the travel collocations in exercise 4. Which things do you do on holiday? Which have you never done?

I don't stay in hotels on holiday. We usually stay in an apartment. What about you?

My family always stays in hotels when we go on holiday. I like chilling out by the swimming pool.

Vocabulary extra › Holidays: phrasal verbs › page 143

Speaking Tourist information



7 Work in pairs. Look at the photos. Where are these places? Do you know their names?

8 10.9 Listen to the dialogue. Are the people talking about the place in photo A or photo B?

9 10.9 Complete the phrases from the dialogue. Then listen again and check.

Asking for information	Asking for permission
I'd [1]_____ some information about ….	[5]_____ take photos?
[2]_____ time does it open / close?	Is [6]_____ possible to … ?
How [3]_____ do tickets cost, please?	**Giving or refusing permission**
Is there a discount [4]_____ students?	Yes, [7]_____ course.
	[8]_____ afraid not.

10 10.10 **Complete the dialogue with questions a–f. Then listen and check.**

a Is there a discount for students?
b How much do tickets cost, please?
c Is it possible to have lunch inside?
d Can I help you?
e Can I book online?
f What time does it open?

Tourist officer Hello. [1]____
Matt Yes, please. I'd like some information about visits to the Summer Palace. [2]____
Tourist officer In summer, it opens at half past eight and closes at five.
Matt [3]____
Tourist officer 30 yuan.
Matt [4]____
Tourist officer Yes, there is. It's 15 yuan for students, and it's free for children under six.
Matt Can we go into all the attractions?
Tourist officer I'm afraid not. Those tickets are more expensive. They're 60 yuan for adults, but there are some really interesting things to see.
Matt [5]____
Tourist officer Sorry, there isn't a café, but there are places to eat just outside the gates.
Matt Oh, OK. And one more thing. [6]____
Tourist officer Yes, of course. That's a good idea because you avoid the queue!

11 **Read the dialogue again. Underline more ways of asking for permission and giving or refusing permission. How does the tourist officer offer to help?**

GS Global skills Giving reasons

When someone asks you a *yes / no* question, it's a good idea to explain why and give a reason. It helps people understand situations better. You can say:
Yes, of course. That's a good idea because … *I'm afraid not. Those tickets are more expensive.*

12 **TASK** **Work in pairs. Study the table and role play two dialogues using phrases from exercises 9 and 10. Student A, you start. Ask about the Great Wall of China. Then swap roles. Student B, ask about the Temple of Heaven.**

	Great Wall of China	The Temple of Heaven
Price	Adults: 45 yuan Students: 25 yuan	Adults: 35 yuan Students: no discount
Hours	6.00 a.m. to 6.30 p.m.	8.00 a.m. to 6.00 p.m.
Guided tours	✓	✓
Café	✗	✗
Stay the night	✓	✗

Assess your progress Workbook page 89

10E Writing A profile

1 Work in pairs and discuss the questions.

1 Do you have a hero? Who is it and why?
2 Why are heroes important for people?

2 Read the profile of Simon Reeve. Do you think you would like to watch his TV programmes? Why / why not?

Writing Insight Linking words: *so*, *because*

3 Study the language box under the profile. Choose the correct words to complete the rules.

4 Complete the sentences with *so* or *because*.

1 Simon didn't grow up in a rich family, _____ he didn't go on expensive holidays.
2 Simon couldn't go to university _____ he didn't do well in his exams at school.
3 Simon was successful on TV _____ he knew a lot about travelling.
4 He got malaria _____ he forgot to take the right medicine.
5 Mogadishu in Somalia is a very dangerous city, _____ Simon was frightened.
6 He was scared on the roads in India _____ people didn't drive very carefully.
7 The Burmese government didn't want him in Burma, _____ he went there secretly.
8 He travels a lot, _____ he doesn't spend much time at home in London.

5 Read the strategy. Then read Simon's profile again and underline examples of the three tenses.

Strategy Choosing the right tense

- Use the present simple for facts, situations and routines in the present.
- Use the past simple for events at a definite time in the past (e.g. *last year* or *when I was younger*).
- Use the present perfect to talk about experiences. Remember that we don't mention when the event happened because we don't know or because the time isn't important.

6 Complete the sentences about different people's travels with the correct form of the verbs in brackets.

1 Wendy _____ (eat) snake when she was in Vietnam, but at home in London, she _____ (eat) pasta.
2 Kevin _____ (go) to Egypt in 2021 and he _____ (visit) friends in Bali, Indonesia, a few months ago.
3 Emir _____ (climb) Mount Everest and he _____ (swim) from France to Britain!
4 Abi _____ (love) adventure and she _____ (go) on lots of exciting holidays.
5 Ramón _____ (never / see) a tiger in the wild, but he _____ (see) lots of lions.
6 Kirsten _____ (take) some beautiful wildlife photographs last summer.

Profile

My hero: Simon Reeve

My hero is the TV presenter Simon Reeve. Simon was born in 1972 and grew up in London. When he left school, he got a job at a newspaper and soon, he started writing news stories. It was the start of a successful media career.

Simon has made a lot of interesting TV travel programmes. He has been to more than 110 countries, so he has met a lot of different people and animals. He has had fishing lessons from the President of Moldova, been hunting with an African tribe and eaten sheep's eyeballs.

He has also written great books about his travels, and on more serious subjects, like terrorism. He has had malaria and works hard to protect other people from the disease. He also does a lot of work for the environmental charity WWF (World Wide Fund for Nature).

I really admire Simon Reeve because his programmes show you amazing places and also teach you about the lives of ordinary people around the world. A lot of people don't leave their hotel when they go abroad, so they don't learn much about where they are. Simon shows us a more interesting way to travel and learn about the world.



so*, *because

1 Use *so* to express **reason** / **result**.
*He has been to more than 110 countries, **so** he has met a lot of different people and animals.*
2 Use *because* to express **reason** / **result**.
*I really admire Simon Reeve **because** his programmes show you amazing places.*

Writing your profile

Write a profile of your hero.

PLAN **Choose a hero or heroine who is alive today and make notes about their life. Think about these things.**

1 name, job
2 year of birth, early life, education
3 first job, career
4 achievements, experiences, charity work
5 why you admire them

PLAN **Organize your ideas into paragraphs.**

Paragraph 1: short introduction, early life
Paragraph 2: main achievements
Paragraph 3: other work and achievements
Paragraph 4: summary: why you admire them

WRITE **Write your profile. Use the strategy and your plan to help you. Remember to use linking words.**

REVIEW **Check your spelling, grammar and punctuation.**

Assess your progress Workbook page 89

Review 10

Vocabulary

1 Choose the correct words.

Maine is a state [1]**in** / **on** / **at** the north-east of the USA. Many Americans go there [2]**in** / **on** / **at** holiday to eat seafood, especially lobsters. Most people eat the lobsters in restaurants [3]**in** / **on** / **at** the coast, but others cook them [4]**in** / **on** / **at** home. You can buy them [5]**in** / **on** / **at** the harbour market [6]**in** / **on** / **at** Portland. The market is near the airport and some people take the live lobsters home [7]**in** / **on** / **at** the plane. I hope they never escape!

Marks ___ / 7

2 Change the American English words in bold to British English.

1 He's bought a new **apartment**. _____
2 Can you take out the **garbage**? _____
3 Do you want ketchup on your **fries**? _____
4 I need some new **pants**. _____
5 Why don't you put on a **sweater**? _____
6 We're going on **vacation** soon! _____

Marks ___ / 6

3 Complete the verbs in the sentences.

1 I always p_____ my bag the day before I travel.
2 We were late, so we m_____ our plane.
3 Do you s_____ your friends a postcard when you go away?
4 When you go to Spain, are you going to s_____ in a hotel or with your cousins?
5 Did you b_____ any souvenirs for your friends and family while you were in Wales?
6 My mum often g_____ abroad on business.
7 We need to c_____ the train at eight o'clock.

