OXFORD



# INSIGHT

## Pre-Intermediate Student Book

Second Edition

Jayne Wildman • Neil Wood • Alexandra Paramour • Fiona Beddall

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Guide for Classroom Presentation Tool



# INSIGHT

Pre-Intermediate Student Book

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# 1 Welcome to my world

## Reading and vocabulary

**1 WHAT DO YOU THINK? Look at the photos and the title of the article. How do you feel about climate change? What are the biggest issues facing the environment?**

**2 Read the article and discuss the questions.**

1 What did Greta protest about?
2 How did she protest?
3 Do you think it made a difference? What other ways can people make a difference?

### Strategy Scanning for specific information

**If you need to find specific information in a text, like a name or a number, you do not need to read every word. You can quickly scan the text for key words.**

To scan a text:

- decide what information you want to find: a number, a date, a time, a name.
- move your eyes quickly down the page until you find the information.
- do not read whole sentences until you have found your answer.

**3 Read the strategy. Scan the article and complete sentences 1–7.**

1 When she was in school, Greta Thunberg got up at _____ on Fridays.
2 Greta's first protest was in the city of _____.
3 Her school strike for climate began in _____.
4 In 2019, _____ million people supported her protest.
5 The people who supported her protest were from _____ different countries.
6 Greta first heard about climate change when she was _____.
7 Greta almost won a _____ prize.

**4 Read the article again and answer the questions.**

1 How often did Greta go to the parliament building? How did she get there?
2 How did her strike become well known?
3 What did she think about climate change when she was eight?
4 Why did she stop talking to people?
5 What helped her start talking again?
6 What changes did Greta persuade her family to make?
7 What quality do Greta's parents admire in her?
8 Why don't some people support Greta?

**5 REACT Discuss the questions.**

1 Do you think Greta is right not to go to school? What other ways can we raise awareness about climate change?
2 Do you think teenagers care more about environmental issues than adults? Why / why not?

NEWS TODAY

# CLIMATE CHANGE SUPERSTAR



Every Friday, Greta got up at 6 a.m. and had breakfast. After breakfast, she got on her bike, but she didn't go to school. Instead, she cycled to the parliament building in Stockholm and started her protest. Meet Greta Thunberg – superstar of the climate change movement.

Greta's 'school strike* for climate' began in 2018 and quickly went viral*. Millions of young people shared her photo on mobile phones and laptops. The hashtag '#FridaysforFuture' was typed into keyboards all over the world. A year after her first strike, Greta spoke at the UN climate summit in New York and lead one of the biggest environmental protests ever – over 3 million people in 169 countries joined her. 'Now I am speaking to the whole world,' she wrote on Twitter. Not even the pandemic stopped the movement – Greta organised weekly climate strikes on the internet. People posted photos of themselves with their protest signs and the hashtag '#ClimateStrikeOnline'.

So how did it all begin? Greta first heard about climate change when she was eight years old. Back then she didn't believe it was true because people weren't doing anything about it. Then she watched films about the environment at school and saw plastic in the ocean and starving polar bears. 'My classmates were concerned when they watched the film, but when it stopped, they started thinking about other things. I couldn't do that,' she says. Greta was interested in why climate change was happening and keen on finding out more. She realized that the problem had reached such an alarming level that everyone had to do something. She felt that those who didn't, as well as governments who refused to help, should be ashamed of their inaction. But the more she read about the problem, the more she worried. In fact,




she was so anxious about its effects, that she stopped speaking and didn't go to school. Then she realized she could do something about it, and that's when she started to get better.

Greta decided to make her family's lifestyle more eco-friendly*. She persuaded her mother, who travelled a lot for her work, to stop flying. Then she persuaded her family to give up meat and to add more fruit and vegetables to their shopping lists. She got them to make other changes, too – they bought an electric car and used bikes or bought bus tickets to get around.

Greta's parents are proud of her determination. Today, she has a very different lifestyle to most young people, but she doesn't feel like she is missing out. 'I don't need to fly to Thailand to be happy,' she says. 'And I don't need to buy (new) clothes.'

However, not everyone supports Greta. Some people criticize her and say she's too young to know what she's talking about. And although she's fed up with the attacks on social media, she isn't afraid of the bullies, and they haven't stopped her spreading her message.

Greta's ID card tells us she's a young person, but she talks like a leader, and world leaders are listening. She's spoken at the United Nations, almost won a Nobel peace prize, and she's appeared on a postage stamp! But despite these achievements, Greta is most excited about the next climate protest, and she knows she's not alone. 'This is just the beginning!' she posted on Twitter. 'The people have spoken and we will continue to speak until our leaders listen. We are the change and change is coming.'

## Insight Adjectives + prepositions: feelings

**6 Study the adjectives in questions 1–8. Scan the article to find the missing prepositions. Then work in pairs and answer the questions.**

1 Which sports are you **interested** _____?
2 Which school subjects are you **keen** _____?
3 What things might people feel **ashamed** _____?
4 What do you get **anxious** _____?
5 Which achievements are you **proud** _____?
6 What do you get **fed up** _____?
7 What are you **afraid** _____?
8 What do you get **excited** _____?

## Insight Compound nouns: everyday objects

**7 A compound noun is a word or phrase that has two or more parts that combine to make a single meaning, for example, *car park*. Find compound nouns in the article to match definitions 1–6.**

1 a portable machine that lets you call people _____
2 a portable computer _____
3 a set of keys on a computer _____
4 a note of the things you want to buy _____
5 a piece of paper that lets you travel from one place to another _____
6 a document that shows who you are _____

**8 Make ten compound nouns with the words below.**

| | | |
|---|---|---|
| computer | | ring game |
| parking credit | + | centre card |
| shopping concert | | ticket bag |
| birthday key car | | program keys |

**9 TASK Work in groups. Think about your everyday life. What types of changes could you make to help stop climate change? Brainstorm ideas, then choose your top three. How do you think they will help?**

Vocabulary extra › Routines › page 15

**Glossary**

* strike = when you protest against something by refusing to go to work or school
* go viral = when a picture or information on social media is shared by a lot of people
* eco-friendly = not bad for the environment

Assess your progress Workbook page 11

# Grammar and reading

## Grammar — Present simple and present continuous

**1 WHAT DO YOU THINK? Read the definition and discuss the questions.**

1 Why do some young people work as volunteers in other countries?
2 Would you like to be a volunteer? Why / why not?

**volunteer** /ˌvɒlənˈtɪə(r)/ *noun* a person who works for no payment

**2 Read the interview and answer the questions.**

1 How does Dean describe: Nepal? the people? the work? the weather? learning Nepali?
2 What does Dean do: in the mornings? in the afternoons? in the evenings?
3 What is Dean doing: right now? this afternoon? later this week?

## A day in the life of a volunteer



**Dean Williams is 18 years old. He is working as a volunteer in Nepal for a month. He's helping to build a new water system in a village in the mountains with five other volunteers. [1]At the moment, he's talking to us about the project.**

**What do you think of Nepal?**
It's an amazing place! [2]I love it here, and I really like the people – they are so friendly! The village doesn't have a clean water system yet, and there's no electricity. Everyone cooks over a wood fire and uses torches or candles at night. Life isn't easy, but everyone seems happy.

**[3]What do you do every day?**
I get up at 6.00 a.m. because I always start work at 7.00 a.m. The work is hard, so we often finish at 1.00 p.m. [4]It's quite hot in the daytime, so we don't usually work in the afternoons. However, I sometimes teach English to the children in the village. It gets dark at about 5.30 p.m., so in the evenings we usually read or play games. I'm never bored.

**[5]Are you working on the water system today?**
Well, I'm not working right now because it's lunchtime. I'm sitting in my room and trying to keep cool. This afternoon I'm learning Nepali – it's a very difficult language!

**What are you doing this week?**
[6]We're laying some new water pipes tomorrow and on Thursday, but we aren't working this Friday because the village is having a festival. We're planning a trip to Kathmandu at the weekend and we're very excited!

**3 REACT Work in groups and discuss the questions.**

1 How is Dean's life in Nepal different from your life at home?
2 What do you think Dean is learning from his experience as a volunteer?
3 What do you think you would learn from being a volunteer?

## Grammar Insight

**4 Read the interview again. Match sentences 1–6 in the interview to rules a–f.**

**We use the present simple:**

**a** to talk about routines or habits, especially with adverbs of frequency such as *always*, *never*, *often*, *sometimes*, *usually*, and with time expressions such as *every day*.
**b** to talk about facts and general truths.
**c** with verbs that describe states: *believe*, *hate*, *know*, *like*, *love*, *need*, *prefer*, *understand*, *want*.

**We use the present continuous:**

**d** to talk about actions that are happening now.
**e** to talk about actions that are happening around now.
**f** to talk about planned future arrangements.

Further reference and practice › Workbook › page 84

**5** **Make questions. Then work in pairs and answer the questions.**

1 what / Dean / do / at the moment?
2 he / always / work / in the mornings?
3 the volunteers / work / at the moment?
4 what / Dean / like / about Nepal?
5 he / study / this afternoon?
6 what / the volunteers / do / this weekend?

**6** **Complete the text about voluntourism with the present simple or present continuous form of the verbs in brackets.**

**7** 1.1 **Work in pairs. Look at photos 1 and 2. What are the people doing? What type of projects are they working on? Listen to two podcasts and check your answers.**

**8** 1.1 **Listen again and complete the information about Carlos and Rosie in the table.**

| | Carlos | Rosie | Your project |
|---|---|---|---|
| **Name of project** | [1] | Sea Turtle Project | |
| **Location** | Costa Rica | [5] | |
| **Number of people** | [2] | seven | |
| **Duration** | one month | [6] | |
| **Working hours** | [3] | 10.00 p.m.–1.00 a.m. | |
| **Difficulties** | water heavy to carry; a long way from local town | [7] | |
| **Benefits** | learning a new language | [8] | |
| **Current activity** | [4] | [9] | |

**9** **TASK** **Work in pairs. Choose one of the projects below and follow these steps.**

1 Imagine you are working as volunteers on the project. Complete the table in exercise 8 for your project using your own ideas.
2 Write a short podcast describing your project. Use the interview in exercise 2 and the podcasts in exercise 7 to help you. Check that you use the present simple and present continuous correctly.
3 Record your podcast on a phone or other device. Share it with the class.




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# Voluntourism

Every year, many young people [1]_____ (take) time out from their work or studies and travel abroad. Some of them [2]_____ (not stay) in hotels and they [3]_____ (not sunbathe). Instead, they [4]_____ (help) people in developing countries with local projects. This new way of travelling is called 'voluntourism'.

According to a recent travel survey, 25% of young people are interested in voluntourism. Organizations like BUNAC and Raleigh International [5]_____ (match) people to projects around the world. These organizations [6]_____ (make) a big difference in countries where children [7]_____ (not go) to school, or people [8]_____ (not have) access to clean water or healthcare. Volunteers often [9]_____ (build) new schools or healthcare facilities in Africa and Asia.

South America is a very popular destination, too, and right now hundreds of volunteers [10]_____ (work) there. 19-year-old Matt Baker is a volunteer from the UK. At the moment, he [11]_____ (teach) English in Chile. 'I [12]_____ (fly) home at the end of this week, but more volunteers [13]_____ (arrive) tomorrow. It's a great experience, so I [14]_____ (want) to volunteer again next summer. You see the world, learn about different cultures and help people, too!'






# 1c Listening, vocabulary and speaking

## Listening and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions.**

1 When you go on holiday, where do you usually stay?

■ Airbnb ■ in a hostel ■ in a hotel ■ on a campsite ■ with family or friends

2 Where is the best place to stay if you want to meet people when you are travelling?
3 Would you stay at a stranger's home if it was very cheap? Why / why not?

**2 1.2 Read the definitions. Then listen to the introduction to a radio interview. What do you think a 'couch surfer' is?**

**couch** /kaʊtʃ/ *noun*
a long seat, often with a back and arms, for sitting or lying on

**surfer** /ˈsɜːfə(r)/ *noun*
**1** a person who rides on waves, standing on a special board
**2** (informal) a person who spends a lot of time using the internet

**3 1.3 Listen to the complete radio interview and choose the correct answers.**

1 What is the speaker's main purpose?
**a** to say thank you to couch surfers
**b** to warn people about staying with strangers
**c** to explain the benefits of couch surfing

2 How do couch surfers usually thank people?
**a** They pay for their accommodation.
**b** They give people a small gift.
**c** They pay for meals.

3 How does Lucas describe most couch surfers?
**a** They are mostly older people.
**b** They are mostly younger people.
**c** They are mostly people with families.



4 Where are the members of www.couchsurfing.com from?
**a** Europe and South America **b** the USA and Canada **c** all over the world

5 What is the most important thing for couch surfers?
**a** to volunteer for local projects **b** to experience new cultures **c** travel cheaply

6 Where is Mika staying right now?
**a** Canada **b** Alaska **c** Australia

7 What are couch surfers not doing?
**a** changing people **b** changing the world **c** changing cultures

**4 REACT Work in pairs and discuss the questions.**

1 What are the benefits of couch surfing for:
**a** the couch surfer? **b** the people they stay with?

2 Which do you think is better?
**a** to travel cheaply and experience more **b** to travel comfortably and experience less

## V Insight Collocations with *make* and *do*

**5 A collocation is a group of words that are often used together. Study the examples in the table. Then add these words from the radio interview to the table.**

■ a choice ■ a difference ■ a meal ■ a sport ■ friends ■ good (n) ■ the housework ■ your best

| make | | | do | | |
|---|---|---|---|---|---|
| a mistake | an excuse | a journey | homework | a crossword | (someone) a favour |
| a phone call | a mess | | well | your hair | |

**6 Complete the sentences with the correct form of collocations from exercise 5.**

1 Anya's a great cook. Last Sunday, she _____ for the whole family.
2 Can you _____ and lend me ten euros? I left my money at home.
3 Sorry I'm late – I _____. I thought we were meeting at 7.30 p.m.
4 Tom is volunteering at a school in Nepal. He wants to _____ to children's lives.
5 Everyone at my school _____ – usually football, basketball or hockey.
6 There's no mobile signal here, so you can't _____.
7 It doesn't matter if you didn't win the football game – I know you _____.
8 Are you shy when you meet someone new or do you find it easy to _____?

Vocabulary extra › Free-time activities › page 15

## Speaking Asking for personal information

**7** **Look at the photo and discuss the questions.**

1 Where are the two people?
2 Do you think they know each other?
3 What do you think they are talking about?
4 How do you think they feel?



**8** 1.4 **Listen to a dialogue. Where is Ella from? Does she like London? What does Max suggest doing?**

**9** 1.4 **Complete the phrases from the dialogue. Then listen again and check.**

| Asking for personal information | Responding |
|---|---|
| How do you [1]_____? | Me neither. |
| [2]_____ are you from? | Really? |
| What's it [3]_____ there? | It's very different from …. |
| What do you think [4]_____? | Actually, I love it. |
| So what do you do [5]_____? | I usually …. |
| Are you [6]_____ running? | Yes, I am. That sounds great. |

**10** 1.5 **Complete the dialogue with the phrases below. Then listen and check.**

■ I'm not bad. ■ I've got one brother. ■ Me too! ■ No, he doesn't.
■ play basketball ■ She's my neighbour.

**Tom** Are you enjoying the party?
**Mary** Yes, I'm glad Jade invited me.
**Tom** So, how do you know Jade?
**Mary** [1]_____ What about you?
**Tom** I'm in the same class as her brother, Chris.
**Mary** Right. Have you got any brothers or sisters?
**Tom** [2]_____ He's older than me.
**Mary** Does he go to our school, too?
**Tom** [3]_____. He works at the museum.
**Mary** That's interesting. I sometimes go there with my friends. What do you do after school?
**Tom** I usually hang out with friends, listen to music or [4]_____.
**Mary** Really? Are you good at basketball?
**Tom** [5]_____ Why don't you come along?
**Mary** No, thanks – I'm not keen on it, but I'm good at tennis.
**Tom** [6]_____ Why don't we play tennis on Saturday?

**11** **Read the dialogue again. Underline two questions which ask about free-time activities and two questions which ask about family and friends.**

### GS Global skills Showing interest

We can show interest in what someone says by responding positively using expressions like *Really?*, *Great!* or *That's interesting*. We can also ask a follow-up question.

**A** What do you do at the weekend?
**B** I play the saxophone in a band.
**A** That's interesting. What kind of music do you play?

**12** **Why is it important to show interest and ask follow-up questions?**

**13** **TASK** **Work in pairs. Choose one of these situations or use your own idea. Prepare a dialogue following steps 1–3 below. Use the dialogue in exercise 10 to help you.**

**Situation 1:** You are at a wedding. You both know the people getting married.
**Situation 2:** You are at a summer barbecue. You both know the person giving the party.
**Situation 3:** You are at a sports competition. You both know one of the competitors.

1 One of you should introduce yourself and ask a question.
2 Ask more questions to find out personal information about each other.
3 Find an activity you both enjoy and suggest meeting later.

Assess your progress
Workbook page 11

## Reading and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Which languages and cultures can you find in your country?
2 How are they similar or different to each other?

**2 Read the article. How is Manuela's journey similar to your own journey to school? How is it different?**

**3 Read the article again and complete the sentences. Use three words in each sentence.**

1 Manuela is on the train because she is _____.
2 The train is special because every station is like _____.
3 In 1917, people moved to Queens because there _____.
4 People came to New York because they wanted to find _____.
5 Tomas Garcia worked hard, started saving and _____.
6 The people in Tomas's bakery are from Mexico, _____.

### GS Global skills Culture

**4 Work in pairs and discuss the questions.**

1 Are there any stops on the Number 7 route you'd like to get off at and explore? Why / why not?
2 What benefits might there be when different cultures live together?

### V Insight Phrasal verbs with *get*

**5 Study the highlighted phrasal verbs in the article. Read the sentences and replace the words in italics with the correct form of a phrasal verb.**

1 The train was crowded when it *arrived at* Flushing station.
2 We need to *leave* the train at Corona – that's the next stop.
3 We often *escape* from the city at the weekend. It's far too crowded.
4 It's difficult to *survive* your first year in a new country, especially if you have to learn a new language!
5 Hurry up! *Climb onto* the bus. It's leaving in a minute.
6 I *have a good relationship with* my cousin. We have a lot in common.



# The International Express

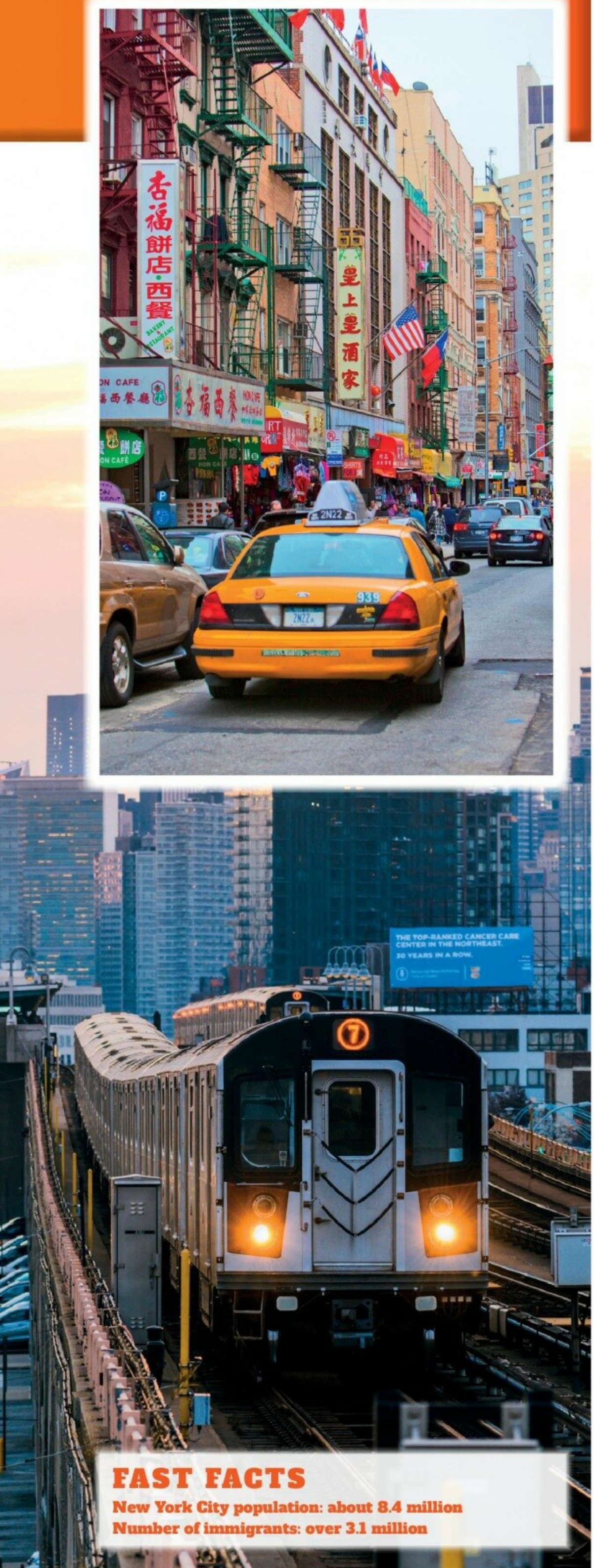
It's 8.15 in the morning and Manuela Garcia is on her way to college in New York City. She's sitting on the Number 7 train and she's doing her homework, but she hasn't got much space. Two Chinese women are sitting next to her – they're laughing and chatting in Cantonese. A young man is on the other side – he's eating some tacos. Then an old woman gets on the train and sits down nearby – she's wearing a sari and she's reading a book in Hindi. At Jackson Heights, the old woman gets off. It's raining outside and Manuela can see Indian and Pakistani shops in the street below.

Welcome to the International Express, the most international train journey in the world. Every day, some of New York's three million immigrants take the Number 7 train from Queens to Manhattan and each stop is like a different country. Get off at Flushing station and experience China, go to Corona and you're in Mexico; the next stop is India at Jackson Heights. Many immigrants are from Latin America, Eastern Europe, Africa or Asia. If you listen carefully, you can hear more than 100 different languages.

So why is this train so popular? 100 years ago, most immigrants lived in Manhattan, but by 1910 Manhattan was overcrowded and life was very difficult. Then, in 1917, things improved, thanks to a new train to a suburb called Queens. Immigrants moved out of the city because there was more space in Queens, but they could still get to work in Manhattan.

These first immigrants came to New York to escape poverty and war, and to have a better life. Today, people come for similar reasons. Manuela Garcia's father, Tomas, came from Mexico in 1986 and sold tacos from a small food stall next to Corona station. Tomas got through hard times, saved his money and bought a bakery. Today the jukebox there plays Mexican songs and a satellite TV shows Mexican TV programmes. 'We're proud of our culture, but the bakery is not just for Mexicans,' says Tomas. 'We have Polish and Turkish customers, too. We all get on with each other.'

The train speeds past LaGuardia airport as the rain stops and the sun comes out. Manuela looks out of the window and watches the planes take off. People are getting away to experience the world. Manuela smiles. She doesn't need to go to faraway countries – the world is right there on the Number 7 train.




## Grammar Articles

**6** **Find examples of *a*, *an* and *the* in the text. What type of word follows an article?**

## Grammar Insight

**7** **Match sentences 1–6 to rules a–f. Then find more examples in the article.**

1 I got on **a train** at Queens.
2 I got on a train at Queens. **The train** went to Manhattan.
3 It was **the Number 7 train**.
4 There are 8.2 million people in **New York**.
5 **Immigrants** come from many different countries.
6 Tomas Garcia is **a baker**. He's also **an immigrant**.

**We use *a / an* when:**

**a** we talk about something or someone for the first time.
**b** we say what someone's job is, or when we describe what someone or something is.

**We use *the* when:**

**c** we talk about a person or thing that was mentioned before.
**d** there is only one person or thing.

**We use no article when:**

**e** we talk about something in general.
**f** we use names of people, continents, countries or cities.

Further reference and practice › Workbook › page 85

**8** **Read the text and choose *a / an*, *the* or – (= no article).**

Ellis Island is [1]**an** / **the** island in [2]**the** / **–** New York Harbour. It's [3]**the** / **a** tiny place, but between 1892 and 1954, more than 12 million people arrived at [4]**a** / **the** island. [5]**The** / **–** people were immigrants and they came to the United States from all over [6]**the** / **–** world. 15-year-old Annie Moore and her two younger brothers, Anthony and Phillip, were the first immigrants to go there on 1 January 1892. [7]**–** / **The** children were from Ireland and, after [8]**a** / **–** long journey across [9]**the** / **–** Atlantic Ocean, they all hoped for [10]**the** / **a** better future.

Today, [11]**the** / **–** visitors come to Ellis Island to learn about [12]**the** / **a** history of America and find out about their families. Over 40% of all US citizens have ancestors who first arrived in America at [13]**the** / **–** island!

**9** **TASK** **Complete the questions with *a / an*, *the* or – (= no article). Then work in pairs and answer the questions.**

1 Do you enjoy _____ holidays abroad?
2 Are you interested in _____ other cultures?
3 Have you got _____ penfriend in another country?
4 Do you think it's difficult to live in _____ new place?
5 What do you think are _____ difficulties?
6 Is immigration _____ important issue in your country? Why / why not?

Assess your progress Workbook page 11

# Writing An informal email

## Planning for writing

**1 Read the website extract. Would you like to go on an exchange programme?**

Are you on an exchange with Changing Places? Tell us about it!

Every year, thousands of school students around the world go on Changing Places exchange programmes. We hope you are having an amazing time and we want everyone to hear about it.

Send us an email describing your exchange experience.

Click here to contact us.



## Strategy Preparing to write

**Before you write, think carefully about the task.**

- What are you writing? Make sure you know what kind of text you have to write.
- Why are you writing? What is the purpose of your text?
- Who are you writing for? Who will read your text and what do they want to know?
- What information do you want to include?

**2 Read the strategy and answer the questions.**

1 What kind of text do Changing Places want students to write?
2 What is the purpose of writing it?
3 Who do you think will read it?
4 Which topics would the readers want to know about?

**3 Read the model email on page 13 and answer the questions.**

1 Where is Connor from? Where is he staying?
2 Does he like his host family?
3 Which things are similar to his life at home? Which are different?
4 What activities is he doing today?
5 What does he think of the Changing Places programme?

## Writing Insight Similarities and differences

**4 Study the highlighted words and phrases in the model email. Add one more word or phrase to each language box.**

**5 Make sentences using the words in brackets.**

1 Toni and I both like English / likes sport (neither of us)
*Toni and I both like English and neither of us likes sport.*
2 the food in Brazil / other South American food (similar to)
3 the subjects in school / the subjects we study in England (the same as)
4 the weather in Brazil / the weather in England (different from)
5 my home town is quite small / the big city of São Paulo (nothing like)
6 everyone eats dinner very early / my family (unlike)

**6 What is the purpose of each paragraph in the model email? Complete the organization boxes with the headings. Which two paragraphs could go in a different order?**

■ Differences ■ Introduction ■ Plans and opinions ■ Similarities

1 _____
Start by saying who you are. Say where you are staying and describe the host family.

2 _____
Describe the things that are the same between where you are staying and where you come from.

3 _____
Describe the things that are different between where you are staying and where you come from.

4 _____
Say what your plans are for today / the weekend and give your opinion about the Changing Places programme.

Hi Changing Places,

My name's Connor. I'm from Cork in Ireland, and I'm on an exchange programme in Barcelona. I'm having a great time! My host family is lovely and their son, Felipe, is a really nice guy. We have a lot in common: we both love football and neither of us likes maths!

A lot of things here are similar to Ireland. School starts at more or less the same time and the subjects are just like the subjects I study at home. The teachers are the same as teachers in Ireland, too – some are OK and some aren't. But I don't feel homesick because everyone's really friendly.

Other things are different from home. It's warm and sunny all the time – nothing like Ireland, where it often rains in summer! Unlike at home, we always eat dinner late, at 9.00, and we eat delicious Spanish food. Of course, the language isn't the same. I'm sometimes a bit embarrassed about my terrible Spanish, but Felipe helps me.

It's Saturday today, so I'm not going to school. I'm going to the beach with Felipe, then I'm watching Barcelona FC play at Camp Nou stadium – that's kind of cool. I think Changing Places is a great way to see the world, make new friends and learn a new language!

Thanks,
Connor

**Talking about similarities**
Use *both/neither, similar to, the same as* and _____ to talk about similarities.

**Talking about differences**
Use *different from, nothing like, isn't the same* and _____ to talk about differences.

**Informal expressions**
Use expressions like *a bit, kind of, more or less, OK* and _____ to sound more informal.

**Contractions**
Use contractions like *'m, 's, aren't,* and _____ to make your writing less formal.

## Writing your email

Imagine you are a student on a school exchange programme with Changing Places. You are staying with a family and going to school in a different country. Write an informal email describing your exchange experience. Include information about the similarities and differences between the experience and your life at home.

**PLAN Read the task and check you understand it. Then read the strategy on page 12 again.**

**Think of ideas for what to include in your email. Decide:**

- which country and city you are visiting.
- the family you are staying with.
- what information to include – choose at least four of the topics below and make notes about the similarities and differences.

- everyday routines
- free-time activities
- school life
- the food
- the language
- the people
- the weather

**Create a plan for your email. Plan to write four paragraphs and decide what information to include in each one.**

**Think about the language you will use to:**

- describe similarities and differences.
- make your email sound informal.

**WRITE Write a first draft of your email. Use the model email and your paragraph plan to help you.**

**REVIEW Check your email. Use the checklist to help you.**

Have you:

- organized your email into four paragraphs?
- included all the information asked for in the task?
- used a variety of words and phrases to describe similarities and differences?
- used the correct informal phrases?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 11

# Review 1

## Vocabulary

**1 Complete the sentences with the words below.**

■ anxious ■ ashamed ■ excited ■ keen ■ proud

1 I'm _____ on football. I'm in the school team.
2 They're _____ of their son. He's at Oxford University.
3 Do you get _____ about going to rock concerts?
4 Are you _____ about the exam tomorrow?
5 Emma is _____ of making her little sister cry.

Marks ____ / 5

**2 Match the words in A to the words in B to make compound nouns. Then complete the sentences.**

A ■ bus ■ car ■ credit ■ parking ■ shopping

B ■ card ■ keys ■ list ■ ticket (x2)

1 You can buy a _____ from the driver.
2 You can pay in cash or by _____.
3 We'll have to walk if you can't find the _____.
4 Do you write a _____ before you go to the supermarket to buy food?
5 You'll get a _____ if you leave your car there.

Marks ____ / 5

**3 Complete the text with the correct form of *make* or *do*.**

### One family, six continents, twelve good deeds

Jackson Lewis came home one day last year and asked his father, 'Why aren't we doing more to [1]_____ a difference in the world?' His father's answer was to take Jackson and his brother on a trip to [2]_____ good in the world. Right now, they're on a journey through 12 different countries. In every place they visit, they [3]_____ their best to help people in need. Sometimes they look after children, sometimes they [4]_____ meals and sometimes they teach English. Wherever they go, they [5]_____ friends with a lot of different people.

Marks ____ / 5

**4 Complete the sentences with one word in each space.**

1 We went by taxi, so we got _____ the station on time.
2 I'm really stressed and I need to get _____, so I'm going on holiday next week.
3 She got _____ the train and walked home.
4 It's going to be difficult to get _____ tomorrow – I've got exams all day.
5 She paid the driver when she got _____ the bus.

Marks ____ / 5

## Grammar

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

share Sign in Blog

### Profile: Volunteer Asia

**21-year-old Ben Greenberg is working for Volunteer Asia for a month. [1]_____ (he / help) to look after old and sick animals at an elephant camp in Thailand. We asked him about the project.**

**What [2]_____ (you / do) every day?**

[3]_____ (I / get up) very early to give the elephants breakfast. [4]_____ (elephants / need) a lot of food, so this can take quite a long time.

**How much food [5]_____ (an elephant / eat)?**

Elephants eat at least 100 kg a day. But [6]_____ (one elephant / not have) all that for breakfast!

Our elephants have three meals a day. [7]_____ (they / eat) lunch at the moment.

**[8]_____ (the elephants / go out) today?**

Yes, [9]_____ (we / take) them to the river this afternoon. [10]_____ (it / get) very hot after lunch and [11]_____ (they / love) playing in the water.

Marks ____ / 11

**6 Complete the text with *a / an*, *the* or – (= no article).**

[1]_____ New York City is located at the mouth of [2]_____ Hudson River on [3]_____ east coast of [4]_____ USA. But there was a time when [5]_____ city did not exist. The Italian explorer Da Verrazzano was the first European to visit the area, but it was [6]_____ Englishman who first landed there. Henry Hudson was [7]_____ English sailor, but he was working for [8]_____ Dutch East India Company at the time. He brought [9]_____ animal skins from the Native Americans there and he took [10]_____ skins back to Holland. Soon after that, the Dutch built [11]_____ town in the area. They called it New Amsterdam. In 1664, the British took [12]_____ town and gave it [13]_____ new name: New York. Since then, [14]_____ town has become one of the most important cities in the world.

Marks ____ / 14

Total ____ / 45

# Vocabulary extra 1

## Routines

**1 Match A to B and C to D to make daily routines.**

| A | B | C | D |
|---|---|---|---|
| go | ready | take | your phone |
| make | your teeth | comb | home |
| have | out | check | a sandwich |
| brush | breakfast | have | your hair |
| get | a drink | get | the bus |

**2 Complete the text with the correct form of the verbs in exercise 1.**

Every morning, Hannah [1]_____ breakfast for herself and for her little sister. Then she [2]_____ ready for school. Before she leaves, she [3]_____ her teeth and [4]_____ her hair. She always [5]_____ her phone before she [6]_____ out. She [7]_____ the bus to school with a friend every day. At break time, she sometimes [8]_____ a drink with her friend in the school café. She always [9]_____ a sandwich for lunch. When she [10]_____ home, she does her homework and watches TV with her sister.

**3 Complete the questions with the daily routines in exercise 1.**

1 Do you _____ to school or do you walk?
2 How often do you _____ for messages?
3 How often do you _____ for lunch?
4 Do you usually do your homework as soon as you _____ from school?
5 Do you ever _____ in a café with your friends?
6 How long does it take you to _____ for school?
7 Do you _____ when it's wet or when it's dry?
8 Do you _____ with your friends on Friday evenings?
9 Do you _____ after every meal or twice a day?
10 Do you _____ for all of your family in the morning?

**4 Work in pairs and answer the questions in exercise 3.**

## Free-time activities

**1 Match photos 1–12 to the activities below.**

- bake cakes
- check out new bands
- do water sports
- hang out with friends
- learn a language
- make jewellery
- organize a party
- play video games
- read a novel
- support a team
- use social networking sites
- watch films




**2 Answer the questions with the activities in exercise 1.**

Which free-time activity do people usually do:

1 at the beach? _____
2 at a football stadium? _____
3 on a console? _____
4 in a classroom? _____
5 at the shops or in the café? _____
6 in the kitchen? _____
7 for a friend's birthday? _____
8 at a music festival? _____
9 at a library? _____
10 on a plasma screen? _____
11 on a table in your room? _____
12 on a laptop? _____

**3 Work in pairs. Cover the words in exercise 1 and look at the photos. Ask and answer questions about the free-time activities.**

How often do you hang out with friends?

I hang out with friends every weekend.

**1 WHAT DO YOU THINK?** What does it mean to be a 'global citizen'?

**2** Read the article. Does it include any of your ideas from exercise 1?

# How to be a global citizen

In the 21st century, people around the world are all connected – by technology, by economic and political relationships and by the climate change crisis. That's why we all need to become global citizens. But what exactly is a global citizen?

## Global citizens:

### 1 try to understand global issues.



Global citizens make an effort to ask questions and learn about global events, even when they're happening very far away. We can't solve all of the world's problems, but we can take responsibility for our actions and their possible consequences.

#### What can I do?

**Follow the news.** Spend some time every day reading, watching or listening to the news. Choose good-quality news sources – if possible, more than one.

**Consider the effects of your actions.** For example, what kinds of companies do you give your money to? How ethical are they? How can you find out?

### 2 want to create a fair society.



Global citizens want to live in a world where all people are treated equally and have the same rights and opportunities. They try to understand the causes of poverty and inequality and they aren't afraid to speak out against prejudice and discrimination.

#### What can I do?

**Understand the issues.** Social issues are complicated and take lots of different forms. You can find lots of information online to help you understand how they affect different people in different ways.

**Don't accept prejudice.** Speak out, but do it in a safe, sensible way – don't put yourself or other people in danger. For example, talk to someone at school.

### 3 respect and value differences.



Global citizens understand that people are different and celebrate those differences. They try to see the world through other people's eyes and imagine how they might feel. They're curious about different cultures, ideas and ways of life, including their own.

#### What can I do?

**Talk to different people.** Do you always hang out with friends who are similar to you? Try talking to people who are older or younger than you, or from other countries or cultures.

**Practise active listening.** The next time you talk to someone, make an effort to really listen and understand that person's thoughts and feelings.

### 4 consider the environment.



Global citizens think about the effects of their actions on the planet and do their best to live in sustainable, environmentally friendly ways.

#### What can I do?

**Avoid waste.** Don't buy more food than you can eat or clothes that you aren't going to wear. Only use the water and electricity that you really need.

**Think about your everyday life.** What simple changes can you make? Can you carry a reusable water bottle, eat less meat or walk more often?

### 5 contribute to the community – both local and global.



Global citizens believe that small actions can make a difference. They take part in projects that help to create a better world, by contributing to their local community or supporting international causes.

#### What can I do?

**Volunteer your time.** Find out about local community projects. How can you take part? Volunteering doesn't only help the community – it's also a great way to meet people and learn new skills.

**Help to raise money.** Can you and your friends do something to raise money for projects and organizations that you believe in?

**LEARNING OBJECTIVES** | Understand what it means to be a global citizen | Reflect on how to take action to address a social or environmental problem | Prepare and give a presentation about a global issue | **GS**

**3** **In what ways are these people global citizens? Match the comments (A–E) to the ideas (1–5) in the article. Sometimes more than one answer is possible.**

**A** 
I try to only buy clothes from companies that treat their workers well and pay them fairly. I think it's better to buy fewer clothes and maybe spend more on them. Fast fashion is bad for the planet anyway.

**B** 
I try to read or watch the news regularly. Some of the issues are very complicated and I don't understand everything, but I think it's really important to know what's happening in the world.

**C** 
I help to run an after-school club in a local primary school, teaching children to code and create their own websites. At the moment, I'm trying to encourage more girls to join. I think it's important that there are more women working in the tech industry in the future.

**D** 
I'm learning Mandarin Chinese and I've got a penfriend who lives in Shanghai. We message each other every week. Our lives are different in some ways, but similar in others. We both love sport, although he plays tennis and I like football.

**E** 
At the weekend, I volunteer at the local community centre. I really enjoy it because I meet all kinds of people – of different ages, with different jobs, from different cultural backgrounds. I've learned so much from talking to them.

**4** **Work in pairs and discuss the questions.**

1 In what other ways can you be a global citizen? Can you add three more ideas to the article?
2 What do you already do in your everyday life to be a global citizen? Can you find three things that you *both* do?
3 What could you do more often to become a better global citizen? Write down three things. Then compare your ideas with your partner.

**5** **Study the highlighted phrases in the article. Complete Maya's diary entry with the correct verbs.**

**1 January**

This year, I will:

1 _____ an effort to read the news every day.
2 _____ money for animals by organizing an event.
3 _____ part in a local project.
4 _____ a difference to the community.
5 _____ more responsibility for the things I buy and use.
6 _____ out against inequality and prejudice.

**6** **Read the checklist. Then choose a social or environmental issue that you think is important and answer the questions.**

## Being a GLOBAL CITIZEN

1 **Think.** Why is this issue important? Who or what does it affect? How?
2 **Learn.** Where can you find more information about this issue? Why is it complicated?
3 **Open your mind.** What might different people think and feel about this issue? Why?
4 **Explore solutions.** What are people and organizations doing to try to solve the problem?
5 **Take action.** What can *you* do to make a difference?

**7** PROJECT **Work in groups. Find out about an issue or problem that affects people or the environment in other parts of the world. Prepare a presentation for the rest of the class, answering the questions below.**

- Why is this issue important? Who or what does it affect?
- What are some different points of view on the issue?
- How are people and organizations trying to solve the problem or improve the situation?
- Can people in your country make a difference? If so, how?

**Assess your progress** Workbook page 124

## Video Being a global citizen



Watch the video to find out what **Ruaridh**, **Valentina**, **Harry** and **Gracie** are doing to increase their global awareness and how they are becoming global citizens.

# 2 Going places

## Reading and vocabulary

**1 WHAT DO YOU THINK? Look at the photos and discuss the questions.**

1 How would you describe the towns in the photos? Why do you think they are 'strange'?
2 Do you think these towns are successful? Why / why not?
3 What do you think makes a town successful?

**2 Read the article and check your ideas in exercise 1. Which town was a success and why?**

### Strategy Identifying paraphrasing

**Paraphrasing means using different words to express the same idea. To identify paraphrasing, look out for:**

- synonyms (words with similar meaning) and antonyms (words with opposite meaning).
- sentences that say the same thing, but in a different order.
- ideas that are summarized and not repeated word for word.

**3 Read the strategy. Underline the parts of the article that are similar to sentences 1–9. Then match sentences 1–9 to places a–c.**

1 People left the town because of unemployment.
2 Homes are different there because of the weather.
3 Town planners made changes to this place to attract tourists.
4 This place is very popular with tourists.
5 The town was built for people who worked for a company.
6 The town was a popular resort for factory workers.
7 The buildings in the town looked American.
8 Nobody looks after the buildings there.
9 People knew about it because something was discovered there.

a Fordlandia
b Coober Pedy
c Skegness

**4 REACT Work in groups and discuss the questions.**

1 What can we learn from these towns? Why did two of them fail?
2 Compare these towns with your town. Are there any similarities or differences?

### Insight Antonyms: describing places

**5 Find antonyms of these adjectives in the article.**

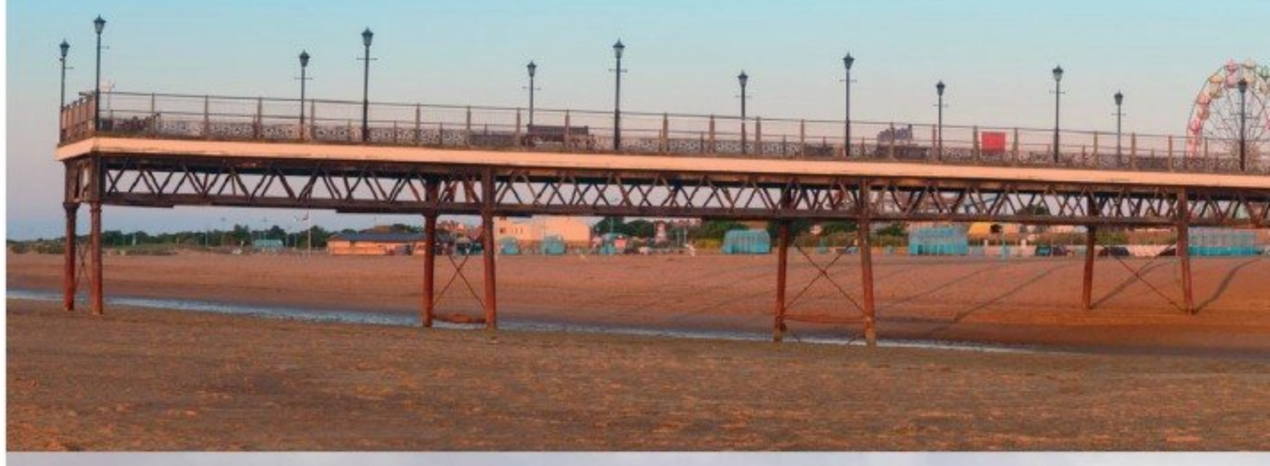
1 messy (line 8) _____
2 old (line 9) _____
3 dangerous (line 25) _____
4 unpopular (line 41) _____
5 quiet, boring (line 45) _____
6 narrow (line 51) _____
7 clean (line 52) _____
8 crowded (line 54) _____

# STRANGE **TOWNS**

## Fordlandia, Brazil

'Fordlandia' was an American-style town in the middle of the Amazon rainforest. Sounds crazy? Well, in the 1920s Henry Ford, the owner of the Ford Motor Company, needed rubber to build his cars. Rubber trees grew in the rainforest, so he bought a plantation* there and built a town for the workers. Fordlandia had American-style houses with pretty gardens and tidy streets. There was a factory in the town, as well as a school and a modern hospital. There was also a swimming pool and a dance hall!

But in the 1940s, man-made rubber became cheaper and easier to make. Rubber from trees was expensive, so in 1945, the plantation closed and people started to leave. Today, jungle covers a lot of Fordlandia. Local people still live there, but none of them work for Ford.



## Coober Pedy, Australia

Coober Pedy first appeared on the map in 1915, when a 14-year-old boy found an opal gemstone there. After this discovery, people started to arrive and look for opals. Many were soldiers from World War 1, who were good at digging trenches.* They dug the mines and they also made underground homes.

Today, most of Coober Pedy is underground. It's not surprising! Temperatures can be 47°C, and underground homes are safe and cool. Although there are fewer mines now, and only 1,800 people live there, Coober Pedy still has a school, a church, a fire station, a police station and a four-star hotel. There's even an underground campsite! Most of the world's opals still come from this tiny town, and tourists often come and stay in the unusual underground houses. The area around the town is popular with film crews, too, and you can see it in the movies *Red Planet* and *Alien Arrival*. In fact, Coober Pedy is 'the Hollywood of the Outback'*.

**Glossary**

* plantation = a large farm, usually in a tropical or semi-tropical country
* trenches = long, narrow holes in the ground
* the Outback = parts of Australia that are far away from towns and cities
* amusement arcades = indoor places where you can play games on machines that you operate with coins
* promenade = a public place for walking, usually a wide path next to the sea



## 35 Skegness, UK

Where can you find amusement arcades* and neon lights? The answer isn't Las Vegas – it's Skegness in the UK! Skegness is a seaside town on the East Coast of England– locals sometimes call it Skeg Vegas!

Originally, Skegness was an old Viking settlement and later a small port. It became a popular holiday resort when a railway station was built there in 1875. During the summer holidays, factories in the north of England shut down, and workers visited the town. Every year, over 450,000 people came for its sandy beaches, lively arcades and famous pier. There was also an amusement park, a street market, a theatre and lots of hotels. However, in the 1960s, cheap package holidays to other countries started to become popular. Fewer and fewer people went to Skegness.

Today, the sky in Skegness is grey and the sea looks brown. There are one or two people on the wide promenade* next to the beach, and the arcades are run down and dirty. The amusement park is old-fashioned and looks sad and deserted. Skegness looks like it's stuck in the past. But people are starting to go there again – maybe its future will be brighter.

**6 Complete the sentences with words from exercise 5. Sometimes more than one answer is possible.**

1 The cinema was _____ with people. There were no seats left!
2 After the political protest, the city streets were _____ and full of rubbish.
3 _____ cities need to be energy-efficient, to help stop climate change.
4 The village looked _____. Not many people lived there.
5 That restaurant is really _____. People are queuing to get in!
6 Some streets in our town are too _____ for buses.
7 Don't visit that area of the city. It's _____ and there's a lot of crime there.

### Insight Places in town

**7 Study the highlighted words in the article. Put them into the correct category (a–f). Then add the places below. Can you add two more words to each category?**

■ art gallery ■ bus station ■ cinema ■ concert hall ■ football stadium ■ library ■ prison ■ shopping centre ■ skatepark ■ sports centre ■ taxi rank ■ underground station ■ university

a Entertainment _____
b Shopping _____
c Transport _____
d Education _____
e Sports _____
f Services _____

**8 In which of the places in exercise 7 can you do these things?**

■ borrow books ■ catch a train ■ do a sport ■ listen to music ■ report a crime ■ see a play ■ study ■ watch a sport

**9 TASK Work in groups. Imagine you are designing a new town. Prepare a presentation about your town, using the ideas below to help you. Present your town to the class and vote for the best.**

■ the location of your new town
■ why people should live there
■ the four most important places to include
■ four places that you would not include

Vocabulary extra › Geographical features › page 29

Assess your progress Workbook page 19

# Grammar and reading

## Grammar Past simple

**1 WHAT DO YOU THINK? Look at the photo below and discuss the questions.**

1 Who are the two people? Where are they? What do you think is happening?
2 Can you tell if you can trust someone when you first meet them? Why / why not?

**2 Read the blog post. Do you think Anna behaved in a sensible way?**

Home About Destinations Gallery Blog

My name is Anna. A few years ago, I was on holiday in Mexico. I wasn't an experienced traveller and I made a mistake. What did I learn? Well, this is what happened.

I wanted to take a bus from Mexico City to Oaxaca, where my sister was a teacher. At the bus station, it took an hour to get a ticket. When I got on my bus, it was crowded, but I saw a seat beside a young woman and sat down. She introduced herself as Carly. She was from the US, but she lived in Mexico. I was tired and didn't want to talk, but she was friendly and we started chatting. She asked me lots of questions about myself. In Puebla, we had to wait for another bus, so Carly suggested we find a café. She said it was safer than waiting in the bus station. I didn't know if that was true, but I thought, 'She lives here, it's OK.' Was I right? You decide.



**3 REACT What would you do in Anna's situation? What do you think happened next?**

## Grammar Insight

**4 Study the highlighted verbs in the blog post. Which ones are regular? Which are irregular? What are their infinitives?**

**5 Find more examples of the past simple in the blog post. Then answer the questions.**

1 How do we make negative and question forms of the verb *be*?
2 How do we make negative and question forms of other verbs?

Further reference and practice › Workbook › page 86

**6 Complete the next part of the blog post with the past simple form of the verbs in brackets.**

In the café, we [1]_____ (find) a table next to two boys wearing headphones. While Carly went to get some coffee, I [2]_____ (put) my head on the table and [3]_____ (close) my eyes. When I [4]_____ (wake up), Carly [5]_____ (not be) there and neither was my bag – or the two boys with headphones! I [6]_____ (not wait) – I [7]_____ (run) outside, but I [8]_____ (not see) Carly. I [9]_____ (realize) my money and bus ticket [10]_____ (be) in the bag, but luckily, I [11]_____ (have) my mobile phone. I [12]_____ (try) to call my sister – no signal. At the bus station, they said, 'The bus to Oaxaca [13]_____ (leave) five minutes ago.' I [14]_____ (not know) what to do and [15]_____ (begin) to cry. Then a voice behind me said, 'It's OK, I have your bag.' I [16]_____ (turn) round and [17]_____ (see) one of the boys from the café holding my bag.

**7 Write questions in the past simple. Then work in pairs and answer the questions.**

1 where / Anna / want to go?
2 what / Carly / suggest?
3 what mistake / Anna / make?
4 why / Anna / begin to cry?
5 the boys wearing headphones / be / friendly?
6 Carly / be a good person?

**8 TASK Work in pairs. Invent an ending for the story. Use the past simple form of some of the verbs below and your own ideas.**

■ buy ■ drop ■ explain ■ follow ■ give ■ invite ■ leave ■ look ■ pick up ■ realize ■ run ■ take out ■ watch

**9 2.1 Listen to the last part of the story and compare it with your ideas in exercise 8.**

## Grammar Past simple and past continuous

**10** **Read the article and answer the questions.**

1 Where was Mr Kaya from?
2 What did he do every day?
3 What happened one February morning?
4 Why did he start the Small Kindness Movement?
5 When was the first World Kindness Day?






[1]In 1963, Mr Seiji Kaya was a teacher at Tokyo University. [2]Every day, Mr Kaya took the train to work. [3]At 8 a.m. one February morning, he was waiting for his train. [4]It was snowing and a lot of people were at the station. [5]Mr Kaya was getting on the train when a man stole his bag. [6]He shouted for help, but no one tried to stop the thief.