Marks ___ / 7

Grammar

4 Complete the dialogue with the present perfect form of the verbs in brackets.

Dino [1]_____ (you / ever / go) on an activity holiday, Mary?
Mary Yes, I [2]_____. Many times.
Dino What sports [3]_____ (you / do)?
Mary Well, I [4]_____ (surf) and I [5]_____ (dive). But I [6]_____ (not try) water skiing.
Dino Is surfing easy?
Mary Not really. I [7]_____ (fall) off the board many times. My brother is better than I am.
Dino Which sports [8]_____ (he / do)?
Mary He [9]_____ (try) most sports. He'd really like to go kitesurfing, but he [10]_____ (not have) time. He's really busy!

Marks ___ / 10

5 Complete the text with the present perfect form of the verbs below.

■ become ■ not compete ■ do ■ have ■ hear ■ rescue ■ spend ■ not stop ■ travel ■ not win

[1]_____ (you / ever) of Roz Savage? She is a famous British explorer. She [2]_____ in the Olympics and she [3]_____ any important races, but this British rower [4]_____ something unique in her sport. She [5]_____ the first woman to row alone across the world's three biggest oceans: the Atlantic, Pacific and Indian oceans. She [6]_____ over 25,000 km and [7]_____ over 500 days at sea, all in a 7 m long rowing boat. Of course, she [8]_____ some problems. Twice, people [9]_____ her and brought her back to safety, but these problems [10]_____ her.

Marks ___ / 10

Total ___ / 40

Listening

1 10.11 **Listen and choose the correct answers.**

1 Listen to an announcement. What number is the new gate?
a B7 **b** B10 **c** B28

2 Listen to a dialogue between two friends. What did the boy do on holiday?
a did sports
b visited monuments
c sunbathed

3 Listen to a dialogue at a hotel reception. How many nights is the man going to stay?
a one **b** two **c** three

4 Listen to a tour guide. What will the class do at the last stop this afternoon?
a visit something
b buy something
c eat something

5 Listen to a dialogue in a taxi. Where is the passenger staying?
a at the Hotel Hilton Paddington
b at the Hotel Hilton Trafalgar
c at the Hotel Hilton Metropole

Speaking

2 Work in pairs. You are phoning an activity holiday centre to ask for some information. Prepare a dialogue. Follow these steps.

- Say why you are phoning.
- Ask about which activities and sports you can do.
- Ask about the opening hours.
- Ask about the price.
- Ask about a group discount.

Reading

3 Read the article. Match headings a–f to paragraphs 1–5. There is one heading that you do not need.

a The social media poster
b The package tourist
c The nature lover
d The excitement seeker
e The slow traveller
f The culture fan

4 Read the article again. Match sentences a–h to the types of traveller 1–5. You can use each type of traveller more than once.

a They're excited about their plans for the future.
b They like finding out about the history of the places that they visit.
c They're interested in water sports.
d They like meeting people from the place that they are visiting.
e They don't want to do very much when they go away on holiday.
f They don't often leave their hotel.
g They want to look after the planet.
h They enjoy being very active.

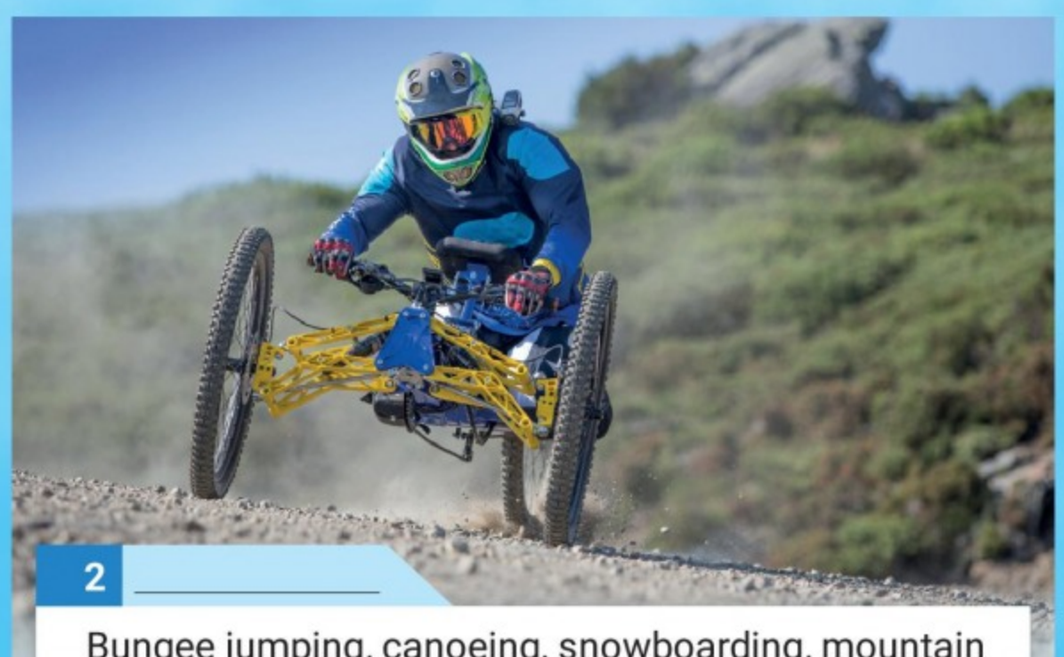
What type **of traveller** are you?

Everyone travels for different reasons. Which of these traveller descriptions fits you best?



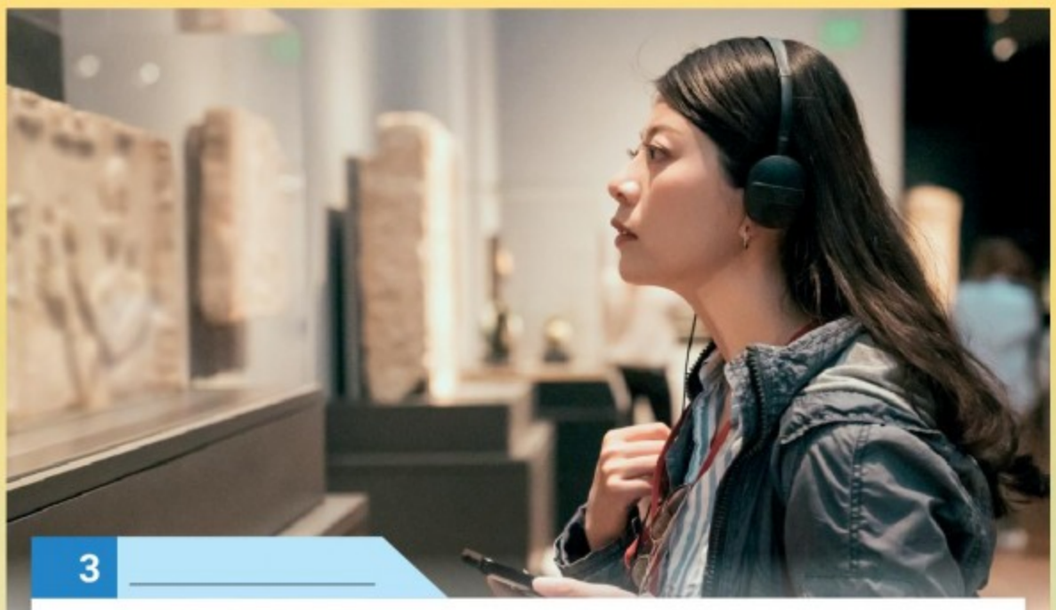
1 _____

A company organizes your holidays for you. You travel by plane and stay in a hotel in a tourist resort. You sometimes go to the nearest beach or buy souvenirs in the local town, but most of the time, you lie in the sun next to the hotel swimming pool. The hotel is safe and your holiday is easy. It isn't really a holiday if you can't take a break and be lazy.



2 _____

Bungee jumping, canoeing, snowboarding, mountain biking ... there are a lot of fun activities to try and your holiday is always too short to fit everything in. Seas, rivers, mountains and waterfalls are all like a playground for you. Every day is busy, and the best days are the ones with the highest climbs, the biggest jumps and the fastest speeds. Doing scary things makes you feel alive!



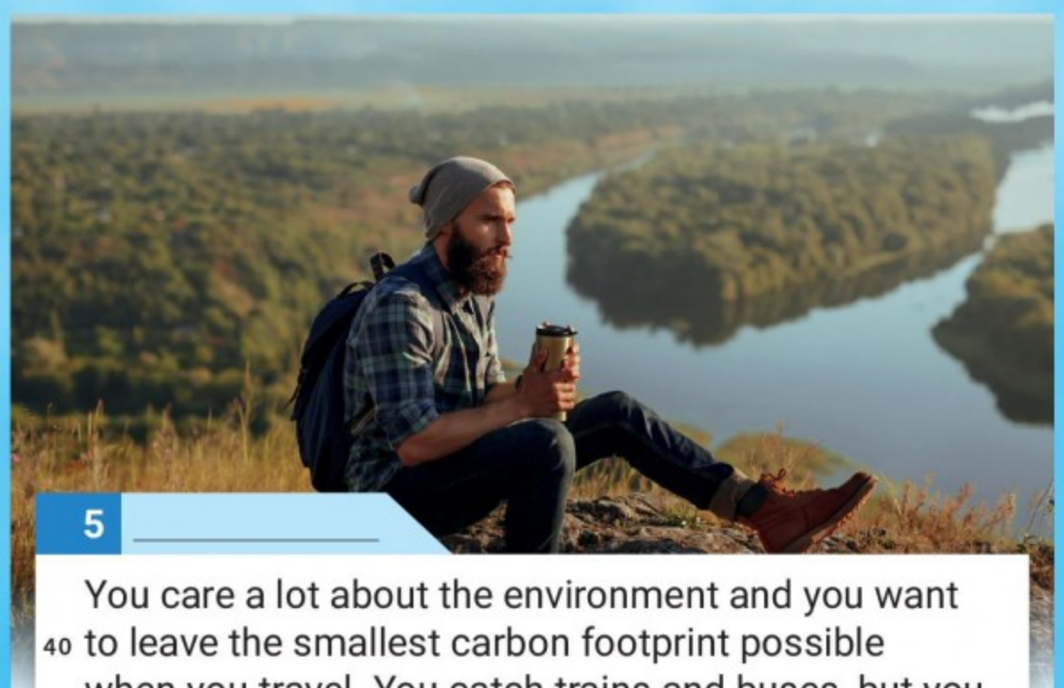
3

Cities have a lot of things to keep you happy. In the day, you like visiting historical museums and sights, and seeing the work of your favourite artists and architects. In the evening, you enjoy going to the theatre or to a dance show or concert. You try to use the local language as much as possible, too, and eat the very best local food. When you arrive home, you have learned a lot – and that's why you travel.



4

You've been to a lot of famous sights. And have you learned much about these places or met many local people there? No, of course you haven't, but that's not important! At every sight, you've taken a great selfie to share with your friends online, and you'll always have those photos. Your next trip is going to take you to five capital cities in six days, and you can't wait!



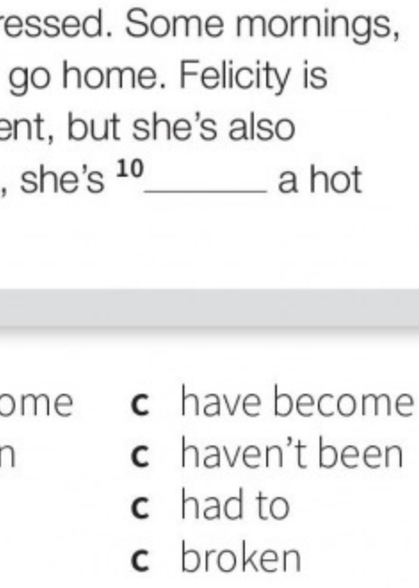
5

You care a lot about the environment and you want to leave the smallest carbon footprint possible when you travel. You catch trains and buses, but you don't travel by plane or car. When you can, you walk or cycle. This gives you more time to get to know a place and the people who live there. Interesting conversations and unexpected adventures are all part of the experience. You can't understand travellers who are always in a hurry.

Grammar and vocabulary

5 Read the text and choose the correct answers.

A great achievement



Felicity Ashton [1]_____ the first person in the world to ski alone across Antarctica. But her journey [2]_____ easy. She [3]_____ pull all of her equipment through the ice and snow for 1,084 miles. She also had problems with the lighters she used for cooking because they [4]_____ . She only had [5]_____ matches for the 59-day expedition, so she was very [6]_____ after that. But Felicity says that [7]_____ thing was being alone. She [8]_____ another person for three weeks and so she got very depressed. Some mornings, she just wanted to [9]_____ and go home. Felicity is very happy about her achievement, but she's also very tired. When she gets home, she's [10]_____ a hot shower and a good long rest.

1	**a** becomes	**b** has become	**c** have become
2	**a** hasn't been	**b** not been	**c** haven't been
3	**a** has to	**b** should	**c** had to
4	**a** break	**b** broke	**c** broken
5	**a** a few	**b** a little	**c** many
6	**a** care	**b** careful	**c** carefully
7	**a** worse	**b** worst	**c** the worst
8	**a** didn't see	**b** doesn't see	**c** hasn't seen
9	**a** come up	**b** give up	**c** set up
10	**a** having	**b** will have	**c** going to have

Writing

6 Think about the article again and decide what type of traveller you are. Imagine you are on holiday for a week. It is now day four of your trip. Write an email to a friend and tell them about the trip. Include this information:

- where you are now.
- what you have experienced: transport, activities, people, sights, etc.
- what you liked most about the first half of your trip.
- what you are going to do later in the week.
- what you are looking forward to most.

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Vocabulary extra Welcome

Countries and nationalities

1 **Match the countries to flags 1–30.**

___ Argentina
___ Australia
___ Belgium
___ Brazil
___ Canada
___ China
___ the Czech Republic
___ Egypt
___ France
___ Germany
___ Hungary
___ India
___ Ireland
___ Italy
___ Japan
___ Kenya
___ Mexico
___ Morocco
___ the Netherlands
___ New Zealand
___ Poland
___ Portugal
___ Russia
___ Slovakia
___ South Africa
___ Spain
___ Thailand
___ Turkey
___ the UK
___ the USA



2 **SPEAKING** **Work in pairs. Describe a flag. Your partner guesses the country.**