Mr Kaya was upset, but no one asked if he was OK. In fact, no one talked to him at all. After this bad experience, Mr Kaya started to encourage his students to 'be brave and practise small acts of kindness every day'. He wanted to create a wave of kindness across Japan, so he started the Small Kindness Movement. In 1997, 13 November became World Kindness Day and today people celebrate it all over the world!

### Grammar Insight

**11** **Read article again and match sentences 1–6 to rules a–f.**

**We use the past simple for:**
**a** a completed past action or a past state.
**b** a past habit.
**c** a sequence of actions in the past.
**We use the past continuous for:**
**d** background descriptions.
**e** an action or actions in progress at a specific time in the past.
**We use the past simple and the past continuous for:**
**f** a longer action interrupted by a shorter action.

Further reference and practice › Workbook › page 86

**12** **2.2 Complete the texts with the past simple or past continuous form of the verbs in brackets. Then listen and check.**

**A** Yesterday, I [1]_____ (stand) in a queue at a fast food restaurant. The woman in front of me [2]_____ (ask) for a double burger and fries. She [3]_____ (pay) and [4]_____ (walk) out of the shop, but she [5]_____ (not eat) them. She [6]_____ (give) them to a homeless man who [7]_____ (sit) on the street outside.

**B** When I was younger, my mum [8]_____ (take) me to visit my grandparents every weekend. One weekend, we [9]_____ (drive) on a busy road. It [10]_____ (get) dark and it [11]_____ (rain) heavily. Suddenly, the car [12]_____ (stop). My mum [13]_____ (not know) what to do. Two men on motorcycles [14]_____ (appear). They [15]_____ (fix) the car in ten minutes, but they [16]_____ (get) very wet.

**C** My brother [17]_____ (travel) home by train when he [18]_____ (lose) his ticket. He [19]_____ (not have) enough money for another ticket and an old woman in the next seat [20]_____ (buy) him one. She [21]_____ (not want) any money for it; she just [22]_____ (want) to help.

**13** **TASK** **Think about a time when you helped someone or someone helped you. Make notes about the questions below. Then tell your story to the rest of the class. Which act of kindness do you think was the most generous?**

- When did it happen?
- What were you doing?
- What was happening in the background (the weather, people, etc.)?
- Why did you help them or why did they help you?
- How did you feel?

Assess your progress
Workbook page 19

# 2c Listening, vocabulary and speaking

## Listening and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Can you name the five senses?
2 Which senses do you use to find out about the things below?

■ an animal ■ a baby ■ a cake ■ a film ■ flowers ■ traffic ■ wind

3 Which would be the most difficult sense to live without? Why?

**2 2.3 Listen to a radio interview with a traveller, Terri. Which senses help him when he travels?**

**3 2.3 Listen again and answer the questions.**

1 How does Terri get around a new city?
2 What problems did he have in Istanbul?
3 How did he know when he was near the sea?
4 Does he prefer bus stations or train stations? Why?
5 What does he do when he first arrives in a city?
6 What advice does he give to sighted travellers?



**4 REACT Work in groups and discuss the questions.**

1 What are some other challenges blind people might face when travelling?
2 Do you think there is more that towns and cities could do to help blind people?
3 What advice would you give to a blind person visiting your city / town?

## V Insight The senses

**5 Add the words below to the table. Then add the past simple forms of the verbs to the last column.**

■ ears ■ feel ■ nose ■ see ■ sight ■ taste ■ tongue ■ touch

| Sense | Body part | Verb | Past simple |
|---|---|---|---|
| 1 _____ | eyes | 2 _____ | 3 _____ |
| hearing | 4 _____ | hear | 5 _____ |
| smell | 6 _____ | smell | 7 _____ |
| taste | 8 _____ | 9 _____ | 10 _____ |
| 11 _____ | skin | 12 _____ | 13 _____ |

**6 2.4 Look at the photos on the page and listen to the sounds. Imagine you are visiting this place. What can you see / hear / smell / taste / feel?**

**7 TASK Work in pairs and discuss the questions.**

1 Think about a place you visited. What do you remember most about that place? Talk about the things you:

■ felt. ■ heard. ■ saw. ■ tasted. ■ smelled.

2 Which sense helped you remember the most? Number them 1–5 in order of importance (1 = most important, 5 = least important).

■ touch ___ ■ hearing ___ ■ sight ___ ■ taste ___ ■ smell ___



## Speaking Asking for and giving directions

**8** **Work in pairs. Look at the map and find these places.**

■ a cathedral ■ a market ■ a metro station
■ a railway station ■ an art gallery ■ the river ■ two cinemas

**9** 2.5 **Listen to a dialogue. Where are the speakers? Where do they want to go?**

**10** 2.5 **Complete the phrases from the dialogue. Then listen again and check.**

**Asking for directions**

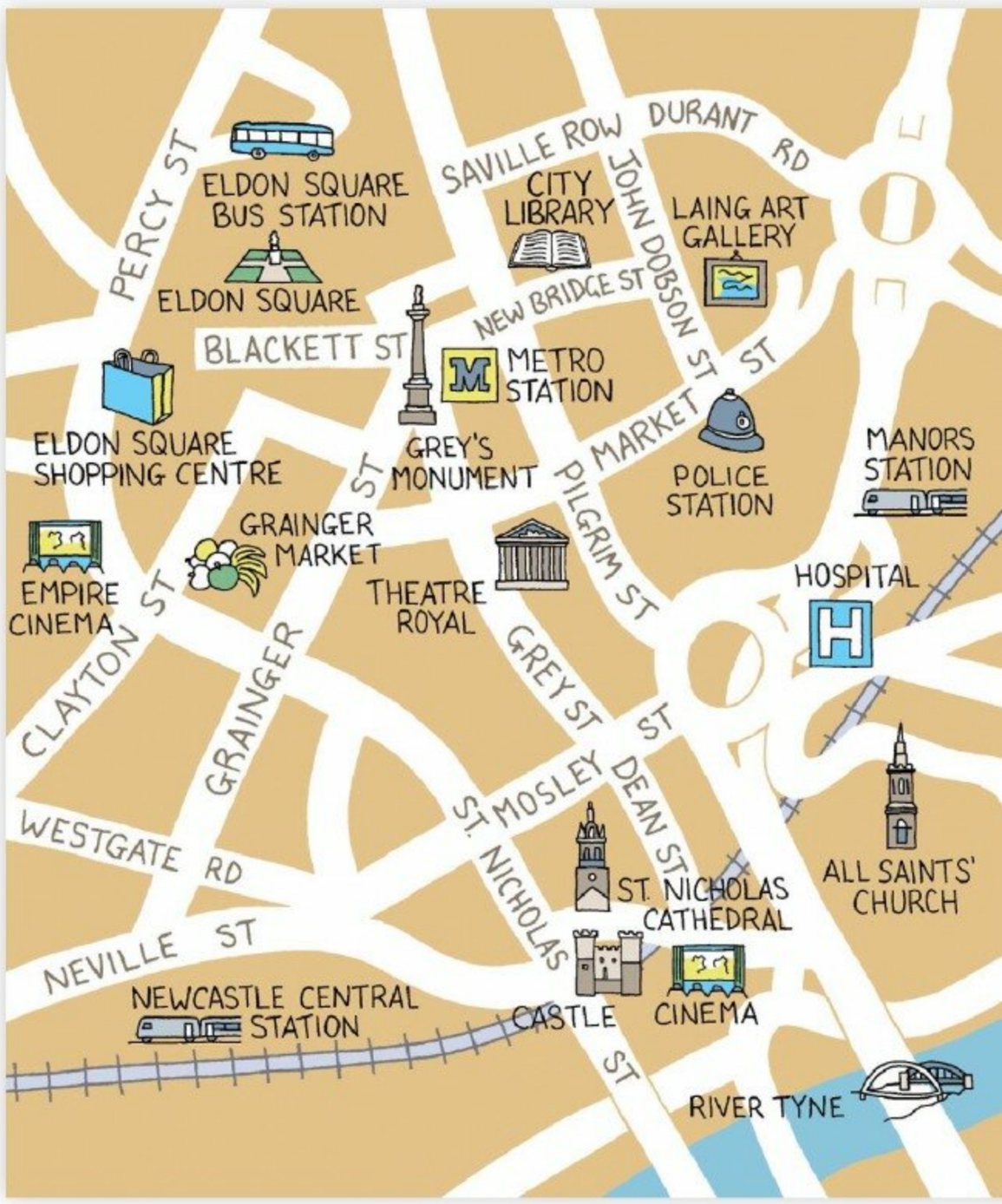
Which [1]_____ is the … ?
Could you [2]_____ us / me how to get to … ?
We're looking for ….
Do you know how to get to … ?
Can you help us?

**Giving directions**

Go [3]_____ this road, towards / away from the ….
Then walk [4]_____ the ….
[5]_____ right / left into ….
It's the first / second / third road ….

**Asking for repetition**

Sorry, I didn't [6]_____ that.
Could you say that again?




**11** 2.6 **Put the dialogue in the correct order. Then listen and check.**

____ **Sue** Sorry, I'm not sure I understood. Could you repeat that, please?
____ **Teo** That's right.
____ **Sue** OK, and then?
____ **Sue** Oh, I see. So I go down New Bridge Street.
____ **Teo** Well, when you reach the end of New Bridge Street, you'll see Grey's Monument, and there's a metro station right next to it.
____ **Sue** Thank you!
____ **Teo** Sure, go along John Dobson Street, and then turn right onto New Bridge Street. The metro station is there, but at the moment it's closed.
1 **Sue** Excuse me. Can you help us? We're looking for the nearest metro station.
____ **Teo** Yes, it's very near here. Go straight on, along John Dobson Street towards the river. Walk past Durant Road and Saville Row towards Market Street. When you get to New Bridge Street, turn right.

**12** **Read the dialogue again. Underline more phrases for giving directions and asking for repetition.**

### GS Global skills Getting someone's attention

We often use expressions like *Excuse me* or *Sorry to bother you* to get someone's attention before asking a question. When you do this, try to look at the other person directly and smile.

A Excuse me. Can you tell me the way to the station, please?
B Yes, of course. It's down this road and on the left.

**13** **In what situations might you need to get someone's attention?**

**14** **TASK** **Work in pairs. You are on Blackett Street. Take turns to ask for and give directions to the places below. Remember to ask for repetition if you do not understand.**

■ a cinema ■ a library ■ a theatre ■ the railway station ■ the river

Vocabulary extra › Prepositions of movement › page 29

Assess your progress
Workbook page 19

## Reading and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions.**

1 How do you think people choose names for their children or pets?
2 How might people choose names for towns and cities?
3 Why do you think names are important?

**2 Study the names below. In which country can you find these places? Can you guess how they got their names? Read the extract from a travel blog and check your answers.**

■ Fayetteville ■ Malibu ■ Michigan ■ New York ■ Oxford

**3 Read the extract again and answer the questions.**

1 How does the writer describe Surprise?
2 What can Native American names tell us about places?
3 Why did Europeans name towns after people and places in their home country?
4 What did the name Kidd's Hammock tell people?
5 Why did people call their town Dinosaur?
6 Why does the writer think Surprise has the right name?

### V Insight Verbs + prepositions

**4 Find these verbs in the extract and write the prepositions that follow them.**

1 borrow _____
2 belong _____
3 warn _____
4 happen _____
5 wait _____
6 hope _____
7 learn _____
8 think _____

**5 Complete the sentences. Use the present simple or past simple form of the verbs in exercise 4.**

1 It's interesting to _____ the meaning of place names.
2 The name 'Seattle' _____ a Native American leader, Chief Seattle.
3 The sign _____ people _____ the dangerous road ahead.
4 Do you know what _____ Captain William Kidd?
5 We can _____ a lot _____ Native American town names.
6 European settlers _____ a better life in America.
7 I _____ a book _____the library – it was about the history of New York.
8 Our car broke down on the way to Hell. We _____ three hours for help to arrive!

### GS Global skills Culture

**6 Work in pairs and discuss the questions.**

1 Which of the place names in the extract do you think is the most memorable? Which is the most helpful? Why?
2 Choose two or three place names from your country. What do they tell us about the country's past?
3 Think of other place names around the world. What do they say about that country's past?

# Naming places

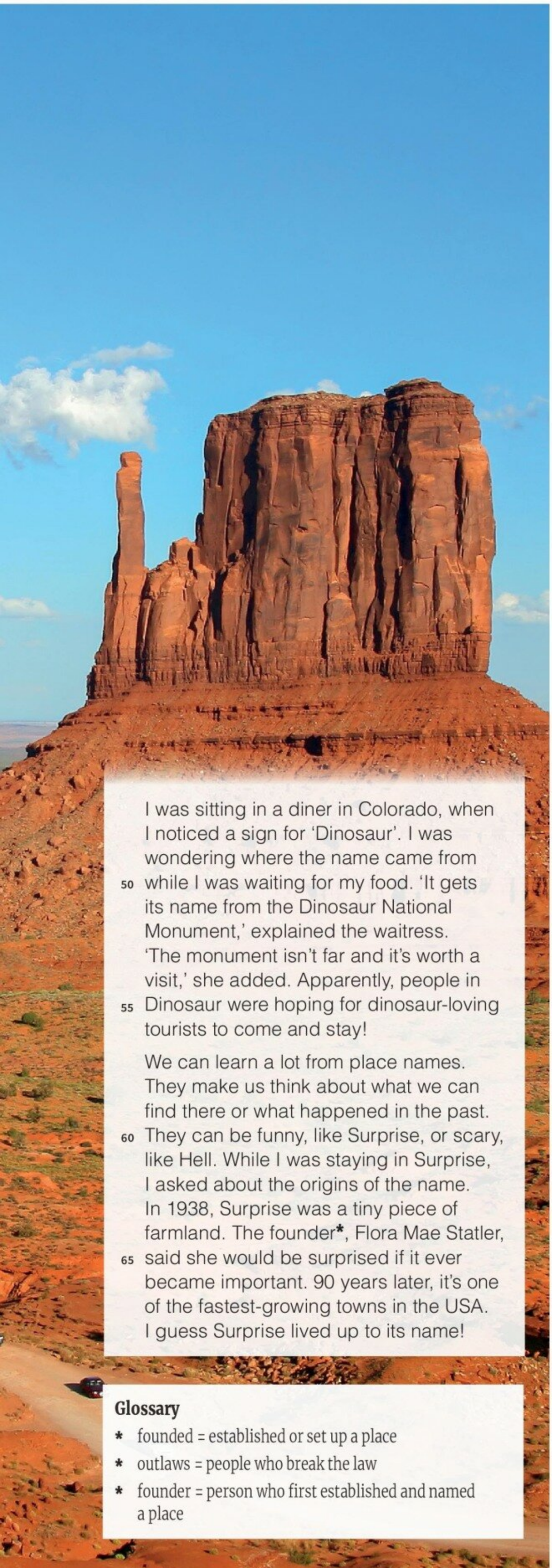



Last summer, while I was visiting the USA, I came across some unusual places. As I was driving through Arizona, I saw a sign for 'Surprise'. Surprise is a small town in the middle of nowhere. It's a pretty place and there's a beautiful park there, but there's nothing surprising about it, so how did it get its name?

Many place names in America describe what you can find there. 'Little Valley' in New York is a town in a small valley, and 'Oblong' in Illinois is a town with an oblong shape. These types of names often include landmarks to help people find them. Thousands of years ago, this is how Native Americans, the first people in America, described different places. So Michigan comes from the Native American word 'michigana' (large lake), and Malibu, in California, comes from the word 'maliwu' (place where the surf is very loud).

Names can tell us other things, too. When European settlers arrived in the 17th century, they built new towns and borrowed names from people or places that they knew. So New York gets its name from an English nobleman, the Duke of York; Fayetteville comes from a French statesman, the Marquis de Lafayette; and Oxford is named after a city in England. These names showed who founded* these places or who they belonged to.

Other names have more local stories. Kitts Hummock in Delaware was originally called Kidd's Hammock: 'Kidd' after the famous 17th-century pirate Captain William Kidd, and 'Hammock' referring to the type of trees in the area. Its name described the location, and also warned people about the outlaws* they might find there! Then there's a town called Hell in Michigan, with a tiny population. Why is it called Hell? And what happened to the people? Nobody knows for sure.



I was sitting in a diner in Colorado, when I noticed a sign for 'Dinosaur'. I was wondering where the name came from while I was waiting for my food. 'It gets its name from the Dinosaur National Monument,' explained the waitress. 'The monument isn't far and it's worth a visit,' she added. Apparently, people in Dinosaur were hoping for dinosaur-loving tourists to come and stay!

We can learn a lot from place names. They make us think about what we can find there or what happened in the past. They can be funny, like Surprise, or scary, like Hell. While I was staying in Surprise, I asked about the origins of the name. In 1938, Surprise was a tiny piece of farmland. The founder*, Flora Mae Statler, said she would be surprised if it ever became important. 90 years later, it's one of the fastest-growing towns in the USA. I guess Surprise lived up to its name!

**Glossary**

* founded = established or set up a place
* outlaws = people who break the law
* founder = person who first established and named a place

## Grammar *while*, *as* and *when*

**7** **Find examples of *while*, *as* and *when* in the extract.**

## Grammar Insight

**8** **Complete the rules with the words below.**

after ■ beginning ■ longer ■ same ■ shorter

We can use *while*, *as* and *when* to talk about actions that take place at the same time.

**a** We usually use *while* or *as* to introduce the _____ action.

**b** We use *while* or *as* for two longer actions that happen at the _____ time.

**c** We use *when* to introduce a _____ action that interrupts a longer action.

**d** We use *when* to talk about one event that happens immediately _____ another.

**e** *While*, *as* and *when* can go at the _____ or in the middle of sentences.

Further reference and practice › Workbook › page 87

**9** **Read the story and choose the correct words.**




### Boring, Oregon

Names can sometimes give you the wrong idea. I was travelling through Oregon last year [1]**when / while** I saw a town on the map called Boring. I was curious about the name, so I decided to visit. [2]**While / When** I was waiting for the bus there, I asked some people about the town. [3]**As / When** we were talking about Boring, I decided to stay a few nights to see if it lived up to its name. I visited different places [4]**as / when** I was there, including a local market and a theatre. I also went mountain-biking on the Springwater trail. [5]**While / When** I was riding my bike, I came across a rattlesnake. That wasn't boring! I learned that Boring got its name from a soldier, William H Boring, and that the town starred in a TV series called *Everything Sucks!* Boring isn't so boring after all!

**10** **TASK** **Work in pairs. Choose five of the sentences and think of a suitable ending for each. Tell the endings to your partner. Can they guess which sentence it is?**

1 I was watching *Everything Sucks!* on TV when ....
2 As we were cycling along the street, ....
3 The doorbell rang while ....
4 As I was tidying my room, ....
5 When I got up this morning, ....
6 My friend was taking a selfie while ....
7 As I was waiting for my friends at a café, ....
8 While I was doing my English homework, ....
9 My teacher was talking to the class when ....
10 I was listening to music while ....

Assess your progress Workbook page 19

# 2E Writing A travel blog





## Planning for writing

**1 Work in pairs. Look at the photos from a travel blog post and discuss the questions.**

1 Which country do you think the blog post is about? Why?
2 What activity can you see in the first photo? How would you describe it?
3 What do you like doing on holiday? Why?

**2 What information would you expect a travel blog post to include?**

**3 Read the model blog post on page 27. Which of your ideas in exercise 2 does it mention? Does it include any other information?**

## Writing Insight Descriptive adjectives

**4 Study the adjectives highlighted in yellow in the model blog post. Add them to the table. Some adjectives can go in more than one category.**

| | | | |
|---|---|---|---|
| **The journey** | short, safe, boring, dangerous | **The people** | polite, nice, young |
| **The weather** | stormy, windy, hot, rainy | **The place** | pretty, cheap, unpopular, awful |

**5 Describe each situation using one adjective from exercise 4.**

1 There are a lot of people on the bus. *crowded*
2 You pay 20 euros for a sandwich at a café.
3 You could easily hurt yourself bungee-jumping.
4 Everyone makes you feel welcome.
5 The hostel you're staying in is very dirty and noisy.
6 A lot of people visit this town.
7 There are no clouds in the sky.
8 You get lost and a woman gives you directions.

## Strategy Avoiding repetition

**When you write, it's a good idea to avoid repeating key words.**

1 You can avoid repeating the name of a person by using *he*, *she* or *they*.
2 You can avoid repeating the name of a place by using *there*.
3 You can avoid repeating the name of an object or activity by using *it* or *they*.

**6 Read the strategy and then study the words highlighted in orange in the model blog post. What do they refer to? Find at least two more examples in the text.**

**7 Complete the sentences with the words below.**

■ her ■ it ■ she ■ them ■ there ■ this

1 I had two holidays to Spain last year. I really enjoyed _____.
2 New York is an amazing city – there's so much to do _____.
3 Kate travelled to South America. _____ spent three months in Brazil.
4 Did you visit Barcelona? _____ is famous for its architecture.
5 The traffic was very bad and _____ meant I missed my flight.
6 Antonio's mother was very kind – I must write and thank _____.

**8 Match the things the writer does to paragraphs A–D in the model blog post.**

1 gives background information about the place and its history
2 sums up why he likes the place
3 says where he went and describes his journey
4 describes some of his experiences



Make sure you have clear paragraphs to start new topics.

tom's**blog** POSTS ABOUT FOLLOW ARCHIVE

## Day 35

SEARCH

A At the moment, I'm travelling in New Zealand. Last week, I went to Queenstown, on South Island. I flew from the busy capital, Wellington, to Christchurch. From there, I took a bus south through the mountains and past peaceful lakes. The journey was long and tiring, but while I was travelling, I met a girl called Kate. She was from Queenstown and was really friendly and helpful. She gave me a lot of information about the town. This was very useful in the next few days.

Paragraph A: ____

B Queenstown is a historic city in a beautiful location, next to Lake Wakatipu. It's a popular place for backpackers to visit, but it also has a fascinating history. It was originally a Maori settlement, but in the 1860s people discovered gold. That was when the Europeans first arrived and settled there. At that time, Victoria was queen of the UK. It's possible that those people named the town in honour of her.

Paragraph B: ____

C While I was staying in Queenstown, I saw a lot of advertisements for adventure sports – the town is famous for them. Some sports, like snowboarding and kayaking, looked exciting and fun. There were other sports, too, like bungee-jumping and rock-climbing. They looked really scary. The weather was cold, but sunny and bright, so I decided to try snowboarding. I really enjoyed that activity. I also went to a local music festival. It was very crowded, but I heard some great music and met some really interesting people.

Paragraph C: ____

D Queenstown is a fantastic place to stay. There's so much to do there and everyone is really friendly. As well as adventure sports and the festival, I visited some lively markets and ate at a few popular (and expensive) restaurants. I'd recommend Queenstown to anyone!

Paragraph D: ____

Like | Share | Comment

**Using descriptive adjectives**
Use descriptive adjectives to describe the most important things – the journey, the place, the people, the weather, your experiences.

**Avoiding repetition**
To avoid repeating nouns, use words like *he/she/it*, *him/her/them*, *this*, *there* and phrases like *the town*, *those people*, *that activity*.

## Writing your blog post

Write a travel blog post about an interesting place you visited in the past.

**PLAN Read the task and check you understand it.**

**Think of ideas for what to include in your blog post.**

- Decide which country or city you are going to write about.
- Describe the journey. What was it like? Did you meet anyone?
- Decide what background information to include about the place and its history.
- Describe any activities or experiences. What were they like?
- What is your overall opinion of the place?

**Create a plan for your blog post. Plan to write four paragraphs and decide what information to include in each one.**

**Think about the language you will use.**

- adjectives to describe the place, journey, people, weather and activities
- words and phrases to avoid repetition

**WRITE Write a first draft of your blog post. Use the model blog post and your paragraph plan to help you.**

**REVIEW Check your blog post. Use the checklist to help you.**

Have you:

- organized your blog post into four paragraphs?
- included all the information you planned to cover?
- used a variety of adjectives to describe things?
- avoided repetition?
- checked your spelling, grammar and punctuation?

**Assess your progress** Workbook page 19

# Review 2

## Vocabulary

**1** Read the text and write the antonyms of the adjectives in italics.

**Tourist attractions**

**SPAIN**

The Rastro of Madrid is a famous street market in Spain. It's in the historic centre of Madrid, where the buildings are very [1]*modern* and the streets are very [2]*wide*. The area gets [3]*deserted* on Sunday mornings because thousands of people go to the market.

When the Rastro opens at 9 a.m., all of the stalls are [4]*messy*, but at the end of the day, you can't find anything and the streets are very [5]*clean*. It's [6]*safe* to take a lot of money to the Rastro because you might lose it.

Marks ___ / 6

**2** Complete the definitions with places in town.

1 You can see famous paintings here: _____
2 You go here if you break your leg: _____
3 You can borrow books here: _____
4 You can do a science degree here: _____
5 You go here if someone steals your bag: _____

Marks ___ / 5

**3** Complete the sentences with the words below.

■ hear ■ sight ■ skin ■ smell ■ tongue

1 Remember to put suncream on your _____ so that it doesn't burn.
2 That cheese doesn't _____ very nice! I don't want any.
3 Jack lost his _____ in an accident, so now he's blind.
4 I can _____ the birds singing when I get up.
5 A person's _____ can identify four different flavours.

Marks ___ / 5

**4** Complete sentence b with three words so that it has a similar meaning to sentence a. Use the correct form of the verbs below.

■ belong ■ borrow ■ learn ■ wait ■ warn

1 **a** Travelling teaches you many things.
**b** You can _____ from travelling.
2 **a** My friend lent me this book.
**b** I _____ from my friend.
3 **a** They were at the taxi rank for an hour.
**b** They _____ taxi for an hour.
4 **a** That's my brother's digital camera.
**b** That digital camera _____ brother.
5 **a** They told us to be careful of scorpions in the grass.
**b** They _____ scorpions in the grass.

Marks ___ / 5

## Grammar

**5** Complete the text with the past simple form of the verbs in brackets.

One day last year, I [1]_____ (go) to our local shopping centre with some friends. I [2]_____ (take) my mobile phone with me. The next day, I realized that I [3]_____ (not have) my phone. My mum [4]_____ (call) my number to see if my phone was at home. We listened, but we [5]_____ (not hear) the ringtone. Suddenly, my mum's phone started ringing. She [6]_____ (answer) it and [7]_____ (speak) to a woman who [8]_____ (have) my phone. We [9]_____ (arrange) to meet at her house. When I got there, she [10]_____ (give) me back my phone. I couldn't believe my luck!

Marks ___ / 10

**6** Complete the sentences with the past simple or past continuous form of the verbs in brackets.

1 Where _____ (be) you yesterday morning?
2 Rosie _____ (not study) at 8 p.m. last night. She was at a party.
3 What time _____ (the train / leave) the station?
4 I got up, _____ (have) breakfast and went out.
5 _____ (you / sleep) when I called?
6 People _____ (not write) emails in the past. They sent letters instead.
7 It was the first day of August and the sun _____ (shine).
8 We were going to school when it _____ (start) to snow.

Marks ___ / 8

**7** Complete the sentences with *while* / *as* or *when*.

1 Jack fell asleep _____ he was watching a film.
2 We went out _____ the rain stopped.
3 Ann was driving to work _____ the accident happened.
4 _____ I was walking through the park, I remembered it was mum's birthday!
5 They were listening to the radio _____ they were making breakfast.
6 Paul bought a ticket _____ he got to the station.

Marks ___ / 6

**Total** ___ / 45

## Geographical features

**1** **Label the picture with the words below.**

■ cave ■ cliff ■ desert ■ forest ■ hill ■ lake ■ mountain ■ sea ■ valley ■ waterfall




**2** **Match definitions 1–10 to the words in exercise 1.**

1 an inland area of water
2 an area of land that is quite high
3 a high area of rock next to the sea
4 the low land between two mountains or hills which often has a river running through it
5 a river that falls from a high place
6 a large area of land covered with trees
7 a large area of land with very little water and very few plants
8 a hole in the side of a hill or under the ground
9 an area of land that is very high
10 a very large area of water

**3** **Work in pairs. Think of a famous place for each of the geographical features in exercise 1. Then write a sentence explaining what it is and where it is.**

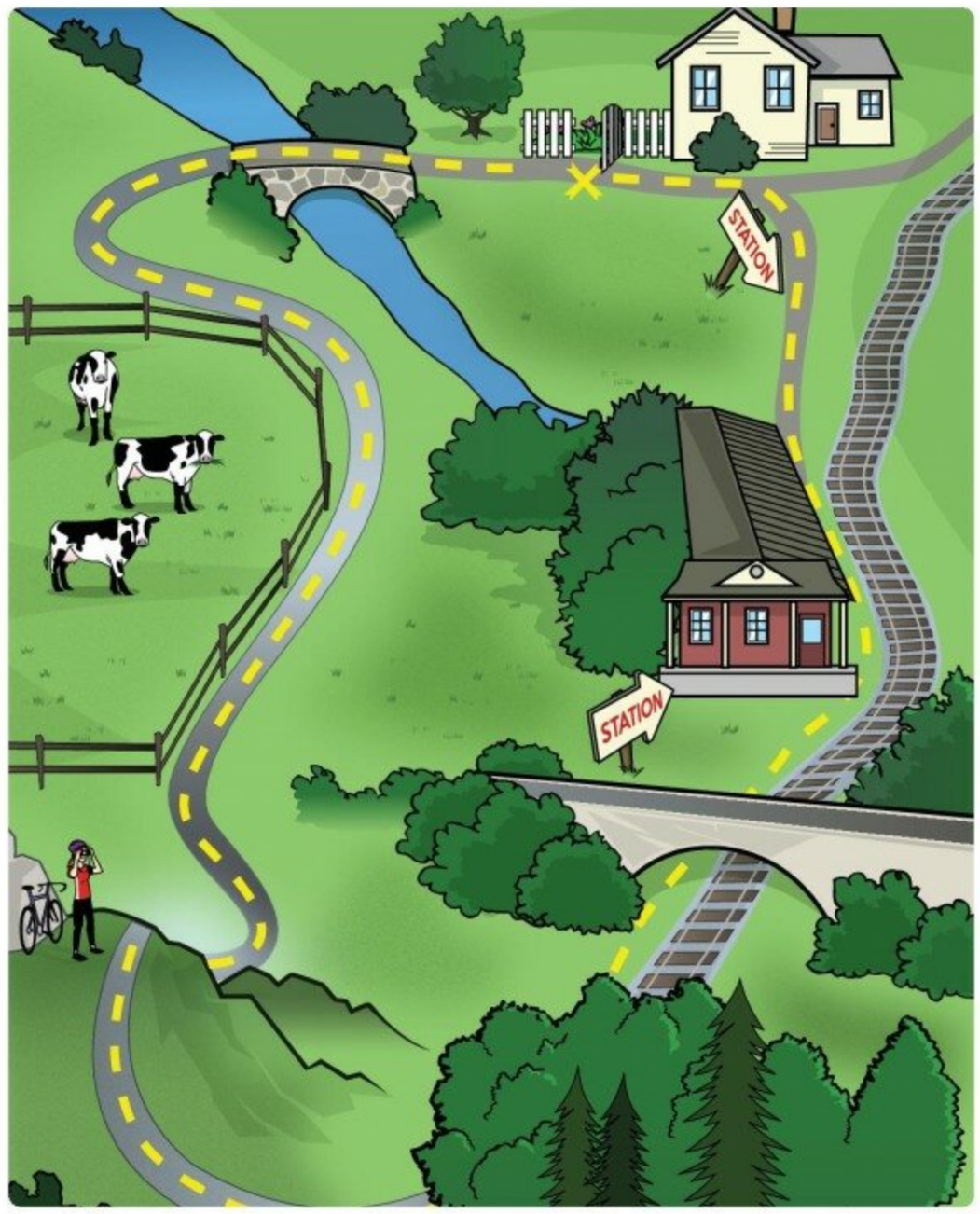
The Sahara is a desert in the north of Africa.

## Prepositions of movement

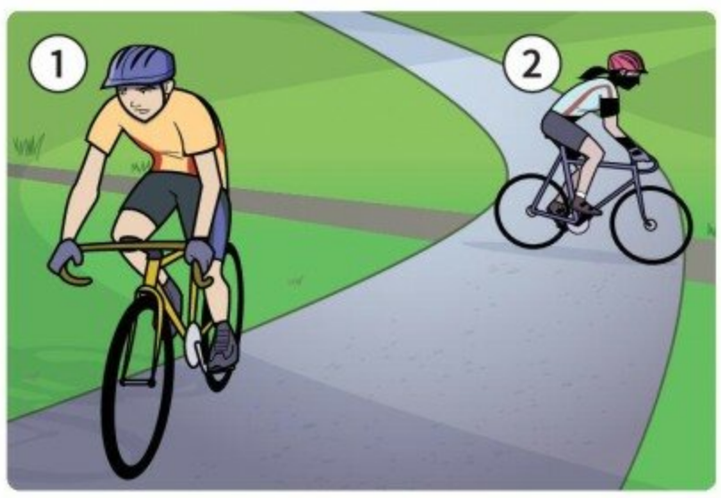
**1** **Match cyclists 1–12 to the prepositions below.**

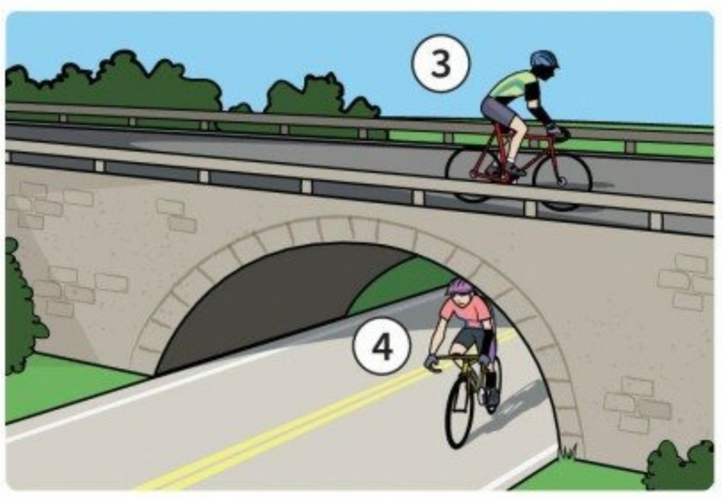
■ across ■ along ■ away from ■ down ■ into ■ out of ■ over ■ past ■ through ■ towards ■ under ■ up

**2** **Look at the map showing the route Heidi cycled yesterday to take some photos. Then complete the text with the prepositions in exercise 1.**



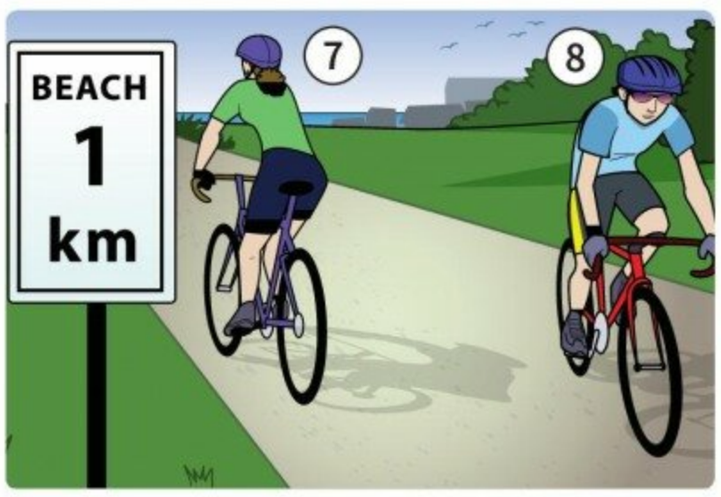

Heidi went [1]_____ her garden and cycled [2]_____ the station. After she passed the station, she cycled [3]_____ the railway line and [4]_____ the station. Then she went [5]_____ the bridge and [6]_____ the forest. After that, she cycled [7]_____ the mountain to take some photos. After she had a rest, Heidi cycled [8]_____ the mountain and [9]_____ the road, [10]_____ a field with some cows. Then she went [11]_____ the river and [12]_____ her garden again. When she got home, she posted her photos online.















# Cumulative review Units 1–2

## Listening

**1** 2.7 **Listen to four people talking about places they visited. Match speakers 1–4 to sentences a–e. There is one sentence that you do not need.**

- **a** Many people didn't know this place existed until the beginning of the 20th century.
- **b** There are some unanswered questions connected to this place.
- **c** This place was the site of the last battle fought by its ancient rulers.
- **d** This place changed experts' beliefs about the past.
- **e** This place shows how much the builders knew about science at the time.

## Speaking

**2 Work in pairs. You are sightseeing on holiday when you see a person from your hotel. Follow these steps to prepare a dialogue.**

1 Attract their attention and explain how you know them.
2 Find out how long they are staying at the hotel.
3 Ask about the activities they are doing on holiday.
4 Find something you both enjoy doing.

## Reading

**3 Read the travel blog and choose the correct answers.**

1 The writer doesn't usually like visiting famous historic places because
   - **a** he thinks they're boring and often difficult to get to.
   - **b** there are too many people and you don't see anything new.
   - **c** there are too many books telling you that you have to visit them.
   - **d** they don't look as good in real life as in photos.
2 What surprised the writer most about Petra?
   - **a** A film they like was made there.
   - **b** The age of the buildings.
   - **c** We don't know much about the people who built it.
   - **d** It was much larger than he expected.
3 What does the writer suggest about the Nabataeans?
   - **a** We don't know when they lived in Petra.
   - **b** They were the only people who lived in Petra.
   - **c** They made a lot of money from buying and selling.
   - **d** They arrived after Petra was built.
4 What was Petra like when the writer visited?
   - **a** dry and quiet
   - **b** cold and deserted
   - **c** hot and crowded
   - **d** rainy and quiet
5 Why was the writer interested in what Sami said?
   - **a** They both loved the same film.
   - **b** Sami described the sounds, smells and tastes of the city in the past.
   - **c** Sami was from Petra and knew interesting things about it.
   - **d** Sami was in the Indiana Jones film in the 1980s.

Home About Destinations Gallery Blog

# I was wrong. Petra is amazing!

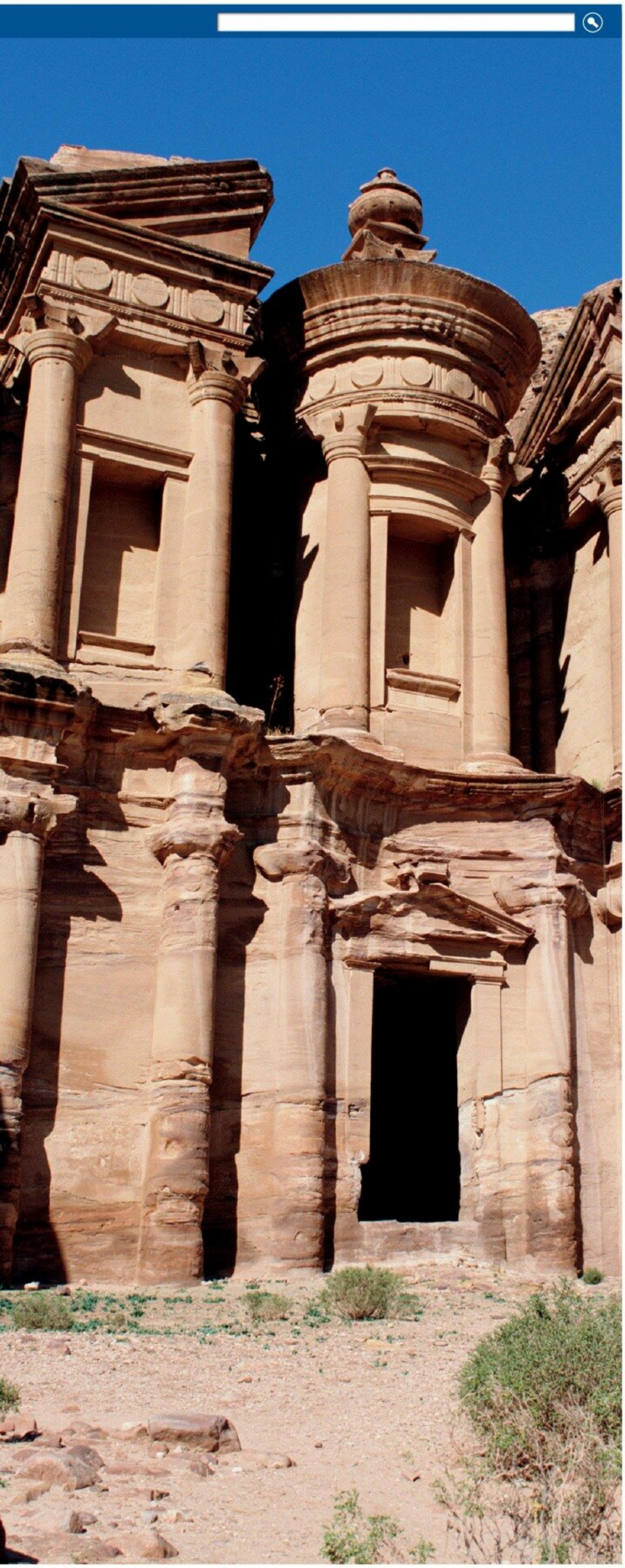
I love travelling, but I'm not usually interested in visiting famous historic sights – you know, places like Stonehenge or the Taj Mahal. You see a lot of articles saying, 'You must see these places before you die!' But when you get there, it's so crowded and everyone is just taking selfies. You look at the place and it looks just like all the pictures. It's not very exciting because you already know what it looks like.

So when I went to Jordan last week, I wasn't very excited about visiting the ancient city of Petra. OK, I was a little bit interested because it's in *Indiana Jones and the Last Crusade*, which is one of my favourite 1980s films. But still, there isn't much to see, right? Well, that's what I thought, but I was very wrong!

Firstly, it's really big! The famous buildings you see in the photos are only a small part of it. Around 30,000 people lived there 2,000 years ago. Even if you walk around it for two days, you still won't see everything. The buildings, which are cut out of beautiful pink rock, are amazing. They were built by the Nabataeans. We don't know much about them, but we know that they were good at business and became very rich. That's how they made such incredible buildings in the desert.

Although Petra is a very popular tourist attraction, it wasn't crowded when I visited because it was winter. The weather was nice – not hot or cold, and not rainy either. Because it's so big, some parts of it were completely deserted. So I pretended I was the first person to see them for hundreds of years! I closed my eyes and tried to imagine it as a living city – the sounds, the smells and even the tastes. When I opened my eyes, a man was smiling at me, and we started talking. He was called Sami, and he grew up in Petra. He told me some fascinating stories about its history, and also about the time when *Indiana Jones* was filmed there. He and his friends weren't happy because they couldn't play there anymore!

So that's Petra: incredible ancient city, '80s film set and the best playground in the world!



## Grammar and vocabulary

# Captain Cook

In 1769, while he was [1]_____ the ocean, the famous British explorer Captain James Cook [2]_____ a secret letter from the British government and read the instructions. Cook was excited [3]_____ the letter because it told him to [4]_____ a journey across the South Pacific Ocean to find the unexplored continent of Terra Australis.

When Cook reached the islands of what is now New Zealand, he travelled [5]_____ the coast to make maps of the new islands. He also recorded a lot [6]_____ information about the island's plants, animals and native people, the Māori. Then, in April 1770, he sailed west to the south-east coast of Australia. As his ship [7]_____ along the coast, Cook gave names to the strange new places.

One day, when his men [8]_____ off the ship at a beautiful bay, they found many [9]_____ animals and plants, so Cook called the place Botany Bay. And while they [10]_____ repairing the ship near a river, Cook named the river after his ship, the *Endeavour*.

Today, the Endeavour River reaches the Australian coast at a town called Cooktown, which is named after the explorer himself.

**4 Read the text and choose the correct answers.**

| | | | |
|---|---|---|---|
| 1 | **a** sail | **b** sailed | **c** sailing |
| 2 | **a** opens | **b** opening | **c** opened |
| 3 | **a** in | **b** about | **c** of |
| 4 | **a** make | **b** do | **c** get |
| 5 | **a** across | **b** along | **c** around |
| 6 | **a** of | **b** on | **c** at |
| 7 | **a** travels | **b** travelled | **c** travelling |
| 8 | **a** made | **b** got | **c** did |
| 9 | **a** tiring | **b** polite | **c** fascinating |
| 10 | **a** are | **b** was | **c** were |

## Writing

**5 Imagine you visited one of the places below last month, but don't choose a place you've been to before. Find out about it online and write a travel blog to describe your visit. Include this information:**

- Chichén Itzá, Mexico
- Easter Island, Pacific Ocean
- Machu Picchu, Peru
- the Colosseum, Rome, Italy
- the Great Wall of China
- the Taj Mahal, India

- if you usually enjoy visiting historic places.
- where you went and how you got there.
- what was interesting about it.
- your overall opinion of the place.

# 3 Spoiled for choice

## Reading and vocabulary

**1 WHAT DO YOU THINK? Look at the photo in the article and discuss the questions. Then read the article and compare your ideas.**

1 What food packaging can you see in the photo?
2 What type of food packaging do you use every day?
3 Read the definition. What packaging do you think has a big carbon footprint?

**carbon footprint** /ˈkɑːbən ˈfʊtprɪnt/ *noun* a measure of the amount of carbon dioxide that is produced by the daily activities of a person or company: *Companies are looking at ways to reduce their carbon footprint.*

**2 Read the article again and choose the correct answers.**

1 Why did Daniel Webb collect rubbish for a year?
**a** to show us how much food we eat
**b** to show us how much packaging we can recycle
**c** to show us how much we consume and throw away

2 Why is food packaging a problem?
**a** Because a lot of it can't be recycled.
**b** Because there aren't enough rubbish dumps.
**c** Because people don't recycle it.

3 Which of the following creates more food waste?
**a** people who buy too much food
**b** supermarkets that sell too many products
**c** people who don't have much free time

4 Why are fruit and vegetables better for the environment than meat?
**a** Because they are cheaper to transport.
**b** Because they can be grown locally.
**c** Because they need less water to produce.

5 What do 'food miles' refer to?
**a** the cost of transporting our food
**b** the energy we use when we transport our food
**c** how fast we can transport our food

6 According to the writer, what do we need to do?
**a** make small responsible choices
**b** change unhealthy eating habits
**c** reduce the world's population

**3 REACT Work in groups. The article says we make food choices that save us time and make our lives easier. Which of these things influence your food choices and why?**

- availability
- eating habits
- health
- impact on animals
- impact on the environment
- price



## The real cost of food

Imagine keeping all your plastic rubbish for a year, and then making it into a piece of art. This is what artist Daniel Webb did in *Everyday Plastic*. *Everyday Plastic* is a mural made from 4,490 items that he collected from his personal rubbish for 12 months. Daniel was surprised by the amount of rubbish he produced, and the fact that most of it came from food packaging such as salad wrappers and bread bags. The mural is a shocking and thought-provoking snapshot of his life, but perhaps the most alarming thing is that 93% of his plastic was single-use and only eight items were biodegradable!

The environmental cost of food packaging is massive. In the UK, over 50% of household food comes in a package. Most of this packaging is plastic and is usually low-quality and single-use. As a result, recycling centres can't use it and it ends up in rubbish dumps. According to one study, we have only recycled about 9% of all the plastic we have ever produced. Yet we continue to throw away millions of tonnes of plastic every year.

Packaging is one of many challenges facing the food industry. Food waste is another. Over 66 tonnes of food is wasted every second globally – that's 2.1 billion tonnes a year. In countries like the UK, supermarkets regularly throw away 20–40% of the food they have on display. Sounds impossible? Just think about your local supermarket – on average, it will have 40,000 items to choose from. That's a lot of choice – it makes life easier and saves you time, but it also results in an incredible amount of waste.



And then there is the amount of energy it takes to produce our food. Some foods are more environmentally-friendly than others. Meat and cheese, for example, have a bigger carbon footprint than most fruit and vegetables. In the USA, cows create the same amount of greenhouse gases as 20 million cars. We also need around 15,000 litres of water to produce one kilo of beef. Compare that with the 800 litres of water needed for a kilo of apples.

Food miles, or where we grow our food and the energy we use to transport it, are another problem. A few hundred years ago, we couldn't refrigerate our food, so most of it came from local places. Today, our food comes from all over the world, which creates pollution and causes global warming.

From food miles to food waste, from production to packaging, we need to change our habits and reduce the carbon footprint of the food we eat. The world's population will soon be 8 billion and, in order to feed everyone, we need eco-friendly and energy-efficient solutions. However, it's difficult to change your whole lifestyle, but changing one thing can still have an impact. Before his *Everyday Plastic* project, Daniel gave up buying plastic water bottles. He probably threw away 300 a year, so that was 300 pieces of plastic less in his mural. If we all did that – just gave up one thing – it would help reduce the environmental cost of the food we eat.



## V Insight Life cycle of food

**4 Study the highlighted verbs in the article. Then complete the sentences with the correct form of the verbs.**

### FOOD FOOTPRINTS

1 Companies have _____ food in metal tins since 1810.
2 We can't _____ plastic or paper if it has food on it.
3 Apps for shops with waste food to sell can reduce the amount of food we _____ .
4 A 3D printing machine can _____ food more quickly and cleanly than a chef.
5 Companies _____ food thousands of miles, which increases its carbon footprint.
6 Supermarkets in the UK _____ food to keep it fresh. Every year, this creates the same amount of pollution as 2.5 million flights from London to New York.
7 Drones can help farmers _____ crops more efficiently.
8 It's good to _____ insects – they are 50% more energy-efficient than meat.

## V Insight Compound nouns and adjectives

**5 Match the words in A to the words in B to make compound nouns and adjectives. Then match the compound words to definitions 1–7. Which two words are adjectives?**

A ■ eco- ■ energy- ■ food ■ greenhouse ■ global ■ recycling ■ rubbish

B ■ centre ■ dump ■ efficient ■ friendly ■ gases ■ miles ■ warming

1 we leave things that we can't recycle in this place
2 not harmful to the environment
3 the rise in the temperature of the world's atmosphere
4 we take old objects and materials to this place so they can be used again
5 the distance food travels to get to our homes
6 not using a lot of power
7 gases like carbon dioxide that harm the environment

**6 TASK Work in groups. Which of the food choices below do you think are good or bad for the environment? Use the questions to help you.**

■ bananas ■ burgers ■ chocolate ■ nuts ■ pizzas ■ strawberries

■ Where is the food from?
■ How do companies produce it?
■ How is it transported?
■ What packaging does it need?

Vocabulary extra › Food and nutrition › page 43

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# Grammar and reading

## Grammar Determiners

**1 WHAT DO YOU THINK? Discuss the questions.**

1 How important is it to eat three meals a day?
2 Can you eat a lot of junk food and still be healthy?

**2 Read the article and answer the questions.**

1 Why doesn't Will eat any breakfast most days?
2 Why didn't Will have much lunch today?
3 What does Jess usually have for breakfast?
4 Why does Jess eat rice or potatoes with her lunch?
5 Why does Jordan go out for burger and fries at lunchtime?
6 Why do Jordan's parents give him money to buy a takeaway?

## Food for thought

**We asked three teenagers what they eat in a typical day. Is there much fruit in their diet? Do they eat many vegetables? Is there any food they don't eat? Here's what they said.**



### Will, 17, trainee chef

I became a vegan when I was 15. I don't eat **any** meat, fish, eggs or dairy products. I start work early, so I don't have **much** time in the morning. Most days, I don't eat **any** breakfast or I just have **some** orange juice. I don't drink tea or coffee, but I drink **a lot of** water. For a snack, I eat crisps or **a few** biscuits. At lunchtime, I often have a salad, but today I wasn't hungry, so I just ate **some** bread with a little peanut butter. For dinner, I have **some** pasta or rice, and **a lot of** vegetables. I don't know **many** people who are vegan.



### Jess, 18, 800m runner

I train almost every day. For breakfast, I usually have **some** porridge with soya milk and fruit, and **a few** nuts. After training, I have a smoothie – that's a drink made with fruit, vegetables and juice. For lunch, I usually have chicken or salmon with **some** eggs and **a lot of** vegetables. I need **a lot of** energy, so I also have carbohydrates like rice or potatoes – I prefer them to bread or pasta. Dinner is similar to lunch. I have a sweet tooth, but I try not to eat **much** sugar. For a snack, I usually have **some** yoghurt or fruit. Or I might have **a little** chocolate as a treat. I don't have **many** free days, but at weekends I like to cook for my family.



### Jordan, 16, student

I love food and I'm always hungry. I have **some** cereal and toast before school, then at lunchtime, I go out for a burger and **some** fries. **A few** of my friends eat in the school canteen, but the food is rubbish. I don't know **many** kids who like it. After school, I might buy **a few** cakes or chocolate bars on the way home. My parents work in the evenings, so they don't have **much** time to cook. They usually give me money for a takeaway – a pizza or a kebab are my favourites. I know it's bad, but I don't eat **any** vegetables, except salad. And I don't eat **much** fruit, except bananas. But I do **a lot of** sports, like football and basketball, so I think I'm quite healthy.

**3 REACT Which person do you think has the best diet? Why? Discuss in groups.**

## Grammar Insight

**4 Study the highlighted words in the article. Which are countable nouns and which are uncountable nouns? Can you find any other examples in the text?**

**5 Study the words in bold in the article. Complete the table with *a few*, *a little*, *any*, *many*, *much* and *some*.**

| | Affirmative sentences | Negative sentences | Questions |
|---|---|---|---|
| with countable nouns | a lot of | a lot of | a lot of |
| | 1 _____ | 3 _____ | 5 _____ |
| | 2 _____ | 4 _____ | 6 _____ |
| with uncountable nouns | a lot of | a lot of | a lot of |
| | 7 _____ | 9 _____ | 11 _____ |
| | 8 _____ | 10 _____ | 12 _____ |

Further reference and practice › Workbook › page 88

**6** **Complete the dialogue between Will and his friend with *some* or *any*.**

**Dean** Will, lunch is ready. Do you want [1]_____ pasta?
**Will** No, thanks. Not if there's tuna in the sauce.
**Dean** Sorry, I forgot you're a vegan. OK, there's [2]_____ salad in the fridge.
**Will** Great. I like salad. Is there [3]_____ juice?
**Dean** No, there isn't [4]_____ juice, but there's [5]_____ cola.
**Will** I think I'll have [6]_____ water instead.
**Dean** You can't just have salad and water for lunch. I bet you didn't have [7]_____ breakfast.
**Will** You're right, I didn't. Have you got [8]_____ bread?

**7** **Read a health expert's opinion about the people in the article and choose the correct words.**

Will doesn't eat [1]**much** / **many** different kinds of food. Most of what he eats is good for him, but he needs to eat more protein. Also, he eats snacks with [2]**a lot of** / **a few** fat and sugar. That's bad for his heart.

Jess's diet is fine for her. She eats big meals because she needs [3]**a lot of** / **much** energy. She doesn't eat [4]**many** / **much** bread or pasta, but she gets enough carbohydrates from rice and potatoes.

Jordan eats [5]**a lot of** / **a few** unhealthy food. He doesn't eat [6]**much** / **many** fruit, and he doesn't have [7]**some** / **any** vegetables. This isn't good for his immune system. He really needs to change his diet. A healthy diet should include [8]**a little** / **a few** fruit, [9]**a little** / **a few** vegetables, [10]**some** / **any** meat, fish or other protein-rich food, and carbohydrates like rice, pasta and potatoes.

**8** 3.1 **Listen to a radio programme about teenage diets and choose *Yes* or *No*.**

| Teenagers in the UK: | Yes | No |
|---|---|---|
| 1 sometimes eat a lot of junk food. | ○ | ○ |
| 2 often miss meals. | ○ | ○ |
| 3 are too lazy to eat well. | ○ | ○ |
| 4 often eat with their families. | ○ | ○ |
| 5 eat some fruit and vegetables. | ○ | ○ |



**9** 3.1 **Make questions with *how much* or *how many*. Then listen again and answer the questions.**

1 junk food / some British teenagers / eat?
2 sugar and fat / they have in their diet?
3 meals / some teenagers miss?
4 times a week / they go out with friends?
5 homework / teenagers have?
6 times a week / they eat with their family?
7 fruit / they have every week?

**10** **TASK** **Do a class survey to find out how healthy your diets are. Follow these steps.**

1 Make a list of the food you usually eat for breakfast, lunch and dinner.
2 Interview your classmates to find out about their diet. Ask questions like:
*What do you usually have for breakfast / lunch / dinner?*
*Are there any vegetables on your list?*
*How much fruit do you eat?*
*Do you drink much milk?*
*Do you eat a lot of snacks?*

**Assess your progress** Workbook page 27

# 3c Listening, grammar and speaking










## Listening

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Do you ever use vending machines? If so, what do you buy?
2 What are the advantages and disadvantages of vending machines selling food and snacks?

### Strategy Listening for key words and phrases

When you listen to people speaking in English, try to listen for key words and phrases. Key words are often nouns and verbs. They are usually stressed in spoken English.

**2 3.2 Read the strategy. Listen to four people talking about vending machines. Match the key words and phrases below to speakers A–D.**

■ airport ■ apples ■ December ■ forgot ■ healthy food ■ Japan ■ junk food
■ mobile phone charger ■ postcard ■ refrigerate ■ school ■ snack ■ umbrellas

**A** Jake **B** Mia **C** Hannah **D** Dexter

**3 3.2 Match sentences 1–6 to speakers A–D in exercise 2. Use the key words to help you. There is one sentence that you do not need. Then listen again and check.**

1 He / She went on holiday last year in January. _____
2 He / She says that you can buy clothes from a few machines. _____
3 He / She bought electrical equipment from a machine. _____
4 He / She says that some machines sell food that is good for you. _____
5 The country he / she visited has a lot of unusual machines. _____
6 He / She often buys unhealthy food from vending machines. _____

**4 REACT Did anything the speakers said about vending machines surprise you? Is there anything vending machines should not be allowed to sell?**

## Grammar Indefinite pronouns and adverbs: *some-*, *any-*, *no-*, *every-*

### Grammar Insight

**5 3.3 Complete the sentences from a podcast with words from the table. Which words do we use to talk about a) places, b) people, c) things? Listen and check.**

| some-<br>any-<br>no-<br>every- | + | one / body<br>thing<br>where |
|---|---|---|

1 In today's podcast, we're talking about _____**thing** that _____**one** uses at one time or another.
2 Today, you can find them _____**where** – at train stations, in schools, shopping centres and sports clubs.
3 _____ **one** buys the apples. _____**one** prefers chocolate or crisps.
4 Is there _____**thing** we can't buy from them?

Further reference and practice › Workbook › page 88

**6 Choose the correct words.**

1 **Everyone** / **Anyone** ordered pizza and no one wanted salad.
2 There's **nothing** / **anything** in the fridge. Who ate all the food?
3 Let's get a coffee. There must be a café around here **anywhere** / **somewhere**.
4 Do you want **nothing** / **anything** to drink with your food?
5 Can **anyone** / **no one** help me with my maths homework?
6 You can find good coffee **nowhere** / **everywhere** you go.
7 **No one** / **Anyone** likes the food in the school canteen.
8 **Someone** / **Anyone** called me, but they didn't leave a message.

**7 TASK Work in groups. Your school is planning to install a vending machine. The headteacher wants to know what students think about this. Discuss the points below. Then present your ideas to the class.**

■ what the machine should and should not sell
■ when students can use the machine
■ where to locate the machine

## Speaking Inviting and responding

**8** **What do you usually do at weekends? What are you doing this weekend?**

**9** **3.4 Listen to a dialogue and answer the questions.**

1 What does Harry invite Anna to do:
**a** now? **b** this weekend? **c** next week?
2 Does Anna accept or refuse the invitations?

**10** **3.4 Complete the sentences from the dialogue. Then listen again and check.**

**Inviting**

Do you [1]_____?
[2]_____ like to come with me?
[3]_____ going to the cinema next week?

**Accepting**

That's a good [4]_____.
[5]_____, thanks.

**Refusing**

Thanks, but I'm [6]_____.

**11** **3.5 Complete the dialogue with questions a–e. Then listen and check.**

**a** Where's that?
**b** What time are you meeting?
**c** Why are you in such a hurry?
**d** What about 2.00 p.m., then, in the square?
**e** Are a lot of people going?

**Mark** Hi, Zara. [1]_____
**Zara** I'm going home. I've got a school project to do.
**Mark** But that's for next week, right?
**Zara** Yes, it is, but there's a fair in town at the weekend.
**Mark** Really? [2]_____
**Zara** It's in the main square, on Market Street.
**Mark** [3]_____
**Zara** Yes, everyone I know.
**Mark** Well, no one told me about it.
**Zara** Why don't you come with us on Saturday?
**Mark** Thanks, I'd like that. [4]_____
**Zara** At 12.00 p.m., outside Mario's café.
**Mark** Sorry, I can't make it at 12.00. I'm playing football.
**Zara** [5]_____
**Mark** Great – see you there!



**12** **Read the dialogue again. Underline one more way of inviting and two more ways of responding.**

## GS Global skills Keeping a conversation going

We can keep a conversation going by listening to what the other person says, and asking questions about that rather than changing the topic.

**A** I hope they have something without meat in it.
**B** I'm sure they do ... So, you're a vegetarian, right?
**A** Yes, I don't eat meat or fish.

**13** **In what situations might you need to keep a conversation going?**

**14** **TASK** **Work in pairs. Choose one of these situations or use your own ideas. Take turns to invite your partner. Use the dialogue in exercise 11 to help you.**

1 You're going to a new fast food restaurant after school.
2 You're going to a rock concert on Saturday and you have a spare ticket.
3 You're having a few friends over to play video games on Friday.
4 You're going to the beach with friends on Sunday.

**Assess your progress**
Workbook page 27

## Reading and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions.**

1 What things do you think about when choosing what to eat? Think about price, availability, taste, etc.
2 Is it important to consider how healthy and nutritious food is? Why / why not?

**2 Read the extract from a book called *Notes from a Big Country*. What type of food does the writer like? What food does his wife like?**

**3 Read the extract again. Are the sentences true (T), false (F) or not given (NG)? Correct the false sentences.**

1 The writer always goes to the supermarket with his wife.
2 His wife approves of his 'American' diet.
3 There is more junk food than healthy food in the store.
4 The writer has a good relationship with his wife.
5 Breakfast pizza remains in the trolley.
6 The writer agrees to eat all the junk food in the trolley.
7 His wife ate some of the junk food.
8 The writer thought the junk food was disgusting.

### GS Global skills Culture

**4 Work in pairs and discuss the questions.**

1 The writer says that the supermarket sells a lot of junk food. Is junk food popular in your country? Why do you think people buy it?
2 Can you think of an example of junk food, like Cookie Crisp, that says it is healthy?
3 How do companies market junk food to make it seem more appealing and healthy?

### V Insight Containers

**5 Look at photos A–H and match them to containers 1–8. Then find three containers in the text. What's inside them?**

1 packet
2 jar
3 carton
4 box
5 tube
6 can
7 bottle
8 bag

# Junk food heaven

Some weeks ago, I announced to my wife that I was going to the supermarket with her next time she went because the stuff she kept bringing home was not fully in the spirit of American eating. Here we were living in a paradise of junk food – the country that gave the world cheese in a spray can – and she kept bringing home healthy stuff like fresh broccoli.

It was because she was English, of course. She didn't really understand the possibilities for greasiness that the American diet offers. I longed for bacon bits, cheese in a shade of yellow unknown to nature, and chocolate fillings, sometimes all in the same product.

So I accompanied her to the supermarket and while she was off pricing mushrooms, I made for the junk food section – which was the rest of the store. Well, it was heaven.There were two hundred types of breakfast cereal. The most immediately interesting was a cereal called Cookie Crisp, which tried to pretend it was a nutritious breakfast but was really just chocolate chip cookies that you put in a bowl and ate with milk. Brilliant.

I grabbed* a box and rushed* back to the trolley.

'What's that?' my wife asked in the special tone of voice with which she often addresses me in retail establishments*.

'Breakfast,' I panted as I rushed past, 'and don't even think about putting any of it back and getting muesli.'It was the breakfast pizza that finally made my wife snap*. She looked at the box and said, 'No.'

'I beg your pardon, my sweet?'

'You are not bringing home something called breakfast pizza. I will let you have' – she reached into the trolley for some samples – 'Cookie Crisp and toaster strudel and ...'

She lifted out a packet she hadn't noticed before.

'What's this?'









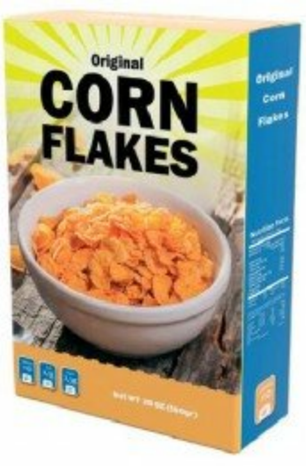















I looked over her shoulder. 'Microwave pancakes,' I said.
'Microwave pancakes,' she repeated, but with less enthusiasm.
'Isn't science wonderful?'
'You're going to eat it all,' she said. 'Every bit of everything that you don't put back on the shelves now. You do understand that?'
'Of course,' I said in my sincerest voice.
And do you know she actually made me eat it. I spent weeks working my way through a symphony of junk food, and it was awful. Every bit of it.

Extract from *Notes from a Big Country*, by Bill Bryson

**Glossary**
* grabbed = took quickly
* rushed = walked / ran quickly
* retail establishments = shops
* snap = suddenly be unable to control your feelings

**6 Complete the table with the words in exercise 5. Then use your own ideas to add more items to the list. Think of containers in your own house. What's inside them?**

| | | |
|---|---|---|
| 1 a box | of | chocolates, tissues |
| 2 _____ | | eggs, milk |
| 3 _____ | | honey, coffee |
| 4 _____ | | water, vinegar |
| 5 _____ | | toothpaste, cream |
| 6 _____ | | carrots, flour |
| 7 _____ | | nuts, biscuits |
| 8 _____ | | soup, beans |

Vocabulary extra › Food adjectives › page 43

## Grammar Relative pronouns and adverbs

**7 Read the information about Bill Bryson and study the highlighted words. Find more examples in the extract from *Notes from a Big Country*.**

Bill Bryson is a famous writer who grew up in America. He visited England in 1973, then moved there a few years later after he got married. It's the place where he wrote *Notes from a Small Island*, a book about life in England. In 1995, the year when he returned to the USA, he wrote *Notes from a Big Country*. This extract is about a visit to an American supermarket. Bill goes shopping with his wife, whose opinions about food are very different from his. In the supermarket, there is a lot of junk food which you can only find in America. It's food that Bill Bryson likes … .

## Grammar Insight

**8 Complete rules a–e. Use the text in exercise 7 to help you.**

Relative pronouns and adverbs introduce more information about a person, thing, place or time.
We use:
**a** _____ or *that* for people.
**b** _____ or _____ for things.
**c** _____ for possessions.
**d** _____ for places.
**e** _____ for times.

We can leave out *who*, *that* and *which* if they are followed by another pronoun or a noun. We can't leave out *who*, *that* and *which* if they are followed by a verb.

Further reference and practice › Workbook › page 89

**9 Complete the sentences with the correct word. Sometimes more than one answer is possible. In which sentences can you leave out the relative pronoun?**

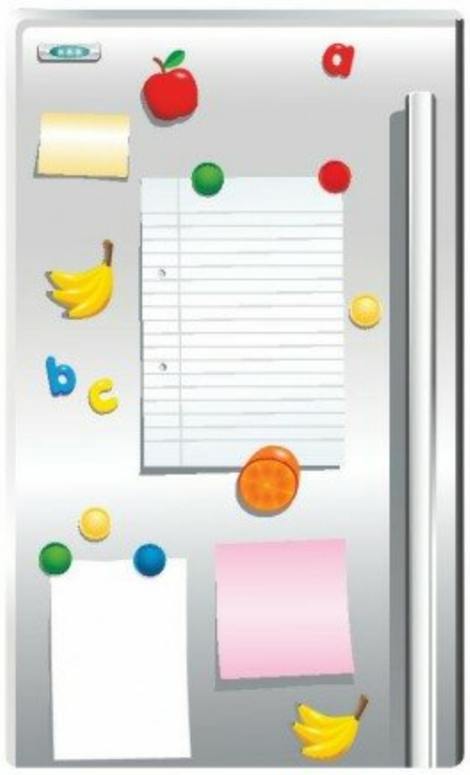
1 Bill Bryson is someone _____ enjoys telling funny stories.
2 He's the man _____ trolley is full of junk food.
3 Cookie Crisp is a cereal _____ you can buy in America.
4 The 1920s was the decade _____ Americans first ate junk food.
5 New York is the place _____ you can find the world's first supermarket.
6 70 is the number of hot dogs _____ the average American eats each year.
7 Here are the hot dogs _____ are for lunch.

**10 TASK Work in pairs. Make sentences using the words in the table and your own ideas. Can your partner guess who / what / where it is?**

| | | | |
|---|---|---|---|
| This is | a person<br>a place<br>a drink<br>a time / day<br>a thing<br>a food | which<br>where<br>whose<br>when<br>that<br>who | I know very well.<br>I go with my friends.<br>I really enjoy.<br>I can't stand.<br>I use all the time.<br>is really good at sport. |

Assess your progress Workbook page 27











## Planning for writing

**1 Work in pairs. Look at pictures 1–4 and answer the questions.**

1 What kind of information or messages do you find in these places?
2 Have you written a message for any of these places?

**2 Read the model texts (A–D) on page 41. Match them to pictures 1–4 in exercise 1.**

### Strategy Thinking about purpose

**Before you write a note, an invitation, an advert or an announcement, think about why you are writing and what you need to include. Do you want to:**

- remind, invite, thank or apologize to someone?
- advertise, announce or suggest something?
- make a request or an offer, give instructions or ask for help?

**Make sure the purpose is clear.**

**3 Read the strategy. Then read the model texts again. What is the main purpose of each text?**

### Writing insight Abbreviations and ellipsis

**4 An abbreviation is a short form of a word or phrase. Study the highlighted abbreviations in the model texts and match them to words and phrases 1–9.**

1 street
2 please reply
3 as soon as possible
4 and so on
5 by the way
6 for your information
7 telephone number
8 for example
9 especially

**5 Compare model text D with the version below. Which words have been left out in the model text? What kind of words are they?**

**Let's party!**

It's Kiera's birthday on Friday.
Holly is planning a surprise party. Do you want to come?
We need to know numbers as soon as possible.

The party is at Gusto Pizza, Baker St., at 7.30 p.m.
For your information, I'll be there from 7.00.
I'm helping with the decorations, lights, etc.

RSVP to Holly if you can make it.

**6 Underline more examples of ellipsis in model texts A–C.**

**7 Rewrite the sentences using abbreviations and ellipsis.**

1 I'm sorry I didn't come to the party – I was ill. I had a headache, a fever and so on.
2 It's the end of exams on Friday. We're meeting at the Big Burger in George Street at 7.00 p.m. to celebrate. Do you want to join us? Please let me know as soon as possible. My telephone number is 07660 988704.
3 We are holding a bake sale to raise money for a local children's charity. Please bring your baked goods – for example, cakes, biscuits, and so on – to the library on the third floor at 12.00 on Friday.
4 I just wanted to thank you for the book. It was a lovely present and a complete surprise, especially as I forgot your birthday. I also want to say good luck for your exams.

A

Ed,
Don't forget your lunch box.
On third shelf, above cheese, butter, etc.
Working late tonight, so can't cook dinner.
Pizza in fridge and some fruit, e.g. bananas and apples.
See you later. Do your homework!
Dad x

B

We are holding a second-hand book sale on Fri. 7 March to celebrate World Book Day and raise money for the BookAid charity.

**Location:** School Hall
**Time:** 11.00 a.m. – 3.00 p.m.

For more info, contact Becca Jones.
Tel: 06770 989013

C

**Evie**
Just wanted to say thanks for flowers!
Lovely surprise to find them on doorstep – really beautiful, esp. yellow roses.
Lily xx
BTW, have a great weekend in London!

D

**Let's party!**

Kiera's birthday on Friday. Holly planning surprise party.
Want to come? Need to know numbers asap.
Party at Gusto Pizza, Baker St., 7.30.
FYI, I'll be there from 7 helping with decorations, lights, etc.
RSVP if you can make it.

**Abbreviations**
We use abbreviations in these types of short text. For example: *asap*, *etc.*, *FYI*, *RSVP*, *tel.*

**Ellipsis**
Ellipsis means we include key words, but we can leave out some words if it doesn't affect the meaning of the sentence. These include:
- articles (*a/an* and *the*)
- pronouns (*I*, *you*, *he*, *she*, *we*, *they*, *it*)
- auxiliary verbs (e.g. *be*, *do*) at the beginning of sentences or questions
- some prepositions (e.g. *at*, *in*, *to*).

## Writing a short text

**1** You are planning to spend the weekend camping with some friends. Write a message to another friend asking if they would like to join you.
- **a** Say where you are going and give the time and place to meet.
- **b** Ask them to tell you if they can come or not as soon as possible.
- **c** Tell them they will need a raincoat and a tent: this is important information.

**2** You spent a week staying with an English friend and their family in London. Today is the last day of your visit and you have to get up very early to catch your plane. Write a note to your friend's parents.
- **a** Say you are sorry not to say goodbye in person.
- **b** Thank them for the food and the accommodation.
- **c** Say you enjoyed your visit, especially the trip to London, and you hope they will visit you soon.

**PLAN** **Read the tasks and check you understand them.**

**Think about the purpose of each text. Why are you writing it? What do you want the person reading it to think or do?**

**Think about language. What are the key words you need to include? What abbreviations can you use? Where can you use ellipsis?**

**WRITE** **Write a first draft of each text. Use the model texts and your ideas from the Plan stage above. Use short sentences, ellipsis and abbreviations where you can.**

**REVIEW** **Check your texts. Use the checklist to help you.**
- Is the purpose of each text clear?
- Have you included the information asked for in the task?
- Have you used short sentences, ellipsis and abbreviations?
- Have you checked your spelling, grammar and punctuation?

Assess your progress Workbook page 27

# Review 3

## Vocabulary

**1 Complete the text with the correct form of the verbs below.**

■ eat ■ grow ■ package ■ produce ■ recycle ■ refrigerate ■ throw away ■ transport

### Bananas

Bananas [1]_____ in tropical countries, on huge farms called plantations. One of the countries that [2]_____ the most bananas is Costa Rica. Farmers pick the bananas when they are green. They [3]_____ the fruit to keep it fresh. Then they [4]_____ it to different countries by boat. The bananas are kept in special cupboards until they are the right colour. Then workers [5]_____ them in plastic and take them to the shops. People buy the bananas and take them home to [6]_____. Most countries don't [7]_____ plastic, so people have to [8]_____ the packaging when they finish the bananas. The plastic packaging means that bananas sometimes have a large carbon footprint.

Marks ___ / 8

**2 Complete the compound words in the sentences.**

1 The temperature on Earth is rising because of global _____.
2 If you can't recycle something, take it to the _____ dump.
3 Take old newspapers, used cans and bottles to the _____ centre.
4 _____ gases, like carbon dioxide, are bad for the environment.
5 Buy an energy-_____ refrigerator to save power and money.
6 Eco-_____ shopping bags don't pollute the environment.

Marks ___ / 6

**3 Match the words in A to the words in B to make things you can buy. Then complete the sentences.**

A ■ bag ■ box ■ carton ■ jar ■ packet ■ tube

B ■ biscuits ■ chocolates ■ eggs ■ jam ■ potatoes ■ toothpaste

1 I want to make chips, so I need a _____.
2 There's a _____ in the fridge, if you want something on your toast.
3 My brother never puts the lid on the _____ after he cleans his teeth.
4 Our guests gave us a _____ to say 'thank you'.
5 Shall we have a _____ with our cup of tea?
6 Tony bought a _____ so that he could make omelettes for lunch.

Marks ___ / 6

## Grammar

**4 Read the text and choose the correct words.**

All foods are divided into groups. How [1]**some / much /many** groups are there? Well, there are five. The most important is fruit and vegetables. They contain [2]**a lot of / any / much** vitamins, so you need to eat [3]**many / much / a lot of** fruit and vegetables to be healthy. The next group is carbohydrates, like bread, pasta and rice. You should have [4]**any / some / a few** food from this group with every meal. Protein is next, which is in meat, fish and eggs. Protein is good for you, but you shouldn't eat [5]**any / some / many** eggs per week – no more than five. You shouldn't have [6]**much / a little / any** red meat either – no more than twice a week. After that comes milk and dairy foods. How [7]**a lot of / much / many** cheese can you eat? Well, cheese contains fat, so you should only eat [8]**a little / much / some** every day. The final group is fats and sugars. Food in this group doesn't contain [9]**some / a few / any** vitamins or protein, so you shouldn't have it often. Only eat it on special occasions, when you can have [10]**any / a little / a few** biscuits or a piece of cake for a change.

Marks ___ / 10

**5 Complete the sentences with indefinite pronouns or adverbs with *some-*, *any-*, *no-* or *every-*.**

1 _____ taught me to cook. I learned on my own.
2 Has _____ seen the knife? I can't find it.
3 Let's eat _____ different tonight.
4 Are you enjoying the meal? Is _____ all right?
5 You can eat pizza nearly _____ in the world.
6 We need to go shopping. There's _____ in the fridge.
7 I wasn't hungry this morning, so I didn't eat _____.
8 _____ loves home-made cakes. They're delicious!

Marks ___ / 8

**6 Complete the sentences with *who*, *which*, *where*, *when* or *whose*.**

1 Sir Walter Raleigh was an Englishman _____ brought the first potatoes from America to England.
2 Camembert is a place in France _____ they make delicious cheese.
3 Brazil is a country in South America _____ produces a lot of coffee.
4 Do you remember the day _____ we first met?
5 Buñol is a town in Spain _____ a tomato fight festival takes place.
6 Queen Margherita was an Italian monarch _____ favourite food was pizza.
7 Jamie Oliver is a British chef _____ tried to make school meals in the UK healthier.

Marks ___ / 7

**Total ___ / 45**

## Food and nutrition

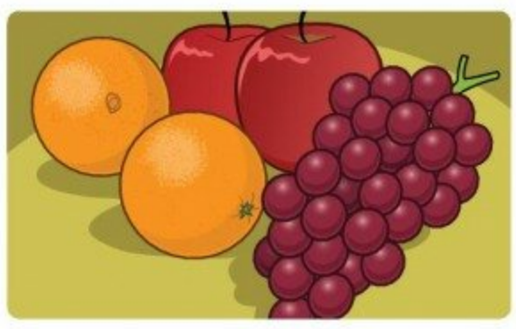
**1 Match the words below to definitions 1–10.**

■ additive ■ calorie ■ carbohydrates ■ fat ■ minerals ■ nutrient ■ protein ■ salt ■ sugar ■ vitamins

1 a unit of energy contained in food
2 any substance that the body takes out of food to use
3 a substance that adds colour or flavour to food
4 a substance that is very sweet
5 substances like calcium, iron and magnesium
6 substances found in pasta and bread that give the body energy
7 a substance found in meat, fish and eggs that is important for helping people to grow and be healthy
8 a substance found in oil and butter
9 substances found in fruit and vegetables that help the body fight infection
10 a mineral used to make food taste better

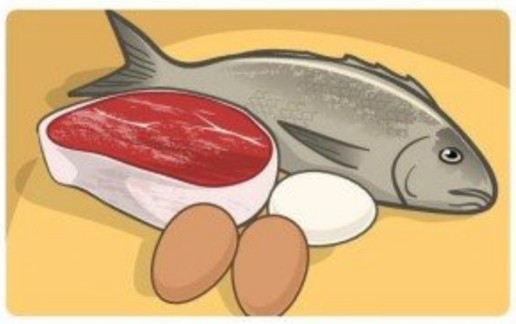
**2 What is the most important nutrient in these foods? Label the pictures with four of the words in exercise 1.**





1 _____ 2 _____



3 _____ 4 _____

**3 Read the nutritional information about eggs and choose the correct words.**

A medium egg contains about 80 [1]**calories / salt**, which means that it isn't very fattening. Eggs contain 13 grams of [2]**fat / protein**. This [3]**nutrient / additive** is also found in meat and fish. Eggs have a lot of important [4]**sugar / vitamins**, including B12 and D, and they also contain a lot of [5]**minerals / calories**, like calcium, iron and magnesium. We don't get much energy from eggs because they contain very few [6]**salt / carbohydrates**. Although eggs contain 9.5 grams of [7]**fat / nutrient**, doctors often recommend them to people who want to lose weight. Eggs aren't sweet because they have no [8]**minerals / sugar**. Although they contain [9]**vitamins / salt**, people often add more to make them taste better. The best thing about eggs is that they don't usually contain [10]**carbohydrates / additives** that modify their colour or flavour.

## Food adjectives

**1 Choose the correct words.**

1 Healthy food is **good** / **bad** for you.
2 **Everyone** / **No one** enjoys a delicious meal.
3 Raw vegetables are usually **hard** / **soft**.
4 You can keep frozen meat for a **long** / **short** time.
5 Spicy food has **little** / **a lot of** flavour.
6 Organic food is very **natural** / **artificial**.
7 The **best** / **worst** apples are sweet.
8 It's **easy** / **difficult** to eat a tough steak.

**2 Rewrite the sentences in exercise 1 with the words below so that they have the opposite meaning.**

■ cooked ■ disgusting ■ fresh ■ plain ■ processed ■ sour ■ tender ■ unhealthy

1 _____ food is _____ for you.
2 _____ enjoys a _____ meal.
3 _____ vegetables are usually _____.
4 You can keep _____ meat for a _____ time.
5 _____ food has _____ flavour.
6 _____ food is very _____.
7 The _____ apples are _____.
8 It's _____ to eat a _____ steak.

**3 Complete the sentences with adjectives from exercises 1 and 2.**

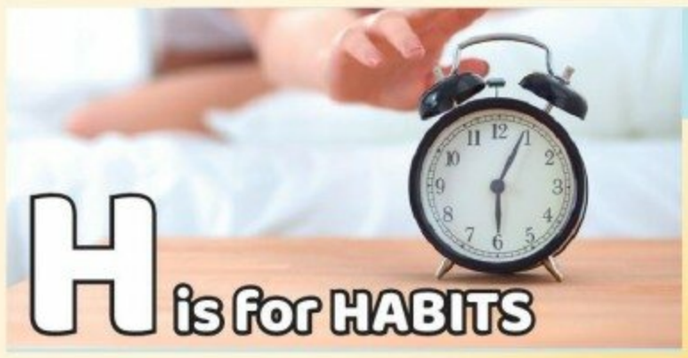
1 Most salads contain r_____ vegetables.
2 Indian food is very s_____.
3 Add some sugar if the fruit isn't s_____ enough.
4 That fish is f_____ – it was caught this morning.
5 Pizzas are u_____ if you eat too many of them.
6 My steak was so t_____ that I couldn't eat it.
7 We buy o_____ food because it contains no additives.
8 Our meal was d_____. We won't go back to that restaurant.
9 If you put too much vinegar in the salad, it will taste s_____.
10 Wow! This omelette is d_____! Try it!



**1 WHAT DO YOU THINK? Discuss the questions.**

1 How many examples of healthy choices can you think of?
2 What motivates people to make healthy choices?
3 What stops people making healthy choices?

# Think H.E.A.L.T.H.Y!




A lot of our behaviour is automatic – we do it without thinking. Some habits are good for us, but not all of them. Changing our habits isn't easy, but we can do it if we repeat the new actions lots of times and use some effective strategies.

**TIP:** Replace a bad habit with a healthier one. For example, if you eat sugary food when you're tired, plan to have a healthier snack or go for a walk instead.



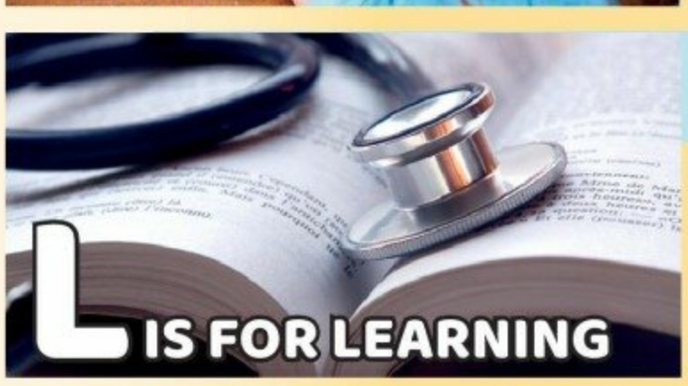

Make a connection in your mind between healthy behaviour and feeling good. Find physical activities that you enjoy and healthy snacks that you want to eat. Instead of thinking about what you're giving up, focus on the benefits. That way, you'll stay motivated.

**TIP:** Use the power of your imagination. Think about how great you feel when you listen to your favourite music in the gym, wake up after nine hours' sleep or eat a delicious fruit salad.




The way we feel can affect the way we behave – and vice versa. Perhaps you eat junk food when you're upset, get stressed or after too little sleep. Learn to recognize the causes and effects of your feelings. Then you can plan how to deal with them.

**TIP:** Keep a diary. It's a good way to discover how your feelings and behaviour are related.



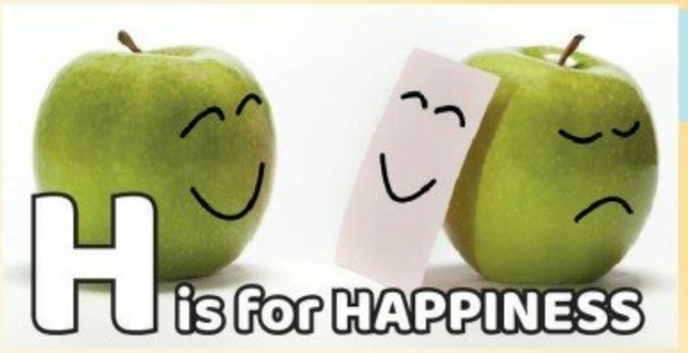

The body and mind are fascinating and you can find lots of great books, websites and documentaries to help you learn more about how they work. More knowledge doesn't always result in healthier behaviour, but it helps.

**TIP:** Do you often stay up late and feel tired the next day? Find out why sleep is important. Maybe it'll motivate you to go to bed earlier.




Trying to be 100% healthy all the time isn't realistic. It's very difficult to live that way for long. Aim for balance. It's fine to eat chocolate cake sometimes. Just be careful that treats don't become habits!

**TIP:** Treats should be special, so have them in small amounts and not too often. That way, you'll enjoy them more.




We all need to look after our mental wellbeing, not only our physical health. Small changes to our daily routine can help us feel more positive and deal with stress – like taking breaks, talking to friends and family and just spending time doing nothing.

**TIP:** Before you go to sleep at night, think of five good things that happened during the day. Being grateful can help us feel more positive, even when times are difficult.




When friends make different choices, we often feel under pressure to do the same thing. Try not to copy or compare yourself to other people. Focus on how you want to live.

**TIP:** Practise saying no to things you don't want to do. It isn't always easy, so it can be helpful to plan what to say.

**LEARNING OBJECTIVES**

Understand a text about health and wellbeing

Reflect on your diet, lifestyle, physical activity and habits

Prepare an information poster for other students

**GS**

**2 Look quickly at the title of the poster on page 44 and the subheadings. What ideas and tips do you think it will include?**

**3 Read the poster and check your answers.**

**4 Read the poster again and complete the sentences.**

1 To change a habit, you need to _____ .

2 Instead of thinking about what you're giving up, you should _____ .

3 Keeping a diary can help you to _____ .

4 You can learn about the body and mind from _____ .

5 You'll enjoy treats more if you _____ .

6 Focusing on the things you're grateful for is a good way to _____ .

7 It's important to make your own choices about your health and not to _____ .

**5 Work in pairs. Choose three of the questions and discuss your answers.**

1 What healthy and unhealthy habits do you have? Are there any habits that you'd like to change? How can you do this?
2 What healthy activities do you enjoy? Are there any new activities that you'd like to try?
3 What kinds of feelings cause you to make unhealthy choices? What can you do instead to make yourself feel better?
4 What are some of your favourite treats? Are they healthy? How often do you think you should have them?
5 What are some good ways to look after your mental health and wellbeing?
6 How do other people affect the choices you make about your health? Are they positive or negative influences?

**6 Read the checklist. Then think of something you want to start doing to improve your health and answer the questions.**

## Making HEALTHY choices

With careful thought and planning, we can change our behaviour and make healthier choices. Here are some questions to help you:

- **What** do you want to do?
- **Why** do you want to do it?
- **How** can you make it fun and enjoyable?
- **Where**, **when** and **how often** will you do it?
- **Who** can help and encourage you?

**7 Study the highlighted words in the poster and match them to the definitions.**

1 health and happiness
2 the way that we act in a situation
3 things that we do often and almost without thinking
4 plans that we use to help us achieve specific goals
5 something special and enjoyable that we give ourselves or other people
6 pressure or worry caused by problems in our life

**8 PROJECT Work in groups. Choose an area of healthy living and prepare an information poster for students in your school. Choose one of the ideas below or your own idea. Use the words in exercise 7 to help you.**

- dealing with stress
- exercising regularly
- sleeping well
- staying safe in the sun

**Include:**

- information about how this behaviour affects the body and / or mind.
- tips and strategies to help people include this behaviour in their daily lives.

**Assess your progress** Workbook page 125

## Video Making healthy choices



**Watch the video to find out what Harry, Valentina, Ruaridh and Gracie do to keep their mind and body healthy, and what tips they have.**

# 4 Personal space

## Reading and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions.**

1 What things in modern homes make our lives easier and more convenient?
2 Read the definition. What problems might there be living in a slum?

> **slum** /slʌm/ *noun* an urban area where people live, that is overcrowded and poor

### Strategy Previewing

Before you read a text, look at the titles, pictures, layout and headings. They can tell you where the text is from and what it is about.

**2 Read the strategy and choose the best answers. Then read the article and check your ideas.**

1 The text looks like it is
**a** a leaflet. **b** an advertisement. **c** a magazine article.
2 The title tells me that the text will probably be
**a** mostly opinion. **b** mostly fact. **c** mostly fiction.
3 The photos tell me that the text is about
**a** modern life. **b** life in the past. **c** both a and b.

**3 Read the article again and match descriptions 1–6 to paragraphs A–E. There is one description that you do not need.**

1 what the Howarths learned about poverty
2 a morning routine in the slum
3 how life in the 19th century was different from life today
4 the slum's location and the modern things families couldn't use
5 how the family felt when they left
6 what the slum house tells us about how people live today

**4 REACT Work in pairs and discuss the questions.**

1 Why do you think people agreed to the take part in the experiment? What did they learn?
2 Would you like to take part in an experiment like this? Why / why not?

### V Insight Adverbs of manner and comment

**5 Study the adjectives in the table. Underline the adverbs in the article and complete the table. Then complete the spelling rules below.**

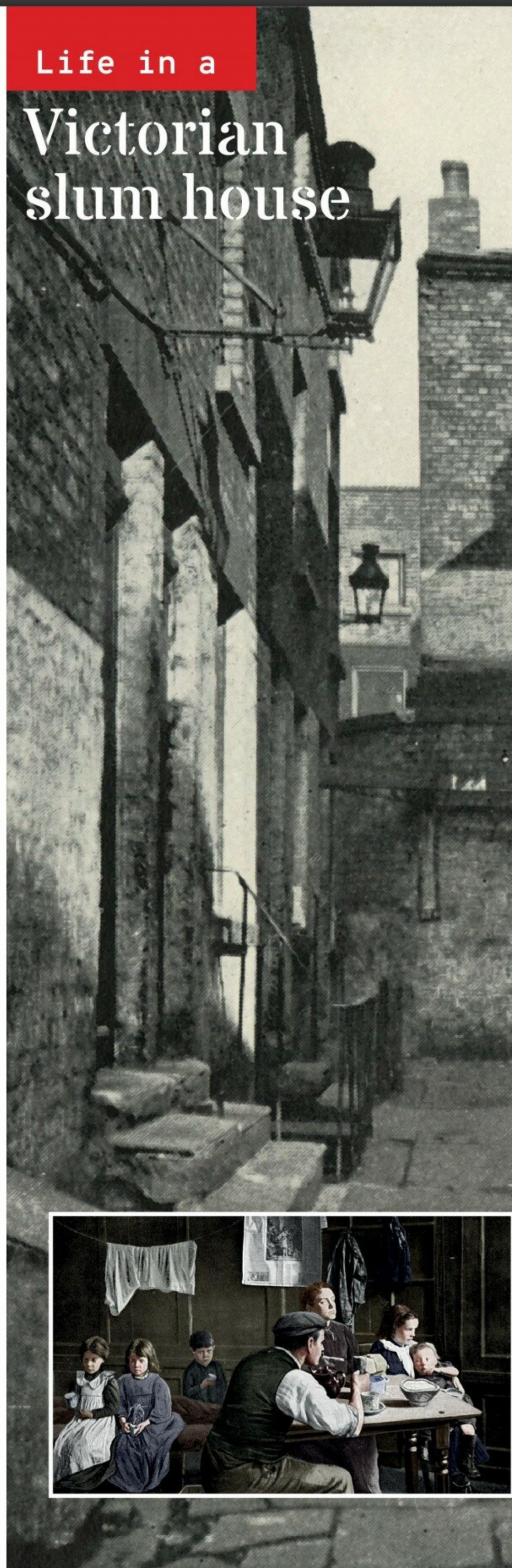
| Adjective | Adverb |
|---|---|
| (un)fortunate | 1 _____ |
| (un)lucky | 2 _____ |
| quick | 3 _____ |
| easy | 4 _____ |
| (un)surprising | 5 _____ |
| careful | 6 _____ |
| (un)happy | 7 _____ |

**Spelling rules**

To form adverbs from adjectives, we:
**a** add ____.
**b** change *-y* at the end of adjectives to ____ and add ____.

Life in a

# Victorian slum house



**A** What if one morning you had to light a fire to cook breakfast, collect water from a pump outside, then miss school because you had to help your parents earn money? This is what happened in *Victorian Slum House*, a TV reality show set in 19th-century London.

**B** In the show, a group of families experienced day-to-day life in a typical two-storey tenement building*, with a muddy courtyard, outhouses* and a water pump. Things they did easily before were now very difficult. There were no labour-saving devices, like washing machines and fridges. Each family member had a full-time job and learned old-fashioned trades, like tailoring and candle-making. The little money they made paid for food and rent.

**C** Mandy and Russell Howarth and their children moved out of their comfortable semi-detached house and lived in the slum for three weeks. The family shared a small room with no electricity or running water. They had two buckets – one for washing plates and cups, the other for washing their faces. Luckily, they also had a stove for cooking, although food was expensive to buy. In order to pay for their food and accommodation, the family made clothes all day. They worked quickly, but they had to carry on at night, working by candlelight to make enough money. Their children had to work too and missed school. 'We didn't have time for the nurturing and the love,' says Mandy. 'We had to get the work done.' But although it was hard, some things were better: 'We all actually spoke to each other,' she adds, 'which you just don't do in modern-day life.'

**D** Surprisingly, the Howarths weren't as poor as other families. They learned that although people worked long hours, it was hard to escape poverty. Some families had to stay at the doss house*, and sleep in a coffin-shaped box or on a bench. Like the Howarths, these families were often hungry. In Victorian times, food cost two thirds of a slum-dweller's income. People were poor, so they spent their money carefully – they bought bread by the slice and tea by the spoonful. Rents were high and every Monday – known as Black Monday – they had to either pay the landlord or leave and sleep on the street.

**E** Living in a Victorian slum was more difficult than the Howarths imagined, but happily, after three weeks, the family were able to go home. However, for many people around the world, slums are still a reality. 'How many people have to live like this all their life?' asks one child during the show. *Victorian Slum House* is an interesting exploration of the past, but unfortunately, living in a slum is still a way of life for many people today.

**Glossary**
* tenement building = a large building divided into apartments in a poor area
* outhouses = buildings outside, usually used as toilets
* doss house = a cheap place to stay for homeless people

**6 Adverbs can have different functions in a sentence. Study the adverbs you underlined in the article. Then answer the questions.**

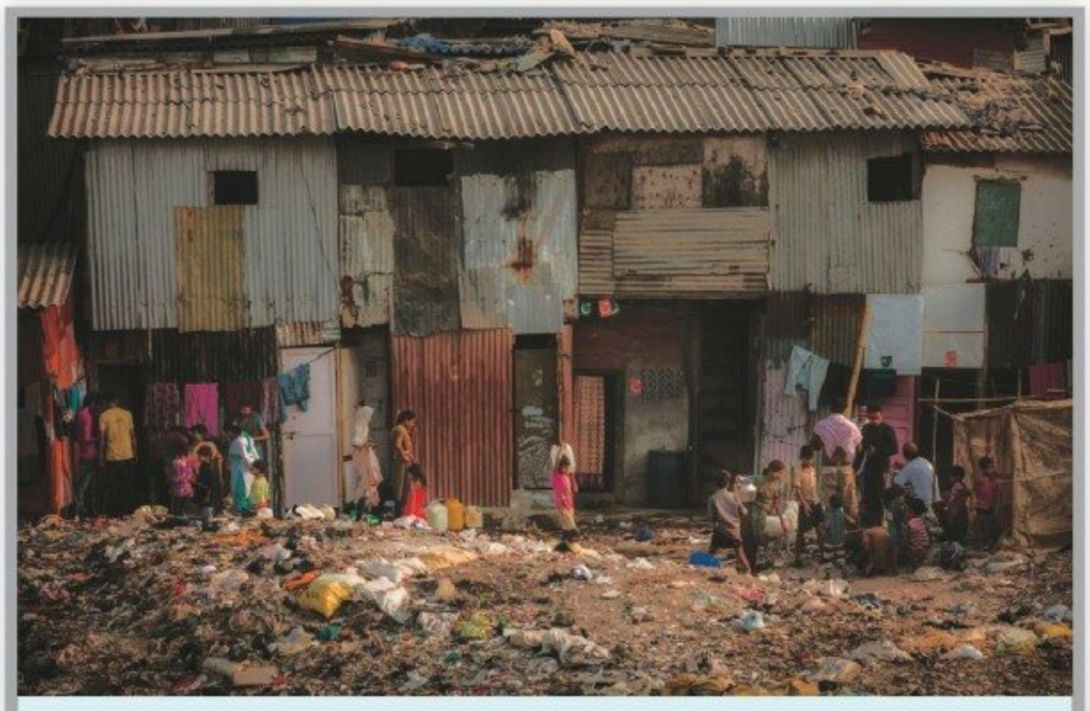
1 Which adverbs tell us how something is done?
2 Which adverbs give an opinion about the situation?

**7 Complete the sentences with an adjective or adverb from exercise 5.**

1 Everyday life in the slum wasn't _____. It was hard work.
2 The children had to work _____ to finish making the clothes in time.
3 On Black Monday, Mandy _____ counted the rent money several times.
4 _____, one family couldn't pay their rent, so they had to move out.
5 Mandy found life difficult, but _____, she didn't have to stay there forever.
6 She smiled _____ when she finally left the slum and went home.
7 It's _____ that some of the teenagers taking part in the experiment didn't miss their gadgets.

## Insight Compound adjectives

**8 Complete the text with four of the highlighted words in the article.**



Arockia lives in a [1]_____ slum in Mumbai, India. She lives in a small [2]_____ house in an area called Dharavi with her parents, her grandmother, her uncle and her cousins. Inside the house, there aren't many [3]_____ devices, although there is a TV and a fridge. Arockia's father has a [4]_____ job and pays for her to go to college. When she graduates, she wants to become a teacher, but she won't leave Dharavi.

**9 TASK Work in groups. Imagine you are going to take part in an experiment like the one in the article, but you are allowed to take three labour-saving devices or gadgets with you. Agree on three things to take with you.**

Vocabulary extra › Houses and homes › page 57

Assess your progress Workbook page 35

# Grammar and listening

## Grammar — Comparative and superlative adjectives

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Which is your favourite room in your house? Why? Think about the things below.

■ comfort ■ decoration ■ entertainment ■ light ■ privacy ■ size ■ warmth

2 What are the advantages and disadvantages of sharing or having your own bedroom?

**2 4.1 Listen to three people talking about their favourite rooms. Complete the sentences.**

1 The worst room in Maya's house is _____.
2 _____ is more comfortable than Maya's bedroom.
3 The busiest and most interesting room in Adrian's house is _____.
4 Yasmin's _____ is the best room, although it isn't the biggest.
5 It's smaller and quieter than _____.

**3 REACT Work in pairs and discuss the questions.**

1 Which of the three speakers' reasons for liking their favourite room is most similar to yours?
2 Is it important to have your own personal space? Why / why not?

## Grammar Insight

**4 Find comparative and superlative adjectives in exercise 2. Then complete the table.**

| | Comparative | Superlative |
|---|---|---|
| **Short adjectives** | | |
| big | big**ger** | [1] _____ |
| quiet | [2] _____ | **the** quiet**est** |
| small | [3] _____ | **the** small**est** |
| busy | bus**ier** | [4] _____ |
| **Long adjectives** | | |
| comfortable | [5] _____ | **the most** comfortable |
| interesting | **more** interesting | [6] _____ |
| **Irregular adjectives** | | |
| bad | **worse** | [7] _____ |
| good | **better** | [8] _____ |
| far | **further** | **the furthest** |

Further reference and practice › Workbook › page 90

**5 Complete the text with the comparative or superlative form of the adjectives in brackets.**

My family moved to the UK from India when my grandmother was a girl. She told me that in India, they lived in the [1]_____ (beautiful) house in the street. The [2]_____ (big) part of the house was the courtyard, an area like a hall in the centre of the house. It was [3]_____ (important) than the hall in a modern house. The family spent a lot of their time there, so it was the [4]_____ (busy) and [5]_____ (noisy) part of the house. It was [6]_____ (cool) than the other rooms as it had no roof. However, it was also [7]_____ (dirty) because of all the dust from the city streets. Around the courtyard, there were other rooms. These rooms were [8]_____ (dark) than modern rooms as the windows were always closed to keep them cool. Today, my grandmother lives in a [9]_____ (small) house, but it's [10]_____ (light) and [11]_____ (comfortable).

**6 TASK Make questions. Use comparative or superlative adjectives. Then work in pairs and discuss the questions.**

1 which / quiet / room in your house?
2 a laptop / expensive / a smartphone?
3 which / unusual / object in your bedroom?
4 which / old / building in your town?
5 are / one-bedroomed flats in the city / expensive / houses?
6 what / quick / way to get to your best friend's house?

## Grammar *(not) as … as, too, enough*

**7** **Read the posts from an online forum. In each case, what is the problem?**

Yesterday 15:23

My brother's bedroom room is much bigger than mine. I'm [1]not as old as him, and my mum says he needs more space because he studies a lot. I sleep in my brother's old bed – it's really uncomfortable, but my mum says a new one is too expensive. Then, last week, she bought my brother a new TV for his room. I want one too, but she says I'm [2]too young to have a TV in my room. I'm tired of feeling like [3]I'm not old enough to have nice stuff. What can I do? Nathan, Bristol

Today 11:35

Our new house isn't as big as our old house, so I share a room with my sister. I hate it because [4]there isn't enough space. She's really untidy, and a lot of the time I can't find the things I need because [5]the room is too messy. Also, sometimes she borrows my clothes and forgets to put them back. It's really annoying – I think she's old enough to know better. Please help! Charlotte, London

## Grammar Insight

**8** **Match the highlighted phrases (1–5) in the posts to rules a–e.**

**We use *(not) as* … as to compare two people or things.**

**a** The adjective comes between *as* and *as*.

**We use *too* and *enough* to talk about degree.**

**b** *Too* comes before an adjective.
**c** *Enough* comes after an adjective.
**d** *Enough* comes before a noun.
**e** An infinitive with *to* comes after an adjective + *enough*, or *too* + an adjective.