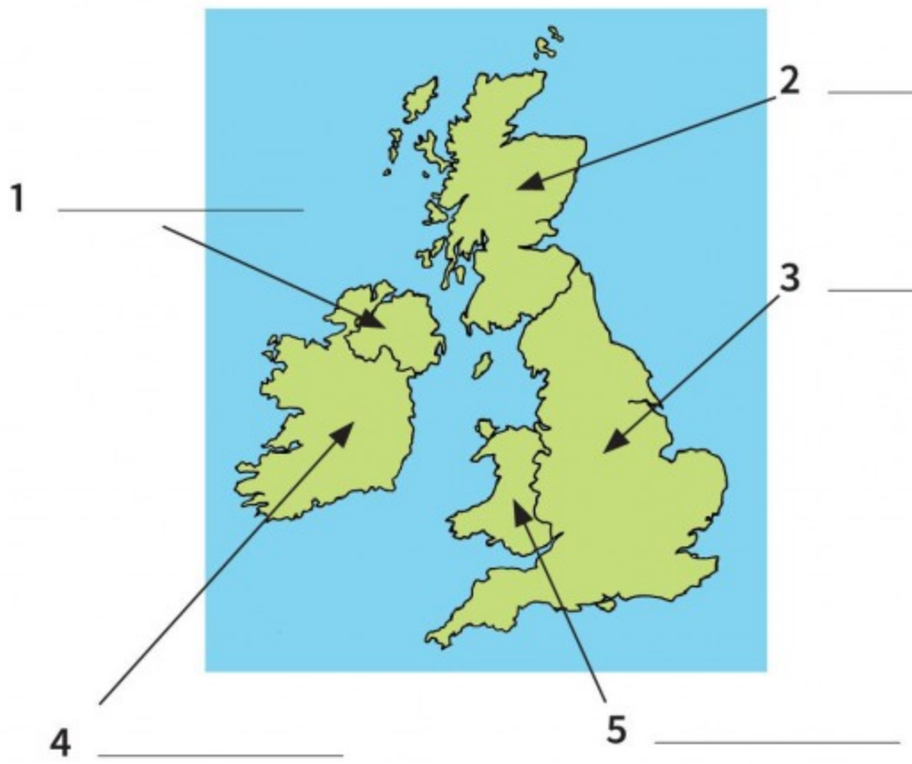
It's red, white and blue.
Is it Australia?
No, it isn't.
Is it the UK?
Yes, it is.

3 **Complete the sentences with the correct nationalities.**

1 Adrien is from Brussels. He's B_ _ _ _an.
2 Mehmet is from Ankara. He's T_ _ _ish.
3 Kaitlyn is from Ottawa. She's C_ _ _ _ian.
4 Phim is from Bangkok. She's T_ _ _.
5 Tomas is from Prague. He's C_ _ _ _.
6 Ahmed is from Cairo. He's E_ _ _ _ian.
7 Steffi is from Warsaw. She's P_ _ish.
8 Diego is from Buenos Aires. He's A_ _ _ _ _ _ _ian.
9 Katia is from Bratislava. She's S_ _ _ _ _ _ _n.
10 Helena is from Amsterdam. She's D_ _ch.
11 Vicente is from Mexico City. He's M_ _ _ _an.
12 Amani is from Nairobi. He's K_ _ _ _n.
13 Marika is from Budapest. She's H_ _ _ _ _ ian.
14 Paul is from Wellington. He's a New Z_ _ _ _ _ _ _er.
15 Laila is from Rabat. She's M_ _ _ _ _an.

4 **Match the countries below to places 1–5 on the map.**

■ England ■ Ireland ■ Northern Ireland ■ Scotland ■ Wales



5 **Complete the sentences with the nationalities of the countries in exercise 4.**

1 Tara is from Dublin. She's I_ _sh.
2 George is form London. He's E_ _ _ _sh.
3 Seren is from Cardiff. She's W_ _sh.
4 Alex is from Edinburgh. He's S_ _ _t_sh.

Colours

1 Label the colours with the words below.

■ black ■ blue ■ brown ■ green ■ orange ■ pink
■ purple ■ red ■ white ■ yellow



1 _____ 2 _____ 3 _____



4 _____ 5 _____ 6 _____

7 _____ 8 _____ 9 _____ 10 _____

2 Label the photos with the colours from exercise 1 and the words below.

■ banana ■ book ■ bus ■ cat ■ door ■ dress
■ horse ■ pen ■ leaf ■ watch



1 a _____



2 a _____



3 a _____



4 a _____



5 an _____



6 a _____



7 a _____



8 a _____



9 a _____



10 a _____

3 SPEAKING Work in pairs. Ask and answer questions about the colour of things you can see.

What colour is your book?

It's red. What colour is the door?

The time

1 Order the times on the clock.

____ twenty to seven
____ quarter to seven
____ five to seven
____ quarter past six
____ twenty-five past six
____ five past six
____ twenty-five to seven
____ ten past six
1 six o'clock
____ ten to seven
____ half past six
____ twenty past six



2 Write the times under the clocks.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____

3 Write the times in numbers.

You can also say the time in numbers.
It's five past eleven. Or *It's eleven oh five.*
It's ten past three. Or *It's three ten.*
It's quarter to six. Or *It's five forty-five.*

1 It's twenty past two. _____
2 It's ten to seven. _____
3 It's quarter past ten. _____
4 It's twenty-five to four. _____
5 It's five past nine. _____
6 It's half past eight. _____

4 SPEAKING Work in pairs. Draw six clocks with different times. Point to a clock and ask your partner the time.

What's the time?

It's quarter past six.

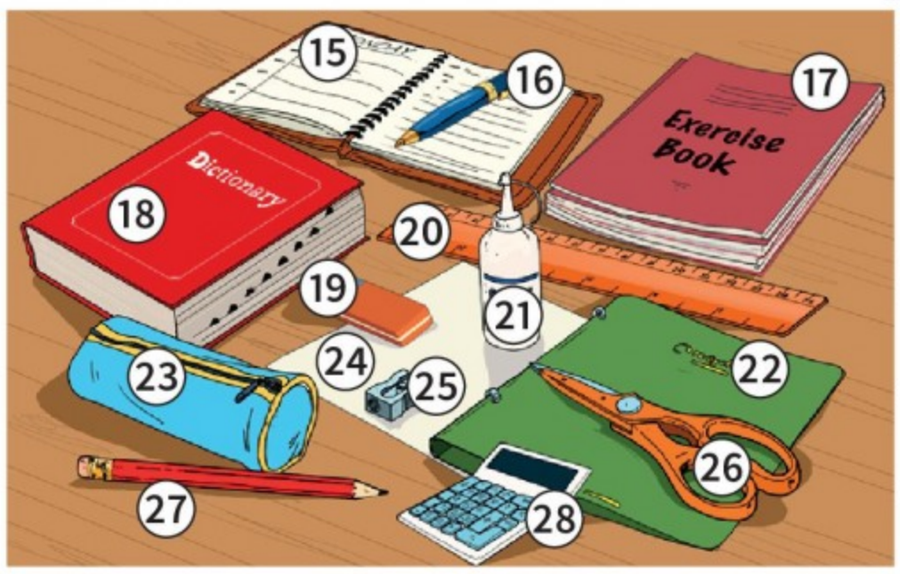
Vocabulary extra 1

Classroom items

1 **Match the words to items 1–28 in the pictures.**

____ bin
____ blackboard
____ calculator
____ chair
____ clock
____ desk
____ diary
____ dictionary
____ door
____ exercise book
____ folder
____ glue
____ interactive whiteboard
____ map
____ pen
____ pencil
____ pencil case
____ pencil sharpener
____ poster
____ rubber
____ ruler
____ sheet of paper
____ school bag
____ scissors
____ student
____ teacher
____ text book
____ window





2 **SPEAKING** **Work in pairs. Point at things in the classroom. Your partner says the word.**

What's that?

It's a blackboard. What's that?

Classroom language

1 **Complete the phrases with the verbs below.**

■ do ■ look ■ read ■ study

1 _____ the text
2 _____ for the test
3 _____ the exercise
4 _____ at the board


A _____


B _____


C _____


D _____

■ open ■ repeat ■ write ■ work

5 _____ a sentence
6 _____ in pairs
7 _____ the words
8 _____ your book



E _____


F _____


G _____


H _____

■ check ■ close ■ learn ■ listen

9 _____ to the dialogue
10 _____ the door
11 _____ your answers
12 _____ the vocabulary


I _____


J _____


K _____


L _____

2 **Label pictures A–L with the phrases in exercise 1.**

3 **SPEAKING** **Work in pairs. Mime a phrase from exercise 1. Your partner guesses what it is.**

Vocabulary extra 2

Sports

1 Match the sports to photos 1–15.

____ aerobics
____ archery
____ athletics
____ badminton
____ basketball
____ canoeing
____ cricket
____ gymnastics
____ hockey
____ karate
____ rugby
____ running
____ sailing
____ skiing
____ volleyball



2 Answer the questions with sports from exercise 1.

In which sport do you:

1 play in a team and hit a ball with a stick? _____
2 play in a team of five and throw a ball into a net? _____
3 play in a team and hit a ball with your hands? _____
4 move quickly in a boat with a sail? _____
5 play in a team and kick or throw a ball shaped like an egg? _____
6 move quickly on snow? _____
7 play in a team with a bat and a ball in summer? _____

3 SPEAKING Work in pairs. Cover the photos in exercise 1 and test your partner on the sports.

Sports collocations: *play*, *go*, *do*

1 Complete the table with the sports in photos 1–15.

play	_____, _____, _____, _____, _____, _____
go	_____, _____, _____, _____
do	_____, _____, _____, _____, _____, _____

2 Complete the rules with *play*, *go* or *do*.

a We usually use _____ for team sports and ball sports.
b We usually use _____ for sports that end in *-ing*.
c We usually use _____ for individual sports that don't end in *-ing*.

3 Complete the text with the correct present simple form of *play*, *go* or *do*.

In my school, we do a lot of different sports. In winter, some students [1]_____ hockey and others [2]_____ rugby. When it rains, we [3]_____ badminton or we [4]_____ gymnastics inside. Sometimes, we [5]_____ volleyball, too. In summer, a lot of students [6]_____ tennis and some [7]_____ cricket. Sometimes, we [8]_____ athletics to prepare for the school sports day. There's an after-school club on Monday and Wednesday where you can [9]_____ archery, and another on Tuesday and Thursday where you can [10]_____ karate. Some of the older students [11]_____ running together in the evening. There's a special club twice a week for parents who [12]_____ aerobics in the school gym. Every year, our school organizes two trips. In winter, we [13]_____ skiing in Andorra and in summer, we go to Spain and [14]_____ sailing or [15]_____ canoeing.

4 SPEAKING Work in pairs. Ask and answer questions about the sports in exercise 1.

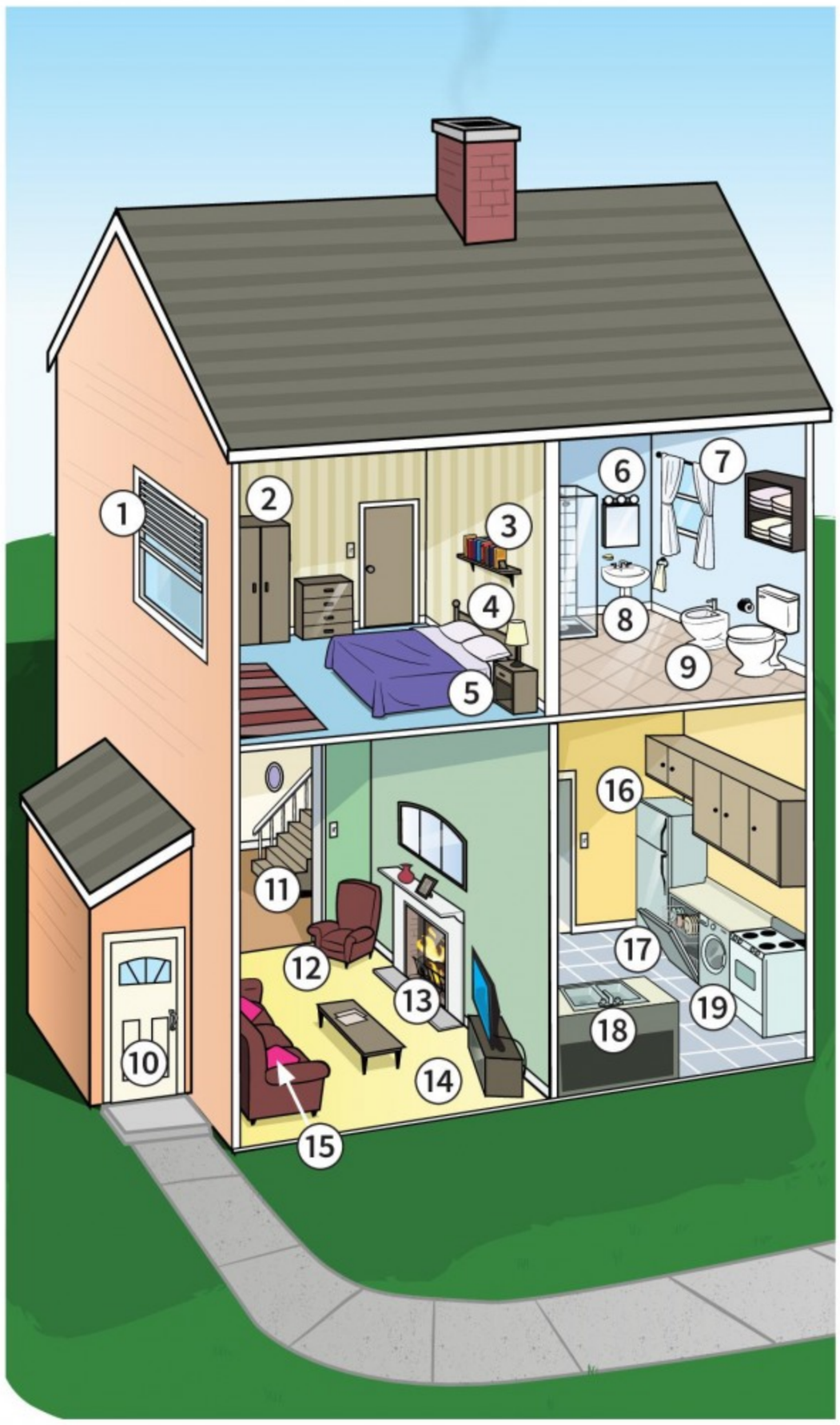
Do you do archery?
No, I don't. Do you do aerobics?
Yes, I do.

Vocabulary extra 3

In the home

1 **Match the words below to items 1–19 in the picture.**

■ armchair ■ bedside table ■ bidet ■ carpet ■ curtains ■ cushion ■ dishwasher ■ fireplace ■ freezer ■ front door ■ lamp ■ mirror ■ shelf ■ shutters ■ sink ■ stairs ■ wardrobe ■ washbasin ■ washing machine



2 **Which rooms do the things in exercise 1 go in? Choose from the rooms below. Some things go in more than one room.**

■ bedroom ■ bathroom ■ dining room ■ kitchen ■ living room ■ hall

3 **SPEAKING** **Work in pairs. Ask and answer questions about the things in exercise 1.**

Is there a bedside table in your bedroom?

Yes, there is. Is there a bidet in your bathroom?

No, there isn't.