Further reference and practice › Workbook › page 90

**9** **Rewrite the sentences using the words in brackets.**

1 My bedroom is too small for all my stuff! (enough)
2 It isn't quiet enough to do my homework! (too)
3 You're too young to ride a motorcycle. (enough)
4 This bed is not comfortable enough to sleep in. (too)
5 The room was too messy to work in. (enough)
6 I can't read in this room – it isn't light enough. (too)

**10** **Complete the extract from a report on the right with the words below.**

■ as ■ cleaner ■ enough (x2) ■ lonely ■ more ■ quiet ■ than

**11** **TASK** **Work in pairs. Look at the photos in the extract and discuss the questions. Use comparatives, superlatives, *(not) as … as*, *too* and *enough*.**

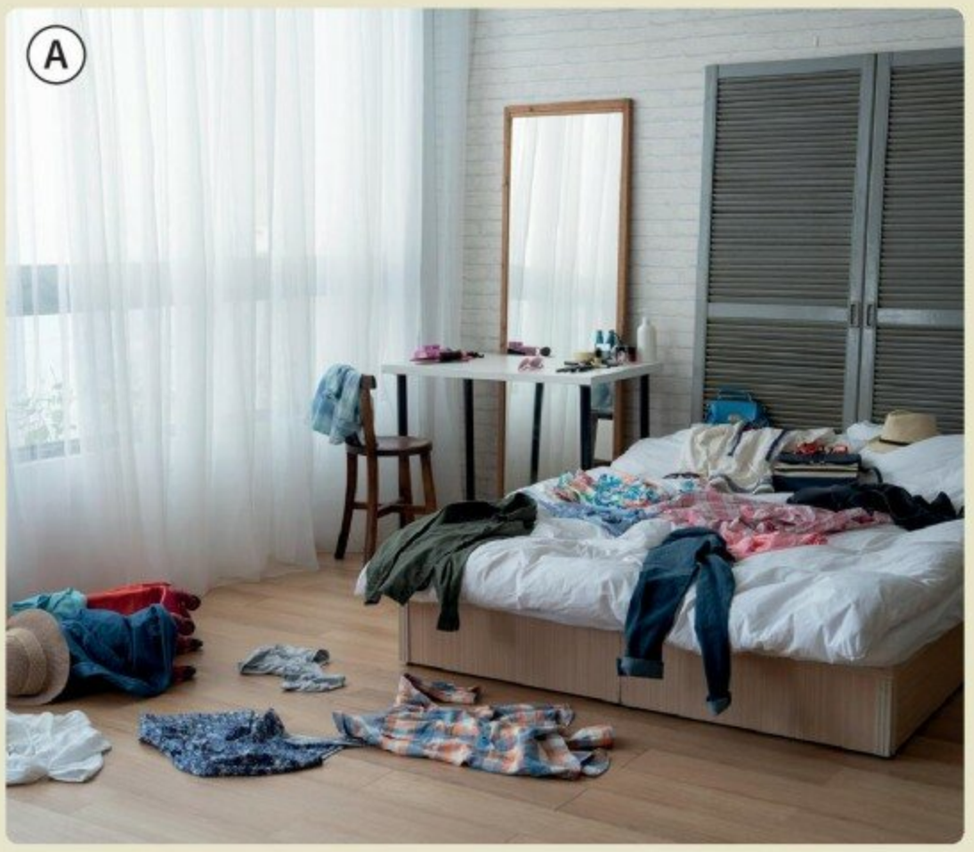
1 Which adjectives best describe these rooms?
2 Which room do you prefer and why?
3 Why don't you like the other room?

I prefer room A because it's brighter than room B.
Room B isn't as comfortable as room A.

# ROOMS WITH A POINT OF VIEW

Kids who share a room sometimes complain that their room isn't big [1]_____, but a new study suggests that things aren't [2]_____ bad as they think! The study found that sharers often aren't as [3]_____ as non-sharers. They might not have [4]_____ space, but they always have someone to talk to at bedtime and spend less time alone. Non-sharers, however, often prefer being alone – after all, a shared room isn't as [5]_____ as your very own room! The study also found that sharers' rooms are often [6]_____ and tidier [7]_____ non-sharers'. Non-sharers say they rarely have [8]_____ time to clean up their room all on their own.

A



B



Assess your progress Workbook page 35

# 4c Listening, vocabulary and speaking





## Listening and vocabulary

**1 WHAT DO YOU THINK? Look at the photos and discuss the questions.**

1 What are the people doing?
2 Should young people help with household chores? Why / why not?
3 What can young people learn from doing household chores?

### V Insight Collocations: household chores

**2 Match 1–8 to a–h to make sentences and questions. Which of these household chores do you do? Which is the worst chore? Which is the easiest?**

| | | | |
|---|---|---|---|
| 1 | Sam, you had a shower last. Can you clean | a | the rubbish? |
| 2 | Before school, please tidy your room and make | b | the floor. |
| 3 | Dinner is almost ready. Can someone lay | c | your bed. |
| 4 | Thanks for dinner. I'll help you wash | d | the bathroom, please? |
| 5 | There are dirty clothes everywhere. Please load | e | the dishes if you like. |
| 6 | OK, the clothes are all clean. Now I need to do | f | the washing machine. |
| 7 | The bin is full. Can you take out | g | the table, please? |
| 8 | There's dust everywhere. I'll just vacuum | h | the ironing. |

**3 4.2 Listen to the first part of a talk about household chores and complete the factfile. Are you similar to or different from the young people in the survey?**

**Whose house is it anyway?**

In the UK, there was a survey of children aged [1]_____ to 16. The results were:

- Percentage of children who don't cook: [2]_____.
- Percentage who don't help with [3]_____: 63%.
- Percentage who never clean [4]_____: 75%.
- Many children don't [5]_____ in the morning.

**4 4.3 Listen to the second part of the talk and tick (✓) the ideas that you hear. Which ideas do you agree with?**

1 Today's children aren't as busy as children in the past. ☐
2 Teenagers have more energy than young children. ☐
3 It's important for teenagers to learn how to cook and clean. ☐
4 Chores remind teenagers of their responsibility to other people. ☐
5 Teenagers who do chores feel more confident. ☐
6 Children like to do things that benefit other people. ☐
7 Parents are usually very selfish. ☐
8 Children who do chores become better citizens. ☐

**5 REACT Work in pairs and discuss the questions.**

1 Does any of the information in the survey surprise you?
2 Do you and your parents ever argue about chores?
3 Do you agree that young people don't do household chores because they are too lazy or too busy? What other reasons could there be?

**6 TASK Work in groups. Imagine you are agreeing on a list of house rules with your parents. Use the ideas below and your own ideas. Choose six rules for your house.**

**HOUSE RULES**

1 Make your bed before school and keep your room tidy.
2 Finish your homework before you watch TV or go online.
3 Help with the household chores when requested.
4 Ask permission before you borrow something that belongs to someone else.
5 Ask permission before taking food from the fridge.
6 Switch off your computer and mobile phone 30 minutes before bed.
7 Don't play loud music after 9.00 p.m. – use headphones.
8 Ask permission before you invite friends round.

## Speaking Asking for permission

**7 Whose permission might you ask in each situation: a parent's, a friend's or a teacher's?**

You want to:

1 leave school early. ____
2 borrow some money. ____
3 invite some friends to your house. ____
4 ride your bike to school. ____
5 borrow a mobile phone. ____
6 go out with friends. ____

**8 4.4 Listen to dialogues a–d and match them to four of the situations in exercise 7.**

**9 4.4 Complete the phrases from the dialogues. Then listen again and check.**

| Asking for permission | Responding |
|---|---|
| Is it OK if I use … ? | [1] _____, go ahead. |
| Is it [2] _____ if I invite … ? | That [3] _____. |
| [4] _____ I borrow five euros? | Sure, no [5] _____. |
| Could I [6] _____ leave school early? | Of course you can. |

**10 4.5 Put the dialogue in the correct order. Then listen and check.**

____ **Lisa** I can come back earlier, Dad.
____ **Dad** Hmm, I'll think about it.
1 **Lisa** Hi, Dad. Shall I clean the bathroom? I can vacuum the floor, too, if you like.
____ **Dad** That depends. What time does it finish?
____ **Lisa** Thanks, Dad. Oh, there's just one more thing. Could I please have my pocket money today? I need to buy something to wear.
____ **Dad** Thanks, Lisa, that's helpful.
____ **Lisa** Er, Dad, Rachel's invited me to a party this Saturday. It's her birthday. Do you mind if I go?
____ **Dad** Then I'm afraid not. We're going to visit your aunt's on Sunday, remember?
____ **Lisa** Around midnight.

**11 Read the dialogue again. Underline two more ways of asking for permission and two ways of responding.**

## GS Global skills Using indirect language

When asking for permission or making requests, we often use *Can I …?* when speaking to friends.
*Can I use your phone?*

We use indirect language to sound more polite, especially if we are speaking to someone we don't know well.
*Do you mind if I leave school early? / Is it all right if I leave school early? / Could I please leave school early?*

**12 In what other situations is it important to sound polite?**

**13 TASK Work in pairs. Read the information and prepare two dialogues. Use the dialogue in exercise 10 to help you.**

### Dialogue 1

**Student A**
B is your parent. You want to go away with some friends to a music festival at the weekend. Think of ways you can get your parent to agree.

**Student B**
A is your daughter / son. Think of things you could ask them to do to earn their weekend away.

### Dialogue 2

**Student A**
B is your sister / brother. You don't want to let them use your computer. Think of reasons to refuse permission.

**Student B**
A is your sister / brother. You want to use their computer to work on a school project. Think of ways to persuade them to let you use it.

### Dialogue 3

**Student A**
B is your student. They are often late with their homework and need to study harder. Think of reasons to refuse permission.

**Student B**
A is your teacher. You want to miss school this afternoon to attend a talk by a famous sportsperson in your town. Think of ways to persuade your teacher to let you go.

Assess your progress Workbook page 35

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

1 How would you describe the home and its location? Is it traditional / modern, urban / rural, permanent / portable, isolated / connected?
2 How is it similar to or different from your home?
3 Read the definition. Is it better to have a home in one place or to move around and be nomadic? What would be the advantages and disadvantages?

> **nomad** /ˈnəʊmæd/ *noun* a member of a group of people who move from one place to another; nomadic /nəʊˈmædɪk/ *adjective*

**2 Read the article and check your ideas in exercise 1. How does Khulan feel about her home?**

**3 Match paragraphs A–F to headings 1–6.**

1 The key to survival
2 From rural to urban
3 Teen life
4 A welcoming home
5 An uncertain future
6 A new way of living

**4 Read the article again and answer the questions.**

1 How is Khulan's life similar to other teenager's lives?
2 Why do nomadic families move their *gers*?
3 Why are people moving to the city?
4 What problems do nomadic families face in the city?
5 Why does Khulan want to stay on the grasslands?

## GS Global skills Culture

**5 Work in pairs and discuss the questions.**

1 How has climate change and urbanization affected nomads like Khulan?
2 Why do some people move from rural areas to big cities? Why do some people move from big cities to rural areas?
3 What problems might people face moving from one area to another?

## V Insight Phrasal verbs

**6 Find eight phrasal verbs in the article and match them to definitions 1–8.**

**Paragraph A**

1 get out of bed
2 go from one place to another
3 make someone or yourself very tired

**Paragraph B**

4 become an adult
5 take care of someone or something
6 try and impress other people

**Paragraph D**

7 cause; make something happen
8 learn some information

# Changing homes, changing lives

**A** Khulan Besud lives in a *ger** in Mongolia, with her family. Every morning, the 13-year-old gets up and goes down to the river to collect water, then she helps with the animals. Life in a *ger* is hard work and it can tire you out, but Khulan doesn't want to be anywhere else. Her home is colourful and cosy: there's a hot stove in the centre that keeps the family warm during winter, when temperatures drop to –40°C.

**B** There is a lot of freedom for teens who grow up in a *ger*. When Khulan isn't helping her parents, she looks after her horse. Khulan loves riding and showing off her skills, but like other teenagers, she also spends time watching movies, listening to music and checking social media. Outside the *ger*, there is a solar panel that generates electricity for a mobile phone, a fridge and a television.

**C** Khulan's family have sheep, goats, cows and horses. They manage to survive on milk and meat from their animals, and use wool from their sheep to cover the *ger*. The family moves their home four times a year so their animals can feed on new pastures*. The animals live off the land, and the nomads live off their animals. It's a way of life that goes back 1,000 years.

**D** But life for nomads is changing. Over the past 40 years, thousands have moved to the cities. Climate change has brought this about: dry summers make it difficult for grass to grow and colder winters mean that animals need more food. Sadly, many animals die, so nomadic people move to the city to look for work. There, they find out that in order to get a good job, they need an education.



**E** Today, over 45% of people in Mongolia live in Ulaanbaatar, the capital city. Unfortunately, there are not enough permanent homes for everyone, so people live in *gers* outside the city. Life is difficult as there is no sewerage system, and smoke from cooking fires pollutes the air – and many families don't have the money they need. In the countryside, they could live where they wanted to, without paying anything. In the city, there's a different attitude to land, and a different idea of home.

**F** Meanwhile on the grasslands, Khulan and her family are still living a traditional life. But what will she do when she's older? Will she try to find work in the city or will she carry on living in her *ger*? She doesn't want to leave. 'I can't imagine living in a city,' she says. 'I love the freedom here and I enjoy being outside. There aren't any fences on the grasslands, and it's the only home I know.' For now, the family are able to continue their way of life. But in the future, they may have to move ... and Khulan may have no choice.

**Glossary**
* ger = a portable tent
* pastures = land covered with grass, suitable for cows or sheep to eat



**7 Complete the text with the correct form of the phrasal verbs in exercise 6.**

Peter Bok [1]_____ in a small village in Hong Kong. When he was a child, he [2]_____ early every morning and helped his parents [3]_____ the farm animals. Then he played with his friends in the fields or [4]_____ to the fishing village nearby. By the time he got home, he was [5]_____ but happy. Then, when he was 12, his life changed. The government built a huge housing estate on the fields, and his family moved to an apartment in a 20-storey block. The estate was called Choi Hung, which means 'rainbow', and the buildings were painted different colours. They [6]_____ a big change in Peter's life. For thousands of people, it was the end of a rural lifestyle.

## Grammar Verbs + infinitive or *-ing* form

**8 Work in pairs and discuss the questions.**
1 Would you enjoy living in a *ger*? Why / why not?
2 Do you want to live somewhere different from where you live now? Why / why not?

## Grammar Insight

**9 Match questions 1–2 in exercise 8 to rules a–b. Then add the highlighted verbs in the article to the table.**
**a** Some verbs are followed by an infinitive.
**b** Some verbs are followed by an *-ing* form.

| | |
|---|---|
| **Verb + infinitive** | agree, hope, need, promise, pretend, would like |
| **Verb + *-ing* form** | can't stand, don't mind, hate, avoid, look forward to, finish |

Further reference and practice › Workbook › page 91

**10 Match 1–7 to a–g to make sentences.**

1 I hope
2 I can't stand
3 I don't mind
4 After school, I want
5 This weekend, I need
6 A lot of people enjoy
7 I pretend

**a** to study for my exams.
**b** tidying my room. It's boring.
**c** to relax and chat on social media.
**d** studying because I want a good job.
**e** to have my own house when I grow up.
**f** living in a city because there are lots of things to do.
**g** to like rap music because my friends like it.

**11 TASK Use the verbs in exercise 9 to make sentences that are true for you. Then work in pairs. Interview your partner and compare your sentences.**

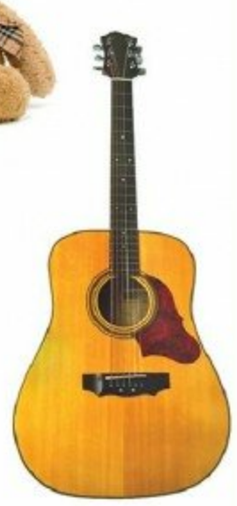
Vocabulary extra › Parts of a house › page 57

Assess your progress Workbook page 35

# 4E Writing A description of a room

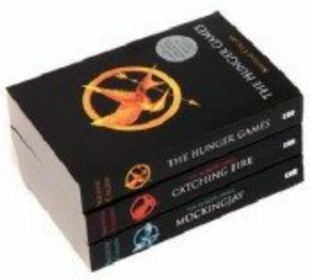
Tell us about your personal space. We want to know what your room is like and what things you have in it. Email us a description of your room and we'll share our favourite ones online.













Click here for details.

## Planning for writing

**1 Read the website extract and look at the photos. Answer the questions.**

1 Do you have any of these things in your room? 2 What is your favourite possession? Why?

**2 Read the opening paragraphs of different descriptions that students sent to the website. Which of the objects in the photos do they mention?**

**A** When I look out of my window, I can see shops and a bus stop. It's always busy outside and a bit noisy, but it's interesting. My desk is next to the window, so I get a good view when I'm doing my homework.

**B** When I was ten, I pretended to be Spiderman, jumped off my bed and banged my head on the bookcase. The bookcase is still in my room, but today it's full of books like *The Hunger Games* – there aren't any Spiderman comics now!

**C** My mum says my room is a total mess. I tell her to close the door and to stop worrying. Yes, there are clothes and a guitar on the floor, but I know where everything is. In fact, I think my room is quite comfortable.

**D** In the corner of my room is a strange-looking piece of furniture made of dark-coloured wood. It's a huge, old-fashioned wardrobe and it belonged to my grandmother.

### Strategy Writing opening sentences

**When you write a description, try to get the reader interested. Start your description in a way that makes them want to find out more. Start with:**

1 a quote or an opinion, then agree or disagree with it.
2 an interesting or mysterious object, then describe other things in your room.
3 a view (for example, from the window), then go inside.
4 a dramatic event – use the past tense for this; use the present tense to describe your room.

**Don't start with a very simple description like *There is a … in my room*.**

**3 Read the strategy and the opening paragraphs in exercise 2 again. Match the paragraphs to points 1–4 in the strategy. Which do you think is the most interesting? Why?**

**4 Read the model description on page 55 and answer the questions.**

1 What type of opening does Molly use to get the reader interested?
2 Number these things in the order she does them:
- describe the most important things ____
- sum up the description ____
- describe other things in the room ____

### Writing Insight Adjectives, prepositions and adverbs

**5 Read the model description again and answer the questions.**

1 Which adjectives does Molly use to describe the room in general? Which adjectives does she use to describe the things in her room?
2 Which prepositions of place does she use to say where things are?

### V Insight Adverbs of degree

**6 Study the highlighted adverbs in the model description. Then complete the language boxes with *a little* or *a lot*.**

**7 Complete the sentences with adverbs from the language boxes so that they are true for you. Then work in pairs and compare your sentences.**

1 My bedroom is small, but _____ comfortable.
2 It's _____ easy for me to keep my room tidy.
3 I'm _____ good at doing my homework.
4 I went to bed _____ late last night.
5 It's _____ difficult for me to get up in the morning.

## Small is beautiful, by Molly Steed

When my friend Emily first saw my bedroom, she said, 'It's incredibly tidy!' She's right: it's a bit small, but it's also very light. Yes, it's neat, and that's how I like it.

When you walk through the door, the first things you see are the bed and a really huge wardrobe which holds all my clothes. There isn't much space in my room, so the bed's not very big. On the wall there is my guitar and a poster of my favourite women's football team, Arsenal W.F.C. There's also a painting that belonged to my grandmother – it's quite valuable.

Right next to my bed is a small wooden bookcase. I love reading, especially fantasy fiction, so there are a lot of books like *The Hunger Games*, *Harry Potter* and the *Twilight* series. There are also some school textbooks and fashion magazines. On top of the bookcase there are some family photos and a TV, but I don't often watch it – I prefer to listen to music on my phone.

Opposite the bookcase is a modern desk. It's the only part of my bedroom that's slightly messy because that's where I do my homework. On the desk there are pens, paper, school books and my laptop. That's my favourite possession. Beside the desk there's an old armchair. It's rather big for the room, but it's extremely comfortable, and I often sit there when I'm reading or listening to music.

The words that best describe my room are: comfortable, safe and extremely tidy! It's my own private space and I love spending time in it.

**Adverbs that mean 1**

Use adverbs like *extremely*, *incredibly*, *really* and *very*.

**Adverbs that mean 2**

Use adverbs like *a bit*, *not very*, *quite*, *rather* and *slightly*.

## Writing your description

Write a description of your room and some of the things in it. Try to make it as interesting as possible, and include the three words or phrases that best describe it.

**Think about the language you will use. Think about:**

- adverbs and adjectives to describe your room and the things in it.
- three adjectives or adverb + adjective phrases that sum up your room.

**PLAN Read the task and check you understand it.**

**Make notes about:**

- the general appearance of your room. Is it small or big? Tidy or messy? Dark or light?
- the things inside your room. Where exactly are they? What do they say about your personality and interests?
- the things you like best about your room.

**Create a plan with your ideas. How many paragraphs will you have? What information will you include in each paragraph?**

**Read the strategy on page 54 again and decide how you will start your description in order to get the reader's interest.**

**WRITE Write a first draft of your description. Use the model description and your paragraph plan to help you.**

**REVIEW Check your description. Use the checklist to help you.**

Have you:

- included the information asked for in the task?
- started your description in an interesting way?
- used adjectives and adverbs correctly?
- checked your spelling, grammar and punctuation?

**Assess your progress** Workbook page 35

# Review 4

## Vocabulary

**1 Complete the text with adverbs formed from the adjectives below.**

careful ■ easy ■ lucky ■ quick ■ surprising ■ unfortunate

Labour-saving devices are designed to help people save time and do household chores more [1]_____ and efficiently. [2]_____, some of these devices are quite complicated and most people can't use them [3]_____ at first. [4]_____, most companies have a hotline that you can call for advice. There's always an operator on the end of the line who will [5]_____ explain how the device works. [6]_____, some of these operators work in call centres in countries as far away as India!

Marks ___ / 6

**2 Match the words in A to the words in B to make compound adjectives. Then complete the sentences.**

A ■ full- ■ modern- ■ old- ■ semi- ■ two-

B ■ bedroomed ■ day ■ detached ■ fashioned ■ time

1 We can't afford a big house in London, but we've got enough money for a _____ flat.
2 _____ families don't usually have many children.
3 People with _____ jobs don't have much time for housework.
4 Young people don't like _____ furniture.
5 The most popular home in the UK is a _____ house.

Marks ___ / 5

**3 Choose the correct words.**

1 Dinner's ready. Can you **load** / **lay** the table, please?
2 Adam **vacuumed** / **made** his bed before he left.
3 The bin smells. We need to **take out** / **do** the rubbish.
4 Our cleaning lady **makes** / **does** the ironing every Friday.
5 I **took out** / **loaded** the washing machine after dinner.
6 Please **clean** / **lay** the bath after you wash your hair.

Marks ___ / 6

**4 Replace the words in italics with the correct form of the phrasal verbs below.**

■ bring about ■ find out ■ grow up ■ look after ■ tire out ■ show off

1 Alec only bought that big house to *impress his friends*.
2 The long staircase always *makes* visitors *tired*.
3 We *became adults* in the country.
4 A neighbour *takes care of* our dogs when we're away.
5 They *learned* about the opening times on the internet.
6 Moving house often *causes* many changes.

Marks ___ / 6

## Grammar

**5 Complete sentence b so that it has a similar meaning to sentence a. Use comparative or superlative forms and write three words in each sentence.**

1 a Flats are usually cheaper than houses.
  b Houses are usually _____ flats.
2 a In the UK, there aren't any cities bigger than London.
  b London is _____ in the UK.
3 a My brother's room is better than mine.
  b My room _____ my brother's.
4 a My neighbourhood is noisier than yours.
  b Your neighbourhood _____ mine.
5 a The cellar is colder than the attic.
  b The attic _____ the cellar.
6 a There's no easier way to get home than by taxi.
  b _____ to get home is by taxi.

Marks ___ / 6

**6 Complete the sentences with *(not) as … as*, *too* or *enough* and the adjectives below.**

■ big ■ comfortable ■ fast ■ small ■ tall ■ warm

1 My room is _____. There isn't space for a wardrobe.
2 The bus is very slow. It is _____ the Underground.
3 We can't sit in the garden. It isn't _____.
4 Our kitchen isn't _____ for a table and chairs.
5 My brother and I are the same height. He's _____ I am.
6 I don't like these armchairs. They are _____ the sofa.

Marks ___ / 6

**7 Complete the text with the infinitive or the *-ing* form of the verbs in brackets.**

If you enjoyed [1]_____ (watch) Tim Burton's film *Alice in Wonderland* and you want [2]_____ (see) the place where it was made, you need [3]_____ (go) to Antony House in Cornwall. The Carew family managed [4]_____ (build) this enormous country house in the early 18th century and they've carried on [5]_____ (live) there ever since. Fortunately, they don't mind [6]_____ (have) visitors and they've agreed [7]_____ (open) the house three days a week. Try [8]_____ (visit) in good weather so that you can see the gardens when you finish [9]_____ (walk) around the house. You can imagine [10]_____ (be) Alice during one of her adventures!

Marks ___ / 10

**Total ___ / 45**

## Houses and homes

**1 Match photos 1–10 to the words below.**

■ block of flats ■ bungalow ■ caravan ■ castle
■ cottage ■ detached house ■ mansion
■ semi-detached house ■ tent ■ terraced house































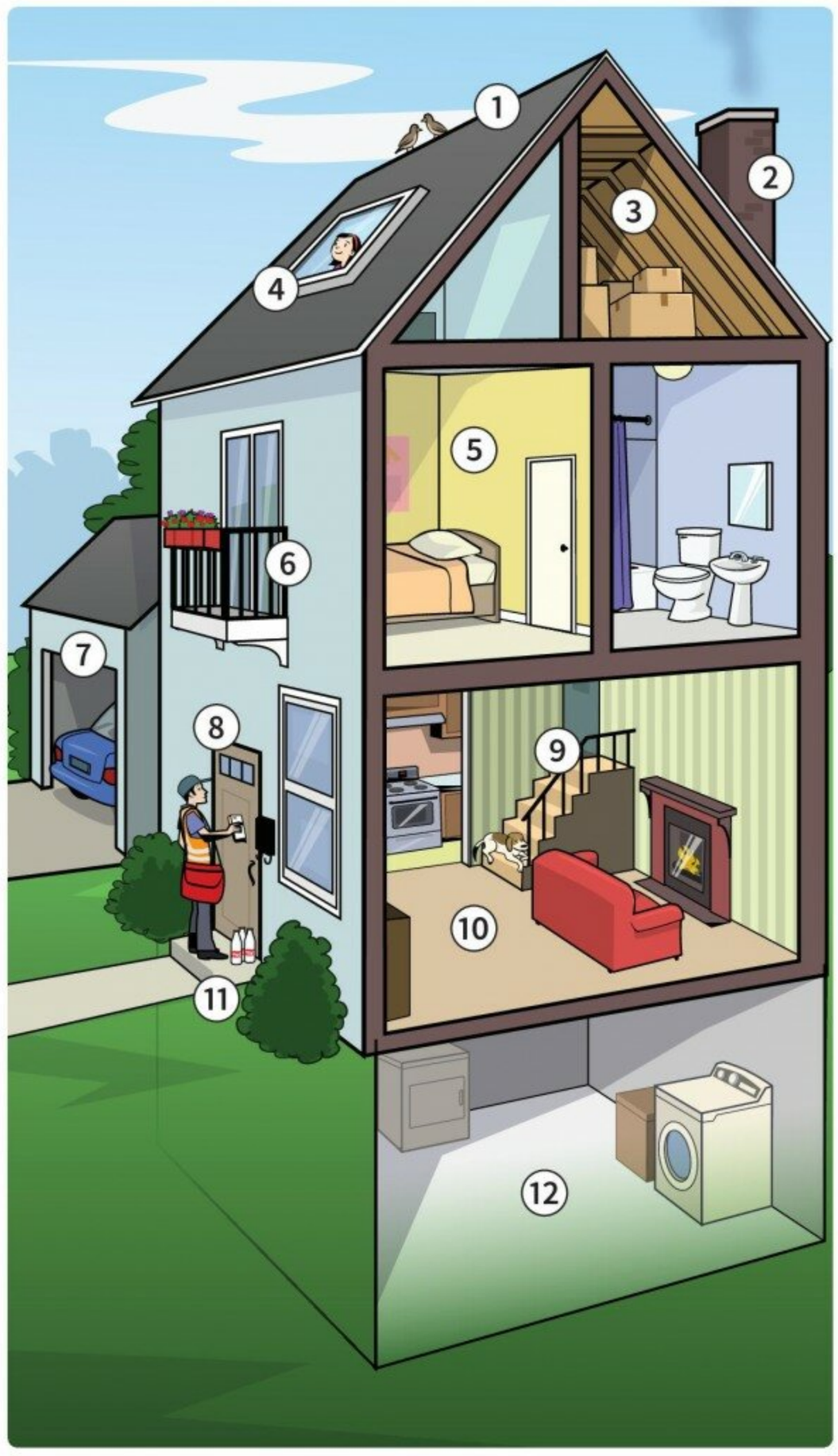
**2 Complete the sentences with the words in exercise 1.**

1 The _____ was built to protect the city.
2 Our _____ is in a line of similar houses that are all joined together.
3 We parked our _____ and went to explore the area.
4 It didn't take long to put up our _____ at the campsite.
5 The artist lives in a beautiful old _____ in the country.
6 A lot of rich celebrities have bought luxurious _____ in Beverly Hills.
7 The manager owns a _____ with a big garden around it in a suburb of London.
8 A _____ hasn't got stairs, so it's perfect for old people.
9 I live in a _____ which has 18 floors.
10 We live in a _____ which shares a wall with the house next door.

## Parts of a house

**1 Label the picture with the words below.**

■ attic ■ balcony ■ cellar ■ chimney ■ downstairs
■ front door ■ garage ■ roof ■ skylight ■ stairs
■ step ■ upstairs




**2 Complete the answers with the words in exercise 1.**

Where:

1 is the car? In the _____.
2 are the flowers? On the _____.
3 are the milk bottles? On the _____.
4 is the smoke? Coming out of the _____.
5 is the postman? At the _____.
6 are the kitchen and the living room? _____.
7 are the boxes? In the _____.
8 are the birds? On the _____.
9 is the girl? Looking out of the _____.
10 is the dog? On the _____.
11 is the washing machine? In the _____.
12 are the bathroom and the bedroom? _____.

# Cumulative review Units 1–4

## Listening

**1** 4.6 **Listen to a radio programme about Knebworth House in England. What is the speaker's main purpose?**

**a** to invite somebody to his house
**b** to give instructions to visitors
**c** to announce an event at the house
**d** to encourage people to visit the house
**e** to give a warning

**2** 4.6 **Read sentences 1–8 and find the key words. Then listen again. Are the sentences true (T) or false (F)?**

1 Knebworth House is only interesting for people who like music.
2 The Lytton family built Knebworth House more than five centuries ago.
3 No one lives in the house today.
4 In the past, the house had some important visitors.
5 The speaker only gives the names of three rooms in the house.
6 Knebworth House is in some famous films.
7 You don't need much time to visit the house and gardens.
8 You can take your own food to Knebworth House.

## Speaking

**3 Work in pairs. You want to invite a friend to a barbecue at your house this weekend. Follow these steps to prepare a dialogue.**

- Say what type of event it is and when it starts. Invite your friend.
- Suggest a different day if your friend is busy.
- Suggest your friend brings someone along.
- Ask permission to borrow your friend's music system.

## Reading

**4 Read the article about tiny houses. Match sentences a–f to gaps 1–5 in the article. There is one extra sentence that you do not need.**

**a** Most importantly, tiny homes make people completely change the way they live.
**b** One reason is that they use less building material.
**c** Realizing this actually made a big difference.
**d** However, a growing number of people are showing how less can be more when it comes to homes.
**e** Most people don't need as much space as they think.
**f** Tiny houses have many advantages.

# Tiny houses, big ideas

If you had to describe your dream home, would your answer include the word 'big'? Whether it's a ten-bedroomed, three-storey mansion or even an entire castle, most people's idea of a better home is a bigger home. [1]____ What's more, they're helping to save the planet at the same time.

In the last ten years, 'tiny houses' have become big news, especially in the USA, but also in Japan, Australia, New Zealand and parts of Europe. They are cleverly designed to have everything you'd expect to find in a normal home, but in a much, much smaller space. [2]____ They are a lot cheaper than normal houses, and many of them can be transported if you want to move. But perhaps the best thing about them is that they are much more eco-friendly than normal homes.

Why? [3]____ In fact, many tiny houses are made from recycled or reused materials such as old shipping containers. They are more energy-efficient as well. Smaller spaces need less heating or cooling, so they use less electricity. Many tiny houses also use solar power.

[4]____ 'You can't have lots of stuff if you live in a very small space, so you stop buying so many things,' explains tiny home owner Jess Davidson, 27.



'For example, you have a very small fridge, so you only buy food that you are going to use quickly, and this means you throw less food away.'

Louis Marshall, 15, moved to a tiny house with his parents five years ago, and at first he wasn't happy about it. 'I really didn't want to move,' he says. 'Then I saw some advantages when I had to do household chores. Tidying my room, cleaning the bathroom, vacuuming the floor – all these things were much quicker in a tiny house!' [5]____ And after Louis became interested in environmental issues, his opinion changed even more. 'Now, I feel that living an eco-friendly life is much more important than having lots of stuff,' he says. 'I couldn't go back to living in a normal house.'





## Grammar and vocabulary

**5 Read the text and choose the correct answers.**

### The edible house



EATHOUSE is a house that is a garden, or a garden in the shape of a house, if you prefer. It was the idea of a group of Dutch architects, who are very proud [1]____ the design. The basic structure is a set of long thin metal poles that you put together to form a house. Then you fill the spaces between the poles with special boxes called crates. The crates are the walls of the house and they contain plants which, eventually, [2]____ vegetables.

The house is [3]____, so you don't damage the environment when you build it. And you can take it down and build it in a different location whenever you want to. The good thing is that you don't leave [4]____ waste when you move it. The system is very simple, so anyone who is keen [5]____ growing vegetables can use it. However, you'll probably need the help of [6]____ friends to hold the poles and carry the crates on your first day.

You only need sunshine, water and a lot of loving care to look [7]____ Eathouse – it isn't as hard [8]____ you might think. And it doesn't cost much either because crates and growbags are cheap [9]____ for most people to afford. The watering system is probably the most [10]____ part.

| | | | |
|---|---|---|---|
| 1 | **a** in | **b** for | **c** of |
| 2 | **a** package | **b** produce | **c** recycle |
| 3 | **a** eco-friendly | **b** energy-efficient | **c** open-plan |
| 4 | **a** some | **b** any | **c** a few |
| 5 | **a** on | **b** in | **c** of |
| 6 | **a** a little | **b** much | **c** some |
| 7 | **a** at | **b** after | **c** for |
| 8 | **a** as | **b** than | **c** that |
| 9 | **a** much | **b** enough | **c** too |
| 10 | **a** popular | **b** tiring | **c** expensive |

## Writing

**6 Imagine that you have just moved into a tiny house with your family. Write an informal email to a friend to describe the house. Include this information:**

- the location of the tiny house – in the city, in the countryside, by the sea, etc.
- a description of the inside and outside of the tiny house.
- things you like about living there and things that are difficult.
- your overall opinion about living in a tiny house.

Exam Insight 2 › Workbook › page 116

# 5 No limits

## Reading and vocabulary

**1 WHAT DO YOU THINK? Read the statements. Do you agree with them? Why / why not?**

1 We need to take risks so we can develop and evolve.
2 Fitting in, or being part of a group, is important for survival.
3 Teenagers find it difficult to control their emotions.

**2 Read the article. Has your opinion of any of the statements in exercise 1 changed?**

**3 Read the article again and match sentences a–f to gaps 1–5. There is one sentence that you do not need.**

a That said, there are healthy and unhealthy risks.
b It also helps you make good decisions.
c It's a chemical that makes you feel good.
d This may also be true for human teenagers.
e They encourage us to take more risks.
f Maybe you can blame your brain.

### Strategy Understanding the role of pronouns

**When you read, notice the pronouns and think about what they refer to. Understanding pronouns will help you to understand the text. Pronouns can refer to:**

- a word.
- a phrase.
- a whole sentence or idea.

**4 Read the strategy. Study the pronouns in bold in the article. What do they refer to?**

1 this (line 8)
2 it (line 21)
3 they (line 27)
4 this (line 30)
5 this (line 43)
6 their (line 47)
7 it (line 58)

**5 REACT Discuss the questions.**

1 Do you think teens react (or overreact) to situations more than adults? Does this mean that teens are less 'rational'?
2 How old do teens have to be in your country to drive a car, vote, get married, work full-time? Should the age you are allowed to do these things change? Why / why not?

Vocabulary extra › Generations › page 71

### Insight Adjective suffixes: *-ing* and *-ed*

**6 Study the highlighted adjectives in the article. Match them to their verb forms below. Then answer the questions.**

- amaze - embarrass - excite - frighten - surprise

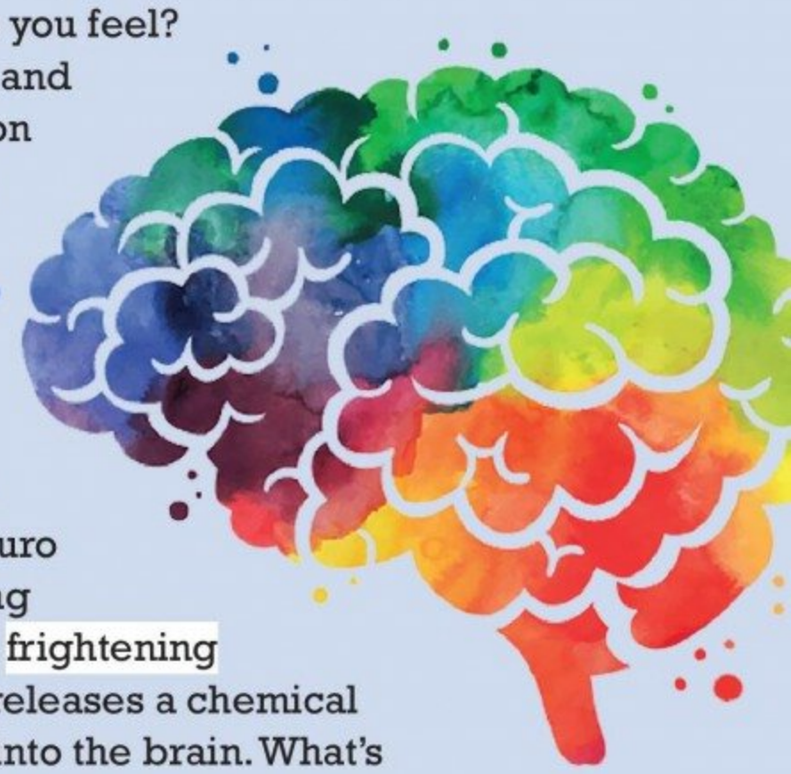
1 Which adjectives describe how someone feels?
2 Which adjectives describe what someone or something is like?

# The science behind the teenage brain

**The teenage years can be like a rollercoaster ride. Have you ever wondered why? [1]_____**

### Your brain's reward system

Imagine you've just found a 100-euro note in the street. How do you feel? Probably amazed and excited! The reason for **this** is that the part of your brain called the striatum, or the reward system, is super sensitive in teens. If you find a 100-euro note, eat something sugary or watch a frightening film, the striatum releases a chemical called dopamine into the brain. What's dopamine? [2]_____ It makes you enjoy the experience more, but **it** also makes you more likely to take risks.



### Are you a risk-taker?

Have you ever noticed how teens take more risks than adults? Teens often follow their emotions and don't think about what will happen next. **They** are looking for new experiences and their brains encourage them to try new things. It's all part of learning and surviving. **This** may sound surprising, but risk-taking is important for the evolution of our species! [3]_____ Taking up skateboarding, learning to drive, making new friends and even rowing across the Atlantic are all examples of healthy risk-taking. Driving too fast, smoking and stealing are not.

### The problem of peer pressure

Have you ever done something silly because of your friends? Studies show that when teens are in a group, they're more likely to take risks, such as smoke a cigarette, ride a motorbike without a helmet or get into an argument or a fight. One reason for **this** is a desire to show off and impress their friends. Another reason is the need to fit in and stay safe. In a recent study, scientists showed how adolescent mice were more easily influenced by **their** peers than adult mice. The teenage mice were less experienced than the adults and had fewer survival skills. They knew they were safer in groups, so they acted in a similar way in order to fit in. [4]_____

## Controlling your emotions

Have you ever felt incredibly happy one moment, then very sad the next? Most teens experience strong emotions, and the reason is … you guessed **it**: their brains. During the teenage years, the limbic system, or the emotional part of the brain, develops very rapidly. At the same time, the prefrontal cortex, or the part that controls feelings, develops pretty slowly. The thing is, the prefrontal cortex helps you find solutions to problems. [5]_____ Maybe you didn't intend to post that embarrassing photo last week or get up late and miss that important exam. But don't worry – around the age of 17, your brain will reach the stage where you can more easily make sensible decisions. If you've survived the teenage brain this far, you're doing pretty well!



**7 Complete each sentence with two adjectives formed from the verb in brackets. Use *-ed* or *-ing*.**

1 The concert was really _____. When the band played their latest song, everyone was _____ and started to sing along. (excite)
2 I love watching _____ films, but my sister hates them. She doesn't like feeling _____ at all. (frighten)
3 When we went surfing, the waves were _____. We were _____ by how big they were. (amaze)
4 We were _____ by the results of the experiment. It's _____ that mice act in a similar way to humans! (surprise)
5 I feel _____ when I make a mistake in front of my friends. It's _____ because they laugh at me! (embarrass)

### Insight Noun suffixes: *-ment* and *-ion*

**8 Complete the table with words from the article and exercise 3.**

| Verb | Noun |
|---|---|
| 1 _____ | enjoyment |
| 2 _____ | encouragement |
| argue | 3 _____ |
| 4 _____ | impression |
| 5 _____ | development |
| solve | 6 _____ |
| decide | 7 _____ |
| 8 _____ | intention |

**9 Complete the news story with nouns or verbs from exercise 8.**

### A 'small' party

When Taylor's parents went away for the weekend, her friends [1]_____ her to have a 'small' party. At first, Taylor wasn't sure, but she wanted to [2]_____ her friends, so she [3]_____ to do it. She posted an invite on social media, which was shared with lots of people she didn't know.

At first, only a few people turned up. Then more and more people arrived, and the 'small' party [4]_____ into a big party! Taylor started to panic and asked people to leave, but they ignored her. They had no [5]_____ of leaving. Then she got into an [6]_____ with another girl. Things were getting out of control and the only [7]_____ was to call the police. The next day, people said they [8]_____ the party, but Taylor was in big trouble. The house was a mess and her parents were on their way home.

**10 TASK Work in pairs. Interview your partner. Then read the key. Are they a risk-taker? Do you agree with the results?**

### Are you a risk-taker? Do you:

1 never think before you do something or react to a situation?
2 enjoy watching frightening films?
3 dislike people who are predictable and always the same?
4 like to try new food you have never tasted before?
5 get excited about surprises?
6 enjoy looking different or wearing unusual clothes?

**Key**

If you answered 'yes' to more than four of these questions, then you are probably a risk-taker!

Assess your progress Workbook page 43

## Grammar Present perfect and past simple

**1 WHAT DO YOU THINK? Look at the profile of Jade Hameister and discuss the questions.**

1 What is unusual about her? What has she achieved? Why do you think she did these things?
2 Do you think it is easier for young people to do difficult things than for adults? Why / why not?

**2 5.1 Listen to an interview about Jade Hameister. Why are people becoming adventurers at a younger age? Why did Jade want to walk to the North Pole?**

**3 5.1 Listen again and choose the correct answers.**

1 How many big expeditions has Jade Hameister been on?
**a** She's been on two expeditions.
**b** She's been on three expeditions.
2 When did she walk to the North Pole?
**a** She walked to the North Pole in 2015.
**b** She walked to the North Pole in 2016.
3 How old was she on her first expedition?
**a** She was 14.
**b** She was 12.
4 Has she been to Everest base camp?
**a** Yes, she has.
**b** No, she hasn't.
5 Has Marcia ever been on an expedition with a young adventurer?
**a** Yes, she's travelled with Jade.
**b** No, she's never done that.

**4 REACT Work in groups and discuss the questions.**

1 Do you think Jade's parents were right to let her go on these expeditions? Why / why not?
2 Do you agree that young people don't always understand the risks they are taking?
3 What would you like to be the youngest person to do?

## Grammar Insight

**5 Study the questions and answers in exercise 3. Which sentences are in the past simple? Which are in the present perfect? Complete the rules.**

**a** We use the _____ to talk about an event that happened at a definite time in the past.
**b** We use the _____ to talk about an event that happened at an indefinite time in the past.
**c** We form the present perfect with the auxiliary verb _____ and the past participle of the main verb.
**d** We often use *ever* and *never* with the present perfect to talk about experiences. We only use _____ in questions.
**e** Compare the participles *been* and *gone*:
*She's* _____ *to Antarctica.* =
She went to Antarctica and came back.
*She's* _____ *to Antarctica.* =
She went to Antarctica and is still there now.

Further reference and practice › Workbook › page 92

# You can do it!

**A**

**Jade Hameister** VIEW ALL

**Country:** Australia
**Achievement:** walked to both the North and South Poles
**Ambitions:** to encourage more young women to realize their potential; to travel into space
**Recent activity:** wrote a book

**B**

## Young achievers



Most people [1]_____ (never / visit) the North Pole. But Ben Edwards [2]_____ (travel) very close to it. In 2016, Ben [3]_____ (sail) around the Arctic as part of the Polar Ocean Challenge expedition. He is the youngest person ever to do this. Ben has a painful stomach condition, but he [4]_____ (not let) it stop him. He also [5]_____ (raise) over £20,000 for his local hospital in Cambridge. And Ben still [6]_____ (not finish) school!



Since the age of six, Xiuhtezcatl Roske-Martinez [7]_____ (be) concerned about the planet. When he was 15, he [8]_____ (make) a speech at the United Nations about the threat of climate change. He has travelled widely to talk to other young people about environmental issues. In 2017, he [9]_____ (publish) his first book and he [10]_____ (make) a hip-hop album with his brother called *Generation Ryse*.

Ben and Xiuhtezcatl [11]_____ (achieve) a lot, but [12]_____ (they / do) too much too young? Some psychologists believe that teenagers' brains [13]_____(not develop) enough to allow them to make important judgements when taking risks. What do you think?

C

# Sisters saying 'no' to plastic

Melati and Isabel Wijsen are sisters. They are still teenagers, but they [1]_____ a big difference to the island of Bali, where they live.

When they were just 12 and 10, they [2]_____ that Bali had a big problem with plastic bags damaging the environment. They [3]_____ to start a campaign to get the people of Bali to say 'no' to plastic bags. To begin with, they [4]_____ groups to clean up local beaches. They also [5]_____ to politicians and got people to sign a petition.

The sisters [6]_____ to places like London and New York to communicate their message, and they [7]_____ several talks, including one at the United Nations. In 2013, they [8]_____ a company called Bye-Bye Plastic Bags. The company [9]_____ and now has teams in more than 25 countries.

In 2017, Melati and Isabel met the governor of Bali, who [10]_____ to help. Their first goal is complete: they [11]_____ in making Bali a plastic-bag-free island. Now their ambition is to get the whole of Indonesia to say 'no' to plastic bags. They [12]_____ this, but the sisters will keep trying.



**6** **Complete text B with the present perfect or past simple form of the verbs in brackets.**

**7** **TASK** **Choose three of the activities below. Then work in pairs and ask and answer questions about the activities. Use the present perfect for the questions and the past simple to give more details.**

- be on a motorbike
- give money to charity
- go on a protest
- go on a sailing boat
- make a speech in public
- travel to another country
- try a risky sport

## Grammar — Present perfect with *already*, *just* and *yet*

**8** **Look at the profile of Jade Hameister again and complete the sentences.**

1 She has **already** _____ to the North and South Poles.
2 She has **just** _____ a book.
3 She hasn't _____ into space **yet**.

## Grammar Insight

**9** **Study the sentences in exercise 8. Complete the rules with *already*, *just* and *yet*.**

With the present perfect, we use:

**a** _____ to talk about recent events.
**b** _____ to talk about an event or action that happened sooner than expected.
**c** _____ to talk about an event or action that has not happened.
**d** _____ in negative sentences and questions. It goes at the end of the sentence.
**e** _____ and _____ before the past participle.

Further reference and practice › Workbook › page 93

**10** **Complete text C with the present perfect or past simple form of the verbs below. Can you add *already*, *just* or *yet* to any of the sentences?**

- achieve
- agree
- decide
- give
- grow
- make
- organize
- realize
- start
- succeed
- travel
- write

**11** **TASK** **Work in groups. How well do you know your classmates? Ask and answers questions to write a profile for each person in your group. Use the present perfect and *already*, *just* and *yet*. Find out about:**

- an achievement (something they have already done).
- an ambition (something they haven't done yet).
- a recent activity (something they have just done.

Assess your progress Workbook page 43

# 5c Listening, vocabulary and speaking

## Listening and vocabulary

**1 WHAT DO YOU THINK? Work in pairs. Look at the photos and the quiz. Discuss the questions.**

1 Do the quiz. Do any of these things make you feel scared? Rate them on a scale of 0–5 (0 = not scared at all, 5 = terrified). Then compare your scores with your partner.
2 What might being afraid of something stop someone from doing?





Are you afraid of:

| Score | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| the dark? | | | | | | |
| small spaces? | | | | | | |
| large crowds? | | | | | | |
| heights? | | | | | | |
| spiders? | | | | | | |
| public speaking? | | | | | | |
| flying? | | | | | | |
| injections? | | | | | | |
| exams? | | | | | | |
| open spaces? | | | | | | |





**2** 5.2 **Listen to the introduction to a programme about phobias. What is a phobia? Why might people have phobias?**

**3** 5.3 **Listen to three people talking about their phobias. Which phobias in exercise 1 do they mention?**

**4** 5.3 **Listen again. Match speakers A–C to statements 1–8. You need to match one statement to two speakers. There are two statements that you do not need.**

This person:

1 thinks their phobia is silly. ____
2 thinks their phobia started in childhood. ____
3 can't stand cold weather. ____
4 has a fear of heights. ____
5 has the same fear as a parent. ____
6 doesn't mind walking up stairs. ____
7 doesn't like huge open spaces. ____
8 asked for help with their phobia. ____

**5 REACT Do you think exposure therapy is a good idea? Why / why not?**

## V Insight Base and strong adjectives

**6** 5.4 **Complete the table with the words below. Then listen and check.**

■ ~~boiling~~ ■ freezing ■ furious ■ hilarious ■ huge ■ ridiculous ■ terrible ■ tiny

| Base adjectives | hot | silly | cold | big | funny | angry | small | bad |
|---|---|---|---|---|---|---|---|---|
| Strong adjectives | boiling | | | | | | | |

**7 Which adjectives in exercise 6 would you use to describe the things below?**

■ a new baby ■ an unpleasant experience ■ how you feel when someone has lied to you
■ the temperature at the equator ■ the weather in the Antarctic ■ your favourite comedian

**8 TASK Work in groups. Imagine you had a frightening or unfamiliar experience – for example, getting lost in the forest, meeting an animal, waking in the night and hearing noises outside. Use some of the adjectives in exercise 6 to describe the experience and how you felt afterwards.**

It was freezing … . I saw a tiny … . Afterwards, I felt ridiculous … .

## Speaking Describing a photo

**9 Work in pairs. Look at photos A and B and discuss the questions.**

1 What type of event do you think each photo shows?
2 What are the people doing?
3 How do you think they feel?
4 Which of the adjectives below would you use to describe the events?

■ boring ■ exciting ■ frightening ■ hilarious ■ ridiculous

**10** 5.5 **Listen to a dialogue. Which photo are the people talking about?**

**11** 5.5 **Complete the phrases from the dialogue. Then listen again and check.**

| Locating | Describing | Speculating |
|---|---|---|
| in the [1]_____<br>in the foreground<br>in the middle<br>in [2]_____ of<br>on the right / left<br>next to | I can [3]_____ that it's ....<br>It shows ....<br>In this photo, there is / are .... | Judging [4]_____ her face, she ....<br>She does [5]_____ ....<br>It looks [6]_____ it was .... |

**12** 5.6 **Put the dialogue in the correct order. Then listen and check.**

____ **Markus** No, that's my brother, Tomas. I'm just behind him, wearing orange trousers.
____ **Sarah** That's interesting – I didn't know that. It looks fun. Is that you in the middle of the picture, in blue trousers?
____ **Markus** Oh, he's from another school. I don't know his name.
1 **Sarah** Wow! That's a great picture. Where is it?
____ **Markus** Yeah, it happens every year. All my friends are into snowboarding. It's what you do in the winter if you live in Switzerland.
____ **Sarah** Who's the guy in front of your brother?
____ **Markus** Yes, we did. It was really cool.
____ **Sarah** A school snowboarding competition?
____ **Markus** It's in the mountains near where I live in Switzerland. It's a competition between local schools.
____ **Sarah** Well, I bet you all had a great time. Did you win the competition?







**13 Read the dialogue again. Underline more ways of locating and speculating.**

### GS Global skills cultural sensitivity

When someone from another country tells you something about their culture, it's important to be polite, even if it seems strange to you. Try to sound interested and positive.
*That's interesting – I didn't know that. We don't have anything like this (in my country).*

**14 Have you ever had to show cultural sensitivity? When?**

**15 TASK Work in pairs. Look at the photo below and prepare a dialogue. Use the dialogue in exercise 12 to help you. Take turns to ask about the photo.**



Assess your progress Workbook page 43

## Reading and vocabulary

**1 WHAT DO YOU THINK? What qualities should an explorer have? Which do you think are the three most important qualities and why?**

■ brave ■ careless ■ cautious ■ co-operative
■ curious ■ determined ■ easy-going ■ generous
■ independent ■ responsible ■ selfish

**2 Read the article. Which of the qualities in exercise 1 do you think Ernest Shackleton had?**

**3 Read the article again and answer the questions.**

1 What were the reasons for exploring in the early 20th century?
2 Why did Shackleton decide to cross Antarctica from coast to coast?
3 Why did Shackleton and his men have to leave *Endurance*?
4 What was the problem with Elephant Island?
5 Why did Shackleton make the journey back to South Georgia?
6 How do you think Shackleton felt when the boat got there?
7 According to the writer, why wasn't Shackleton a failure?

## GS Global skills Culture

**4 Work in groups and discuss the questions.**

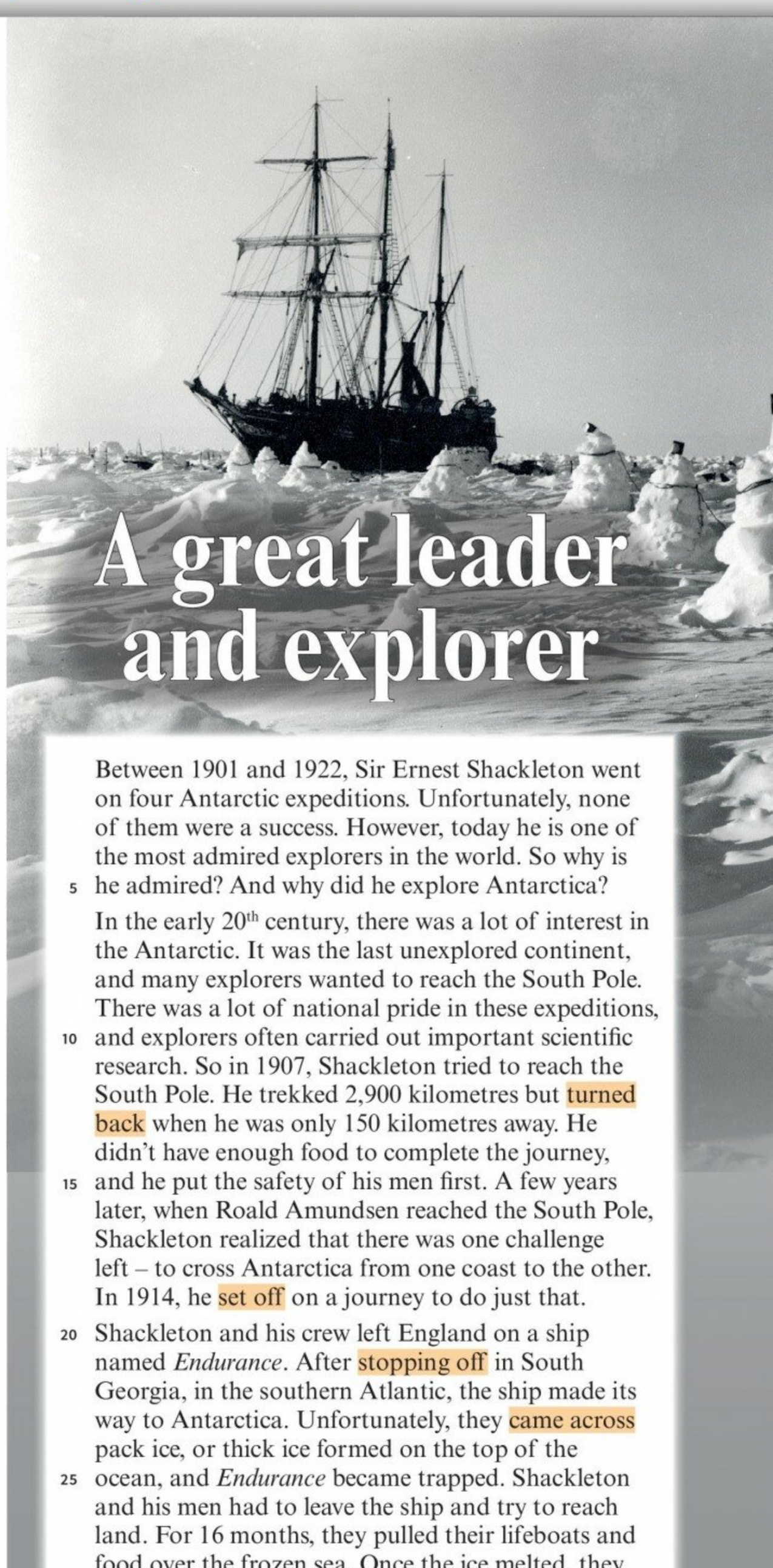
1 Why do you think people explore today?
2 What challenges might have made exploring harder in 1914?
3 What problems might explorers create when they explore new countries?

## V Insight Phrasal verbs: stages in a journey

**5 Study the highlighted phrasal verbs in the article. Then read sentences 1–7 and replace the words in italics with the correct form of the phrasal verbs.**

1 Last August, we went on a road trip. On the first day of the holiday, we *began our journey* from home.
2 After a few kilometres, we decided to *stop for a short time* and have breakfast at a small café.
3 We were there for half an hour, then we *continued* with our journey.
4 Unfortunately, it started to rain. Then we *travelled down* the wrong road and got lost.
5 We tried to find someone to ask for directions, but in the end we *stopped trying*.
6 We decided to *go in the opposite direction* and go home.
7 We didn't *meet or find* any people all the way home!

**6 TASK Have you ever been on a long or eventful journey? Where were you going? Describe the journey.**



# A great leader and explorer

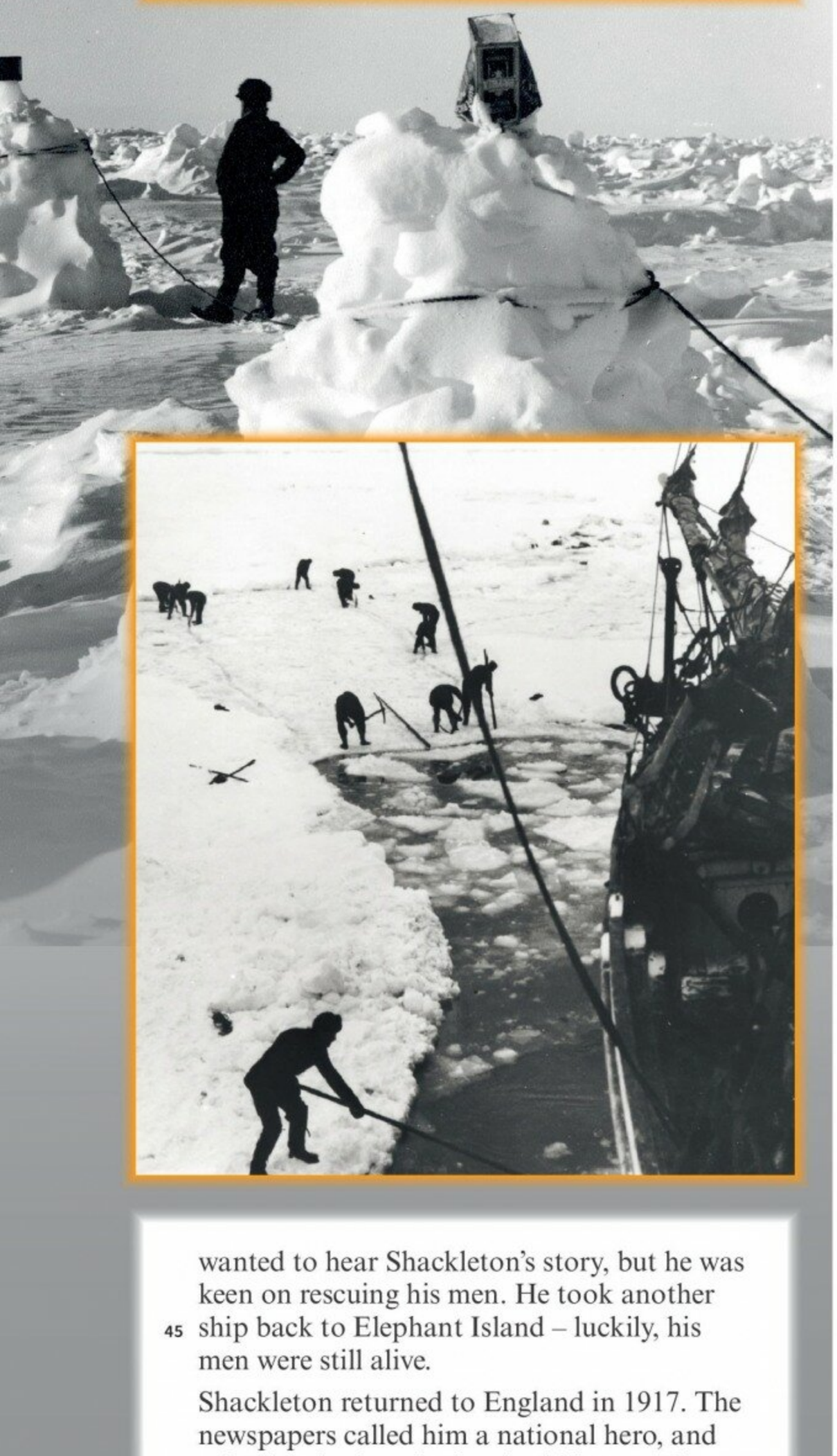
Between 1901 and 1922, Sir Ernest Shackleton went on four Antarctic expeditions. Unfortunately, none of them were a success. However, today he is one of the most admired explorers in the world. So why is he admired? And why did he explore Antarctica?

In the early 20th century, there was a lot of interest in the Antarctic. It was the last unexplored continent, and many explorers wanted to reach the South Pole. There was a lot of national pride in these expeditions, and explorers often carried out important scientific research. So in 1907, Shackleton tried to reach the South Pole. He trekked 2,900 kilometres but turned back when he was only 150 kilometres away. He didn't have enough food to complete the journey, and he put the safety of his men first. A few years later, when Roald Amundsen reached the South Pole, Shackleton realized that there was one challenge left – to cross Antarctica from one coast to the other. In 1914, he set off on a journey to do just that.

Shackleton and his crew left England on a ship named *Endurance*. After stopping off in South Georgia, in the southern Atlantic, the ship made its way to Antarctica. Unfortunately, they came across pack ice, or thick ice formed on the top of the ocean, and *Endurance* became trapped. Shackleton and his men had to leave the ship and try to reach land. For 16 months, they pulled their lifeboats and food over the frozen sea. Once the ice melted, they used their boats to reach Elephant Island, but the island was uninhabited and in the middle of nowhere: no one knew where they were and they couldn't radio for help.

Shackleton and a few of his men decided to take a lifeboat and sail back to South Georgia for help. It was a 1,300-kilometre journey across the most dangerous ocean in the world, with 50-foot-high waves and freezing weather. Once they landed in South Georgia, there was one last challenge: the mountains and glaciers between them and a town on the other side. It took five days to get to the top of the mountains and go down to the town below. The people in the town were amazed at the journey and





wanted to hear Shackleton's story, but he was keen on rescuing his men. He took another ship back to Elephant Island – luckily, his men were still alive.

Shackleton returned to England in 1917. The newspapers called him a national hero, and a fearless leader who inspired his men. Since then, people have written books and made films about his heroic journey. Modern-day explorers have also tried to follow in his footsteps. Today, his lifeboat is on display in his old college in London. It's been there for over 100 years. Shackleton may have failed to cross Antarctica, but he wasn't a failure. The *Endurance* was lost, but all of his men survived. And despite his terrible experiences, Shackleton never gave up. He carried on exploring until his death in 1922. 'The only true failure,' he said, 'would be not to explore at all.'

## Grammar Present perfect with *for* and *since*

**7 Read the sentences and answer the questions.**

**a** **How long** has he been in the Antarctic?
**b** He's been in the Antarctic **since** December.
**c** His lifeboat has been in the college **for** over 100 years.

1 When did he arrive in the Antarctic? Is he still there?
2 When did they give the lifeboat to the college? Is it there now?

## Grammar Insight

**8 Look at the sentences in exercise 7 again and answer the questions.**

1 Do the sentences refer to the present, the past or both?
2 We use *for* and *since* with the present perfect to say how long a situation has existed. Which word do we use with a period of time? With a point in time?
3 Which phrase do we use for a present perfect question when we want to know the duration of an activity?

Further reference and practice › Workbook › page 93

**9 Complete the text with the present perfect or the past simple form of the verbs in brackets.**

20-year-old Kate Locke [1]_____ (be) cycling across the Sahara Desert on her mountain bike for 30 days. It's a 1,800-kilometre journey from Morocco to Senegal, and she's the first person to do it. At the moment, she's camping in the sand dunes. She [2]_____ (not see) another person for several days, but she [3]_____ (meet) some snakes and lizards. Days in the desert [4]_____ (be) incredibly hot, and temperatures [5]_____ (reach) around 40 degrees – she wears a hat and special sun goggles all the time. Before she [6]_____ (set out) on her trip, she [7]_____ (pack) a lot of water, food and a medical kit. She still has enough water, but she's running out of food. She [8]_____ (not eat) a proper meal for two days. In fact, this morning she [9]_____ (eat) a lizard! Luckily, Kate [10]_____ (almost / arrive) at her destination.

**10 TASK Work in pairs. You are going to take part in an interview. Read your role cards and prepare for the interview, then act it out.**

**Student A:** You are Kate Locke. You are still in the desert, but you have almost finished your journey. Make notes about your experiences so far.

**Student B:** You are interviewing Kate Locke for a radio show. Make notes about questions you would like to ask her about her experiences.

Vocabulary extra › Personality adjectives › page 71

Assess your progress Workbook page 43

# Writing A description of a person

## Planning for writing

**1 Look at the photos and read the website extract. Discuss the questions.**

1 What is happening in the photos? Do you know anyone who has done these things?
2 What makes someone inspirational?
3 What information would you include in a description of a person you admire?



**This month's topic is all about inspirational people.**

Send us a description of a person you admire. It can be a famous person, a friend or a member of your family. Say why they are inspirational and what they have achieved.

Our favourite ones will receive a copy of the book *You Can Change the World*, by Margaret Rooke.




## Strategy Paragraphs and topic sentences

**When you write, always organize your ideas into paragraphs.**

1 The introduction tells you what the text is going to be about.
2 The main paragraphs give background information and more details.
3 The conclusion repeats and summarizes the main ideas.

**In each paragraph, there is always a topic sentence which introduces the topic and often summarizes what the paragraph is about. The topic sentence is usually at the beginning of a paragraph.**

**2 Read the strategy. Then read the model description on page 69. Complete the organization boxes with the questions below.**

- What are the important details?
- What is the background information?
- What is the text about?
- What were the main ideas in the text?

**3 Match the topic sentences (a–d) to paragraphs 1–4 in the model description.**

**a** People say you shouldn't judge on appearances.
**b** Things aren't always easy for Natalie.
**c** My friend Natalie is a person I really admire.
**d** Natalie has achieved a lot.

**4 Read the model description again and answer the questions.**

1 Why does Aaron really admire Natalie?
2 How did Aaron feel when he first met Natalie? Why?
3 What has Natalie achieved?
4 How does Natalie feel about her disability?

## Writing Insight Linkers of addition

**5 Study the highlighted linkers of addition in the model description. Which ones come:**

**a** at the end of a sentence or new idea?
**b** before a main verb but after auxiliary verbs and *be*?
**c** at the beginning of a sentence or new idea?

**6 Choose the correct words.**

1 Winter in Finland can be freezing. **As well** / **What's more**, it's very long.
2 My friend Sarah has two horses. She has a pet dog, **too** / **also**.
3 Doing sport is good for your health. **In addition** / **As well**, it's a lot of fun.
4 Elana speaks really good English. She speaks a little Japanese, **also** / **too**.
5 Carl is an amazing piano player. He can **also** / **too** play the guitar and the drums.
6 My brother hates spiders. He's afraid of snakes **as well** / **what's more**.
7 My phone takes fantastic photos. It's **in addition** / **also** very easy to use.

Introduction
1 _____

Main paragraphs
2 _____
3 _____

Conclusion
4 _____

# A person I admire

BY AARON MORGAN



[1]____ She's strong, kind and very funny. What's more, she's a very brave person.

[2]____ It's true. I met Natalie when we were both 12 years old. She was in my class at school, but I didn't talk to her at first. I was embarrassed because Natalie looked different. You see, Natalie uses a wheelchair. Then one day, in sports class, we played basketball. Natalie joined in and we had a lot of fun. She was a really good player. After that, I started talking to Natalie and found that we had a lot in common.

[3]____ At school, a few people tried to bully her because she was clever, which they didn't like. But Natalie was never afraid – she always stood up to them. She also started an anti-bullying campaign online. When she was 14, Natalie decided playing basketball wasn't enough, so she took up wheelchair racing, too. Since then, she's competed in many events, and she's won quite a few of them. In addition, she's raised a lot of money for local charities.

[4]____ Using buses and trains when you're in a wheelchair is sometimes difficult. It can be a problem to open doors or cross the road. People sometimes ignore you as well. But Natalie never complains – she just smiles and carries on enjoying life. 'We're all different,' she says, 'but it's good to be different.' And that's why I admire her.

**Topic sentences**
Use topic sentences to introduce the topic and summarize what the paragraph is about.

**Linkers of addition**
Use linkers of addition like *what's more*, *also*, *in addition*, *too* and *as well* to introduce more information or a new idea.

## Writing your description

Write a description of a person you admire. It can be a famous person, a friend, or a family member. Explain why you admire them and give examples.

**PLAN** **Read the task and check you understand it.**

**Decide who you are going to write about and make notes about:**

- why you admire them.
- how you met them or know about them.
- their personal qualities.
- their achievements.

**Read the strategy on page 68 again. Create a plan with your ideas. Decide how many paragraphs you will have and what information you will include in each one. Think of a topic sentence for each paragraph.**

**Think about the language you will use to add information or ideas.**

**WRITE** **Write a first draft of your description. Use the model description and your plan to help you.**

**REVIEW** **Check your description. Use the checklist to help you.**

Have you:

- included the information asked for in the task?
- organized your description into an introduction, main paragraph(s) and a conclusion?
- started each paragraph with a topic sentence?
- used linkers of addition correctly?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 43

# Review 5

## Vocabulary

**1 Complete the text with the adjective form of the verbs in brackets. Use *-ed* or *-ing*.**

People say that bungee jumping is [1]_____ (amaze), but I'm not so sure. I once saw a video of a jump that went wrong and the images were quite [2]_____ (frighten). They showed a woman jumping at the Victoria Falls in Zambia. She was very [3]_____ (excite) before the jump, but it nearly ended in disaster. The bungee broke and she fell into the river below, which was full of crocodiles. The [4]_____ (surprise) thing is that the woman survived the experience, but she says she was very [5]_____ (frighten) and she would never do it again.

Marks ___ / 5

**2 Complete the sentences with the noun form of the underlined verbs.**

1 I <u>enjoy</u> skiing.
I get a lot of _____ out of it.
2 Mike <u>impressed</u> the interviewer.
He made a good _____.
3 We've <u>solved</u> the problem.
We've found a _____.
4 They didn't <u>intend</u> to do it.
It wasn't their _____.
5 Technology <u>develops</u> quickly today.
There are a lot of new _____ in technology.

Marks ___ / 5

**3 Replace the words in italics with strong adjectives.**

1 Canada is a *very big* country. It's 9,984,670 km$^2$.
2 It's *very hot* in Death Valley, California. The temperature goes up to 49°C!
3 British comedian Peter Kay is *very funny*. He's sold over ten million DVDs.
4 The Razzies are prizes for *very bad* films. They're the worst films of the year.
5 Monaco is a *very small* country. It's only 2 km$^2$.

Marks ___ / 5

**4 Match the words in A to the words in B to make phrasal verbs. Then complete the sentences with the correct form of the verbs.**

**A** ■ carry ■ come ■ set ■ stop ■ turn

**B** ■ across ■ back ■ off ■ on ■ out

1 They _____ some old photos in a box.
2 We _____ at a petrol station to ask for directions to our hotel.
3 Do you want to _____ or would you like to stop for a few minutes?
4 They're going to _____ early tomorrow to avoid the traffic.
5 It started to rain, so we _____ and went home.

Marks ___ / 5

## Grammar

**5 Complete the dialogue with the present perfect or the past simple form of the verbs in brackets.**

**Ewan** [1]_____ (you / ever / climb) a mountain?
**Max** Yes, I have. I [2]_____ (go up) Snowdon in Wales with my brother last year. It [3]_____ (not take) long and we [4]_____ (have) a great view from the top. I [5]_____ (do) a lot of climbing with my brother. He's very good.
**Ewan** [6]_____ (he / ever / think) about climbing abroad?
**Max** Yes, but he [7]_____ (not try) it yet. He only goes climbing in the UK. Last month, he [8]_____ (fly) to Scotland to climb Ben Nevis.
**Ewan** [9]_____ (he / get) to the top?
**Max** No, the weather was bad, so he [10]_____ (give) up before he reached the top.

Marks ___ / 10

**6 Choose the correct words.**

1 I've **just** / **yet** / **already** bought a new bike. Do you want to see it?
2 Charlie can't go out. He hasn't done his homework **just** / **yet** / **already**.
3 We've **just** / **yet** / **already** seen that film. We went to the cinema last month.
4 Let's go for a walk. Has the match finished **just** / **yet** / **already**?
5 We're late. The concert has **just** / **yet** / **already** started.
6 Tessa can't ski. She hasn't had any lessons **just** / **yet** / **already**.
7 They're wearing pyjamas. They've **just** / **yet** / **already** got up.

Marks ___ / 7

**7 Complete sentence b so that it has a similar meaning to sentence a. Use the present perfect form of the verbs in brackets with *for* or *since*.**

1 **a** Harry met Kate five years ago. (know)
**b** Harry _____ five years.
2 **a** The last time I had a holiday was in May. (not have)
**b** I _____ May.
3 **a** Caitlin became a doctor in 2018. (be)
**b** Caitlin _____ 2018.
4 **a** We came here eight years ago. (live)
**b** We _____ eight years.
5 **a** The last time Rob saw his family was in May. (not see)
**b** Rob _____ May.
6 **a** You lost your job six months ago. (not work)
**b** You _____ six months.
7 **a** I started learning English when I was eight. (study)
**b** I _____ I was eight.
8 **a** The last time it rained was five weeks ago. (not rain)
**b** It _____ five weeks.

Marks ___ / 8

**Total ___ / 45**

## Generations

**1** **Put photos A–G in order from 1 to 7 (1 = youngest, 7 = oldest).**




**2** **Label photos A–G in exercise 1 with the words and phrases below.**

- a baby
- a child
- a man in his twenties
- a middle-aged woman
- a teenager
- a toddler
- an elderly woman

**3** **Check the meaning of the words and phrases in bold in a dictionary. Are the sentences true (T) or false (F)?**

1 An **adult** is a person who is 18 years old or older.
2 A **middle-aged** person is the same age as a **senior citizen**.
3 '**Young person**' and '**adolescent**' mean the same as '**teenager**'.
4 A person is middle-aged when they're **in their forties**.
5 If you're **in your teens**, you're a child.

**4** **When do the following usually happen in a person's life? Use the words and phrases in exercises 2 and 3.**

- go to university
- become a grandparent
- get married
- leave school
- have children
- be born
- retire
- start work
- learn to walk
- learn how to drive

## Personality adjectives

**1** **Complete the definitions with the adjectives below.**

- brave
- funny
- generous
- honest
- kind
- lazy
- quiet
- shy

1 A person who doesn't talk much is _____.
2 A person who never does any work is _____.
3 A person who does dangerous things without showing fear is _____.
4 A person who feels nervous with new people is _____.
5 A person who makes people laugh is _____.
6 A person who likes giving presents is _____.
7 A person who cares about other people and wants to help them is _____.
8 A person who always tells the truth is _____.

**2** **Match adjectives 1–8 to their antonyms in exercise 1.**

1 dishonest _____
2 extroverted _____
3 hard-working _____
4 unkind _____
5 mean _____
6 serious _____
7 talkative _____
8 cowardly _____

**3** **Complete the sentences with adjectives from exercises 1 and 2.**

1 Oliver is very _____. He never does his homework.
2 My brother's a bit _____. He never gives me anything for my birthday.
3 You're the most _____ person I know. I've never seen you cheat.
4 I think people who go bungee jumping are really _____. I'd be terrified!
5 Michelle's very _____. She doesn't say a lot.
6 Our teacher's quite _____. I've never seen him smile.
7 Jess is really _____. She loves being with other people.
8 Thank you very much for your help. You've been very _____.

**4** **Work in pairs. Use the adjectives in exercises 1 and 2 to describe a person in your class. Your partner must guess who you are describing.**

She's very extroverted and she's quite funny.

Margarita?

# Global skills Structuring a presentation

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Why does a presentation need a structure?
2 What might you include in the opening section, main section and closing section of a presentation?

**2 Look at the diagram below and match a–f with steps 1–6. Then read the article and check your answers.**

**a** Call to action.
**b** Repeat your key message.
**c** Develop your key message.
**d** Introduce your key message.
**e** Thank the audience and invite questions.
**f** Get the audience's attention.

## Structuring a presentation

### Opening section

1 _____

2 _____

### Middle section

3 _____

Include about three main points. Divide each main point into about three sub-points.




### Closing section

4 _____

5 _____

6 _____

### Why does a presentation need a structure?

When we write an essay, we include an introduction, a main body and a conclusion. We use this structure for a good reason: it helps the reader follow our argument. When we speak in public, structure is even more important. Our audience can't go back and check what we said if they stop concentrating or forget (and they will – they're human beings!). So a presentation needs a clear structure, with an opening section, a middle section and a closing section. First, we explain what we're going to say and why. Then we say it. Finally, we remind the audience what we said.

### What should I include in the opening section?

You have two important jobs to do in this section. First, you need to make your audience want to listen to you. Then you need to present your key message. If you watch online lectures, such as TED Talks, you'll notice that speakers often begin with a personal story to get the audience's attention. You can do this in other ways, too – for example, with an interesting fact, a picture, a joke or a question for the audience. Next, summarize the key message of your presentation. But don't go into detail – you'll do that in the next part of your presentation.

### What should I do in the middle part of my presentation?

This section contains the main information. Make sure that you divide this information into separate main points and make these clear to your audience. About three main points is a good number – if there are too many points, it will be difficult for the audience to follow them. For the same reason, it's helpful to divide each main point into about three smaller points, or sub-points. Don't forget to make it clear when you're moving on to a new point.

### How should I close my presentation?

Your presentation is almost finished but take your time – don't end it too quickly! First, remind the audience of your key message. Then give your presentation a strong, positive ending. A good technique is to end with a 'call to action' – a suggestion or a quote that inspires your audience to act, think or feel differently. Finally, thank your audience for listening and invite them to ask questions.

**3 According to the article, are the statements true (T) or false (F)? Correct the false statements.**

1 Structure is more important in a piece of writing than in a presentation.
2 You should always start a presentation with a story.
3 There should be approximately three main points in the middle section of your presentation.
4 It's important to tell the audience when you're starting a new point.
5 The closing section should just be a very short summary of your key message.

**4 5.7 Work in pairs. Listen to the opening and closing sections of a presentation about the importance of sleep. Then discuss the questions.**

1 What are the speaker's three main points?
2 Which two of the techniques below does the speaker use to get the audience's attention? Do you think these techniques are effective?

■ a joke ■ a personal story ■ a picture
■ a question for the audience ■ an interesting fact

**5 Read the checklist. Brainstorm ideas for each of the questions.**

## Structuring a presentation

Here are some questions to ask yourself when you're structuring a presentation.

- Is it **interesting**? How can you get your audience's attention and make them want to learn about this topic?
- Is it **clear**? How can you help the audience follow your main points easily?
- Is it **memorable**? How can you help the audience to remember what you've said?
- Does it have a **strong ending**? How can you leave the audience feeling inspired?

**6 Look at the phrases below. In which section of a presentation would you use them? In what order? Complete the table.**

■ And now I'd be happy to answer any questions.
■ In this presentation, I'm going to ....
■ Moving on to my next point, ....
■ My final main point is ....
■ Thank you for listening.
■ To sum up, ....

| Opening section |
|---|
| To begin, I'd like to (ask you a question). |
| 1 _____ |
| **Middle section** |
| My first main point is .... |
| 2 _____ |
| 3 _____ |
| **Closing section** |
| 4 _____ |
| To close my presentation, I'd like to leave you with (this advice). |
| 5 _____ |
| 6 _____ |

**7 PROJECT Work in groups of three or four. Prepare and give a presentation individually to your group. Then evaluate your group's presentations. Follow these steps.**

1 Working on your own, prepare a five-minute presentation on a topic that interests you. Think carefully about the structure.
2 Give your presentation to your group. Use the phrases in exercise 6 to help you.
3 Give your classmates feedback on the structure of their presentations.

Assess your progress Workbook page 126

## Video Structuring a presentation



Watch Gracie, Harry, Ruaridh and Valentina discussing how they feel about giving a presentation and find out what tips and advice they give.

# 6 You live and learn

## Reading and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Should schools ever exclude students from classes? What type of circumstances might justify exclusion?

- attitude to teachers
- bringing a dangerous weapon into school
- disruptive behaviour
- drug abuse ■ missing school
- not doing homework ■ treatment of other students
- violence

2 What do you understand by a 'zero tolerance policy'? What impact might this have on school life?

**2 Read the article. What is zero tolerance? Which case is the most surprising?**

**3 Work in pairs. Read sentences a–f and match them to gaps 1–5 in the article. Underline any connections between sentences that help you choose the answer. There is one sentence that you do not need.**

**a** These strong punishments are bad news for students.
**b** It was a silly thing to do and she should have got a detention.
**c** The school claimed that they were 'a bad example' to younger students.
**d** She missed it because she had to work, to help support her family.
**e** These punishments help make schools safer places.
**f** Instead, it found that zero tolerance also damaged students' mental health.

**4 REACT Work in groups. Do you think zero tolerance might be good for some schools? Think of two reasons supporting the idea and two reasons against it. Use examples in the article to help you.**

### Insight Collocations: crime

**5 Study the highlighted verbs in the article. Write the nouns that go with them.**

1 charge *a person*
2 appear _____
3 spend time _____
4 get into _____
5 arrest _____
6 pay _____
7 commit _____
8 punish _____

**6 Complete the text with the correct form of verbs from exercise 5.**

Can you remember the last time you [1]_____ trouble at school? What happened? Did your teacher talk to you about it? Perhaps they [2]_____ you or sent you to the headteacher? That's not unusual, but for students in some parts of America, it's a very different story. If you do something wrong, the police can [3]_____ you and put you in prison.



# TOUGH JUSTICE

A few years ago, in Virginia, USA, Aliya Nigro was suspended from middle school and charged with a criminal offence. Aliya didn't take a weapon to school or destroy school property. In fact, she didn't break the law or do anything illegal. Aliya threw a small object at a teacher as a joke. The object was a tiny carrot from a snack pack in her pocket. [1]___ But a few days later, the 14-year-old appeared in court, accused of assault.

600 miles away, in Bolivar, Tennessee, two teenage boys spent two days in prison for wearing baggy trousers instead of school trousers. [2]___

In Newark, Delaware, an 11-year-old girl got into trouble and was expelled for doing nothing more unusual than taking a birthday cake to class. Her grandmother had packed a knife with the cake to cut it. The teacher divided the cake, then reported the student for possession of a dangerous weapon.

In Willis, Texas, 17-year-old Diane Tran was arrested, spent a night in jail and was told to pay a $100 fine for truancy. The 'A' grade student missed a few classes after working long hours at a dry cleaner's. The judge found this 'irresponsible' and wanted to teach her a lesson.



25 Welcome to the world of zero tolerance. Ever since a rise in juvenile crime in the 1990s, schools across America have used strong punishments to control student behaviour. Students can be fined, expelled or even sent to prison for committing 30 'crimes' such as truancy. [3]____ If they spend time in prison, they'll get a criminal record, and if they get a criminal record, it'll be difficult to get a good job or go to college. The punishments are harsh and always the same, no matter what the 35 circumstances. But Diane Tran didn't miss school because she was immature and irresponsible. [4]____ It was impossible for her to do both. The girl who brought a knife into school didn't want to harm other students; she just wanted to cut her 40 birthday cake and share it with the class. It may seem unthinkable, but kids as young as six have been taken from class in handcuffs for wearing the wrong clothing, making noises or being impolite.

But does zero tolerance make schools safer? In 45 2014, a study of school discipline found that zero tolerance policies had not improved student behaviour or safety at school. [5]____ There was also evidence that schools with more suspensions ended up with a worse school environment and 50 poorer academic results. Punishing students severely didn't change their behaviour. Instead, it made them angry and aggressive, turning unhappy kids into criminal offenders.

So what's the solution? Teaching social skills, 55 giving students strong role models and supporting those who struggle in class are better ways to create a safer school environment. Zero tolerance is not the answer. It's tough, but it's not justice.

## Insight Negative prefixes: *un-*, *im-*, *ir-* and *il-*

**7 Read the rules, then add negative prefixes to the adjectives below. Check your answers in the article.**

We often add *un-* to a word to make it negative. But when a word starts with an *l*, *m*, *p* or *r*, we use a different prefix.

| | | |
|---|---|---|
| *im-* + *m* or *p* | *perfect* | ***im****perfect* |
| *ir-* + *r* | *regular* | ***ir****regular* |
| *il-* + *l* | *legible* | ***il****legible* |

1 ____happy
2 ____thinkable
3 ____polite
4 ____usual
5 ____responsible
6 ____legal
7 ____possible
8 ____mature

**8 Add the correct negative prefix to the adjectives.**

1 ____fortunate
2 ____moral
3 ____safe
4 ____helpful
5 ____practical
6 ____surprising
7 ____logical
8 ____regular
9 ____tidy

**9 Complete the sentences with negative adjectives from exercises 7 and 8.**

1 Some schools are in _____ places with a lot of crime.
2 The desk was very _____, with papers and books all over it.
3 It's _____ to do homework and watch videos on YouTube at the same time.
4 Sending text messages in class isn't _____, but it isn't a good idea either!
5 It's _____ to talk in class when your teacher is explaining something.
6 You failed your exam because you were _____ and didn't revise!

**10 TASK Work in pairs. Look at the list of 'crimes' and put them in order, from the most serious (1) to the least serious (10). Compare your ideas with another pair.**

a ____ forgetting homework
b ____ truancy
c ____ being late
d ____ using a mobile phone in class
e ____ cheating
f ____ vandalism
g ____ bullying
h ____ talking in class
i ____ fighting
j ____ swearing

**Work as a group with the other pair. Choose the three most serious 'crimes' and decide what punishment they should get. Present your decisions to the class.**

Vocabulary extra › School: bad behaviour › page 85

Assess your progress Workbook page 51

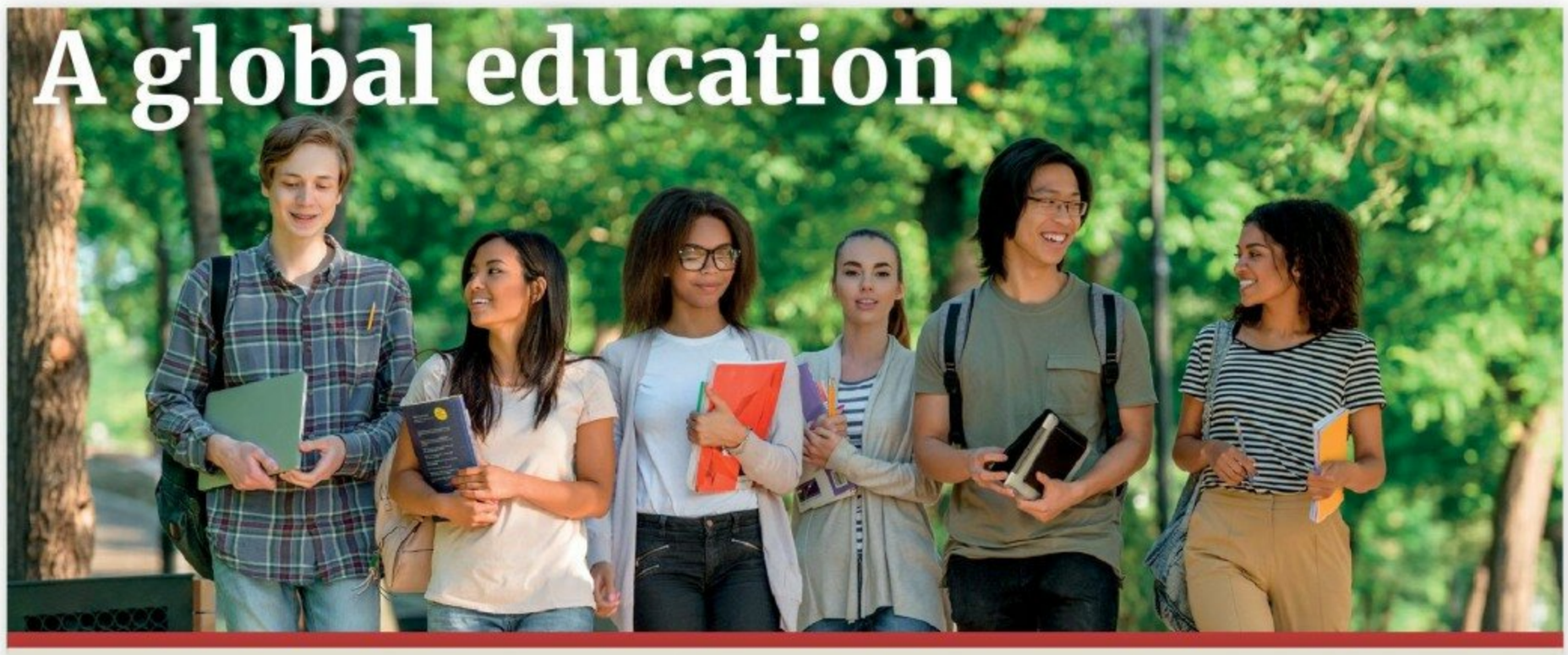
# Grammar and reading

## Grammar *will* and *going to*

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

1 The main reason we go to school is to pass exams.
2 You should be allowed to choose which subjects you study at school.
3 You can learn more from travelling than from studying.

**2 Read the article. How is Cara's new school different from your school?**



## A global education

Cara is very excited. She has just been accepted at a new school: THINK Global School, or TGS. But it's not a typical school. It's a travelling high school which combines travel and learning. [1] 'I**'m going to** text my friends to tell them!' Cara says.

Students at TGS come from many different countries. The school year has four terms and students live and study in a new country each term. There are two groups and Cara is trying to decide which group to apply to. As we speak, she makes a decision. [2] 'I think I**'ll** apply to Group 2,' she says. 'They spend one term in Chile. I've always wanted to go there.'

Students can choose what to study and create their own projects, such as making a film or creating a website. Most of the teaching is in English. Cara thinks TGS is perfect for her. 'I've read the information,' she says, [3] 'so I know the course **is going to** be hard work. [4] But I think it **will** also be very enjoyable. I love studying, and I also love travelling.'

Will she be homesick? [5] She admits that it **won't** be easy to be away from her family and friends. [6] 'But I**'m not going to** worry about it. There are lots of ways to keep in touch.'

And what will she do after she graduates? 'I don't know yet,' she says. [7] 'I know TGS **will** help me to make a difference in the future. I hope I will be successful.'

Cara is so positive and so interested in the world, [8] I know she **is going to** be just fine.

**3 REACT Work in groups and discuss. Do you think school helps young people to make a difference in the future? Why / why not?**

## Grammar Insight

**4 Read the article again. Match sentences 1–8 to rules a–d.**

**We use *will* for:**
**a** predictions, usually after *I think*, *I don't think*, *I hope* or *I know*.
**b** decisions made at the moment of speaking, offers and promises.

**We use *going to* for:**
**c** predictions based on something we can see in the present.
**d** future plans and intentions.

Further reference and practice › Workbook › page 94

**5 Choose the correct words.**

1 'Do you think **you'll** / **you're going to** pass your exams?' 'Maybe. I hope so.'
2 'I've lost my ID card.' 'It's OK, **I'll** / **I'm going to** help you look for it.'
3 'What do you want to do when you leave school?' '**I'll** / **I'm going to** go to university.'
4 'Did you see the weather forecast?' 'Yes, I did. **It's going to** / **It will** rain tomorrow.'
5 'Kate wants to teach English.' 'I think **she'll** / **she's going to** be a good teacher.'
6 'What are your plans for the weekend?' '**We'll** / **We're going to** visit our friends in London.'

**6** 6.1 **Complete the interview with another student in Cara's group. Then listen and check.**

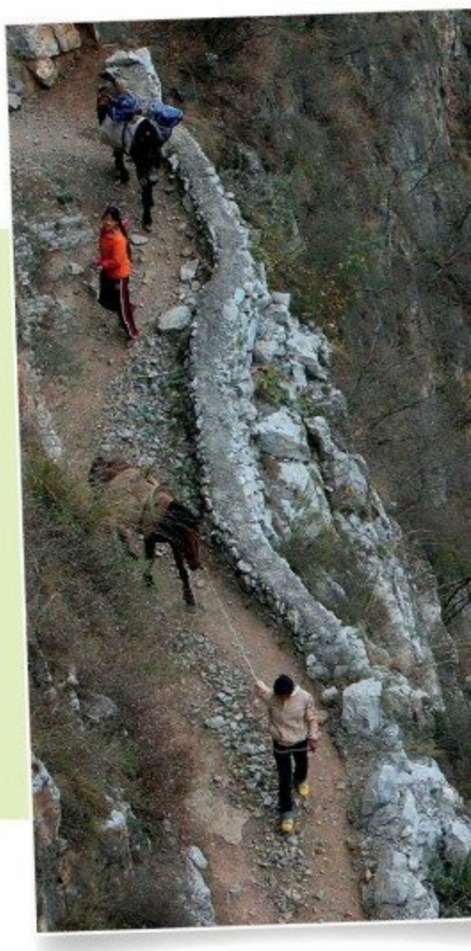
**Interviewer** Hi, Thomas. How are things in Australia today?
**Thomas** Great, thanks. There's a clear, blue sky, so it [1]_____ (be) another beautiful day.
**Interviewer** So what are your plans for today?
**Thomas** I [2]_____ (help) with a project in the rainforest. We [3]_____ (make) a note of all the different plants. I think it [4]_____ (be) difficult – there are so many!
**Interviewer** Are you going to meet your classmates this evening?
**Thomas** No, I'm not. I [5]_____ (write) my study notes. I usually Skype my family, but I don't think I [6]_____ (have) time today.
**Interviewer** What do you think you [7]_____ (do) when you graduate from TGS? Will you go to university or look for a job in the UK?
**Thomas** That's a good question … I think I [8]_____ (apply) to university. I want to make a difference, so I [9]_____ (not get) a boring job.
**Interviewer** Thanks, Thomas, and good luck. Will you keep in touch?
**Thomas** Of course. I [10]_____ (let) you know where I'm studying.

**7 TASK Write true sentences about these things. Then work in pairs and compare your ideas.**

- two things you think will and won't happen next year / when you leave school
- one thing you are / are not going to do tonight / this weekend

## Grammar First conditional

**8 Read about a journey to school. Why is it unusual? Why do the children do it?**



**Pili village, China:** The road to education is sometimes a very narrow path. Twice a year, a group of 80 children travel from their village in the mountains to a school in Taxkorgan, 190 kilometres away. They get to the school in three days when the weather is good. But when the weather is bad, it takes them a week.

There are no roads to the village, so the children travel across the mountains and rivers. The most dangerous part of their journey is a narrow path along the side of a 300-metre cliff. If they slip, they'll fall into the valley below. Every year, teachers worry about this path. 'If anything happens, what will we tell their parents?' says one. But the danger doesn't end there. There are narrow bridges over deep rivers. The children won't fall if they're careful, but some have slipped in the past. Fortunately, no one was hurt.

What do the children think about the trip? According to one teacher, they enjoy the adventure. But at the moment, the government is building a road to the school. Everyone hopes they'll finish it this year. If they do, the children won't have to risk their lives again.

## Grammar Insight

**9 Read the sentences and complete the rules. Find more examples of the first conditional in the text in exercise 8.**

1 **If** they **slip**, they**'ll fall** into the valley below. 2 They**'ll fall** into the valley below **if** they **slip**.

**a** We use the first conditional to talk about a possible future action or situation, and probable results.

**condition:** *if* + _____ tense, **result:** _____ + verb

**b** The condition clause can come before or after the result clause. We don't use a comma when *if* comes in the middle of the sentence.

Further reference and practice › Workbook › page 94

**10 Complete the chain story about Kai Yang, a student from Pili village.**

If he doesn't do the journey, he won't go to school. → If he doesn't go to school, he won't learn to read. → If he doesn't learn to read, …

■ not get a diploma ■ not get the job he wants ■ not pass the exams ■ regret not going to school

**11 TASK Choose one of the starting points below and create your own chain story. Then work in pairs and compare your stories.**

1 Your alarm clock doesn't go off.
2 You forget your best friend's birthday.

Assess your progress Workbook page 51

# 6c Listening, grammar and speaking



## Listening

**1 WHAT DO YOU THINK?** Have you ever played the games in the photos? Which games might children / teenagers play? Do you think play is a good thing?

**2** 6.2 Listen to a talk about play and compare your ideas in exercise 1.

### Strategy Taking notes

**When you listen to a talk or presentation, it is useful to take notes. Notes should:**

1 summarize and order the main ideas. What key points does the speaker make?
2 be concise. There won't be time to write complete sentences, so use abbreviations and symbols (=, →, >, <, +, ×, etc.).

**3** 6.2 **Read the strategy. Then listen again and complete the notes.**

Best things in life seminar

- playing outside = kids' [1] _____ activity
- 89% prefer free outdoor play to [2] _____
- all kids play, but [3] _____ games = different from children's games

Benefits of play

- rat experiment: play → [4] _____ brains
- [5] _____ & Japanese schools: more breaks → better grades
- play → better [6] _____ & communication skills
- Albert Einstein: [7] _____ > knowledge
- children, teenagers and [8] _____ can all benefit from play

**4 REACT** **Work in groups and discuss the questions.**

1 Does your school encourage play to help with learning?
2 Can you think of a game you've played that has helped you improve other skills?

## Grammar Zero conditional

### Grammar Insight

**5 Match 1–5 to a–e to make sentences. Then complete the rules.**

1 **When** children **play** games,
2 **If** schools **have** regular break times,
3 **If** you **add** one and one,
4 **When** the weather **is** bad,
5 **If** you **go** to bed late,

**a** students **get** better grades.
**b** their brains **develop** faster.
**c** we **don't play** outside.
**d** you **are** tired the next day.
**e** you **get** two.

**a** We use the zero conditional to talk about general facts, when one event or action always happens as a logical result of another event or action.
**condition:** *if* + _____ tense **result:** _____ tense
**b** We can sometimes use _____ instead of *if*.

Further reference and practice › Workbook › page 95

**6 Work in pairs. Complete the table with your own ideas. Then make zero conditional sentences.**

| Condition | Result | Zero conditional |
|---|---|---|
| late for school | teacher gets angry | 1 If I'm late for school, the teacher gets angry. |
| | get bored | 2 _____ |
| play games | | 3 _____ |
| | feel scared | 4 _____ |
| mobile phone rings | | 5 _____ |
| | say 'sorry' | 6 _____ |

## Speaking Making offers and suggestions

**7** 6.3 **Listen to a dialogue. What does Tom ask Rachel to do? What does Rachel decide? What do you usually do when you have a lot of homework and a friend asks you to go out?**

**8** 6.3 **Complete the phrases from the dialogue. Then listen again and check.**

| Making offers | Responding to offers |
|---|---|
| Can I [1]_____ you? | It's OK. I'm just looking. |
| Do you want [2]_____ to … ? | That'd be great, but are you [3]_____? |
| [4]_____ meet you outside if you like. | Thanks, that's really kind. |
| **Making suggestions** | **Responding to suggestions** |
| [5]_____ don't you come … ? | Sorry, I can't. |
| What / How about meeting … ? | I don't know [6]_____ I can. |
| | All right, then. |

**9** 6.4 **Complete the dialogue with responses a–f. Then listen and check.**

**a** I'm looking for my train pass.
**b** Don't worry. It won't take long to get there.
**c** Sorry, that's not it either.
**d** OK, I'm almost ready.
**e** No, that's my student card.
**f** Sounds like a good idea.

**Lily** Hi, Seth. Are you ready? The concert starts in 30 minutes.
**Seth** [1]_____
**Lily** Yes, it will. It's at Festival Hall, so we should leave now.
**Seth** [2]_____
**Lily** What's the problem?
**Seth** [3]_____ I know it's here somewhere.
**Lily** I'll help you look for it. Is this it?
**Seth** [4]_____
**Lily** What about this?
**Seth** [5]_____ I think I've lost it. How annoying!
**Lily** Calm down, Seth, it's no big deal. Why don't we get the bus instead?
**Seth** [6]_____ Come on, let's go. We're going to be late!

**10** **Read the dialogue again. Find more ways of making and responding to suggestions and offers.**

### GS Global skills Declining offers politely

We often use a positive statement followed by *but* to decline offers. This softens the effect of saying 'no' to somebody.