Around town

1 **Label the photos with the words below.**

■ bank ■ bus stop ■ café ■ cinema ■ hospital ■ leisure centre ■ library ■ museum ■ park ■ police station ■ restaurant ■ shopping centre ■ stadium ■ theatre ■ train station ■ university



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____



13 _____



14 _____



15 _____



16 _____

2 **Answer the questions with the words in exercise 1.**

Where can you:

1 watch a play? _____
2 go for a walk? _____
3 catch a bus? _____
4 go swimming? _____
5 watch a football match? _____
6 study for a degree? _____
7 see an exhibition? _____
8 borrow a book? _____
9 have an operation? _____
10 use a cash machine? _____

3 **SPEAKING** **Work in pairs. Ask and answer questions about the things in exercise 1.**

Is there a bank near here?

Yes, there is.

Where is it?

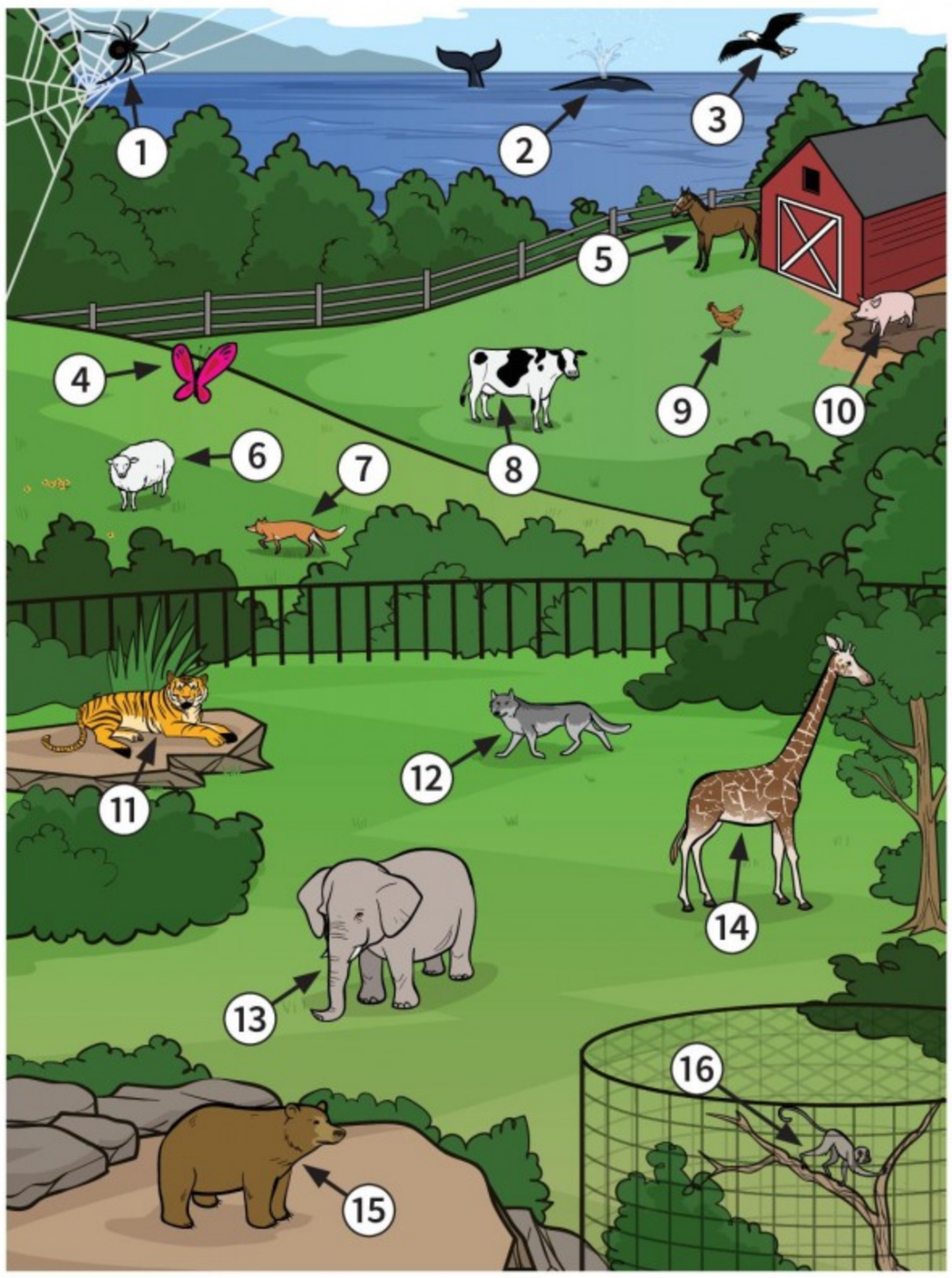
It's next to the shopping centre.

Vocabulary extra 4

Animals

1 Match the words below to animals 1–16 in the picture.

■ bear ■ butterfly ■ chicken ■ cow ■ eagle ■ elephant ■ fox ■ giraffe ■ horse ■ monkey ■ pig ■ sheep ■ spider ■ tiger ■ whale ■ wolf



2 Answer the questions with the words in exercise 1.

Which animal, bird or insect:

1 lives on a farm and gives us eggs? _____
2 is a big cat with orange and black stripes? _____
3 lives in trees and eats fruit? _____
4 can you ride? _____
5 is big and grey and lives in Africa or Asia? _____
6 is pink, brown or black and lives on a farm? _____
7 is like a big dog and lives in cold countries? _____
8 is white and gives us meat and wool? _____
9 is very tall and lives in Africa? _____
10 has six legs, is colourful and can fly? _____
11 is big and sometimes eats honey? _____
12 has eight legs? _____
13 is very big and lives in water? _____
14 is red or brown and is like a small dog? _____
15 can fly and eats small animals? _____
16 lives on a farm and gives us milk? _____

3 SPEAKING Work in pairs. Ask and answer questions about the animals in exercise 1.

Are there bears in [your country]?

Yes, there are. There are bears in the forests.

Pets

1 Label the photos with the words below.

■ budgie ■ cat ■ dog ■ fish ■ guinea pig ■ hamster ■ lizard ■ mouse ■ parrot ■ rabbit ■ snake ■ tortoise



1 _____



2 _____



3 _____



4 _____



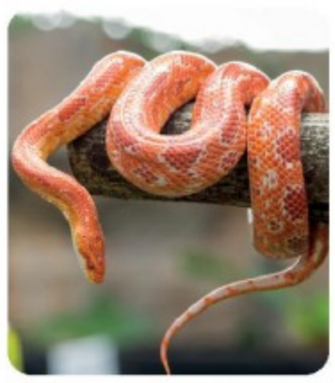
5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____

2 Look at the photos and complete the sentences with the words in exercise 1.

1 The _____ is walking very slowly.
2 The _____ is in its owner's hand.
3 The _____ is eating an insect.
4 The _____ wants to go for a walk.
5 The _____ is eating a carrot.
6 The _____ are swimming in their tank.
7 The _____ is sleeping.
8 The _____ is eating in its cage.

3 SPEAKING Work in pairs. Describe a pet. Your partner guesses the name.

It's small and grey and it runs very fast.

Is it a mouse?

That's right.

Vocabulary extra 5

Food

1 **Label the photos with the words below.**

■ cream ■ crisps ■ grapes ■ ketchup ■ onions
■ pasta ■ peach ■ peas ■ pepper ■ potatoes ■ rice
■ salmon ■ steak ■ strawberries ■ sugar ■ sweets



1 _____, _____, _____ and _____



2 _____, _____ and _____



3 _____, _____ and _____



4 _____ and _____



5 _____ and a _____



6 _____ and _____

2 **Complete the table with the words in exercise 1. Use one word twice.**

Carbohydrates	_____, _____, _____
Meat and fish	_____, _____
Fruit	_____, _____, _____
Vegetables	_____, _____, _____
High in sugar or fat	_____, _____, _____, _____
Condiments	_____, _____

3 **SPEAKING** **Work in pairs. Ask and answer questions about the food in exercise 1.**

Do you like strawberries? Yes, I do.