**A** *Would you like to go to the concert tonight?*
**B** *I'd love to, but I've got to finish my essay by tomorrow.*

**11** **In what other situations might you 'soften' a message? Why?**

**12** **TASK** **Work in pairs. Choose one of these situations or use your own ideas. Take turns to make offers and suggestions. Use the dialogue in exercise 9 to help you.**

Your class is doing a science project for homework. Your friend is having problems with their internet connection at home. Offer to work together on the project and suggest doing the research at your house.

Your friend wants to celebrate their birthday, but not with a party at their parents' house. Make suggestions about what to do instead, and offer to help with the invitations, food and music.

Your friend wants to get a weekend job to earn some extra money. Make suggestions about what kind of job they could do, and offer to help with the application and interview practice.

Assess your progress Workbook page 51

## Reading and vocabulary

**1 WHAT DO YOU THINK? Look at the list of life goals below. Can you add any others? Which goals do you think are the most important? Which goals are the most / least probable? Compare your ideas and explain your choices.**

■ buy a house ■ find a job ■ get married ■ have children
■ learn how to drive ■ travel and / or live abroad

**2 6.5 Read and listen to the poem. Who is it about? What was his life goal? Did he achieve it?**

**3 Read the poem again. Match summaries a–f to verses 1–6.**

**a** He loved these places, but he didn't leave the school. I didn't know why.
**b** At school, people tidied up his classroom. They forgot about him, but I didn't forget.
**c** Our teacher told us that he wanted to travel the world and see different countries.
**d** He lived in an ugly house, but dreamed about the beautiful places he wanted to visit.
**e** Today, I visit the countries my teacher loved. I love these places, too.
**f** Then one day, my teacher didn't come to school because he was ill. He never visited the places he talked about.

### GS Global skills Culture

**4 Work in pairs. Think about the poem and discuss the questions.**

1 The poem describes places that the teacher 'had only known from maps / And all his life had longed to be'. Why do you think he wanted to visit those places?
2 The poet says: 'But a lesson he never knew he taught / Is with me to this day.' What was that lesson?
3 Where might the poet be from? What clues does the poem give us about his or her nationality and culture?
4 What are the benefits of travelling to other countries and experiencing other cultures? How might it help our understanding of a) our own culture, b) the world?

### V Insight Adjectives in poems

**5 Read the poem again and underline the adjectives the poet uses. What do they describe? Add them to the table.**

| | |
|---|---|
| Places on the maps | warm, blue, |
| The teacher's home | |

**6 Which of the adjectives in exercise 5 have a positive, negative or neutral meaning?**

**7 TASK Think of two places – one that you think of positively and one that you think of negatively. Write down adjectives to describe each place. Then work in pairs and describe the places to your partner.**

# The Geography Lesson

by Brian Patten (1946–)

1
Our teacher told us one day he would leave
And sail across a warm blue sea
To places he had only known from maps,
And all his life had longed to be.

2
The house he lived in was narrow and grey
But in his mind's eye* he could see
Sweet-scented jasmine clinging to* the walls,
And green leaves burning on an orange tree.

3
He spoke of the lands he longed to* visit,
Where it was never drab* or cold.
I couldn't understand why he never left,
And shook off the school's stranglehold*.

4
Then halfway through his final term
he took ill and never returned.
He never got to that place on the map
Where the green leaves of the orange
trees burned.

5
The maps were redrawn on the
classroom wall;
His name forgotten, he faded away*.
But a lesson he never knew he taught
Is with me to this day.

6
I travel to where the green leaves burn,
To where the ocean's glass-clear and blue,
To places our teacher taught me to love –
And which he never knew.



**Glossary**
* in his mind's eye = in his imagination
* clinging to = holding on tightly to
* longed to = wanted to
* drab = dull
* stranglehold = complete control over someone
* faded away = disappeared

## Grammar Expressing probability

**8 Read these students' life goals. How probable does each student think the situation is?**

1 I **will probably** travel to other countries. I'd like to visit America.
2 **Perhaps** / **Maybe** I **will** learn to drive. I **might** / **may** buy a car, too.
3 I **definitely** / **certainly won't** get married or have children.
4 I **will definitely** / **certainly** learn another language.
5 **It's possible that** I **will** find a good job.

## Grammar Insight

**9 Look at the phrases in blue in exercise 8. Complete the diagram and the rules.**




**a** We can use the modal verbs _____ and *may* to say that something is possible.
**b** We can also use _____ + adverb or *it's* + adjective + *that* + _____ to express degrees of probability.
**c** *Probably*, *definitely* and _____ go after *will* but before *won't*.
**d** *Perhaps* and _____ go before the subject + *will*.

Further reference and practice › Workbook › page 95

**10 Rewrite the sentences. Use the words in brackets.**

1 It's very likely that I'll earn lots of money. (definitely)
2 It's possible that I won't own a big house. (probably)
3 I'll probably have a dog or a cat. (may)
4 I might buy a motorbike instead of a car. (possible)
5 I'm sure that I won't live in another country. (certainly)
6 It's possible that I'll marry someone from my school. (maybe)
7 I might not go to university. (perhaps)
8 But perhaps I'll write a book of poetry! (might)

**11 Work in pairs. Which of the sentences in exercises 8 and 10 might be true for you? Give reasons for your answers.**

**12 TASK Make your own list of life goals. In groups, discuss how probable they are to happen.**

Vocabulary extra › School: compound nouns › page 85

Assess your progress Workbook page 51

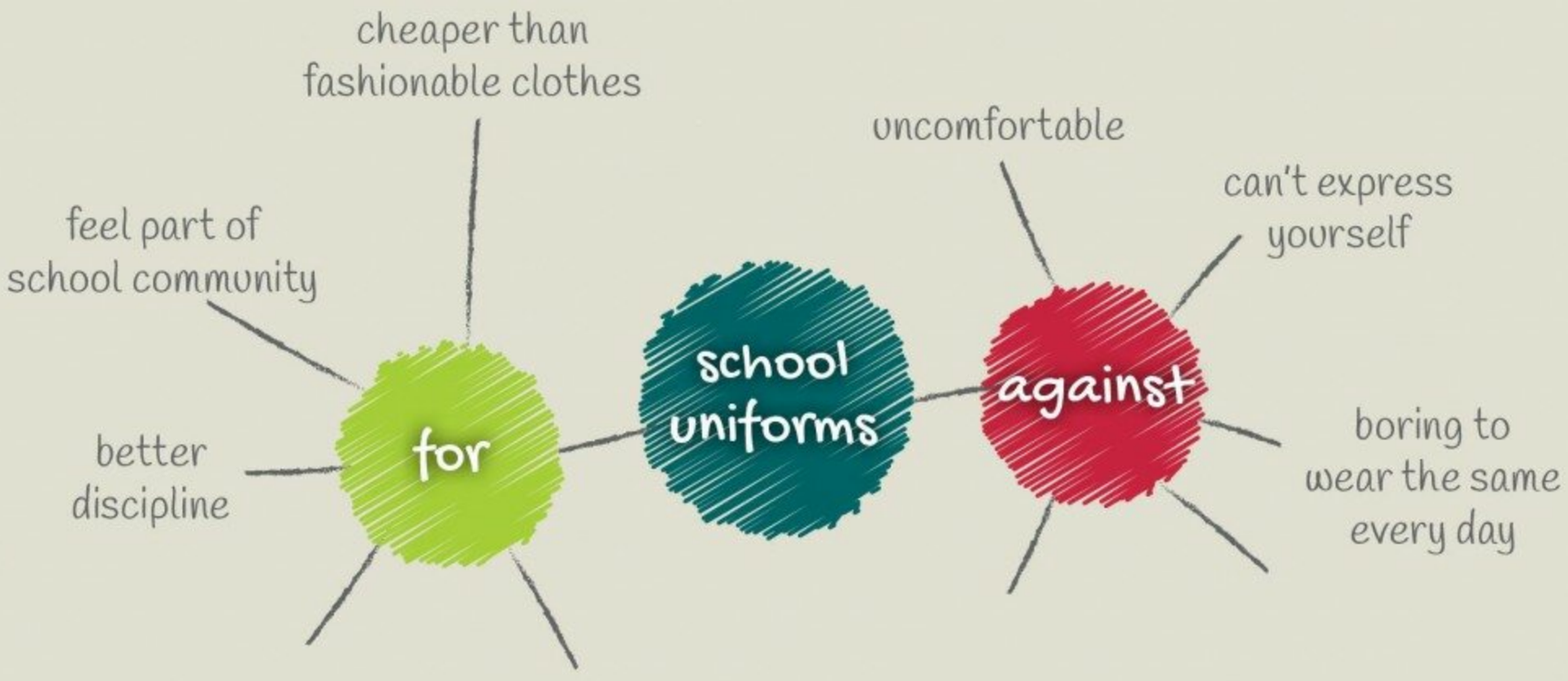
# Writing A for and against essay

## Planning for writing

**1** **Look at the writing task below. What arguments do you think might be included in this essay?**

> What are the arguments for and against school uniforms? Write an essay (150–200 words).

**2** **Look at the ideas in the mind map. Which do you think are the strongest arguments? Add two more 'for' and two more 'against' ideas. Are you generally for or against school uniforms?**




**3** **Read the model essay on page 83. Which arguments from the mind map in exercise 2 does it include? Does it include any other arguments?**

## Writing Insight Linkers

**4** **Study the linkers of contrast highlighted in pink in the model essay. Look at their position in the sentence. Which come:**

1 at the beginning?
2 in the middle?
3 at the beginning or in the middle?

**5** **Combine the sentences. Use the linkers in brackets. Sometimes more than one answer is possible.**

1 Our school uniform is a nice colour. It's uncomfortable. (but)
2 They walked to school. It was raining. (although)
3 I arrived at school early. The teacher was late. (however)
4 Studying is important. We also need to spend time playing. (on the one hand, on the other hand)

**6** **Study the highlighted linkers in the model essay and look at the language boxes. Think of one more word / expression for each category.**

**7** **How many paragraphs are in the model essay? Which two paragraphs could be in a different order?**

## What are the arguments for and against school uniforms?

Start with general statements about the topic. Then give your overall opinion.

In many countries, students wear school uniforms. Uniforms aren't always popular and students often complain about them. However, I think that school uniforms have more advantages than disadvantages.

Present your arguments for or against the topic together in one paragraph.

On the one hand, some people argue that school uniforms are boring because everyone looks the same. They say that students don't have the opportunity to express their identity. People also complain that school uniforms cost too much. In some places, such as parts of Africa, some children don't go to school because parents can't afford to buy uniforms.

Present the other side of the argument in a new paragraph.

On the other hand, school uniforms have advantages. Although they're expensive, they're often cheaper than fashionable clothes and students can wear them every day. In addition, richer students wear the same clothes as poorer students, so uniforms make everyone more equal. School uniforms help students feel part of something bigger, too, and show they're proud to be a member of the school.

Summarize your arguments and explain your opinion. Don't introduce new arguments here.

In conclusion, I believe that school uniforms are a good idea, although it's important that they aren't too expensive. Uniforms can help students feel part of a community, but they'll only create equality in schools if parents can afford to buy them.

**Contrasting ideas**
Use *however*, *but*, *although*, *on the one hand / on the other hand*, _____.

**Adding more information**
Use *also*, *too*, *in addition*, _____.

**Explaining reasons and results**
Use *because*, *so*, _____.

**Beginning your conclusion**
Use *In conclusion*, *To sum up*, *All in all*, _____.

## Writing your essay

What are the arguments for and against doing group work in school? Write an essay (150–200 words).

**PLAN Read the task and check you understand it. Read the strategy and follow the steps to think of ideas for your essay.**

### Strategy Brainstorming ideas

1 Before you start a writing task, think carefully about the topic.
2 Write down *all* possible arguments for and against. Don't worry if they're good or bad.
3 Create a diagram or mind map to organize your ideas.
4 Look at your arguments again. Are they all relevant? Which are the strongest arguments?
5 Choose two or three arguments for and two or three arguments against.

Don't spend more than 5–10 minutes on this stage.

**Create an essay plan with your ideas. How many paragraphs will there be? What information will you include in each paragraph?**

**Think about the language structures you will use. Think about the use of linkers to:**

- contrast ideas.
- add more information.
- explain reasons and results.
- begin your conclusion.

**WRITE Write the first draft of your essay. Use the model essay and your plan to help you.**

**REVIEW Check your essay. Use the checklist to help you.**

- Are your arguments clear?
- Have you divided your essay into paragraphs?
- Have you used linkers to connect your ideas?
- Have you checked your spelling, grammar and punctuation?

Assess your progress Workbook page 51

# Review 6

## Vocabulary

**1 Complete the text with the correct form of the verbs below.**

■ appear ■ arrest ■ charge ■ commit ■ get ■ pay ■ punish ■ spend

The students [1]_____ a crime and [2]_____ into trouble with the police the year before the incident. The police [3]_____ them after they stole some tools and other equipment from a parked van. They [4]_____ the students with theft, so they had to [5]_____ in court. The judge [6]_____ them by sending them on a special programme. They didn't have to [7]_____ a fine or [8]_____ any time in prison.

Marks ___ / 8

**2 Add the correct negative prefix to adjectives 1–5. Then match them to the synonyms below.**

■ damaged ■ messy ■ rude ■ unreadable ■ wrong

1 _____legible _____
2 _____moral _____
3 _____perfect _____
4 _____polite _____
5 _____tidy _____

Marks ___ / 5

**3 Complete the text with the negative form of the adjectives in brackets.**

*It's quite [1]_____ (usual) for students to use violence at my school, and I can only remember one day when I felt [2]_____ (safe). We were in our classroom getting quite impatient because the history teacher was late. Suddenly, an argument developed between students, Anna and Paul. It was completely [3]_____ (logical) and it was [4]_____ (possible) to stop them shouting. Anna was [5]_____ (happy) because Paul was going out with her sister. She thought Paul was too [6]_____ (mature) for her. Fortunately, the teacher arrived just as Paul was taking a knife out of his bag. He took Paul to the headteacher's office and then came back to speak to us. He told us that it was [7]_____ (legal) to bring knives to school and that it was very [8]_____ (responsible) of any student to do so. That day, we didn't have our history class and we never saw Paul again.*

Marks ___ / 8

## Grammar

**4 Complete the sentences with *will* or *going to* and the verbs in brackets.**

1 Matt and Ali are in the gym with the coach. They _____ (play) basketball.
2 Tell me what's wrong. I promise I _____ (not tell) anyone.
3 Grace is exhausted! She _____ (not go out) tonight.
4 Wait, I _____ (help) you to carry the shopping bags.
5 My history exam is on Monday. I've decided that I _____ (study) all weekend.
6 Our team isn't very good. I don't think we _____ (win).

Marks ___ / 6

**5 Complete the text with the correct form of the verbs in brackets. Use the first conditional.**

Students in the final year of school have to make some difficult decisions. If you [1]_____ (leave) school and get a job, you [2]_____ (have) your own money to spend. You [3]_____ (not earn) anything for several years if you [4]_____ (do) a university course. Then there's the question of where to study. You [5]_____ (have) more opportunities if you [6]_____ (study) in a different country. However, the course [7]_____ (not cost) so much if you [8]_____ (not go) abroad. The best thing is to talk to an expert who will help you to make the right decision.

Marks ___ / 8

**6 Complete the zero conditional sentences with the correct form of the verbs in brackets.**

1 It _____ easier to study if you _____ your own room. (be, have)
2 You _____ anything if you _____ your homework. (not learn, not do)
3 If you _____ to very loud music, it _____ your ears. (listen, damage)
4 You _____ more if you _____ regular breaks. (remember, take)
5 If you _____ relaxed, you _____ a lot of mistakes. (not feel, make)

Marks ___ / 5

**7 Rewrite the sentences using the words in brackets.**

1 It's very likely that I'll go to university. (definitely)
2 Perhaps I'll become a volunteer. (might)
3 I'm sure that I won't leave home. (certainly)
4 I might get a summer job. (maybe)
5 It's possible that I'll move to another city. (probably)

Marks ___ / 5

**Total ___ / 45**

## School: bad behaviour

**1 Match definitions 1–10 to the words and phrases below.**

■ bully ■ cheat ■ expel ■ fight ■ give a detention ■ give a warning ■ play truant ■ suspend ■ swear ■ vandalize

1 act in a dishonest way to pass a test
2 send a student away from school for some time
3 miss school without permission
4 use rude or bad language
5 keep a student at school when the others have gone home
6 use physical strength against another person
7 tell a student to be careful about their behaviour
8 make a student leave a school permanently
9 use your power to hurt or frighten another person
10 damage things on purpose and for no reason

**2 Complete the table with the words and phrases in exercise 1.**

| Bad behaviour | Punishment |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | |
| _____ | |

**3 Complete the sentences with the correct form of the words and phrases in exercise 1.**

1 Last week, my school _____ a student for stealing. Now, he'll have to find a new school.
2 In my school, some of the older students occasionally _____ the younger ones.
3 My school _____ a girl for three days because she was rude to a teacher.
4 In my school, the headteacher _____ in writing to students who behave badly.
5 The police knew that we _____. We were wearing our uniforms, but we weren't at school.
6 Our teachers don't tolerate bad language, so we mustn't _____ in school.
7 Last night, some boys broke into our school. They _____ the gym, so now we can't use it.
8 In my school, if a student _____ in an exam, they fail the exam.
9 If a teacher _____ us _____, we have to stay in school for an extra hour on Friday afternoon.
10 A teacher had to separate the students because they _____.

## School: compound nouns

**1 Match photos 1–12 to the words below.**

■ classroom ■ headteacher ■ noticeboard ■ playground ■ playing field ■ school canteen ■ school uniform ■ science laboratory ■ sports hall ■ staffroom ■ textbook ■ timetable




| | Monday | Tuesday |
|---|---|---|
| 8.05 a.m. | Mathematics | History |
| 9.00 a.m. | Physics | Art |
| 9.55 a.m. | Biology | PE |
| 10.55 a.m. | IT | Chemistry |
| 11.55 a.m. | English | Mathemati |
| 1.00 p.m. | German | Music |
| 1.55 p.m. | German | Music |
| 4.00 p.m. | | |

**2 Complete the sentences with the words in exercise 1.**

1 The food in our _____ isn't too bad.
2 We have to stand up every time a teacher comes into our _____.
3 We did an experiment in the _____ yesterday.
4 When it rains, we have our PE lessons inside in the _____.
5 Our _____ is grey trousers, a white shirt and a blue tie.
6 Our new _____ is awful! The first class on Monday morning is maths.
7 We don't use a _____ in our PE lessons.
8 There's a coffee machine for the teachers in the _____.
9 A bell rings so that the students in the _____ know that they have to go back to class.
10 The _____ called the student's parents to discuss their behaviour.
11 The dates of the school holidays are on the _____ in the entrance.
12 In PE, we play rugby and hockey outside on the _____.

# Cumulative review Units 1–6

## Listening

**1** 6.6 **Listen to four speakers talking about exams in different countries. Match speakers 1–4 to sentences a–e. There is one sentence that you do not need.**

- **a** Exams in this country determine what a student can study at university.
- **b** Exams in this country are so long that some students fall asleep before they finish.
- **c** Exams in this country are so important that they affect everybody in the country.
- **d** Exams in this country are not the only important thing for getting a university place.
- **e** Exams in this country don't make up all of a student's final mark.

## Speaking

**2 Work in pairs. Look at photos A and B and discuss the questions.**

- Where are the people and what are they doing?
- How do you think they are feeling?
- What are the advantages of doing this activity in each of these places?
- What are the disadvantages?
- Which place would you prefer and why?







## Reading

**3 Read the article. Match headings a–g to paragraphs 1–5. There are two headings that you do not need.**

- **a** Changing timetables
- **b** Finding different ways to talk
- **c** Why the rule is unpopular
- **d** More changes that are needed
- **e** An unusual school rule
- **f** A success story
- **g** How to improve your grades

**4 Read the article again and choose the correct answers.**

1 Students at Ninestiles Academy are not allowed to
- **a** take a long break at lunchtime.
- **b** talk in the school canteen.
- **c** leave the classroom when the school bell rings.
- **d** talk outside class except in certain areas.

2 Some people think the rule is bad for students'
- **a** ability to concentrate in class.
- **b** communication skills and mental health.
- **c** behaviour at home.
- **d** exam results.

3 After a similar rule was introduced at the Albany School, students
- **a** got better exam results.
- **b** got better paid jobs when they left school.
- **c** noticed an improvement in their mental health.
- **d** worked 10% harder.

4 Compared to students in 1995, UK students today
- **a** have fewer friends at school.
- **b** have shorter breaks but more of them.
- **c** have less break time in total.
- **d** have longer lunch breaks.

5 The author suggests that teenagers spend so much time on social media because
- **a** they can talk without parents or teachers listening.
- **b** they don't have enough time to talk at school.
- **c** they prefer talking online to talking 'in real life'.
- **d** it's the easiest way for them to communicate.



# Silent schools



1 _____

The school bell rings. It's lunchtime, and in thousands of schools across the country, this is the moment when students rush out into the corridor, chatting happily. Not at Ninestiles Academy, however. At this Birmingham secondary school, students must be completely silent until they reach communal areas such as the canteen or the playground. If they talk in the school corridors between lessons, going to or from assembly, or even at break times, they will get a 20-minute detention. If they do it more than once, they will receive bigger punishments.

2 _____

Unsurprisingly, not everyone is happy about it and at least one parent has taken her son out of Ninestiles to teach him at home because she disagrees with the new rule. She explained that in her opinion, communicating with others is the most important skill that children can learn, but they can't do it in silence. Other parents are worried about how the rule will affect students' mental health. In 2018, a UK study found that one in three teenagers aged between 13 and 15 had mental health problems such as depression. Not allowing students to talk with friends isn't likely to help this situation.

3 _____

On the other hand, supporters of the silence rule point to another school which introduced a similar rule. The Albany School in East London banned talking in corridors in 2017, and a year later, it reported a 10% improvement in its GCSE exam results. One student said she thought that the silence rule was one reason for her good grades. The rule made her realize that it was an important year and she needed to work hard.



4 _____

While these changes only affect students at two schools so far, they seem to be part of a bigger change in school life that is happening around the country. Students everywhere in the UK are getting less time to talk to their friends at school. A study in 2019 found that today's secondary school students are getting 65 minutes less break time per week than students in 1995. A quarter of secondary students have a lunch break of 35 minutes or less, and only 1% of students have a break later in the afternoon.

5 _____

Parents and teachers often complain that teenagers spend too much time on social media, but perhaps they shouldn't be surprised. If students are getting less and less time to talk to each other 'in real life', it makes sense that they will find other ways to communicate. Adults shouldn't forget that the world has changed a lot since they were at school!

## Vocabulary

**5 Complete the text with the correct form of the words in brackets.**

### NO BALL GAMES HERE

Psychologists say that playing outside is extremely important for the [1]_____ (DEVELOP) of a child. However, a report has shown that, [2]_____ (FORTUNATE), fewer children in the UK play in the streets today than ever before. The report says that at least half of the country's five- to ten-year-olds never play outside. Children seem to have lost their [3]_____ (ENJOY) of playing. 50 years ago, this situation was [4]_____ (THINK).

Both parents and children are responsible for these [5]_____ (SURPRISE) statistics. On the one hand, [6]_____ (FRIGHTEN) mums and dads believe that today's streets are [7]_____ (SAFE). This is because there are more cars on the roads and, in many places, crime has got worse. On the other hand, there are more activities to do inside these days, such as watching TV, playing with games consoles and using computers. Many children [8]_____ (HAPPY) stay at home doing these activities instead of going outside to play. Experts say that parents should give them more [9]_____ (ENCOURAGE) to switch off their machines and go and call on a friend.

To help find a [10]_____ (SOLVE) to this problem, the government has decided to make the first Wednesday in August a national day of play. 'Playday' is part of a campaign to highlight the importance of play in children's lives. It is also a celebration of their right to play outside.

## Writing

**6 Write an essay for your school magazine with the title 'Changes I would like to make to the school timetable'. You cannot change the total amount of time you spend in lessons every week, but you can change anything else. Write about:**

- what time you would like the school day to start and finish.
- how long each lesson should last.
- when you would like to have breaks and how long you would like them to last.
- why these changes would make things better.

Exam Insight 3 › Workbook › page 118

# 7 Progress report

## Reading and vocabulary

**1 WHAT DO YOU THINK? Read the definition below and discuss the questions.**

1 Can you give examples of large global companies? Which of their products do you use?
2 Is globalization a modern thing?
3 Do you think globalization is increasing or decreasing? Why?

**globalization** /ˌgləʊbəlaɪˈzeɪʃn/ *noun* when different countries and cultures become similar to each other because of global communication and large companies that sell their goods all around the world

**2 Read the article and compare your ideas in exercise 1.**

**3 Read the article again and answer the questions.**

1 How do most people think globalization can help us?
2 How have global companies helped people in developing countries?
3 How is globalization making people similar around the world?
4 How do companies take advantage of the cheap labour in some countries?
5 How does this result in inequality?
6 Does the writer think globalization is good for everyone? What reasons do they give?

**4 REACT Do you agree with the writer? Is it better to produce things globally or locally? Can you think of other advantages and disadvantages of globalization?**

## Insight Statistics

**5 Study the highlighted verbs in the article. Then read the text below and replace the words in italics with the correct form of the verbs in the article.**

## McDonald's then and now

In 1955, McDonald's had one restaurant in Illinois, USA. Since then, the number of restaurants has [1]*become a bigger amount faster* all over the world – 35,000 in 119 countries! A lot has changed since 1955: the first McDonald's menu had nine items, but today that number is 145; the weight of a hamburger has [2]*grown* from 7oz to 15oz today! In addition, when nutritionists [3]*used maths to find the answer to* the amount of salt and sugar in hamburgers, they found the amount had [4]*become twice as big* in the past 30 years. However, McDonald's [5]*guess* that in the last ten years, the amount of salt in hamburgers has [6]*become a smaller number*, and in some products has almost [7]*become twice as small*. So who should we believe? Today, people are [8]*separated* into two groups when you ask them about McDonald's: some people hate it, but others still love it!

## Going global

Did you know that the most recognized word on the planet is 'OK'? The second most well-known word is 'Coca-Cola'. Coca-Cola was originally only sold in America, but today it's a huge global brand. You can find it in almost every **country** in the world, and over 10,000 drinks are consumed every **second**. There is even a Coca-Cola vending machine at the bottom of Mount Yotei in Japan! It's all part of globalization, but is globalization a good thing?



Globalization is nothing new. Countries have been trading with each other for hundreds of years, but nowadays improved transport and communication means there is more globalization than ever before. Everyone agrees that globalization helps us share ideas and understand each other. Global companies can also improve people's lives, especially in the developing world*. When big companies like Coca-Cola make and sell their products in developing countries, they create jobs there and more wealth. In India, for example, the company created more than 150,000 jobs in factories and stores. And the people who worked for Coca-Cola had more money to spend on health and education. As a result of globalization, life expectancy has doubled in some countries, and extreme poverty has almost halved.






35 However, sometimes globalization can be a bad thing. Sharing ideas and culture is good, but at the same **time**, we are losing the differences that make the human **race** interesting. In cities across the world, people wear similar clothes, 40 eat similar food, listen to the same music and watch the same movies. In addition, although extreme poverty has decreased worldwide, global inequality has increased. At **present**, globalization is dividing us because rich 45 countries are benefitting from it the most. Global companies take advantage of the cheap labour in some countries. Sometimes these companies pay local workers badly so they can sell things like smartphones more cheaply to their customers. 50 In a smartphone factory in Zhengzhou, China, people have to work 10–12 hours a day. Many have to do overtime to earn enough to pay their bills. At the same time, the company's profits have multiplied. By the **end** of this century, 55 experts estimate that there will be even more inequality unless we find **ways** to protect these workers and pay them fairly.

So is 'going global' good or bad? On the one hand, there is more understanding and less 60 extreme poverty, but on the other hand, we are losing cultural differences and there is more inequality. Experts have calculated that the richest 20% of the world's population uses 86% of the world's resources! That's a shocking 65 **figure**. So although it may be nice to drink Coca-Cola in different countries or buy a new cheap smartphone at home, is globalization good for everyone? What do you think?

**Glossary**

* developing world = countries that are trying to develop and improve their economy

## Insight Nouns with two meanings

**6 Study the words in bold in the article. Then choose the correct meaning for each word as it is used in the article.**

| | | |
|---|---|---|
| 1 | country | **a** nation<br>**b** land that is outside towns and cities |
| 2 | second | **a** each of the 60 parts of a minute<br>**b** between first and third |
| 3 | time | **a** period<br>**b** how often we do something |
| 4 | race | **a** competition<br>**b** group of people |
| 5 | present | **a** gift<br>**b** now |
| 6 | end | **a** final part<br>**b** purpose |
| 7 | ways | **a** paths or routes<br>**b** methods |
| 8 | figure | **a** the shape of the human body<br>**b** a number |

**7 Complete the text with the correct form of the words in exercise 6. Then write a or b to show the correct meaning.**

India is a large [1]_____ (___) in South Asia. The people there are from different [2]_____ (___) and speak 415 different languages. At [3]_____ (___), India has the [4]_____ (___) biggest population in the world, after China, but India's population is increasing faster than China's. By the [5]_____ (___) of the 21st century, there will probably be more people in India. Experts estimate there are also 17.5 million Indians who live in other parts of the world, but this [6]_____ (___) might be wrong. Many Indians left at the [7]_____ (___) when Britain controlled India, in the 19th and early 20th centuries. They travelled all the [8]_____ (___) to South America, East Africa and the Caribbean and started new lives there.

**8 TASK Is globalization good for everyone? Work in groups. Choose one of the situations and explain why it would be good / bad for your community or your country.**

**Scenario A:** You see a pair of jeans in a local shop that you like. You decide to buy them from an online shop because they're cheaper.

**Scenario B:** A car manufacturing factory in your town is closing down. The company has decided to move production to a country where labour is cheaper.

**Scenario C:** A representative from Save the Children has asked your school to fundraise for healthcare for children in a developing country.

**Scenario D:** You make some good friends while you are on holiday abroad. You keep in touch with them via social media and hope they will visit in the future.

Vocabulary extra › Country facts › page 99
Assess your progress Workbook page 59

# Grammar and reading

## Grammar *must, mustn't, have to, don't have to*

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Who are or were the entrepreneurs below? Match them to the type of business they started.

- Beyoncé Knowles-Carter
- Elon Musk
- Jamie Oliver
- Mark Zuckerberg
- Steve Jobs
- Victoria Beckham

- computers and smartphones
- fashion
- food and cooking
- music and entertainment
- social media
- technology and engineering

2 What personal qualities do you need to start a successful business?

3 Which types of business would be suitable for a teenager to start?

**2 Read the article quickly and match the headings to the advice.**

**a** Get help from experts
**b** Tell the world
**c** Do something you enjoy
**d** Work hard and manage your time

### Who wants to be an entrepreneur?

Do you have what it takes to start a successful business? We asked teenage entrepreneurs what you have to do.



1 _____

'You must enjoy what you do. We're lucky: software development was our hobby, so we decided to create a game to help primary school children with their maths. It's fun and we're always learning. Your business idea doesn't have to be your hobby, but you'll enjoy your work more if it's something that really interests you.'

**Joe Reed and Liam Doyle, 16**



2 _____

'You have to work hard. My company makes sports equipment and I get up really early to have video calls with the suppliers in China. At the same time, I know I mustn't forget my school work. Sometimes I feel tired in class and I think, 'I must get more sleep.' But the important thing is you have to use your time well.'

**Martina Minelli, 17**



3 _____

'You mustn't be afraid to ask for help. Talk to people who know how to run a business and learn from them. Ask them to be your mentor – someone who gives you advice and helps you. I started my fashion business designing unusual ties for men. My mentor, Daniel, helps me because he likes what I do. He gives me great advice.

**Eli Walker, 15**

4 _____

'You have to tell people about your business. Social media is great for this. I love drawing and my business is selling printed T-shirts using my own designs. I use Instagram to upload photos of my designs. So I don't have to pay to advertise. I've sold a lot of T-shirts to my Instagram followers and I get a lot of likes.

**Sydney Wilder, 16**

**3 REACT Work in groups and discuss the questions.**

1 Did anything surprise you about any of the advice?
2 What do you think was the most useful piece of advice?
3 Do you think that anyone can start a successful business? Why / why not?

## Grammar Insight

**4 Find and complete the sentences from the article. Then match them to meanings a–c. There are two sentences for one of the meanings.**

1 You _____ work hard.
2 You _____ be afraid to ask for help.
3 I _____ get more sleep.
4 I _____ pay to advertise.

**a** It's very important to do this.
**b** It isn't necessary to do this.
**c** It's very important not to do this.

We usually use *must* when the speaker has decided that something is important, and *have to* when someone else has decided this. However, in many situations, we can use *have to* and *must* in the same way.

Further reference and practice › Workbook › page 96

**5** **Read the advice for starting a new business and choose the correct words.**

You [1]**don't have to / mustn't** have a lot of money to start your business – you can get a loan from a bank. And you [2]**don't have to / mustn't** worry if you don't make a lot of money immediately; most businesses take time to grow.

Do a lot of research – you [3]**have to / mustn't** make sure there is a market for your product. But remember you [4]**don't have to / must** spend a lot of money on advertising – you can use social media or write a blog. And you [5]**don't have to / mustn't** be too shy – you want everyone to know how great your business is!

Everyone says you [6]**have to / don't have to** write a business plan before you start – that's good advice. Also, you [7]**must / have to** think carefully about a name for your business – I think it's really important to get this right. You [8]**mustn't / don't have to** choose a name that already exists.

**6** **Read the interview and complete it with *have to*, *don't have to*, *must* or *mustn't*. Sometimes more than one answer is possible.**

***Tell us about your business.***

My friend Lauren and I both love baking cakes. We realized that although people want really great cakes for special occasions like birthdays, they often don't have time to make them. So we started our own business. With Brilliant Bakes, you can have a home-made cake, but you [1]_____ worry about making it yourself.

***What makes Brilliant Bakes special?***

The quality of our cakes. We believe that we [2]_____ always use the best quality ingredients – so flour, sugar, butter, eggs and things like chocolate or lemons. The people we buy these from [3]_____ guarantee that their products are 100% organic and come from reliable producers. They [4]_____ supply us with anything that isn't organic.

***Where do you make them?***

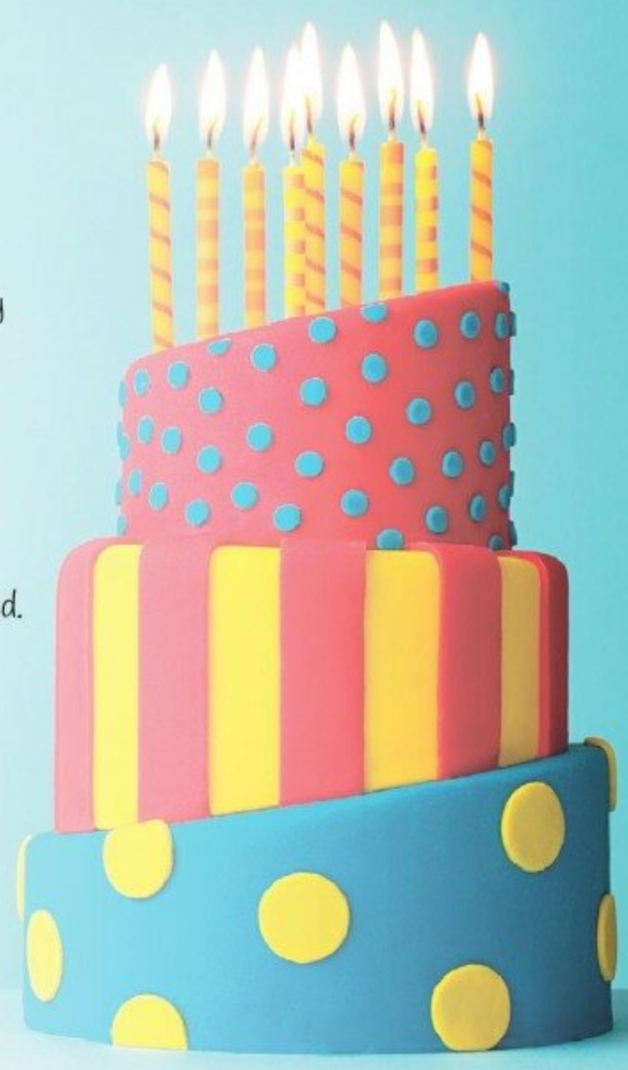
In the kitchen, at my house. My parents don't mind, but we have some rules, of course. We [5]_____ use the kitchen between six and eight in the evening because that's when my parents are cooking supper. And we [6]_____ leave the kitchen tidy when we've finished.

***How do you sell your cakes?***

We have a website where people can order cakes online. That means we [7]_____ try to sell them to the big supermarkets. Sometimes we take them to the market in town. We [8]_____ get up really early for that, but it's fun and lots of people buy them.

***Any advice for other teenage entrepreneurs?***

You [9]_____ be willing to work hard. But if it seems difficult at times, keep going. You [10]_____ give up. If you enjoy what you are doing, in the end you will succeed.



**7** **7.1 Listen to a podcast about how to make money from writing a blog. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 Bethany thinks it's a good idea for people to try writing a blog.
2 It's important to write about what interests you, not other people.
3 It's a good idea to choose a memorable name for your blog.
4 It doesn't matter if your blog has the same name as someone else's.
5 It's necessary to pay to set up your blog online.
6 It's not important to write something on your blog every day.
7 It's OK to publish the same article on more than one blog.
8 If people like your blog, you will make some money.

**8** **TASK** **Work in pairs. Choose one of the situations and decide two things the people have to do in the situation, two things they mustn't do and two things they don't have to do.**

**a** Your friend is planning to start a gardening business.
**b** Your family is going away for the weekend and your sister is staying at home.
**c** You are organizing a second-hand book sale at your school to raise money for a children's charity.
**d** You going to a music festival with a group of friends for the weekend.
**e** You are going on an exchange visit to stay with a family in another country.

**Assess your progress**
**Workbook page 59**

# 7c Listening, vocabulary and speaking





















## Listening and vocabulary




**1 WHAT DO YOU THINK? Discuss the questions.**

1 Where is Silicon Valley? What type of business is it famous for?
2 Why do you think companies with similar products have their headquarters in the same place?

**2 7.2 Listen to an interview with an entrepreneur and check your ideas in exercise 1.**

### Strategy Listening for statistics

**Numbers can be difficult to understand when you hear them quickly. Use these questions to help you.**

1 What type of number is it: e.g. a year, a quantity, an amount of money, a distance, a length of time or a percentage? Listen for key words like *dollars*, *kilometres*, *months*, *per cent*.
2 Is it a big number or a small number? Remember that the first part of a big number is the most important (e.g. in *7,620* the most important part of the number is *seven thousand*).

**3 7.2 Read the strategy. Then read the sentences and decide what type of numbers are missing. Listen to the interview again and complete the sentences.**

1 People first called the Santa Clara Valley 'Silicon Valley' in the _____.
2 The first radio station in the USA began in _____.
3 Steve Jobs and Steve Wozniak made the first Apple computer in _____.
4 In 1980, the value of Apple was _____.
5 Arun's old home in India is _____ from his home today.
6 _____ of Stanford's students are from foreign countries.
7 People invented _____ new things in Silicon Valley last year.
8 At least _____ of these new inventions were eco-friendly.

**4 REACT Work in groups and discuss the questions.**

1 What information in the interview was new to you? Did any of it surprise you?
2 Would you like to study at Stanford University? Why / why not?

### V Insight Business

**5 Match nouns 1–9 to definitions a–i. Then work in pairs and think of an example sentence for each noun.**

| | |
|---|---|
| 1 company | a something new that someone has created for the first time |
| 2 advert | b the study of something to discover new information |
| 3 product | c someone who owns a business with other people |
| 4 founder | d something that a business sells |
| 5 research | e the main office of an organization |
| 6 partner | f a text or picture that tells people to buy something |
| 7 invention | g someone who starts something, e.g. a business or school |
| 8 headquarters | h someone who buys things from a shop or uses a service |
| 9 customer | i an organization that sells something to make money |

**6 Complete the text about Google with the correct form of the nouns in exercise 5.**

Larry Page and Sergey Brin were students at Stanford University when they started their [1]_____ in the 1990s. It began as a [2]_____ project because they were both studying for a PhD in computer science. The result was an [3]_____ called PageRank, a new and completely different system for searching the internet. Later, they decided to call their company by a different name: Google. At first, it was difficult for the [4]_____ to get the money to develop their business, and their [5]_____ was the garage of a friend, Susan Wojcicki. But then they received $100,000 from Andy Bechtolsheim, one of the [6]_____ of another technology business, Sun Microsystems. After this, more people gave them money. In 2000, Google started to include [7]_____ on their home page and this made them a lot more money. Today, the company makes [8]_____ and provides services. Google is now the world's biggest search engine and has many millions of [9]_____. And the word 'google' has entered the English language as a verb.

**7 TASK Work in pairs and discuss the questions.**

1 What inventions have made the biggest difference to your life?
2 Which big companies have their headquarters in your country? What products do they sell?

## Speaking Asking for and giving advice

**8** **Work in pairs. Discuss who you would ask for advice in these situations.**

1 You've moved to a new town and you want to find a part-time job.
2 You have an idea for a small business you could run in your free time.
3 You want to take up a new sport.

**9** **7.3 Listen to a dialogue and answer the questions.**

1 What does Jade need advice about? 2 What four things does Harry advise her to do?

**10** **7.3 Complete the phrases from the dialogue. Then listen again and check.**

| Asking for advice | Giving advice | Responding to advice |
|---|---|---|
| What do you [1]_____ I should do? | You [3]_____ to .... | I [7]_____ because .... |
| Should I ...? | If I were [4]_____, I'd .... | That's not a [8]_____ idea. |
| What's [2]_____ advice for ...? | Maybe it's a good [5]_____ to .... | [9]_____ a good idea. |
| | I think you [6]_____ .... | |

**11** **7.4 Put the dialogue in the correct order. Then listen and check.**

____ **Tanya** Why don't you join a water sports club? They do all kinds of things – surfing, kayaking, paddle-boarding ...
____ **Sarah** I like being outside. I love running and I really like walking in the hills.
1 **Tanya** Hi, Sarah. How are you enjoying Silicon Valley?
____ **Sarah** Thanks for the advice. I love the ocean, too. Any suggestions?
____ **Tanya** OK! So, you ought to go to the mountains near Lake Tahoe for that, but I don't think you should go alone. It's easy to get lost and the weather's not so good at this time of year.
____ **Sarah** Hmm, I don't know about that. I don't really like gyms. What else would you advise?
____ **Tanya** If I were you, I'd go to a local gym. That's a great way to keep fit.
____ **Sarah** That's a great idea.
____ **Tanya** Well, what kind of sports do you like doing?
____ **Sarah** Well, my job is great, but I haven't had time to do much exercise yet. I'm worried about my fitness.



**12** **Read the dialogue again. Underline more ways of asking for, giving and responding to advice.**

## GS Global skills Making time to think

When someone asks us a question, sometimes we need time to think about the answer. We can use certain expressions and pauses to do this.

A *What's your advice?*
B *Hmm ... Let me think ... .*
A *What do you think I should do?*
B *That's a good question ... .*

**13** **Why is it important to think before you answer?**

**14** **TASK** **Work in pairs. Choose one of the situations or use your own ideas. Take turns to ask your partner for advice. Use the dialogue in exercise 11 to help you.**

**a** Someone is posting unpleasant comments about you on social media. You are very upset by this.
**b** You don't do any exercise and feel quite unhealthy. You want to get fit.
**c** You are very worried about your exams and this stops you sleeping. As a result, you are tired all the time.
**d** You are often bored, especially at weekends. You want a more interesting and exciting life.
**e** You have a great idea for a new business that you could run in your free time. You don't know how to start it.

Vocabulary extra › Electronic devices › page 99

Assess your progress
Workbook page 59

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Which languages do people speak in your country? Which is the most popular?
2 Why do you think some languages disappear?
3 Why do you think languages like English are spoken globally?

**2 Read the article and compare your ideas.**

**3 Read the article again and answer the questions.**

1 How did Marie Wilcox learn Wukchumni?
2 What type of languages are dying out?
3 Why does the writer compare 'elders' to a library?
4 According to the writer, what do we lose when a language dies?
5 What reasons does the text give for languages disappearing?
6 How has Marie tried to save Wukchumni?
7 How does Marie feel about being the last speaker of Wukchumni?

## GS Global skills Culture

**4 Work in pairs and discuss the questions.**

1 What do you think is the future of your language? Will people still speak it 100 years from now?
2 Why does the writer think it is a shame that there are fewer languages? Do you agree?
3 'If you lose your language, you lose who you are.' What can we do to preserve languages / dialects?

## V Insight Language

**5 Study the highlighted words in the article. Then complete the text with the words below.**

■ accent ■ dialects ■ fluent ■ foreign ■ native ■ official ■ translations

### Singapore

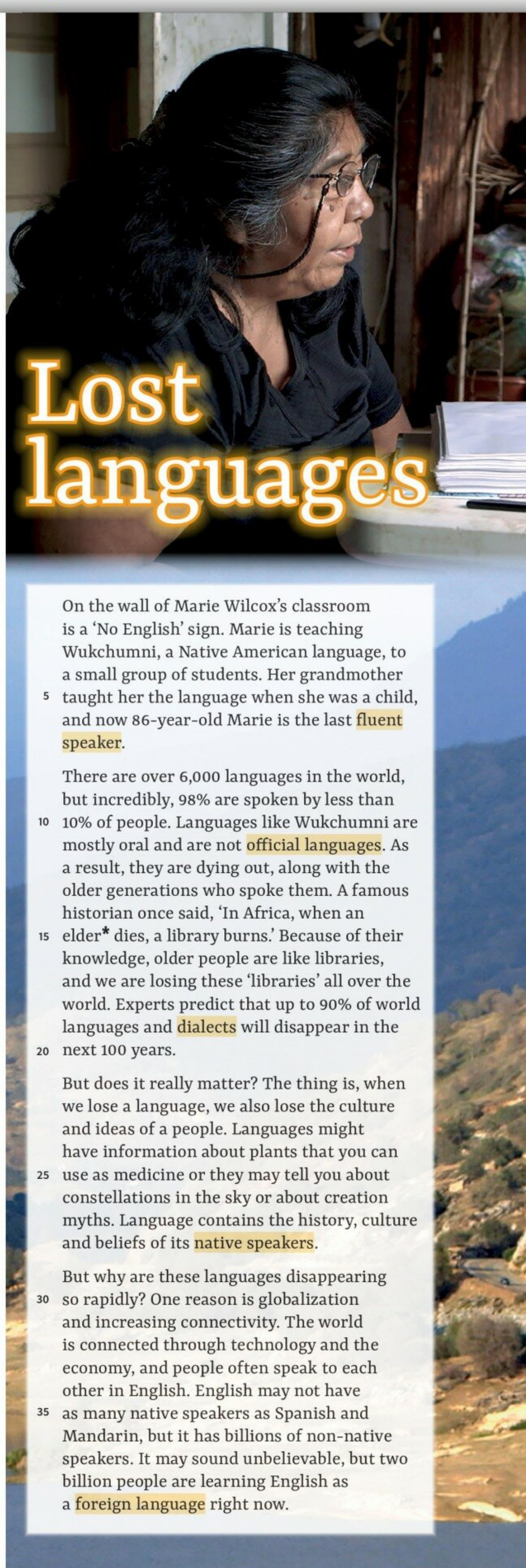
Singapore has four [1]_____ languages: English, Mandarin Chinese, Tamil and Malay. If you visited the country, you would see street signs with [2]_____ in all four languages. About 32% of Singaporeans speak English at home with their families. As well as these [3]_____ English speakers there are a lot of other [4]_____ English speakers because most lessons at school are in English.

There are two different English [5]_____ in Singapore. One is close to British English, but with a different [6]_____ for certain sounds. The other, Singlish, is a mix of English and other Singaporean languages, and uses a lot of American words people have learned from TV shows. It has its own grammar rules. For visitors to Singapore from the UK and the USA, Singlish can sometimes sound like a [7]_____ language.

## Grammar Second conditional and *I wish* ...

**6 Work in pairs and discuss the questions.**

1 'If everyone could communicate, there would be more understanding in the world.' Discuss the statement.
2 If you were the last person who spoke your language, how would you feel?



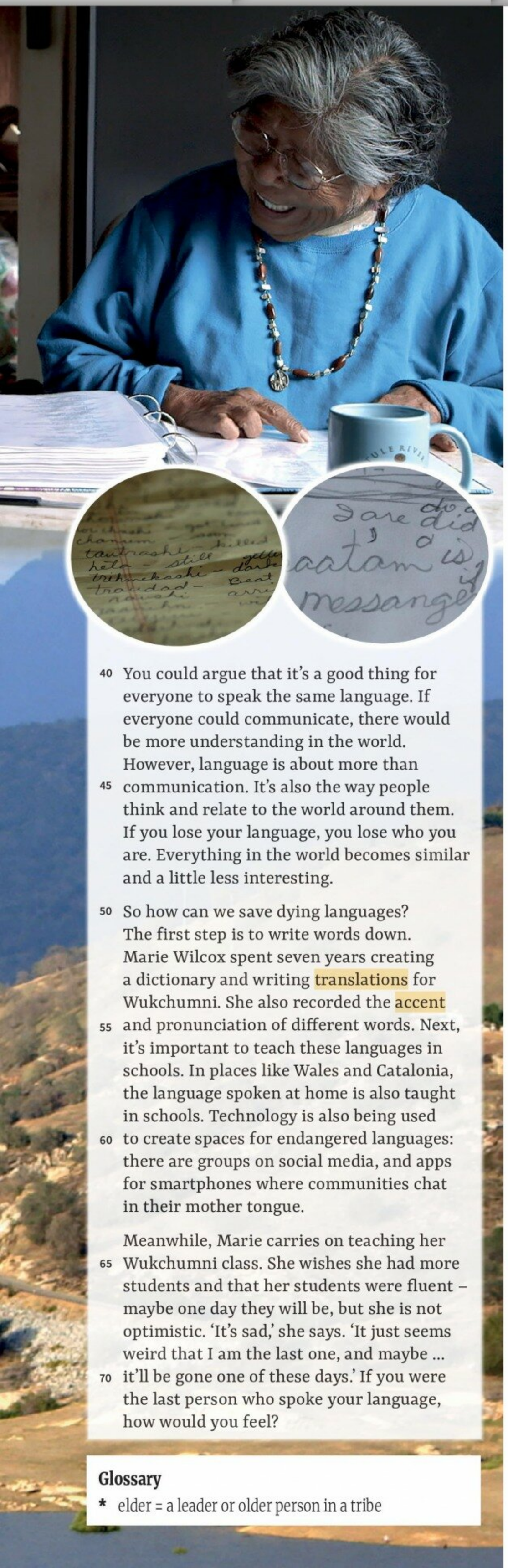
# Lost languages

On the wall of Marie Wilcox's classroom is a 'No English' sign. Marie is teaching Wukchumni, a Native American language, to a small group of students. Her grandmother taught her the language when she was a child, and now 86-year-old Marie is the last fluent speaker.

There are over 6,000 languages in the world, but incredibly, 98% are spoken by less than 10% of people. Languages like Wukchumni are mostly oral and are not official languages. As a result, they are dying out, along with the older generations who spoke them. A famous historian once said, 'In Africa, when an elder* dies, a library burns.' Because of their knowledge, older people are like libraries, and we are losing these 'libraries' all over the world. Experts predict that up to 90% of world languages and dialects will disappear in the next 100 years.

But does it really matter? The thing is, when we lose a language, we also lose the culture and ideas of a people. Languages might have information about plants that you can use as medicine or they may tell you about constellations in the sky or about creation myths. Language contains the history, culture and beliefs of its native speakers.

But why are these languages disappearing so rapidly? One reason is globalization and increasing connectivity. The world is connected through technology and the economy, and people often speak to each other in English. English may not have as many native speakers as Spanish and Mandarin, but it has billions of non-native speakers. It may sound unbelievable, but two billion people are learning English as a foreign language right now.



40 You could argue that it's a good thing for everyone to speak the same language. If everyone could communicate, there would be more understanding in the world. However, language is about more than
45 communication. It's also the way people think and relate to the world around them. If you lose your language, you lose who you are. Everything in the world becomes similar and a little less interesting.

50 So how can we save dying languages? The first step is to write words down. Marie Wilcox spent seven years creating a dictionary and writing translations for Wukchumni. She also recorded the accent
55 and pronunciation of different words. Next, it's important to teach these languages in schools. In places like Wales and Catalonia, the language spoken at home is also taught in schools. Technology is also being used
60 to create spaces for endangered languages: there are groups on social media, and apps for smartphones where communities chat in their mother tongue.

Meanwhile, Marie carries on teaching her
65 Wukchumni class. She wishes she had more students and that her students were fluent – maybe one day they will be, but she is not optimistic. 'It's sad,' she says. 'It just seems weird that I am the last one, and maybe ...
70 it'll be gone one of these days.' If you were the last person who spoke your language, how would you feel?

**Glossary**

* elder = a leader or older person in a tribe

## Grammar Insight

**7 Study the sentences in exercise 6. Then complete the rules.**

**a** We use the second conditional to talk about an imaginary situation in the present or an unlikely situation in the future, and its result.
**condition:** *if* + _____ simple
**result:** _____ + infinitive without *to*

**b** In the condition clause, we sometimes use _____ instead of *was* after *I*, *he*, *she* and *it*.

Further reference and practice › Workbook › page 97

**8 Complete the text with the correct form of the verbs in brackets. Use the second conditional.**

I'm from Wales. If you [1]_____ (visit) my country, everyone [2]_____ (speak) to you in English, but over 20% of us also speak fluent Welsh. If you [3]_____ (go) to school in Wales, you [4]_____ (have) Welsh lessons, and at some schools you would have all your lessons in Welsh. If we [5]_____ (not learn) Welsh we [6]_____ (spend) more time learning foreign languages like French and Spanish. However, I think it [7]_____ (be) very sad if we [8]_____ (stop) speaking Welsh because it is an important part of our culture. We have Welsh road signs, Welsh TV and even Welsh hip-hop! English is a useful global language, but the world [9]_____ (not be) very interesting if everyone [10]_____ (share) the same native language.

**9 Work in pairs. What would you do if:**

- you were the last speaker of your language?
- you could only choose one language to speak?
- you visited Wales or Singapore?
- English wasn't a global language?

## Grammar Insight

**10 Read the examples and answer the questions below.**

**a** **I wish** I **could** speak Spanish.
**b** **I wish** I **was** better at languages.

1 Which tense do we use after *I wish*?
2 Is the situation in the present or in the past?
3 Does the speaker want the situation to change?

Further reference and practice › Workbook › page 97

**11 TASK Write down six wishes. Use the verbs below. Then work in pairs and talk about your wishes. Use the second conditional to explain your reasons.**

■ be ■ go ■ have ■ know ■ live ■ play ■ speak

A: I wish I could speak Wukchumni.
B: Why?
A: If I could speak Wukchumni, ... .

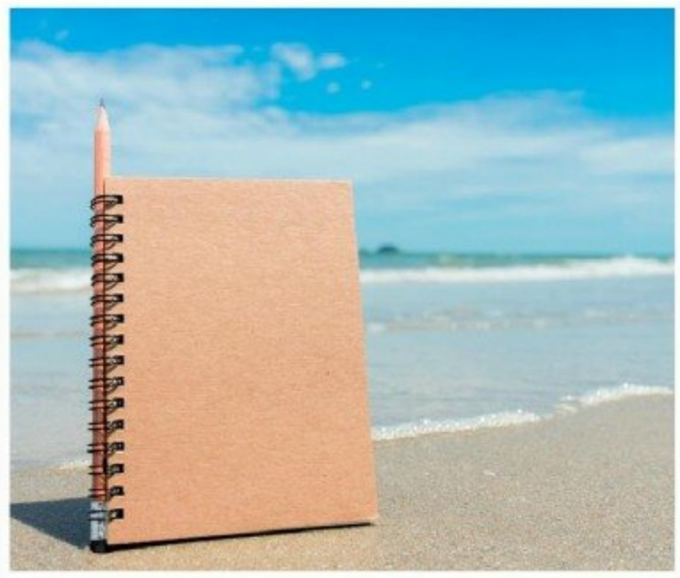
Assess your progress Workbook page 59

# Writing A formal email of enquiry

## Planning for writing

**1 Read the advertisement and discuss the questions.**

1 Would you like to go on a course like this? Why / why not?
2 What details might you ask about in the email?



**Courses** Study Business English by the sea this summer

Two-week courses start on 17 July, 31 July, 14 August
Beautiful location on the south coast of England
Cost: 1,200 euros, incl. accommodation with a local family, delicious food, and evening and weekend activities
Contact: info@southcoastenglish.ac.uk

**2 Read the model email on page 97 and answer the questions.**

1 What things does Jonas enquire about? Did they match your ideas in exercise 1?
2 What reasons does he give for his questions?

## Strategy Using the correct register

**Before you start writing, think about the register. Is it formal or informal?**

Some words and phrases are formal. Use these for formal pieces of writing, e.g. job applications, emails and letters to people that you do not know.
Other words and phrases are informal. Use these for informal pieces of writing, e.g. blogs, diaries, emails and letters to people that you know.

| Formal | Informal |
|---|---|
| Formal letter openers and closers, e.g. *Dear Sir or Madam, Dear Mr Tanner, Yours sincerely, Kind regards* | Informal letter openers and closers, e.g. *Hi Charlie, Love from, Thanks* |
| Longer phrases and polite requests, e.g. *Please could you send me a brochure?* | Imperatives, e.g. *Send me a brochure.* |
| Full forms, e.g. *I am, there is* | Contractions, e.g. *I'm, there's* |
| Neutral or formal words, e.g. *children, wonderful* | Informal or slang words, e.g. *kids, cool* |
| Full words, e.g. *television, examination, advertisement* | Abbreviated words, e.g. *TV, exam, advert* |
| Longer linking words, e.g. *however, on the one hand / other hand, in addition* | Shorter linking words, e.g. *but, and* (We can use these in formal writing, too.) |

**3 Read the strategy. Find formal phrases and sentences in the model email for these informal phrases and sentences. What other examples of formal register can you find in the email?**

1 Your course sounds cool.
2 Thanks,
3 Tell me more about the content …
4 Write soon.
5 Hi there,
6 Please reply …

**4 Put the items in the order Jonas does them in the model email.**

a He asks questions about the course content. ____
b He thanks the reader and invites a reply. ____
c He says why he is writing. ____
d He asks questions about accommodation and activities. ____

## Writing Insight Expressing reason and result

**5 Study the highlighted words and phrases in the model email. Decide which ones express a reason and which express a result. Complete the language boxes.**

**6 Choose the correct words.**

1 I failed my exams. **As a result,** / **Because** I have to repeat my last year at school.
2 **Therefore,** / **As** I have never been to the UK, I am really excited about my visit.
3 You must not be late on your first day. **Therefore,** / **Since** I suggest that you leave early.
4 **Since** / **As a result,** you are allergic to milk, the café staff have prepared a special meal for you.
5 Your English is already very good, **so** / **as** you will be in the highest-level class.

**From:** Jonas Janssens
**Date:** 22 October
**To:** info@southcoastenglish.ac.uk
**Subject:** Business English course

Dear Sir or Madam,

I am writing to find out more about the Business English language course advertised in *English Now*.

Your course sounds excellent. Could you please send me some more information about the content? I am very interested in the course because I plan to start my own business after I finish school. I am going to develop my business internationally. Can you tell me where the other students come from as I want to practise my English with people from different countries? I also want to design my own website and start writing a business blog. Therefore, I would like to work on my writing skills. Will your course give much help with my writing?

I have cousins who live near the college. As a result, I have the choice of staying at their house. If I did not use college accommodation, would the course cost less? How much would I have to pay for two weeks? The advertisement also mentions fun evening and weekend activities, so could you give me some information about these, including any sightseeing trips that you organize?

Since the cost of flights to England increases at the end of this month, I have to book my flight in the next ten days. So I would be very grateful if you could reply as soon as possible.

Thank you in advance for your help. I look forward to hearing from you.

Kind regards,

Jonas Janssens

**Expressing** 1

Use expressions like *as*, *because* or *since*.

**Expressing** 2

Use expressions like *as a result*, *so* or *therefore*.

## Writing your email

Imagine you want to study Business English in the UK. Write a formal email to South Coast English enquiring about their course.

**PLAN** **Read the task and check you understand it.**

**Decide at least three pieces of information that you want to enquire about and provide a reason for each. Use the ideas below or your own ideas.**

- How far is Bournemouth? – friends studying there
- Would it be cheaper without the evening activities? – prefer to study in free time
- How much more does it cost for a single room? – don't want to share

**Read the strategy on page 96 again. Think about the language you will use to make the email sound formal and express your reasons and results.**

**Create a plan with your ideas. Decide how many paragraphs you will have and what you will include in each one.**

**WRITE** **Write a first draft of your email. Use the model email and your plan to help you.**

**REVIEW** **Check your email. Use the checklist to help you.**

Have you:

- included the information asked for in the task?
- used a formal register?
- used words and phrases for expressing reasons and results correctly?
- checked your spelling, grammar and punctuation?

**Assess your progress** Workbook page 59

# Review 7

## Vocabulary

**1 Replace the words in italics in the sentences with the correct form of the verbs below.**

■ decrease ■ divide ■ double ■ estimate ■ halve ■ increase

1 The population of the USA *will be twice as big* by 2075.
2 The size of the polar ice caps *is getting smaller* each year.
3 They *guess* that the building will cost about €3 million.
4 The price of petrol *has gone up* again.
5 The number of visitors *has gone down by 50%* this year.
6 They *separated* the people into three groups.

Marks ___ / 6

**2 Complete each pair of sentences with the same word.**

1 a Lewis Hamilton won, Bottas was _____ and Verstappen was third.
  b Messi scored in the last _____ of the match.
2 a Russia is the largest _____ in the world.
  b Many people have moved from the _____ to the city.
3 a My friends bought me a birthday _____.
  b Forget the past and live in the _____.
4 a Eight athletes ran in the 100-metre _____.
  b Martin Luther King fought against _____ discrimination in the USA in the 1960s.
5 a It took me a long _____ to make dinner.
  b This is the first _____ I've been to London.

Marks ___ / 5

**3 Complete the sentences with the words below.**

■ advert ■ company ■ founder ■ invention ■ research

1 Nokia is a Finnish _____.
2 The _____ of Microsoft is Bill Gates.
3 Have you seen the _____ on TV for the new Dell laptop?
4 The world changed after the _____ of the personal computer.
5 Companies do a lot of _____ before they create a new product.

Marks ___ / 5

**4 Complete the text with the correct form of the words below.**

■ accent ■ dialect ■ fluent ■ foreign ■ native ■ official

English is the [1]_____ language of the UK and around 95% of the population are [2]_____ speakers. However, not everyone speaks the same version of English because there are many different [3]_____. The pronunciation of the language also varies from place to place and you can tell where a person is from because of their [4]_____. The main [5]_____ languages taught in schools are French, Spanish and German. However, young people rarely become [6]_____ speakers of these languages.

Marks ___ / 6

## Grammar

**5 Complete the sentences with *must*, *mustn't*, *have to* or *don't have to* and the verbs in brackets. Sometimes more than one answer is possible.**

1 We _____ (speak) English in our English class. It's one of the rules.
2 I _____ (get up) early tomorrow because it's Saturday.
3 You _____ (make) phone calls on a plane. It isn't allowed.
4 You _____ (wear) a seat belt in a car. It's the law.
5 You _____ (learn) all the words in the English language. You can always use a dictionary.
6 I _____ (go) to bed. I'm very tired.
7 He _____ (study) tonight. He's got an exam tomorrow.
8 You _____ (ride) a bike without a helmet. It's very dangerous.
9 They _____ (wear) a uniform to school. They can wear jeans.

Marks ___ / 9

**6 Write second conditional sentences.**

1 I don't live in England. I don't speak fluent English.
  If I lived in England, I'd speak fluent English.
2 I'm not on holiday. I have to go to school today.
3 Tom has a lot of homework. He doesn't go out.
4 Dan makes the dinner. He likes cooking.
5 You don't study. You don't pass your exams.
6 I have my own money. I work on Saturdays.
7 I'm not 18. I don't have a car.
8 Jack doesn't play basketball. He isn't tall enough.

Marks ___ / 7

**7 Write sentences with *I wish*.**

1 I speak English badly.
2 I'm not rich.
3 I live in a small town.
4 I haven't got a new smartphone.
5 I don't know a lot about computers.
6 I fail most of my exams.
7 I can't afford a tablet computer.
8 I don't know what to do in the future.

I wish I didn't speak English badly.

Marks ___ / 7

Total ___ / 45

## Country facts

**1 Match definitions 1–12 to the words below.**

■ architecture ■ area ■ climate ■ culture ■ currency ■ ethnic groups ■ geography ■ history ■ location ■ population ■ religion ■ time zone

1 the number of people who live in a country
2 the place or position of a country
3 the ideas, beliefs and customs shared by people in a country
4 the type of money that a country uses
5 the typical weather conditions of a country
6 the region where a country lies which determines what time it is there
7 the styles of buildings in a country
8 the different races of people living in a country
9 the physical features of a country
10 the events in a country's past
11 the amount of land that a country covers
12 the system of spiritual beliefs and moral values shared by people in a country

**2 Match words 1–12 to facts a–l about the UK.**

1 architecture
2 area
3 culture
4 currency
5 climate
6 religion
7 ethnic groups
8 geography
9 history
10 location
11 population
12 time zone

a Henry VIII was king of England from 1509 to 1547. His daughter Elizabeth became queen of England and Ireland in 1558 and ruled for 45 years.
b Most believers in the UK are Christians.
c The highest mountain is Ben Nevis, in Scotland.
d There are around 67 million people in the UK. 8.9 million of them live in London.
e The tallest building in London is the Shard. It's 308 metres tall.
f It's an hour earlier than the rest of Europe.
g It's in Western Europe.
h People in the UK drink a lot of tea. In their free time, they go to the cinema or play sports such as cricket and football.
i It rains a lot in the UK, but it doesn't snow very often.
j Many of the immigrants are Polish.
k They use the pound sterling.
l It's 243,610 $km^2$.

## Electronic devices

**1 Match photos 1–8 to the devices below.**

■ games console ■ headphones ■ mobile phone ■ satnav ■ smart TV ■ smart watch ■ tablet ■ VR headset

1 
2 
3 
4 
5 
6 
7 

8 


**2 Complete the sentences with the words in exercise 1.**

1 My dad is always getting lost when he drives, so we got him a _____ for his birthday.
2 My laptop was too big and heavy to carry around, so I bought a _____. I love the flat touchscreen.
3 My mum loves her new _____. She can check her emails, connect to her phone and check the time.
4 I use my _____ for everything – making calls, taking photos connecting to the internet.
5 With a _____ you can play 3D games – it sounds amazing!
6 My sister lost her _____. She's really sad because she used them to listen to music every day.
7 My old _____ wasn't working properly, so my parents gave me a Nintendo Switch for my birthday.
8 The best thing about our _____ is all the different channels we can watch.

# Global skills Choosing a career path

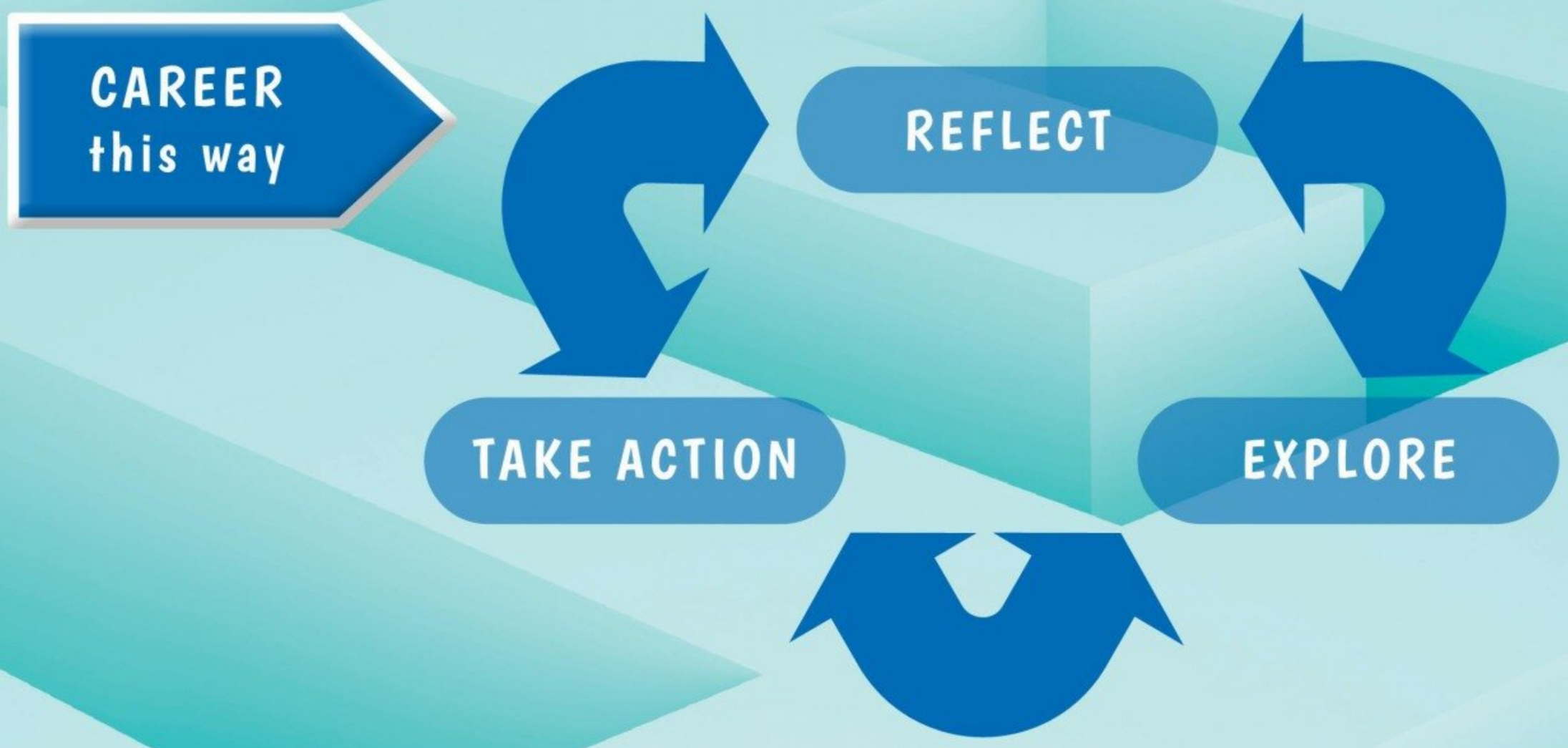
**1 WHAT DO YOU THINK? Read the podcast notes below and discuss the questions.**

1 How is technology affecting the world of work? Can you think of any jobs that might not exist soon? What kind of jobs is technology creating?
2 What factors do you need to consider when you choose a career?

## WHAT SHOULD I DO WITH MY LIFE?

Some people know exactly what they want to do before they leave school and never change their minds. However, for most of us, choosing a career is a more complicated process. The world is changing very quickly: technology is creating new kinds of jobs and other jobs are disappearing. You'll probably have lots of different jobs before you retire, so learning how to choose – and change – your career path is more important than ever.

Only you can decide what you want to do, but in today's episode of the podcast, we discuss the decision-making process and some important factors to consider.




**2** 7.5 **Match the actions to the three stages in the infographic above (Reflect, Explore, Take action). Then listen to the podcast and check your answers.**

1 Talk to people about their jobs. _____
2 Develop your skills through hobbies and volunteer work. _____
3 Look for information online. _____
4 Do a personality test. _____
5 Consider your values and motivation. _____
6 Create a professional social media profile or CV. _____

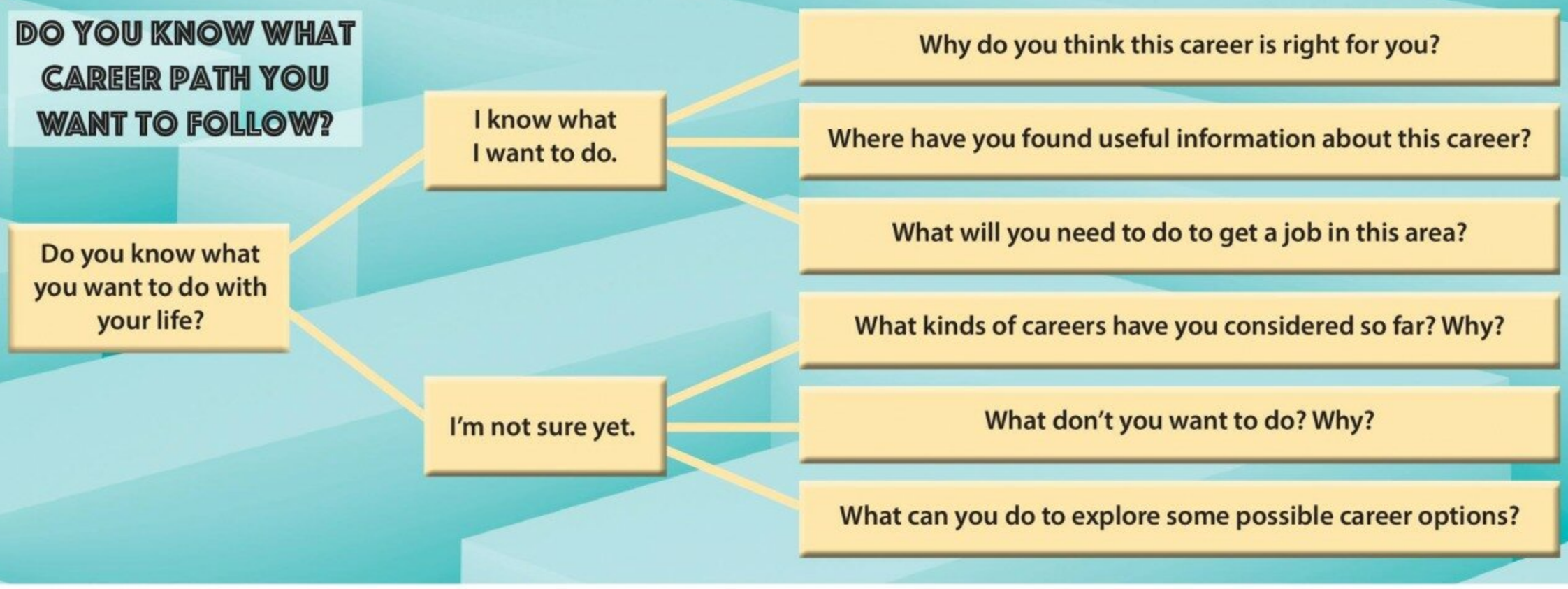
**3** 7.5 **Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 It didn't take Becky a long time to choose a career.
2 Becky says that skills are the most important factor in choosing a career.
3 Becky and Andy agree that personality tests are useful.
4 Becky says that the best way to get information about jobs is to visit careers websites.
5 According to Becky, discovering which careers you don't like is part of the learning process.
6 Becky doesn't think free online courses are a good way to learn.

**LEARNING OBJECTIVES**

- Identify the factors involved in choosing a career
- Reflect on and develop your career plans
- Write a personal profile for a careers website

GS




**4** **Look at the diagram above and choose one set of questions. Think about your answers. Then work in pairs and discuss your answers.**

**5** **Read the checklilst. Which of these tips do you think are useful for you right now? Why?**

## CHOOSING A CAREER PATH

- **Keep learning about yourself.** Our personality, values, motivation and goals can change. We need to keep thinking about who we are now and what we want to do next.
- **Listen.** Talk to as many people as possible about their careers. But listen to your own instincts, too. Other people's goals might be very different from yours.
- **Be flexible.** Don't worry if you change your mind. Discovering what you don't want teaches you a lot about yourself.
- **Think about the future.** You don't need to plan your whole career now, but it's a good idea to consider the future. Will you be happy to do this job for a long time? Will it exist in ten years' time? Can you use the same skills in a different job? Where will you be able to live? What is a typical salary, and what lifestyle will you have?

**6** 7.6 **Complete the verb + noun collocations from the podcast with the verbs. Then listen and check.**

change ■ do (x3) ■ get ■ make

1 For a long time, I didn't know what I wanted to do. It was very difficult to _____ a decision.
2 I decided to _____ a personality test and found it really interesting.
3 But it might be a better idea to talk to people who _____ the job. Ask them about their everyday life.
4 It's OK to _____ your mind if you don't like it.
5 So maybe you need to _____ a qualification or develop new skills.
6 You could _____ some volunteer work and get experience that way.

**7** PROJECT **Write a profile of yourself for a careers website. Write about your strengths, values and goals. Then work in groups and discuss career options that might suit each person.**

- What are they good at?
- What do they enjoy doing?
- What is important to them?
- What kind of personality have they got?
- What lifestyle would they like to have?
- How easy would it be to change career one day?

Assess your progress Workbook page 127

## Video Choosing a career path



Watch Valentina, Gracie, Harry and Ruaridh discussing what they are doing to help them to decide on their future careers.

# 8 Overachiever

## Reading and vocabulary

**1 WHAT DO YOU THINK?** Read the quotes about achievements. What do you think they mean? Think of examples from your own life or other people's lives.

> Who you are tomorrow begins with what you do today.

> *It always seems impossible until it is done.*

> *Every small achievement will soon be one amazing success.*

> DON'T SAY *I wish*, SAY *I will*.

**2** Read the biography. Which quote in exercise 1 do you think best describes Salva Dut's story? Why?

### Strategy Identifying facts and opinions

**Texts are often a mixture of facts and opinions. Identifying opinions will help you understand the writer's point of view.**

- An opinion expresses what a person thinks or feels. It can be introduced by verbs and phrases like *think*, *believe* and *in my view*, and by adjectives such as *luckily*, *sadly* and *definitely*, or adverbs like *terrible*, *amazing* and *the best*.
- A fact is true because evidence and research can prove it.

**3** Read the strategy, then look for sentences numbered 1–6 in the biography. Are they fact (F) or opinion (O)? Explain why.

**4** Read the biography again and answer the questions.

1 What did Salva Dut do before the civil war?
2 Why didn't he and the other boys return to their families?
3 What did he learn on his journey?
4 Why did he decide to help others?
5 What did he do to raise money?

**5 REACT** Discuss the questions.

1 What challenges did Salva have to face? What do you think is his greatest achievement?
2 What advice does he give? Do you think it is good advice?

### Insight Verbs + prepositions: success

**6** Complete the sentences with *of*, *in* or *for*. Then find the verbs in the biography and check your answers.

1 Rene Silva was born in a *favela*, a poor area in Rio de Janeiro. He dreamed _____ becoming a journalist.
2 A school project prepared him _____ his dream job. He set up a newspaper called *VOZ*.
3 There is a lot of violence in the *favelas*. People often compete _____ resources.
4 But Rene succeeded _____ showing the positive side of his community.
5 He also campaigned _____ more schools and education.
6 People have praised him _____ his work in the *favelas* and also congratulated him _____ the awards he has won.
7 Today, he's still fighting _____ those who live in the *favelas*.

BIOGRAPHY:

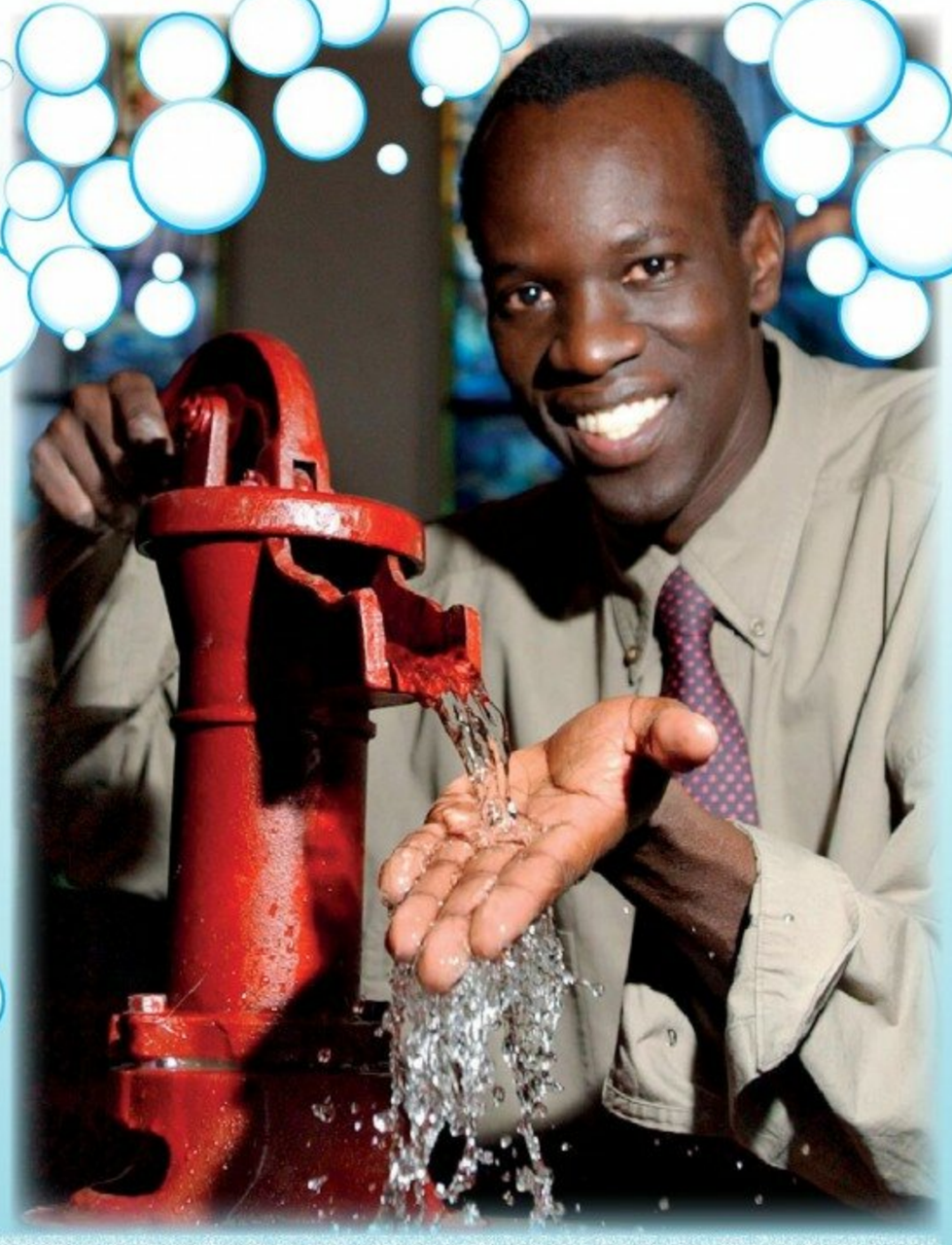
# The long walk

11-year-old Salva Dut lived in a village in Sudan. Every day, he went to school, helped his father herd the cows and played with his brothers and sisters. Then one day, everything changed.

It was 10.00 a.m. in the morning and Salva was at school. Suddenly, there was the sound of shouting and fighting nearby. Soldiers were coming, and the teacher told the students to run outside and hide. It was too dangerous to go home to their families, so Salva and the other boys ran into the bushes and away from the fighting. That was the start of a long journey.

[1]After running from the school, Salva and his classmates walked for months across Africa, often without food or water. There was a violent civil war in Sudan and sadly, many children became separated from their families. Salva walked for a distance of more than 1,500 kilometres, trying to reach safety. He learned how to survive, be independent and use his intelligence. Eventually, he got to a refugee camp.

Salva lived in a refugee camp for many years. [2]However, luckily, when he was 21, he had the chance to go to the USA. Once there, he stayed with a family, but he kept thinking about what had happened to his father in Sudan. After a few years, Salva got news that his father was alive. Excited, he travelled back to Sudan, but his father had become ill from drinking dirty water. [3]Water was a problem in South Sudan. Every day, people spent hours walking to water holes to compete for muddy and unsafe water.



Salva returned to the USA, but he couldn't stop worrying about his father. He knew the importance of clean water and he wanted to do something. [4]So Salva set up a charity called Water for South Sudan (WSS), and his new family and community helped him campaign for clean water. He was determined to make a difference and dreamed of raising money for a well in his father's village. At first, it was difficult because of the war. But Salva kept fighting for his cause. He was patient and confident he could succeed in building a well in the village. When peace finally came, he went back to Sudan and built his first well.

[5]Today, Salva Dut has definitely made a difference: he has helped build 400 wells and has changed the lives of half a million people. Children no longer spend hours walking to water holes, but go to school instead and are better prepared for the future. Many people have praised Salva for his work and congratulated him on his achievements.

[6]In 2010, his story was told in a brilliant, best-selling book called *A Long Walk to Water*. Salva changed from a boy who enjoyed herding cows to a man who changed people's lives forever. 'No matter how difficult things are,' he says, 'keep walking. ... And when you fall down, please remember me and keep walking, and you will get there.'

## Insight Suffixes: *-ant, -ent, -ance, -ence*

**7** **Suffixes show the part of speech of a word. Study the highlighted words in the article. Then add them to the correct category in the table and write the corresponding adjectives or nouns.**

| Adjective | | Noun | |
|---|---|---|---|
| *-ant* | 1 distant | *-ance* | 2 distance |
| | 3 | | 4 |
| | 5 | | 6 |
| *-ent* | 7 violent | *-ence* | 8 violence |
| | 9 | | 10 |
| | 11 | | 12 |
| | 13 | | 14 |
| | 15 | | 16 |
| | 17 | | 18 |

**8** **Complete the text with words from exercise 7.**

Life would be boring if we were all the same, but luckily, everyone is [1]_____. There aren't many people as [2]_____ as Albert Einstein or as [3]_____ at football as Kylian Mbappé. We may not look after the ill and poor with the [4]_____ of Mother Teresa or inspire millions to fight for their [5]_____ like Mahatma Gandhi. We can't all run the [6]_____ of a marathon in less than three hours, speak with [7]_____ in front of thousands of people or catch [8]_____ criminals and put them in prison. However, we can all be heroes in our own community. We all have an [9]_____ part to play in the world.

**9** **TASK** **Work in pairs. Choose a very successful person in each of the areas below. Then answer the questions.**

■ business ■ entertainment ■ politics ■ science ■ sport ■ your community

1 What has each person achieved?
2 What qualities have helped them to succeed? Which do you think is the most important quality to achieve success in each area?

Vocabulary extra › Sport: places › page 113

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# Grammar and reading

## Grammar Past perfect

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Do you enjoy watching or playing sport? Why / why not?
2 Can you think of examples of cheating in sport? Use the ideas below to help you.

- breaking the rules
- lying
- match-fixing
- using drugs
- using illegal equipment

3 What are some of the reasons people cheat in sport?

**2 Read the article. Which form of cheating is each person or team guilty of?**

**3 REACT Work in groups and discuss the questions.**

1 Which of the types of cheating in the article are the most and least serious? Why?
2 What do you think is the correct punishment for someone who cheats in sport?

## Grammar Insight

**4 Study the sentences and answer the questions.**

**a** Marion Jones **won** three gold medals.
**b** She **had taken** illegal drugs.

1 Which event happened first, a or b?
2 Study sentence b again. How do we form the past perfect?
3 When do we use the past perfect?

Further reference and practice › Workbook › page 98

**5 Read the article again and underline more examples of the past perfect. How do we form negative sentences and questions?**

**6 Study the pairs of sentences. Number the events in the order in which they happened.**

1 **a** Keira started running when she joined a gym.
starts running 2 joins a gym 1
**b** Keira had started running when she joined a gym.
starts running ___ joins a gym ___

2 **a** When Tom decided to buy a new bike, he did some research.
decides to buy a new bike ___ does some research ___
**b** When Tom decided to buy a new bike, he had done some research.
decides to buy a new bike ___ does some research ___

3 **a** Beth became interested in sports when she moved to a new school.
becomes interested in sports ___
moves to a new school ___
**b** Beth had become interested in sports when she moved to a new school.
becomes interested in sports ___
moves to a new school ___

4 **a** When we arrived at the stadium, the football match started.
arrive at the stadium ___ football match starts ___
**b** When we arrived at the stadium, the football match had started.
arrive at the stadium ___ football match starts ___

## Sporting cheats



**Cheats exist in almost all forms of competitive sport. Here are four stories about people who were accused of cheating. Do you think they were guilty?**

**A** The American sprinter Marion Jones won three gold medals and two bronze medals at the 2000 Olympics in Sydney, Australia. However, the organizers of the Olympics later took away her medals. What had she done to deserve this? They said she had taken illegal drugs to improve her performance. Jones later admitted that she had used drugs.

**B** In the 1986 World Cup, Diego Maradona scored an important goal for Argentina against England. The England players protested that Maradona had used his hand, not his head. However, the referee had not seen the handball, so the goal was allowed and Argentina won the match 2–1. Later, Maradona admitted to the handball, but did not agree that he had cheated. He said it had been the 'hand of God'.

**C** Eight players from a US baseball team, the Chicago White Sox, were banned from the sport in 1919. Why? Because people said they had accepted money to fix the results of certain matches during the World Series competition. They deliberately lost matches instead of trying to win. Had they all cheated? No one knows for sure. At least one player was banned because he had known about the fix but did not report it.

**D** In the 1980 Boston Marathon, Rosie Ruiz crossed the finish line first to win the women's race. However, the organizers later discovered that she hadn't completed the whole course. She had started the race, but then she had used the subway and joined the race a short distance from the finish. Ruiz always said that she hadn't cheated and refused to return her winner's medal.

**E** In the 2000 Paralympics, there was a basketball competition for players with learning disabilities. The Spanish team won easily, but they hadn't told the truth. Only two of the 12 players actually had learning disabilities – the Spanish coaches had selected other players without disabilities to help them win a medal.

**7 Read the story about Liam. Then write the reasons. Use the past perfect.**

1 Liam dressed in women's clothes because his friends had paid him some money.
2 The race organizers put him in the women's race because ....
3 He ran faster than everyone else because ....
4 He won the gold medal because ....
5 Other people in the race complained because ....
6 He didn't keep his medal because ....

Liam's friends paid him some money. He dressed in women's clothes. The race organizers put him in the women's race. No other men entered the women's race. He ran faster than everyone else. He won the gold medal unfairly. Other people in the race complained. He didn't keep his medal.

**8 Complete the text with the past simple or past perfect form of the verbs in brackets.**

Home | Online forums | Support

In 1990, the pop group Milli Vanilli [1]_____ (win) a Grammy Award for Best New Artist. They [2]_____ (record) their second album the year before, and it was a huge success. But the success [3]_____ (not last). During a concert in America, they [4]_____ (start) repeating the same words of one song. This [5]_____ (continue) for about a minute, and then they ran off the stage. What [6]_____ (happen)? The music equipment [7]_____ (go) wrong and played the same part of the song again and again. The group [8]_____ (pretend) to sing with it. People [9]_____ (realize) that all through the concert, they [10]_____ (move) their mouths, but they [11]_____ (sing) a word. The fans [12]_____ (hear) a recording, not a live performance. Later, people [13]_____ (find out) that other singers [14]_____ (sing) all the songs on Milli Vanilli's album.

**9 Look at the photo. Do you know any examples of people cheating on TV quiz shows?**

**10** 8.1 **Listen to a conversation about cheating on a TV quiz show. What is similar about the two examples? What is different about them?**

**11** 8.1 **Listen again and choose the correct words.**

1 People had not expected Jamal to do well in the quiz because he was **poor and uneducated** / **very young**.
2 The host thought Jamal had cheated because he **had a friend in the audience** / **answered every question correctly**.
3 The police allowed Jamal back on the show because **he explained how he had known all the answers** / **they wanted a poor kid from the slums to win**.
4 The TV company refused to pay Charles Ingram £1 million because they said **he had used two lifelines** / **a man in the audience had helped him**.
5 The producers said Charles's friend coughed after **the host had read out the question** / **Charles had read out the possible answers**.




**12 TASK Work in pairs. Choose one of the situations and tell your partner about it.**

1 Think about a time when you made a mistake.
- Where were you?
- Who did the mistake affect?
- Why did you make the mistake?
- What were the consequences?

2 Think about a time when someone gave you something unexpected.
- What was it?
- Why did they give it to you?
- Where had they got it from?
- What did you do with it?

3 Think about a time when you lost something important.
- What did you lose?
- Where were you?
- How did you lose it?
- What were the consequences?

4 Think about a time when someone lied to you.
- Was it someone that you know?
- What did they lie about?
- How did you find out about their lie?
- How did it affect your feelings about them?

Vocabulary extra › Sport: compound nouns › page 113

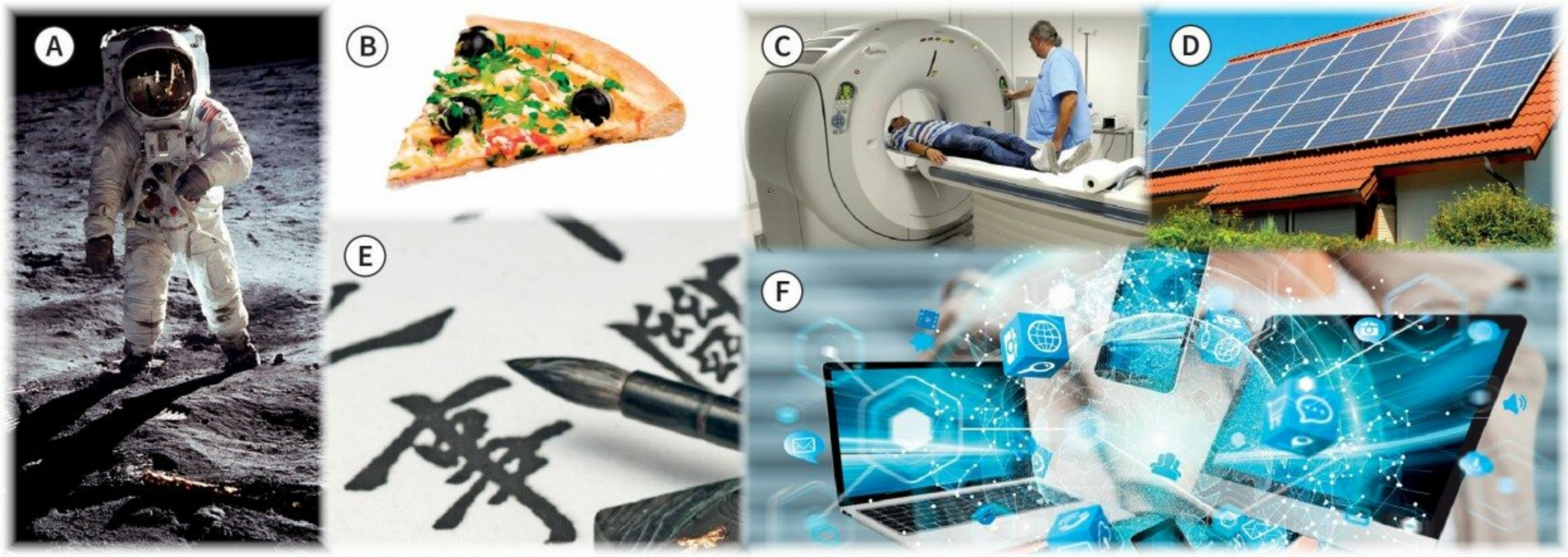
Assess your progress Workbook page 67

# Listening, vocabulary and speaking

## Listening and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions. Look at photos A–F or use your own ideas.**

1 What are some of the greatest achievements in human history? Give reasons for your choices.
2 In your opinion, what is the single greatest achievement of all time? Why?




**2** 8.2 **Listen to part of a radio programme about the greatest achievements in human history. Match speakers 1–5 to photos A–F in exercise 1. There is one photo that you do not need.**

**3** 8.2 **Listen again. According to the speakers, are the sentences true (T) or false (F)? Correct the false sentences.**

1 The hardest challenge for NASA was getting their astronauts back home.
2 When Archimedes was alive, everyone knew about his mathematical ideas.
3 In the past, half of all the children born in England died as babies.
4 The first important human achievement was inventing the pizza.
5 We can live comfortable lives today without harming the planet because of solar power.

**4 REACT Work in groups and discuss the questions. Give reasons for your answers.**

1 Put the speakers' suggestions in order of importance (1 = most important, 5 = least important).

■ modern medicine ___ ■ moon landings ___ ■ pizza ___ ■ sustainable energy ___
■ writing ___

2 Do you agree or disagree with the following statements? Why?
'If we didn't have writing, we wouldn't have any of the clever technology that exists today.'
'Our greatest achievement will be something that allows us to live comfortable lives without destroying our environment.'

## V Insight Collocations: achievement

**5** 8.3 **Match the sentence halves to make collocations. Then listen and check.**

| | | | |
|---|---|---|---|
| 1 | You need to work hard in order to make | **a** | advantage of it. |
| 2 | Remember, one step at a time is the best way to change | **b** | the challenge. |
| 3 | If an opportunity comes your way, take | **c** | progress. |
| 4 | Be determined and you'll achieve | **d** | a way to succeed. |
| 5 | If you have to do something difficult, rise to | **e** | your mind to it. |
| 6 | Sometimes you need creative thinking to solve | **f** | your goal. |
| 7 | You can do anything if you put | **g** | the world. |
| 8 | If you fail at first, keep trying and you will find | **h** | a problem. |

**6 TASK Work in pairs. Take turns to tell your partner about these things.**

**Student A**
Tell Student B about a time when you:
■ rose to a challenge.
■ made progress with hard work.
■ solved a problem.

**Student B**
Tell Student A about a time when you:
■ achieved a goal.
■ took advantage of an opportunity.
■ put your mind to something.

## Speaking Expressing and justifying opinions

**7** Look at the pairs of famous people. Who has achieved more, in your opinion? Choose one person in each pair.

Meryl Streep – Jenifer Lawrence

Beethoven – Lady Gaga

Muhammad Ali – Usain Bolt

Picasso – Leonardo da Vinci

Walt Disney – Steven Spielberg

Shakespeare – JK Rowling

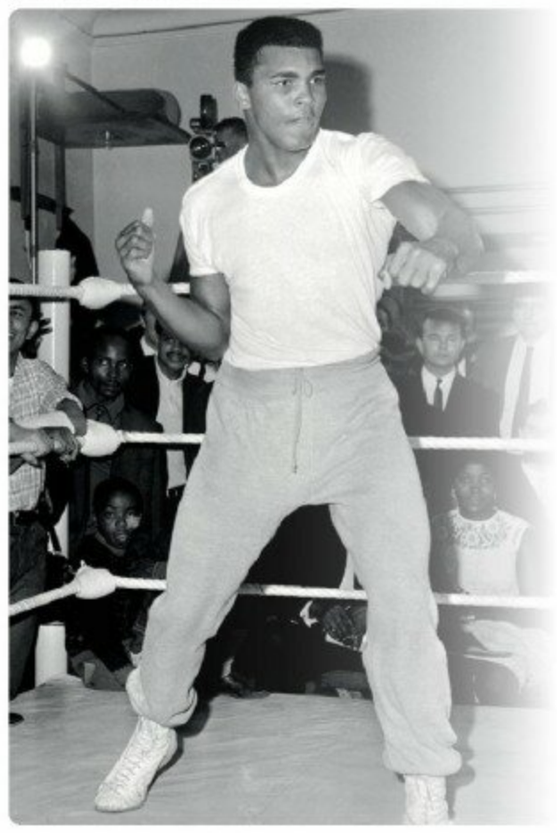
**8** 8.4 Listen to a dialogue. Who does Gina choose as the greatest film director? Does Darren agree with her?

**9** 8.4 Complete the phrases from the dialogue. Then listen again and check.

| Expressing opinions | Justifying opinions | Responding to opinions |
|---|---|---|
| For me, ....<br>In [1]_____ view, ....<br>It seems [2]_____ me that .... | You [3]_____<br>deny that ....<br>The [4]_____<br>I say that is .... | OK, you [5]_____<br>a point.<br>I see what you mean.<br>I'm not sure I agree. |

**10** 8.5 Complete the dialogue with the correct words. Then listen and check.

**Darren** So who's the greatest sportsperson of all time?
**Gina** Well, for [1]_____, it's Usain Bolt, definitely.
**Darren** [2]_____ to me that Muhammad Ali was the greatest. Basically, [3]_____ I say that is he was world heavyweight boxing champion three times and he won a gold medal in the 1960 Olympics. And he was an important role model for young people around the world.
**Gina** I'm not sure [4]_____. Ali was brilliant, but in my opinion, if he competed today, he wouldn't win so many fights. I mean, you can't [5]_____ that the level in all sports is higher now than it was in the 1960s and 1970s. I say that because people break new records in sport every year. Look at Usain Bolt.
**Darren** [6]_____ view, that's not important. It's your achievements that are important, and there's no doubt that Muhammad Ali achieved a lot more than Usain Bolt.






**11** READ Read the dialogue again. Underline more ways of expressing and justifying opinions.

### GS Global skills Conversation fillers

English speakers often use words that don't add meaning but make them sound more natural and fluent. These include words and phrases like *basically*, *well* and *you know*.

**Adam** Basically, you have to choose the greatest football player of all time.
**Ben** Well, that's easy. For me, it's Lionel Messi.
**Adam** Messi? Come on, what about, you know, Pelé, Bobby Charlton or Zinedine Zidane?

**12** What conversation fillers do you have in your language? When do you use them?

**13** TASK Work in pairs. Read the questions from a survey and make notes on your opinions. Use the phrases in exercises 9 and 10. Then compare your ideas and explain your opinions.

What's the greatest invention of all time?

Who's the greatest explorer of all time?

What's the greatest sport of all time?

Who's the greatest actor of all time?

What's the greatest film of all time?

Who's the greatest musician of all time?

Assess your progress
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**1 WHAT DO YOU THINK? Discuss the questions. Then read the article quickly and check your answers.**

1 Why do we give awards? What type of things do people do to earn rewards?
2 Look at the people in the photos. They both received awards. What type of work do you think they did?

**2 Read the article again and complete the sentences with information from the text.**

1 In Medieval times, awards were given to _____.
2 Today, people who win awards can be _____.
3 In 2020, _____ people turned down an award.
4 Stef Reid lost her right foot because of _____.
5 Maya's songs raised awareness of _____.
6 Howard Gayle objected to _____ in his award.
7 In the early 20th century, some parts of _____ were in the British Empire.
8 People have received awards because they _____ political organisations.
9 _____ didn't accept an award for his work in the area of science.

**V Insight** State and society

**GS Global skills** Culture

**3 Work in pairs and discuss the questions.**

1 Does your country have a national honours system to reward people for their work? Why are people selected? Who chooses them?
2 How deserving do you think are the people who win the awards?
3 Which of the arguments in the article do you agree with? Why?