Food quantities

1 **Look at the picture and complete the phrases with the food you can see.**



1 a loaf of b_____
2 a bottle of w_____
3 a carton of orange j_____
4 a slice of p_____
5 a can of c_____
6 a jar of strawberry j_____
7 a packet of sw_____
8 a tin of p_____
9 a kilo of a_____
10 a litre of olive o_____

2 **Complete the table with the quantities in exercise 1.**

Quantity	Food
1 a litre of	oil
2 _____	pineapples, tomatoes
3 _____	bread
4 _____	honey, mayonnaise, peanut butter
5 _____	water, ketchup, lemonade
6 _____	biscuits, crisps
7 _____	potatoes, onions, apples
8 _____	cream, milk
9 _____	cheese, pizza, cake
10 _____	cola, energy drink, soda water

3 **SPEAKING** **Work in pairs. Look at the picture in exercise 1 and cover the food quantities. Try to remember the phrases.**

What is this? It's a litre of olive oil. That's right.

Clothes verbs

1 Label the photos with the verbs below. For three of the photos, you need to use two opposite verbs.

■ do up ■ hang up ■ look for ■ put away ■ put on ■ take back ■ take off ■ take out ■ try on ■ undo ■ unzip ■ zip up



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

2 Choose the correct phrasal verbs.

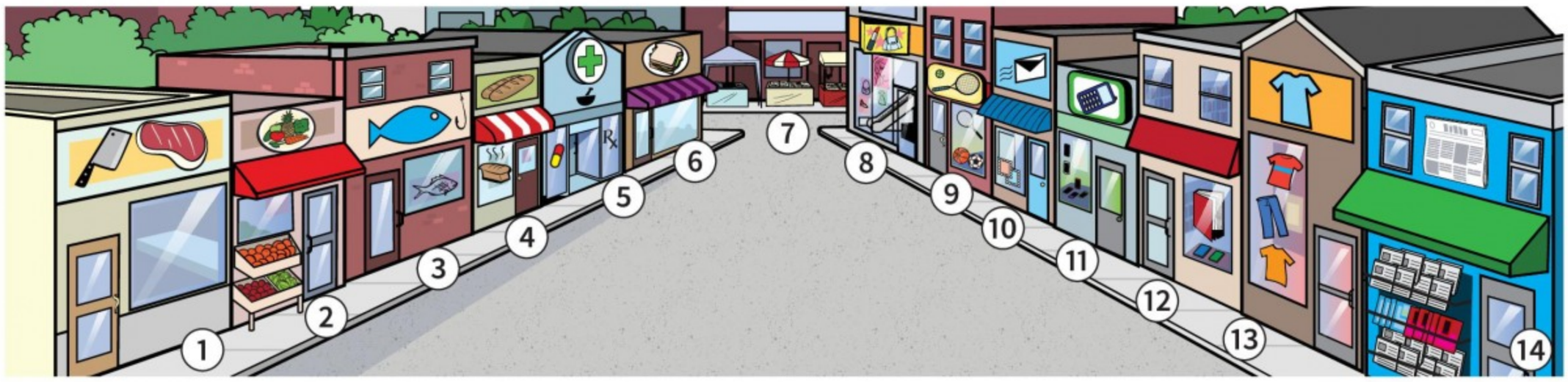
1 What do you **do up** / **take off** first when you get home from school?
2 How often do you **take back** / **try on** clothes to the shop?
3 Do you always **do up** / **zip up** all the buttons on a shirt?
4 Do you **take back** / **take out** your clothes for the next day before you go to bed?
5 Which clothes do you **hang up** / **look for** and which do you put in a drawer?
6 Do you always **put away** / **zip up** your jacket when you go outside?
7 Do you **look for** / **take back** new clothes online?
8 Do you **hang up** / **try on** clothes before you buy them?

3 SPEAKING Work in pairs. Answer the questions in exercise 2.

Shops

1 Match the words below to the shops in the picture.

■ baker's ■ bookshop ■ butcher's ■ chemist's ■ clothes shop ■ department store ■ fishmonger's ■ greengrocer's ■ market ■ newsagent's ■ phone shop ■ post office ■ sandwich shop ■ sports shop



2 Answer the questions with the words in exercise 1.

Where do you go to buy:

1 bread? _____
2 meat? _____
3 some trainers? _____
4 some trousers? _____
5 fresh food? _____
6 some lunch? _____
7 some salmon? _____
8 some vegetables? _____
9 a new mobile phone? _____
10 some stamps? _____
11 some medicine? _____
12 a magazine? _____
13 a dictionary? _____
14 socks and towels? _____

3 SPEAKING Work in pairs. Look at the picture in exercise 1 and tick all the shops you go to. Tell your partner how often you go there and what you buy.

I often go to the baker's on the way home from school. I usually buy two loaves of bread.

Vocabulary extra 7

Housework

1 Label the photos with the phrases below.

- clear the table
- do the ironing
- do the shopping
- do the washing-up
- hang out / bring in the washing
- help with the cooking
- hoover the floor
- lay the table
- load / unload the dishwasher
- load / unload the washing machine
- make the bed
- take out the rubbish
- tidy your bedroom
- walk the dog
- wash the car


1 _____


2 _____


3 _____


4 _____


5 _____


6 _____


7 _____


8 _____


9 _____


10 _____


11 _____


12 _____


13 _____


14 _____


15 _____

2 Answer the questions with the phrases in exercise 1.

What do you do:

1 when the fridge is empty? _____
2 if you have a dog? _____
3 when the rubbish bin is full? _____
4 after you bring in the washing? _____
5 after you eat a meal? _____
6 when all your clothes are dirty? _____
7 before your family has dinner? _____
8 after you get up in the morning? _____
9 when the car is dirty? _____
10 when the dishwasher isn't working? _____

3 SPEAKING Work in pairs. Look at the photos in exercise 1 and tick all the housework you do. Then tell your partner what you do and how often you do it.

I sometimes do the ironing, but I never wash the car.

Health problems

1 Label the pictures with the health problems below.

- blocked nose
- broken arm
- bruise
- hay fever
- ill / unwell
- nosebleed
- rash
- shivery
- sick
- sprained ankle
- stomach ache
- (high) temperature
- toothache
- weak


1 _____


2 _____


3 _____


4 _____


5 _____


6 _____


7 _____


8 _____


9 _____


10 _____


11 _____


12 _____


13 _____


14 _____

2 Complete the table with the words in exercise 1.

I'm feeling …			
ill / unwell	_____	_____	_____
I've got …			
a blocked nose	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____			

3 Write sentences with the phrases in exercise 2.

1 His stomach hurts. He's got stomach ache.
2 I want to vomit. _____
3 He needs to go to the dentist. _____
4 Your body is very hot. _____
5 She's very cold. _____
6 They haven't got any energy. _____
7 I think I'm ill. _____
8 She can't move her arm. _____
9 You're allergic to the spring. _____
10 I can't breathe through my nose. _____
11 You've got a purple mark on your leg. _____
12 It hurts when I walk. _____

4 SPEAKING Work in groups of three. One person mimes a health problem from exercise 1. The others guess the health problem.

Vocabulary extra 8

Jobs

1 Label the photos with the jobs below.

■ accountant ■ architect ■ builder ■ doctor
■ electrician ■ engineer ■ factory worker ■ lawyer
■ nurse ■ office worker ■ plumber ■ scientist
■ shop assistant ■ teacher ■ vet ■ waiter


1 _____


2 _____


3 _____


4 _____


5 _____


6 _____


7 _____


8 _____


9 _____


10 _____


11 _____


12 _____


13 _____


14 _____


15 _____


16 _____

2 Answer the questions with the jobs in exercise 1. Remember to use *a* / *an*.

> Remember! In English, we always use the indefinite article *a* / *an* with jobs, e.g. *a doctor*, *an architect*.

Who:

1 does experiments in a laboratory? _____
2 looks after sick animals? _____
3 treats sick people? _____
4 helps people in court? _____
5 looks after a company's money? _____
6 repairs showers and toilets? _____
7 serves people in a restaurant? _____
8 makes things for people to buy? _____
9 looks after people in hospital? _____
10 designs buildings? _____

3 SPEAKING Work in pairs. Tell your partner about people you know who do the jobs in exercise 1.

My uncle's a lawyer and my aunt's a teacher.

Past time expressions

1 Number the past time expressions in order from last night to a decade ago.

1 last night
____ four months ago
____ yesterday morning
____ last week
____ three days ago
____ yesterday evening
____ last weekend
____ five years ago
____ last month
____ yesterday afternoon
____ two weeks ago
____ the day before yesterday
____ last year
____ last summer
15 a decade ago

2 Complete the table with the past time expressions in exercise 1.

ago	last	yesterday
_____	night	_____
_____	_____	_____
_____	_____	_____
_____	_____	
_____	_____	
	_____	

3 Match dates 1–12 to past time expressions a–l. Which preposition do we usually use with years and centuries? When do we use *at*?

1	1800–1899	a	at the end of 2010
2	1966	b	in two thousand and six
3	1970–1979	c	in twenty fifteen
4	1980–1989	d	in the mid-90s (nineties)
5	1990–1993	e	at the beginning of 2002
6	1994–1996	f	in nineteen sixty-six
7	1997–1999	g	in the 19th century
8	2000–2009	h	in the early 90s (nineties)
9	January 2002	i	in the noughties
10	2006	j	in the 80s (eighties)
11	December 2010	k	in the late 90s (nineties)
12	2015	l	in the 1970s (nineteen seventies)

4 SPEAKING Work in pairs. Tell your partner when you last did the activities below. Use the past time expressions in exercises 1 and 3.

■ go skiing ■ go to the beach ■ have a pizza
■ help with the cooking ■ make your bed
■ stay in a hotel ■ tidy your room ■ travel by plane
■ wear a scarf ■ write a text message

I went to the beach last summer.

Vocabulary extra 9

Materials

1 Label the photos with the words below.

■ cardboard ■ clay ■ foam ■ glass ■ leather ■ marble ■ metal ■ paper ■ plastic ■ stone ■ wax ■ wood







1 _____ 2 _____ 3 _____







4 _____ 5 _____ 6 _____







7 _____ 8 _____ 9 _____







10 _____ 11 _____ 12 _____

2 Answer the questions with the words in exercise 1.

Which material:

1 do we use for making fire? _____
2 do we use for making cushions? _____
3 did people use for building walls in the past? _____
4 do we use for making mirrors? _____
5 do we use for making yoghurt cartons? _____
6 did people use for making bowls in the past? _____
7 do we use for making tins and cans? _____
8 do we use for making designer shoes? _____
9 do we use for making cereal packets? _____
10 did the Greeks use for making statues? _____
11 do we use for making candles? _____
12 do we use for writing on with a pen? _____

3 SPEAKING Work in pairs. Ask and answer questions about ten different objects.

What's a laptop made of?

It's made of metal and plastic.

On the phone: phrasal verbs

1 Read the text and underline ten phrasal verbs related to phone calls.

Using the phone has changed a lot. First of all, you don't have to look up numbers any more because they're all in the memory of your phone. If you call a company, there's often no receptionist to pick up the phone. A lot of companies today have an automatic answering service, but these can be quite frustrating. Sometimes, all the lines are busy, so the machine tells you to hang up and call back later. Other days, you have to hold on and wait for someone to get off the line so that the answering machine can put you through. When you finally get through, you have to speak up so that it can hear you clearly. But worst of all is if the machine cuts you off while you're waiting!

2 Match the definitions to the phrasal verbs in exercise 1.

1 put the phone down or end a phone conversation
2 talk in a louder voice
3 manage to speak to somebody
4 call the same person again
5 connect one person to another on the phone
6 interrupt and end a phone conversation
7 look for information
8 wait on the phone
9 answer the phone
10 stop using a phone line

3 Complete the sentences with the phrasal verbs in exercise 1.

1 I tried to call my school yesterday, but I couldn't _____.
2 Can you _____, please? I can't hear you.
3 I can't talk now. Can you _____ later?
4 If people shout at me on the phone, I always _____.
5 Hello, can you _____ me _____ to customer service, please?
6 Why don't you _____ the number on their website?
7 Why didn't you _____ the phone when I called you?
8 Can you hurry up and _____ the phone? I need to call Simran.
9 Could you _____ for a moment, please? I'll get a pen and paper.
10 Hello, it's me again. You just _____ me _____.

4 SPEAKING Work in pairs. Say a phrasal verb. Your partner gives the meaning of the phrasal verb.

Hang up.

Put the phone down or end a phone conversation.

Types of holidays

1 Label the photos with the words below.

- activity holiday
- beach holiday
- camping holiday
- cruise
- day trip
- farm holiday
- guided tour
- sightseeing holiday
- ski trip
- study holiday
- summer camp
- walking holiday



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____

2 Match the sentences to eight types of holiday in exercise 1.

a We sailed across the Mediterranean. _____
b We all slept in the same tent. _____
c We learned a lot about the different animals. _____
d They showed us the important monuments in the city. _____
e We left at 8 a.m. and we were home by 6 p.m. _____
f We saw the Eiffel Tower and the Arc de Triomphe. _____
g We spent all day sunbathing. _____
h We had classes every day from 10 to 2. _____

3 SPEAKING Work in pairs. Ask and answer questions about the types of holiday in exercise 1.

Have you ever been on a beach holiday?

Where did you go?

Yes, I have.

I went to Benidorm.

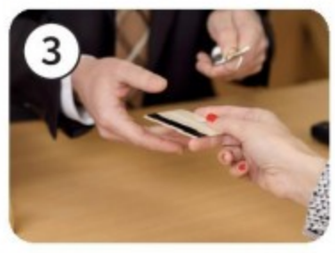
Holidays: phrasal verbs

1 Match the phrasal verbs below to the photos.

- check into
- check out of
- chill out
- drop off
- get away
- get back
- get into
- get out of
- get on
- get off
- pick up
- look forward to
- queue up
- set off
- take off































2 Complete the text with the correct form of the phrasal verbs in exercise 1.

The weather was awful last February, so we needed to [1]_____. We wanted some sun, so we decided to go to Tenerife for the weekend. We [2]_____ after lunch on Friday. My mum called a taxi to [3]_____ us _____ and take us to the airport. We [4]_____ the taxi when it arrived and the driver [5]_____ us _____ at Terminal 1. My dad paid and we all [6]_____ the car. We had online boarding passes, so we didn't have to [7]_____ for them. At the gate, we [8]_____ the plane and it [9]_____ on time. When it landed, we [10]_____ the plane and took a taxi to the resort. It was late, so we [11]_____ our hotel, had dinner and went to bed. The next day was beautiful, so we [12]_____ by the hotel pool all day. And we did the same on Sunday, too. Nobody was [13]_____ going home again. But at 6 p.m., we had to [14]_____ the hotel and fly home. In the end, we [15]_____ at midnight and it was still raining!

3 SPEAKING Work in pairs. Talk about your last holiday. Use at least five of the phrasal verbs from exercise 1.

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