**4 Study the highlighted words in the text. Then match them to definitions 1–9.**

1 a political system in which a king or queen rules a country
2 people who work in politics
3 a group of countries that one person or country rules
4 the activity of ruling a country, or the group of people who do it
5 people who help to manage the country, but don't make political decisions
6 an event when people vote to choose someone for an important position
7 the earning, spending and managing of money in a country or area
8 the leader of a country which is a republic

# The British honours system: accept it or reject it?

**The British honours system has been part of British society since medieval times. Kings and Queens used to give awards such as land and titles to the people who supported them, often military leaders or landowners. Today, anyone who has made a positive contribution to society can receive an award – from youth leaders and activists to musicians, famous footballers and politicians. Every year, a special committee chooses over 2,000 people for their work in one of eight areas: education, science and technology, health, media and the arts, community, the economy, government, sport. The Queen gives each winner a medal and, although most people accept their award, other people reject it. Not everyone thinks the honours system is a good thing– some say the awards are old-fashioned and others don't like idea of the monarchy or the British Empire. In fact, in 2020, 68 people rejected their awards! So if you were offered an MBE or an OBE, would you accept it or reject it? We asked two British teens.**

## 'I'd accept it,' says Sophie Morrow, 16

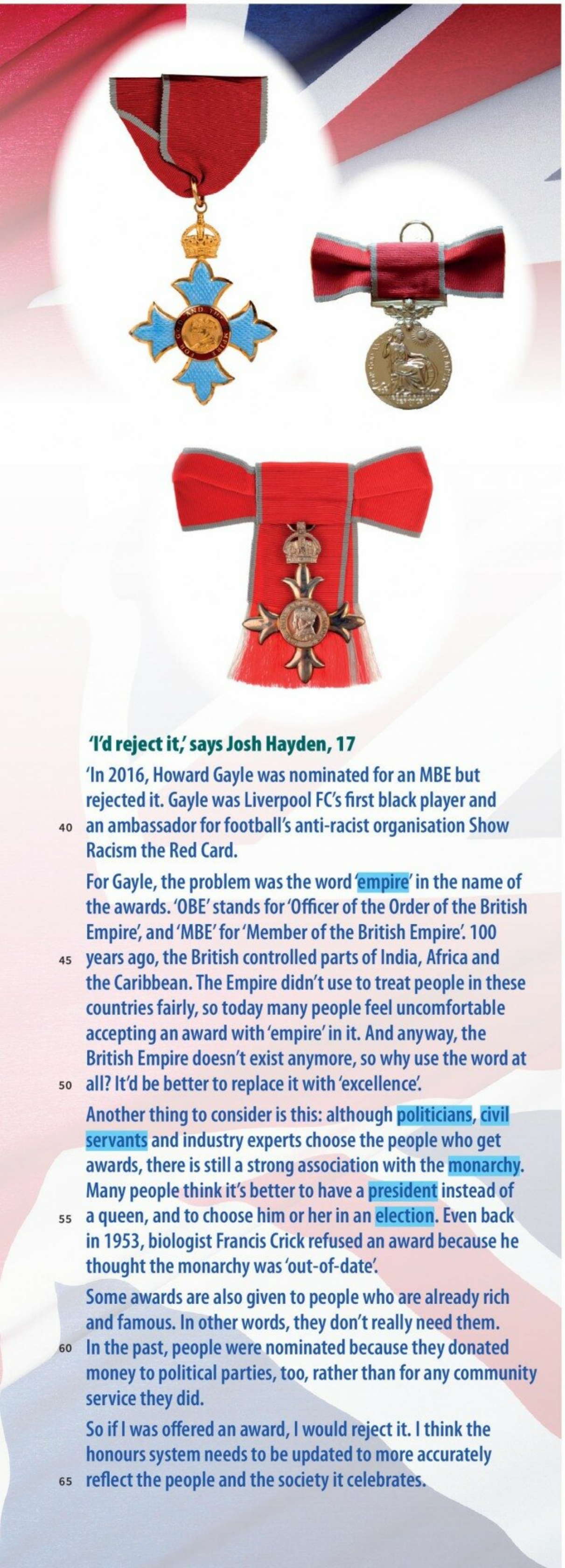
'When I think about the honours awards, I think about people who have done amazing things and have incredible stories to tell. Paralympian Stef Reid is a great example. Stef lost her right foot in a boating accident when she was 16, but that didn't stop her competing in three Paralympic Games and winning medals in long jump and athletics. She won an MBE in 2018 for her sporting achievements and became an inspiration to many other athletes.

The rapper Mathangi 'Maya' Arulpragasam, or M.I.A, is another good role model. Maya used to live in Sri Lanka, but because of a violent civil war, moved to London with her family when she was 11. Despite a difficult childhood, Maya worked hard at art and music. At art college, she used to design album covers for her friends and eventually, she wrote her own songs, too. Maya's songs deal with immigration issues, war and politics, and in 2019, she won an MBE for services to music.

For me, the honours system celebrates ordinary people who have done extraordinary things. People like Reid and Maya inspire us, and encourage us to make a difference to society. So if you're offered an award, accept it. Or if you know someone who has made a difference, then nominate them. As the honours' webpage says, 'Do something amazing for someone amazing – #nominatetoday.'


Stef Reid


Howard Gayle



**'I'd reject it,' says Josh Hayden, 17**

'In 2016, Howard Gayle was nominated for an MBE but rejected it. Gayle was Liverpool FC's first black player and an ambassador for football's anti-racist organisation Show Racism the Red Card.

For Gayle, the problem was the word 'empire' in the name of the awards. 'OBE' stands for 'Officer of the Order of the British Empire', and 'MBE' for 'Member of the British Empire'. 100 years ago, the British controlled parts of India, Africa and the Caribbean. The Empire didn't use to treat people in these countries fairly, so today many people feel uncomfortable accepting an award with 'empire' in it. And anyway, the British Empire doesn't exist anymore, so why use the word at all? It'd be better to replace it with 'excellence'.

Another thing to consider is this: although politicians, civil servants and industry experts choose the people who get awards, there is still a strong association with the monarchy. Many people think it's better to have a president instead of a queen, and to choose him or her in an election. Even back in 1953, biologist Francis Crick refused an award because he thought the monarchy was 'out-of-date'.

Some awards are also given to people who are already rich and famous. In other words, they don't really need them. In the past, people were nominated because they donated money to political parties, too, rather than for any community service they did.

So if I was offered an award, I would reject it. I think the honours system needs to be updated to more accurately reflect the people and the society it celebrates.

**5 Complete the text below with the correct form of words from exercise 4. Which European country is it about?**

This country has a population of only 832 people, and no one is ever born there. Its system of [1]_____ is one of the strangest in the world. The country has no king or queen, but its ruler isn't a [2]_____ either. There is an [3]_____ to vote for him, but after he takes power, he keeps his position until he dies, like in a [4]_____. He is in complete control of the country for the rest of his life, but he gets some help from the [5]_____ who work in the law courts, police, fire and post service. The country's [6]_____ depends on the tourists who spend a lot of money there every year. And strangest of all, this little country is inside a big city that is one of the most famous capitals in Europe, and was once the centre of an [7]_____ that reached from Portugal to Iran.

## Grammar *used to*

### Grammar Insight

**6 Study the sentence and choose the correct words in rules a–c. Then find more examples of *used to* in the article.**

Kings and Queens **used to** give awards such as land and titles ….

**a** *Used to* refers to **the present** / **the past**.
**b** It is used for **habits and states** / **single actions**.
**c** We use the auxiliary verb ***did*** / ***had*** to form negative sentences and questions.

Further reference and practice › Workbook › page 99

**7 Read sentences 1–6. Rewrite four of them with *used to*.**

1 Before her accident, Stef played rugby.
2 She won her first Paralympic gold medal in Beijing, in 2008.
3 She had a job as a model.
4 When Maya was in Sri Lanka, she lived with her father.
5 When her mother arrived in England, she found work as a dressmaker.
6 At first, Maya painted pictures and later she started making music.

**8 TASK Work in pairs. Think about when you were younger. How have you changed? Use the verbs below and your own ideas.**

■ be afraid of ■ collect ■ do exercise ■ eat ■ have ■ listen to ■ live ■ play ■ watch ■ wear

1 What did you use to do when you were younger, but don't do now?
2 What do you do now that you didn't use to do?

Assess your progress Workbook page 67

# Writing An opinion essay










## Planning for writing

**1** **Work in pairs. Look at photos A–C and discuss the questions.**

1 What do the photos show?
2 Which photo is closest to your own idea of success?
3 What do you think is the most important thing for achieving success?

**2** **Read the model essay on page 111. Does Hannah agree or disagree with the statement in the task? What arguments has she included to support her opinion? Are there any arguments against it?**

## Strategy Selecting ideas

**Before you start writing, brainstorm some ideas and write them down. Then decide on your best ideas. Use these questions to help you.**

- Are they relevant to the task?
- Are they the most interesting ideas?
- Are there convincing arguments and examples to support these ideas?
- Are they the easiest ideas to explain?

**3** **Work in pairs. Read the strategy and answer the questions about the ideas in the model essay.**

**4** **Read the model essay again. Which paragraph:**

**a** gives the writer's opinion and the main argument in support of it? ____
**b** gives a counter-argument to the writer's opinion? ____
**c** summarizes the writer's main point? ____
**d** introduces the topic and says what other people think about it? ____
**e** gives a second argument to support the writer's opinion? ____

## Writing Insight Introducing examples and a conclusion

**5** **Read paragraph 5 of the model essay again. Which of these phrases can also be used to introduce a conclusion?**

- All things considered
- In addition
- On the other hand
- To be clear
- To conclude
- To summarize

**6** **Study the highlighted phrases in the modal essay. Choose the correct phrase to complete the heading of the language box.**

**a** an opinion **b** an example **c** a new idea

**7** **Read essay extracts 1–6. Are they giving an example or stating a conclusion? Choose the correct words. Then match extracts 1–6 to essay topics a–c below.**

1 **To sum up,** / **Such as** I believe that in a democracy, an elected president is a better head of state than a king or queen.
2 **To summarize,** / **For instance,** there are many examples of rich people who are very generous, but it is definitely easier to achieve success if you are ambitious and competitive.
3 Many famous people, **to conclude,** / **such as** pop stars, actors and members of the royal family, get a lot of attention from the media – some journalists even try to hack into their mobile phones.
4 **All things considered,** / **For example,** the billionaire Warren Buffet has given millions of dollars to charity foundations which support projects for education, health and social justice around the world.
5 **In conclusion,** / **For instance,** King Carl Gustaf of Sweden works very hard to support good causes, but does not interfere in national politics.
6 **All things considered,** / **Such as** I don't agree that all famous people are lucky. Being famous means you are always in the public eye and lose a lot of freedom.

**a** 'Monarchies should have no place in the modern world.' Do you agree?
**b** 'All rich and successful people are selfish.' Do you agree?
**c** 'Celebrities are the world's luckiest people.' Do you agree?

## 'The most important thing for achieving success is hard work.' Do you agree?

*by Hannah Dixon*

1 Success means different things to different people, and there are many ways to achieve it. Some people think that success means having a lot of money, a big house or an important job. Other people believe it is about winning at sport, finding the perfect job or doing something to change the world.

2 In my view, working hard to achieve your goals is important, but it is just one of many things which make a person successful. For instance, someone may be very good at sport, science or playing a musical instrument, but they must want to do that more than anything else or they won't succeed. In other words, they must have ambition. They must also be able to recognize opportunities to make progress, and take advantage of these.

3 In addition, success isn't always about winning or being better than other people. It is about knowing what makes you happy and finding a way to achieve this. For example, not everyone wants to work in a job where they earn a lot of money and have a lot of status – those jobs are often very competitive and stressful. For some people, money and status are not important. They prefer jobs where they can solve problems or help other people, and they achieve success by doing these things well.

4 On the other hand, it would be wrong not to celebrate success which is clearly the product of hard work, such as an entrepreneur who starts a small business and builds it into a multi-million-pound company. That takes ambition and determination, as well as years of hard work. However, not everyone can do this and we must remember that being happy in your work is just as important as making a lot of money.

5 In conclusion, I agree that success cannot be achieved without hard work. However, other qualities are important, too and hard work alone is not enough.

In an opinion essay, state your opinion and include arguments to support it. Include any counter-arguments to show that you have considered both sides.

**Introducing**

Use phrases like *for instance*, *for example* and *such as*.

## Writing your essay

'The most important thing is not winning a competition. It is taking part.' Do you agree?

**PLAN Read the task and check you understand it. Decide if you agree or disagree.**

**Read the strategy on page 110 again and follow the instructions to think of and select ideas for your essay. Choose the two strongest arguments in support of your opinion and think of suitable examples. Choose one counter-argument to include.**

**Think about the phrases you will use to introduce your examples and the conclusion.**

**Create an essay plan with your ideas. Aim to have five paragraphs and decide what ideas you will include in each one.**

Paragraph 1: Introduce the topic and say what other people think about it.
Paragraph 2: Give your opinion and the main argument in support of it. Add examples.
Paragraph 3: Give a second argument to support your opinion. Add examples.
Paragraph 4: Give a counter-argument, with details.
Paragraph 5: Summarize the main point.

**WRITE Write a first draft of your essay. Use the model essay and your plan to help you.**

**REVIEW Check your essay. Use the checklist to help you.**

Have you:

- included the information asked for in the task?
- organized your essay into the correct number of paragraphs?
- used phrases for introducing examples and the conclusion?
- checked your spelling, grammar and punctuation?

**Assess your progress** Workbook page 67

# Review 8

## Vocabulary

**1 Complete the text with the correct form of the verbs below.**

■ compete ■ dream ■ fight ■ praise ■ prepare ■ succeed

As a child, Bob Love [1]_____ of becoming a famous basketball player. He [2]_____ for his future by practising the sport every day. His dream came true and he [3]_____ in professional basketball for the Chicago Bulls for eight years. He [4]_____ in becoming one of the most important players in his team. But Bob also had another dream. He found it impossible to speak in front of other people because he had a speech disorder and he wanted to change that. He [5]_____ for this dream as hard as he worked on his basketball. Now he gives motivational talks in schools and colleges. In his talks, he [6]_____ his speech therapist for helping him to change his life.

Marks ___ / 6

**2 Complete the sentences with the noun form of the adjectives in italics.**

1 Clara is a *brilliant* student. Her _____ will earn her a place at a good university.
2 Some people want the country to be *independent*. They're fighting for _____.
3 There aren't any *violent* students at our school. _____ isn't allowed.
4 Our teachers are very *patient*, but sometimes their _____ runs out.
5 My family is very *important* to me. I didn't realize their _____ until I left home.

Marks ___ / 5

**3 Rewrite the sentences with phrases containing the words in brackets.**

1 Volunteers want to help to make a difference. (world)
2 Make the most of the situation. (advantage)
3 Athletes have to work hard to make their dreams come true. (goals)
4 You won't get better if you don't try harder. (progress)
5 They need to find the answer by tomorrow. (problem)
6 If you want to succeed, you'll have to make a big effort. (challenge)

Marks ___ / 6

**4 Complete the sentences with words related to state and society.**

1 Tourism can be very important for a country's _____.
2 A _____ is a country that is governed by a king or queen.
3 A successful _____ may become a member of the government.
4 In the UK, an _____ is usually held every four years.
5 Some parts of Britain were controlled by the Roman _____ from 43AD to 410AD.

Marks ___ / 5

## Grammar

**5 Complete the text with the past perfect form of the verbs below.**

■ cheat ■ come ■ hit ■ not kick ■ not score ■ not see ■ save ■ touch

English football fans will never forget the 1986 World Cup. Argentina [1]_____ top of their group and they had to play England in the quarter final. At half-time, the teams still [2]_____, so the scoreboard said 0–0. Then Diego Maradona scored a goal for Argentina. But the goal was illegal because he [3]_____ the ball into the goal with his foot. Instead, he [4]_____ it with his hand. The goalkeeper [5]_____ already _____ a number of goals, but not this time. The referee allowed the goal because he [6]_____ the incident. In the end, Argentina won the match 2–1. The players were furious because Maradona [7]_____. After the match, Maradona admitted that he [8]_____ the ball with his hand, but he didn't apologize.

Marks ___ / 8

**6 Write sentences. Use the past simple, the past perfect and *because*.**

1 the player / go to hospital / he / break his leg
2 the accident / happen / the driver / not see the cyclist
3 we / not play tennis / we / not book a court
4 the athlete / not win the race / he / not train enough
5 the referee / cancel the match / rain / flood the pitch
6 they / be upset / they / not score any points
7 the fans / start cheering / their team / win the match
8 I / not do PE / I / forget my trainers

Marks ___ / 8

**7 Read the sentences about sport today. Then complete the sentences about sport in the past. Use *used to* and the words in brackets.**

1 Today, footballers earn a lot of money. (as much)
In the past, they _____.
2 Today, football referees wear coloured shirts. (black)
In the past, they _____.
3 Today, women's basketball teams have five players. (six)
In the past, they _____.
4 Today, football stadiums are enormous. (as big)
In the past, they _____.
5 Today, people do extreme sports. (them)
In the past, people _____.
6 Today, sports fans buy tickets online. (at the stadium)
In the past, they _____.
7 Today, cyclists ride lightweight bicycles. (heavy)
In the past, they _____.

Marks ___ / 7

Total ___ / 45

## Sport: places

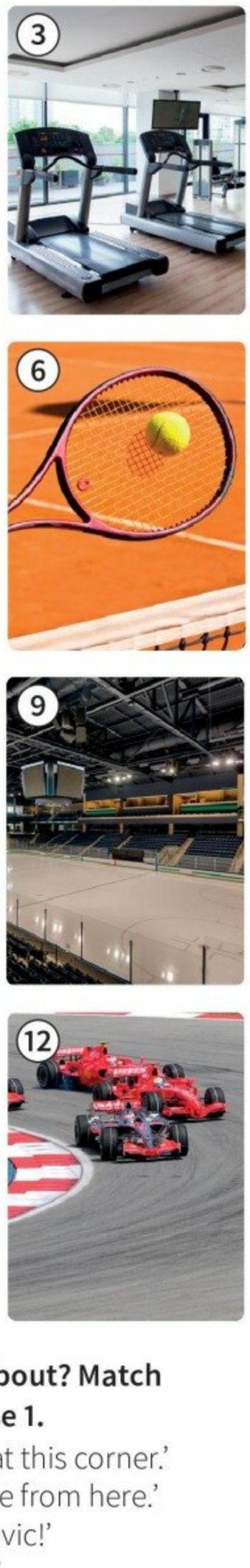
**1 Match photos 1–12 to the places below.**

■ boxing ring ■ climbing wall ■ football pitch
■ golf course ■ gym ■ ice rink ■ racecourse
■ racing track ■ running track ■ stadium
■ swimming pool ■ tennis court





































**2 Which places are the people talking about? Match sentences 1–12 to the places in exercise 1.**

1 'There have been some bad crashes at this corner.'
2 'It's difficult to hit the ball into the hole from here.'
3 'Game, set and match to Novak Djokovic!'
4 'I'll wait for you to put on your skates.'
5 'Come in! The water isn't cold at all.'
6 'The Kenyan athlete crossed the finish line first.'
7 'It's a long way down if you fall!'
8 'The boxer went back to his corner after the round.'
9 'It's used for concerts as well as for important matches.'
10 'One of the horses has fallen at the final jump.'
11 'I usually spend about 20 minutes on each machine.'
12 'I didn't see the goal from where I was sitting.'

## Sport: compound nouns

**1 Complete the compound nouns with the words below. Use a dictionary to check the spelling of the words.**

■ board ■ keeper ■ line ■ match ■ medal ■ record
■ rooms ■ score ■ shoes ■ skates ■ sports ■ time

1 half-_____
2 changing _____
3 running _____
4 finish _____
5 winter _____
6 football _____
7 gold _____
8 score _____
9 final _____
10 ice _____
11 goal _____
12 world _____

**2 Match definitions 1–12 to the compound nouns in exercise 1.**

1 the player who tries to stop the other team from scoring during a game like football
2 for example: skiing, skating and snowboarding
3 the place that marks the end of a race
4 the best performance ever recorded in a sport
5 the place where players put their sports kit on
6 the prize an athlete gets for winning an event
7 people wear these on their feet at the ice rink
8 the place where you can see the points during a match
9 a sports event where two teams compete against each other and try to score goals
10 the result at the end of a match
11 athletes wear these on their feet
12 the period between two parts of a match

**3 Complete the sentences with the compound nouns in exercise 1.**

1 If you don't have your own _____, you can hire a pair at the rink.
2 We don't know how many points they've got because the _____ isn't working.
3 The ball went past the _____ and into the net.
4 We always use the showers in the _____ before we go home.
5 No one has beaten Usain Bolt's two _____.
6 _____ in football is 15 minutes long.
7 There's an important _____ on TV tonight: Real Madrid versus Manchester United!
8 Lewis Hamilton crossed the _____ one second before Sebastian Vettel.
9 _____ like skiing and ice skating are very popular in Canada.
10 I can't believe that some athletes don't wear socks with their _____.
11 The _____ was 2–1, which meant that we had lost.
12 Team USA won the most _____ at the Rio Olympics in 2016.

## Listening

**1** 8.6 **Read questions 1–5 and think about the type of numbers you will hear in each situation. Then listen and choose the correct answers.**

1 Listen to someone giving information about a new product. How much does the product cost?
**a** $199 **b** $250 **c** $400

2 Listen to someone describing a race. What is the new Olympic record?
**a** 9.58 seconds **b** 9.63 seconds **c** 9.69 seconds

3 Listen to a woman phoning the doctor. What time is her appointment?
**a** 8.30 a.m. **b** 9.15 a.m. **c** 10.15 a.m.

4 Listen to an advert for an art exhibition. How old is the artist?
**a** 6 years old **b** 10 years old **c** 16 years old

5 Listen to a conversation between two students. How far does Sam live from the station?
**a** 1.5 km **b** 2.5 km **c** 3.5 km

## Speaking

**2 Work in pairs. Read the situations and prepare two dialogues. Follow the steps below for each dialogue. Take turns to ask for and give advice.**

**Situation 1**
You aren't very good at tennis. You have a match next week. You'd like to play better.

**Situation 2**
You aren't very good at French. You have an exam next month. You'd like to get a good mark.

- Explain the situation and ask for advice.
- Listen to the advice your partner gives you.
- Respond to the advice.

## 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** On 8 October, the team beat Sudan to reach the World Cup finals for the first time.
**b** Incredibly, it worked.
**c** Politicians aren't usually interested in football, and this day was no different.
**d** Nobody knows this better than the Ivory Coast and Chelsea hero Didier Drogba.
**e** He asked the soldiers to put down their weapons, and the government to organize an election.
**f** In the middle of the celebrations, Drogba took the microphone and looked straight at the camera.

# A hero on and off the pitch

Some people seem to think that football is as important as life and death, but the famous Liverpool manager Bill Shankly disagreed. 'It is much, much more important than that,' he said. While many people have smiled at these words, football can make a big difference in people's lives, and footballers can even change the world. [1]____

In October 2005, there had been civil war in the West African nation of Ivory Coast for more than three years. The population was divided by religion, with Muslims in the north and Christians in the south, and there had been violence between different ethnic groups. In 2002, a rebel group had started attacks against the government, and fighting had continued since then. On the football pitch, however, things were going very well for Ivory Coast. [2]____ As they celebrated their achievement, the players were about to make history in another way.

The TV cameras had been invited into the team's dressing room after the match. [3]____ 'Men and women of the Ivory Coast, from the north, south, centre and west,' he said. 'We proved today that all Ivorians can coexist and play together with a shared goal: to get to the World Cup.' The players then got down on their knees together, and Drogba continued, 'Today we ask you, on our knees: forgive, forgive, forgive'. [4]____ Then the team began to sing, 'We want to have fun, so stop firing your guns.'

[5]____ The government and the rebels began peace talks, and they agreed to end fighting in early 2007. Sadly, a second civil war started in 2011, but the actions of Drogba and his team helped to bring peace to the Ivory Coast for four years and saved many lives. While Drogba will always be remembered for his brilliance on the pitch, what he did after the match that night is surely his greatest achievement.





***'Men and women of the Ivory Coast, from the north, south, centre and west, we proved today that all Ivorians can coexist and play together with a shared goal: to get to the World Cup. We want to have fun, so stop firing your guns.'***

## Grammar and vocabulary

**4 Complete the sentences so the meaning is the same. Use two to five words, including the word in brackets.**

1 My mum wasn't very good at sport when she was at school. (USE)
My mum _____ very good at sport when she was at school.

2 I saw the film for the first time yesterday. (NEVER)
Before yesterday, _____ the film.

3 I don't speak Portuguese, but I'd like to learn it. (WISH)
I _____ Portuguese.

4 She feels tired because she doesn't sleep enough. (FEEL)
If she slept more, _____ so tired.

5 Entrance to the museum is free. (PAY)
You _____ to go into the museum.

6 Ball games are not allowed in the park. (MUST)
You _____ ball games in the park.

7 You need to study to pass the exam. (FAIL)
If you don't study, _____ the exam.

8 We met a year ago. (KNOWN)
We _____ each other for a year.

9 He doesn't have a good relationship with his sister. (GET)
He _____ with his sister.

10 Russian is more difficult than German. (EASY)
Russian _____ German.

## Writing

**5 Study the advert below. Imagine you want to be a volunteer on one of these projects. Write a formal email asking for more information. In your email:**

- say why you are writing.
- say which project you are interested in and why.
- ask a question about times and dates.
- ask one other question about the project.
- thank the reader for their help.

### MAKE A DIFFERENCE

We are looking for volunteers to help with three projects in the local area:

- helping with sports activities for disabled kids
- clearing rubbish from local parks, rivers and beaches
- delivering supermarket food to charities to help reduce food waste

No experience needed. Must be 14 or older.

Can you rise to the challenge? Get in touch for more details.

Exam Insight 4 › Workbook › page 120

# 9 Breaking news

## Reading and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Where do you get the latest news from? Do you think the news there is reliable and true? Why / why not?
2 What do you think fake news is?
3 How do people spread fake news stories?
4 Why might people believe fake news stories?

**2 Read the news article and check your ideas in exercise 1.**

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

1 There wasn't much fake news in the past.
2 Fake news sites make money from advertising.
3 Some companies sponsor fake or incorrect news.
4 It can be difficult to know if an article is fake.
5 A famous news website published fake news about a politician.
6 Older people are less likely than younger people to share fake news.
7 We might share fake news if it gives us information that we already believe.

**4 REACT Discuss the questions.**

1 Why is fake news a problem?
2 Have you ever read a fake news story? How did you feel when you found out it was fake?

### Insight Words to do with fake news

**5 Study the highlighted words in the article. Match them to the groups of synonyms.**

1 persuasive, probable, _____
2 false, dishonest, _____
3 dependable, reasonable, _____

**6 Which words from exercise 5 would you use to describe news from the sources below?**

■ family and friends ■ newspapers and magazines ■ social media
■ TV and radio ■ websites

### Insight Collocations: the media

**7 Choose the correct words. Then find the verbs in the article and check your answers. Can you add more nouns to each group?**

1 **investigate** / **broadcast** on the radio, on TV, on the internet
2 **report** / **publish** a newspaper, a magazine, a novel
3 **report** / **publish** an event, a problem, an accident
4 **gather** / **confirm** the facts, the details, a rumour
5 **gather** / **interview** information, news, evidence
6 **investigate** / **confirm** a story, a crime, a problem
7 **broadcast** / **interview** a person, a celebrity, a politician

**8 TASK Work in groups. Think about the media in your country and discuss the questions.**

1 What are the main sources of media in your country? Do you trust them?
2 Have they published fake news? How do you know?
3 Can we control fake news? How?

Vocabulary extra › Parts of a newspaper › page 127

Assess your progress Workbook page 75






Sign in

# The incredible true story of fake news



**Think about the last time you shared something on social media: perhaps it was a video of a celebrity you admire being interviewed, a funny story or a surprising article. Before you clicked on 'share', did you stop and think: 'Is it true?' The internet is full of news stories, images and videos that may or may not be real and, thanks to social media, these stories can reach thousands of people in a matter of minutes.**

## So is fake news a new thing?

No, it isn't. Just look at news headlines from the past – everything from 'Aliens built the Egyptian pyramids' to 'NASA faked moon landing'. These stories were broadcast on TV or published in newspapers, so they didn't spread as rapidly as today. And maybe they weren't as believable. Nowadays, fake news can be misleading about serious issues, and the most dangerous stories are the ones that 'read' like they're true. There might be fake articles on climate change, lies about a public figure or stories that report incorrect scientific claims.

## Why do websites post fake news?

Some websites post fake news stories to make money. When people visit the site, the companies who advertise there pay the website a fee. Fake news can also promote the interests of big businesses. Today most scientists agree that human activities cause global warming. However, some websites say climate change is fake and attack environmental policies. These sites are usually sponsored* by industries with large carbon footprints!

## Why do we believe fake news?

Fake news is not always easy to spot. In 2016, a news website published a false story about a famous American politician. The story looked like it was from www.abc.com, a trusted and reliable news source in America, so thousands of people shared it. Except both the story and the website were made-up. Although it looked real, the website address had .co added at the end of it. It wasn't from ABC News, it was from a fake website!

Convincing fake news stories like this are being posted more and more. Maybe it's not surprising that a recent study by Stanford University found that teenagers were generally unable to tell the difference between fake news and real news. Another study showed that people over 65 shared false stories seven times more than 18–29 year olds.

## What can we do?

We need to think critically about what we are reading and share responsibly. Try not to post something just because it confirms your opinions. Investigate the claims made by the story, gather information and confirm facts on other news sources. Only share stories that you know are true, which are from sources you know are responsible. Someone once said, 'A lie can travel halfway round the world before the truth can get its boots on.' And that's not fake news.

convincing

responsible

**Glossary**

* sponsored = paid money to support an organization, idea or a project

# Grammar and reading

## Grammar Reported speech

**1 WHAT DO YOU THINK? Look at the infographic below and discuss the questions.**

1 Does any of the information surprise you?
2 Do your parents have rules about how much time you spend on screen?
3 How much time do you spend on screen each day (mobile, games console, TV)? Do you think it's too much or about right?




**2 Read the news report on the right. Who said the following?**

1 'It helped me stay in touch with friends when I moved to a new school.'
2 'Samira and her friends are talking to each other online all the time.'
3 'I'm worried he will find it difficult to focus his attention and complete important school work.'
4 'Too much screen time makes some teenagers less happy and more anxious.'
5 'I have experienced some bullying on social media.'

**3 REACT Work in groups and discuss the questions.**

1 Why might spending more than seven hours a day on screen have a negative effect on some people's health?
2 Which do you think has a bigger effect: how long people spend looking at their screen or what they look at? Why?

## Grammar Insight

**4 Compare the direct speech in exercise 2 with the reported speech in the news report. How does the tense change? Complete the table and the rules.**

| Direct speech | → | Reported speech |
|---|---|---|
| present simple | | 1 _____ |
| present continuous | | 2 _____ |
| present perfect | | 3 _____ |
| past simple | | 4 _____ |
| *will* | | 5 _____ |

***say* or *tell***

We often introduce reported speech with:
6 _____ + (*that*) or
7 _____ + personal object + (*that*)

Further reference and practice › Workbook › page 100

## Screen time: how much is too much?

A recent survey of teenagers aged 13–17 in the USA found that 95% now have a smartphone. Around 45% of them are online almost all the time. In addition, a report by San Diego University has suggested that more than seven hours a day of screen time – not including time for school work – can have a negative effect on teenagers' health. The report's authors said research showed that too much screen time, especially on social media, made some teenagers less happy and more anxious.

Teenagers who took part in the survey had different views about the effects. Almost half said that social media did not have either a positive or a negative effect on young people's health.

So do British teenagers agree? Josh Wilton, aged 16, said he was online almost all the time, but it wasn't a problem. He often played video games at the same time as he chatted to friends online, watched videos or did his homework. He also said that social media had a positive effect because it had helped him stay in touch with friends when he moved to a new school. But Samira Khan, aged 15, told our reporter that she had experienced some bullying on social media. She thought it was easier for people to say unpleasant things to each other online. She also said the bullying had really upset her and that she would spend less time online in future.

And what about their parents? Josh's mum told our reporter that she thought he had too much screen time. She said she was worried he would find it difficult to focus his attention and complete important school work. Samira's dad said that Samira and her friends were talking to each other online all the time. He wanted to help his daughter stay safe online, but not to stop her using social media.

**5** 9.1 **Listen to part of an interview with Ethan, an American teenager. Complete the report with the correct form of the verbs in brackets.**

During the interview, Ethan said that he [1]_____ (be) on his screen for eight hours a day. He said that he [2]_____ (use) his smartphone all the time. However, he [3]_____ (think) of changing it for one with a better camera. He said he [4]_____ (send) around 20 texts that morning, and around 50 the day before. He said he [5]_____ (use) his laptop for playing video games. He told me that in the last few months, he [6]_____ (spend) too many hours playing games and was worried that he [7]_____ (fail) his exams, so he [8]_____ (try) to stop. He said he [9]_____ (switch) from Facebook to Instagram soon as most of his friends [10]_____ (be) on that platform.

**6 Rewrite the statements as reported speech.**

1 'Social media has allowed kids like me to express our opinions,' she told researchers.
2 'My parents bought me a laptop for my birthday,' Ethan told researchers.
3 'I'm making a video for a school project on my phone,' she said.
4 'Spending time online doesn't have a negative effect on teenagers' health,' one expert said.
5 'My mum hasn't changed her phone for years,' said Josh.
6 'I'll probably spend less time online in future,' Samira told us.
7 'The survey didn't prove that more screen time is a bad thing,' said a researcher.
8 'I don't know anyone who has experienced online bullying,' he said.

**7** 9.2 **Listen to a dialogue. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 Josh told his mum that he had finished his homework.
2 Josh's mum said that he was spending too much time on screen.
3 Josh said that he never watched videos while he was studying.
4 His mum said he wasn't focusing on his homework if he was watching a video.
5 She said that he would pass his exams anyway.
6 Josh said that his mum could not multitask.
7 His mum said that it was important to concentrate when Josh was doing his homework.
8 Josh said that he had never studied the water cycle before.
9 His mum told him that the way he was working was a waste of time.
10 Josh said that he didn't want to work all evening.

**8 TASK Work in groups. Follow these steps to complete the survey below.**

1 Read the questions and make notes of everyone's answers.
2 Compare your group's answers with another group.
3 Choose three interesting facts to report to the class.

> Three out of five people said that they sometimes watched TV while they were doing their homework.

**1 Which of these devices do you have?**
- **a** a smartphone
- **b** a mobile phone that is not a smartphone
- **c** a computer
- **d** a tablet (e.g. an iPad)
- **e** a games console
- **f** an MP3 player
- **g** a TV

**2 How many hours a day do you spend online (not including school work)?**
- **a** less than 2 hours
- **b** 2–4 hours
- **c** 4–6 hours
- **d** 6–8 hours
- **e** more than 8 hours

**3 Which of these social media platforms do you use most often?**
- **a** YouTube
- **b** Facebook
- **c** Instagram
- **d** Snapchat
- **e** Twitter
- **f** Other: _____

**4 How long did you spend on these activities yesterday?**
Categories: *no time, less than 30 minutes, 30 minutes–1 hour, 1–3 hours, 3–5 hours, more than 5 hours*
- **a** talking on a mobile phone
- **b** texting or instant messaging
- **c** using social media
- **d** playing video games
- **e** watching TV or internet videos
- **f** reading a newspaper or magazine online
- **g** listening to music

**5 Which of the activities in question 4 do you sometimes do while you are doing your homework?**

**6 How many films have you seen at the cinema in the past year?**
- **a** none
- **b** 1–5
- **c** 6–10
- **d** 11–20
- **e** more than 20

Assess your progress Workbook page 75

# Listening, vocabulary and speaking




## Listening and vocabulary

**1 WHAT DO YOU THINK? Look at the photos of some techniques that film-makers use to make something look real. Match them to the words below. Then discuss the questions.**

■ computer-generated imagery (CGI) ■ green screen ■ inflatable dummies ■ miniature models

1 Which films have you seen that use these techniques? Why do you think film-makers use them?
2 Which techniques do you think make the most realistic films?

**2 9.3 Listen to the start of a podcast, *Dominic's Download*. Which of the things below are mentioned in the podcast? Which technique from exercise 1 is mentioned?**

■ celebrity gossip ■ an interview ■ a music concert ■ a new film ■ a song ■ a video game

## Strategy Listening for main ideas

**When you listen, you don't need to try to understand every word. Think about:**

- the context: where is it? How many people are there? Why are they speaking?
- the key words: what key words can you hear?
- repetition: does anyone repeat any words or phrases? This is probably important information.

**3 9.4 Read the strategy. Then listen to a later part of the podcast in exercise 2. Use the strategy to identify the main idea.**

**4 9.4 Listen again and choose the correct answers.**

1 Catherine is
   **a** working as an extra in a film.
   **b** finding out about filming crowd scenes.
2 With CGI, you can
   **a** create special effects very cheaply.
   **b** create very good special effects.
3 The crew members she spoke to said
   **a** they had worked hard to prepare the crowd.
   **b** preparing the crowd was very easy.
4 Using inflatable dummies
   **a** takes more time than using CGI.
   **b** is not as expensive as CGI.
5 The dummies look real in films because
   **a** people stand among them and move.
   **b** you can make them move their arms.

**5 REACT Do you agree that people watching the film wouldn't notice the inflatable dummies? Why / why not?**

## V Insight Films

**6 Complete the text with the words below.**

■ blockbuster ■ cast ■ crew ■ film set ■ plot ■ scene ■ script ■ soundtrack ■ special effects

The director Peter Jackson is famous for making the [1]_____ films *The Lord of the Rings* and *The Hobbit*, with a huge [2]_____ of Hollywood actors and amazing CGI [3]_____. But later, he released a different kind of film called *They Shall Not Grow Old*. It uses original silent film of soldiers from the First World War, so there was no actual [4]_____, but the people in the studio used different special effects to change each [5]_____ from black and white to colour. There is no [6]_____ because the pictures tell the story. And there is no [7]_____ because the film shows real places as they were more than 100 years ago. But there is a [8]_____ with the voices of real people and specially written music. Jackson's team also worked out what the soldiers in the film were saying and wrote a [9]_____ for actors to speak their words. And the result? Many critics said that Peter Jackson had brought history to life.

**7 TASK Work in pairs. Think of a memorable scene in a film that you have seen recently and discuss the questions.**

1 What happened in the scene? Which cast members were in it?
2 Why was it memorable? Think about: the special effects, the soundtrack, the film set, the script.

Vocabulary extra › Film genres › page 127

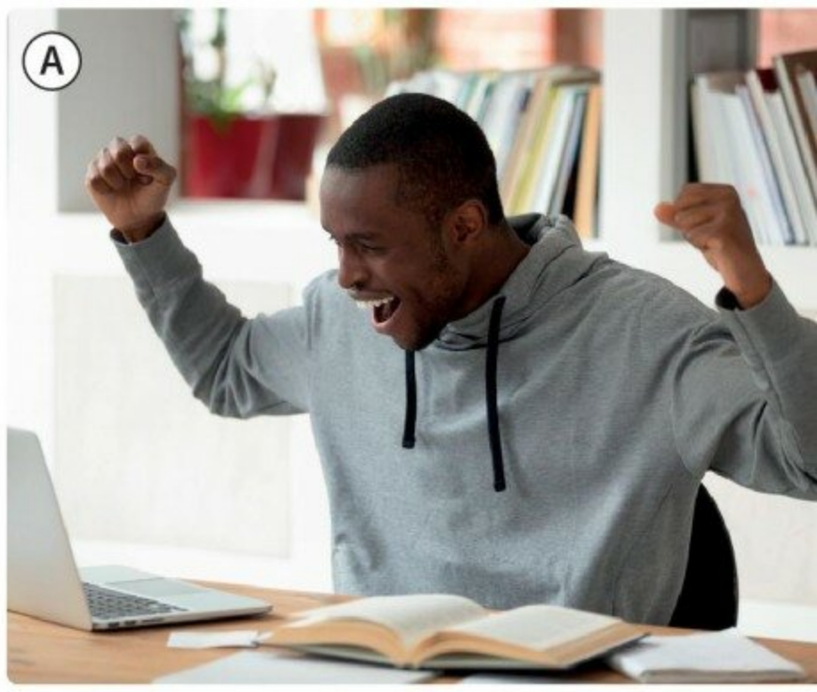
## Speaking Giving and reacting to news

**8** Look at photos A and B. Have the people received good or bad news? How are they feeling?

**9** 9.5 Listen to two dialogues. What are the two pieces of news in each dialogue? Is the news good or bad?

**10** 9.5 Complete the phrases from the dialogues. Then listen again and check.

| Giving news | Reacting to good news |
|---|---|
| Have you [1]_____ about …? | Cool! |
| I was just [2]_____ to Layla and she said that …. | Lucky …! |
| [3]_____ some exciting / bad news about …. | [5]_____ amazing! |
| It [4]_____ on the internet / TV / radio that …. | **Reacting to bad news** |
| | What a [6]_____ thing to happen! |
| | Oh no! |
| | Poor …! |







**11** 9.6 Put the dialogue in the correct order. Then listen and check.

____ **Ed** No. What news?

____ **Ed** What a brilliant thing to happen! Well done, Sophie!

____ **Ed** You mean she's got an audition? Really? That's fantastic news! When is it?

1 **Leia** Hey, Ed, have you heard about Sophie's news?

____ **Leia** She made a video of herself and put it on her YouTube channel. Now a TV production company has contacted her. They said they thought she had a future as an actor.

____ **Ed** What a shame! It's such a great opportunity.

____ **Leia** Well, that's the bad news. She said it's right in the middle of exams. And her parents have told her that she can't go.

____ **Leia** I was talking to her this morning, and she said that they want her to come and try for a part in a TV show.

**12** Read the dialogue again. Underline three more ways of reacting to news.

### GS Global skills Showing empathy

When someone gives you news about themselves, try to show empathy (to show that you understand how they are feeling). For example:

**Good news**

**A** *I've passed my exams!*
**B** *Well done! I'm really pleased for you.*

**Bad news**

**A** *I've failed my exams!*
**B** *Oh no! You must be disappointed.*

**13** In what situations might you need to show empathy?

**14** TASK Work in pairs. Take turns to give some news. Use the ideas below and your own ideas. Use the dialogue in exercise 11 to help you.

- Your friend has won a short story competition.
- The only cinema in your town has announced that it is going to close.
- A famous film director is going to give a talk at your school.
- You have lost your smartphone and all your contacts are on it.
- Your best friend is moving to another town.

Assess your progress Workbook page 75

## Reading and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Where do you watch TV? Who do you watch it with?
2 Do you think the way we watch TV has changed in the last 20 years? Give reasons for your answer.

**2 Read the article. In which paragraph (A–E) can you find this information?**

1 the number of people who worked for the BBC at the start
2 the names of some BBC programmes that a lot of people watched
3 how the BBC funds its broadcasting services
4 the new service you can join to watch BBC programmes
5 the media companies which are competing with the BBC
6 the hours of audio you can listen to on BBC Sounds

### V Insight Types of TV programme

**3 Study the highlighted words in the article. Match eight of the words to the programmes below.**

1 **The Queen**
Love and politics in 19th-century Victorian England.
Chosen for you

2 **The Weston Family**
Kirsty leaves home, and Joel decides what to do with his life.

3 **Match of the Week**
Liverpool plays Chelsea in the FA Cup final.
Trending now

4 **Ultimate Challenge**
The teams are ready for their Amazon challenge. Who will get to the next stage?
Available now

5 **Crazy Cat**
More misadventures with this lovable tomcat.

6 **One Planet**
Explore the effects of global warming on our planet.

7 **Three's a Crowd**
In this funny episode, a famous actor moves in next door.

8 **Talk Back**
This week's guests include Lady Gaga.

### GS Global skills Culture

**4 Work in pairs and discuss the questions.**

1 Today, the same TV programmes are streamed around the world. What are the pros and cons of this? What effect might it have on local cultures?
2 Is media consumption less social and more isolated today? What are the pros and cons of how we consume media?
3 Is binge watching a positive or negative way to consume media? Why?

# What's next for the BBC?

**It's 6 p.m. in the evening and Jola has just got back from school. She grabs a snack from the fridge and sits down at the kitchen table. Her mum is watching a chat show on TV, but Jola wants to catch up on the latest episode of her favourite soap opera. She takes out her mobile phone, puts in her ear pods and starts watching.**

**A** The way we consume media is changing. Scheduled programmes* are a thing of the past: you don't have to wait for the next episode of your favourite sitcom; you can watch it anytime on your TV, computer or phone. And if you want to binge watch* a whole season, you can. The choice of programmes is huge, with media companies such as Netflix, Apple and Amazon all producing their own content. It's the same story for radio, with streaming radio stations and music services offering a massive amount of choice. It's an exciting time for media, but what does it mean for public broadcasting services like the BBC?

**B** The BBC, or the British Broadcasting Corporation, has been a part of British culture since its first radio broadcast in 1922. When it first started, it was the only radio broadcasting service in the UK, and four people worked there. By 1936, it was broadcasting on television, too and its programmes included everything from Disney cartoons to sports coverage. Ten years later, in 1946, everyone with a television in the UK had to pay a licence fee to the BBC. The corporation used that money to make a wide range of shows, including educational programmes. Today, the BBC still depends on its licence fee, but in the future it may lose it. This threat, as well as the way audiences consume media, are major problems for the corporation. Can it survive?



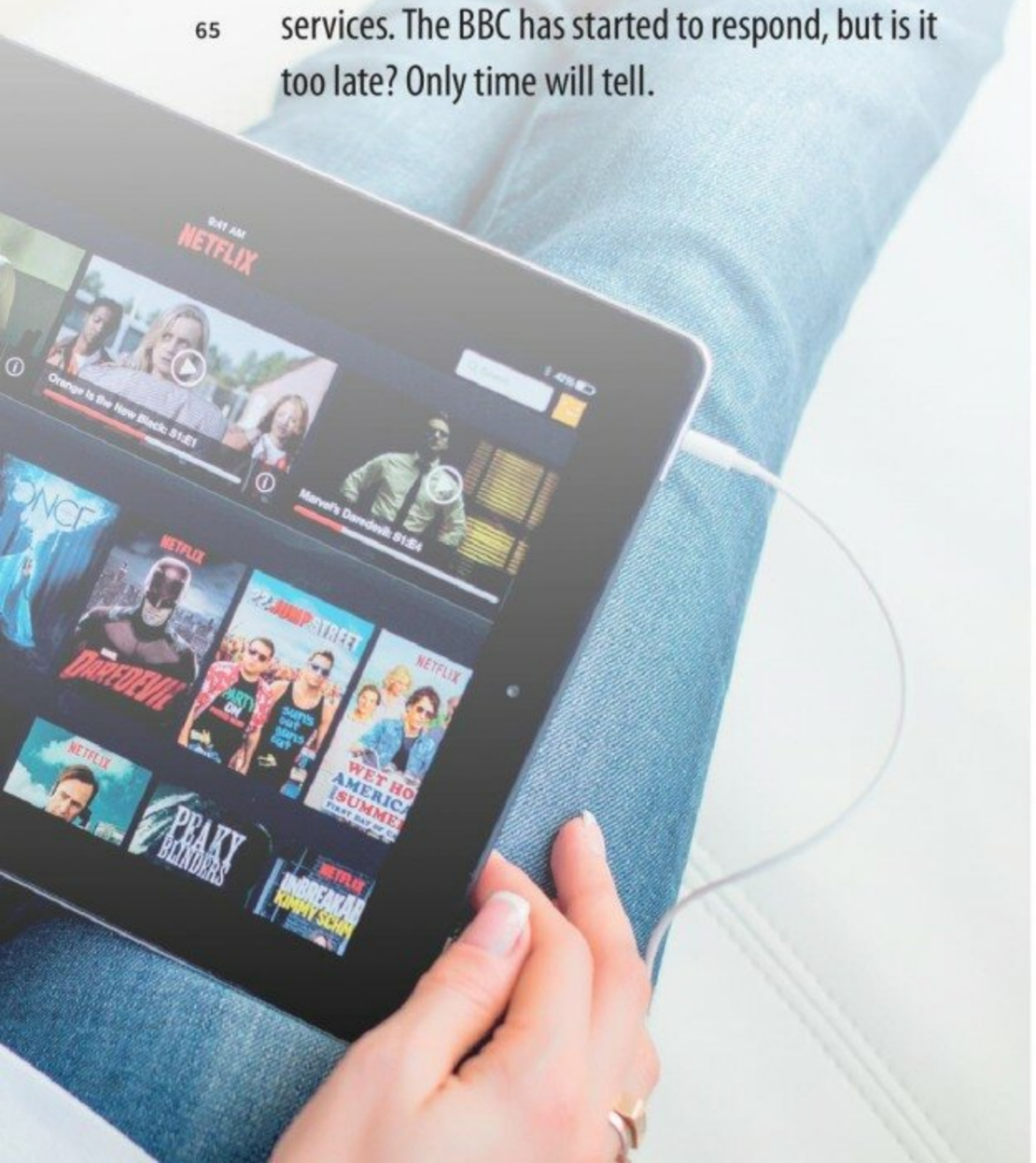

**Glossary**

* scheduled programmes = programmes that are broadcast at the same time every week
* binge watch = watch several episodes of a programme, one after another

**C** With so much content to choose from, competition to attract viewers is intense. Media companies like Netflix and Amazon have big budgets and worldwide streaming services. They can produce costume dramas like *The Crown*, and are also able to buy the rights to show hugely successful series such as sitcoms like *Friends*, and stream them all over the world. Until recently, these on-demand services were competing with BBC programmes, which were only available for a limited time in the UK. BBC reality shows like *Strictly Come Dancing*, wildlife documentaries like *Seven Worlds, One Planet* and game shows like *Pointless* were still watched by millions, but the number of viewers were declining. However, the BBC is now fighting back. Britbox is the new streaming service that allows people to watch BBC programmes when they want to, and in countries outside the UK. Impressively, it already has over a million subscribers worldwide.

**D** BBC Radio is facing a similar threat, with competition from music apps such as Spotify and Apple Music, which each have 50–60 million songs. The BBC has responded with the BBC Sounds app, which has 80,000 hours of audio. Users can listen to music, radio shows and podcasts on demand, and two million people are already streaming content every week.

**E** The BBC continues to be one of the most respected broadcasters in the world, but its future is uncertain. It needs to change to survive against the rapidly increasing competition from global media companies as they try to gain a wider audience and increase subscriptions to their services. The BBC has started to respond, but is it too late? Only time will tell.




## Grammar Question tags

**5** 9.7 **Question tags are short questions at the end of statements. Match statements 1–8 to question tags a–h. Then listen and check.**

| | | | |
|---|---|---|---|
| **1** | *Stranger Things* is on Netflix, | **a** | aren't they? |
| **2** | You've seen Season 1, | **b** | will it? |
| **3** | The documentary won't last long, | **c** | didn't she? |
| **4** | He watches *The Crown*, | **d** | doesn't he? |
| **5** | There are too many episodes to binge watch, | **e** | isn't it? |
| **6** | We can't watch TV all weekend, | **f** | haven't you? |
| **7** | Scarlett Johansson started her career on TV, | **g** | aren't there? |
| **8** | The Marvel films are all on Amazon, | **h** | can we? |

### Grammar insight

**6 Study the questions in exercise 5 and choose the correct words to complete the rules.**

**a** In question tags, we repeat the **auxiliary** / **main** verb from the statement and add a pronoun, e.g. *I*, *he*, *we*. If there is no auxiliary, we use *do*, *does* (present simple) or *did* (past simple).
**b** A positive statement has a **positive** / **negative** question tag.
**c** A negative statement has a **positive** / **negative** question tag.

Further reference and practice › Workbook › page 101

**7** 9.8 **Read the information about intonation in question tags. Then listen and repeat.**

We use **rising intonation** when we are unsure and we want the other person to confirm if we are right.

You'll watch season 2, won't you?

We use **falling intonation** when we are sure and want the other person to agree.

The final episode was great, wasn't it?

**8** 9.7 **Listen to the sentences in exercise 5 again and repeat. Which sentences have rising intonation ? Which ones have falling intonation ?**

**9 Complete the question tags.**

**1** He's a really nice person, _____?
**2** She hasn't got a smartphone, _____?
**3** The match starts at five, _____?
**4** You aren't going to cinema, _____?
**5** You can watch it on Netflix tomorrow, _____?
**6** They were on a famous game show, _____?
**7** They won the top prize on Beastmaster, _____?

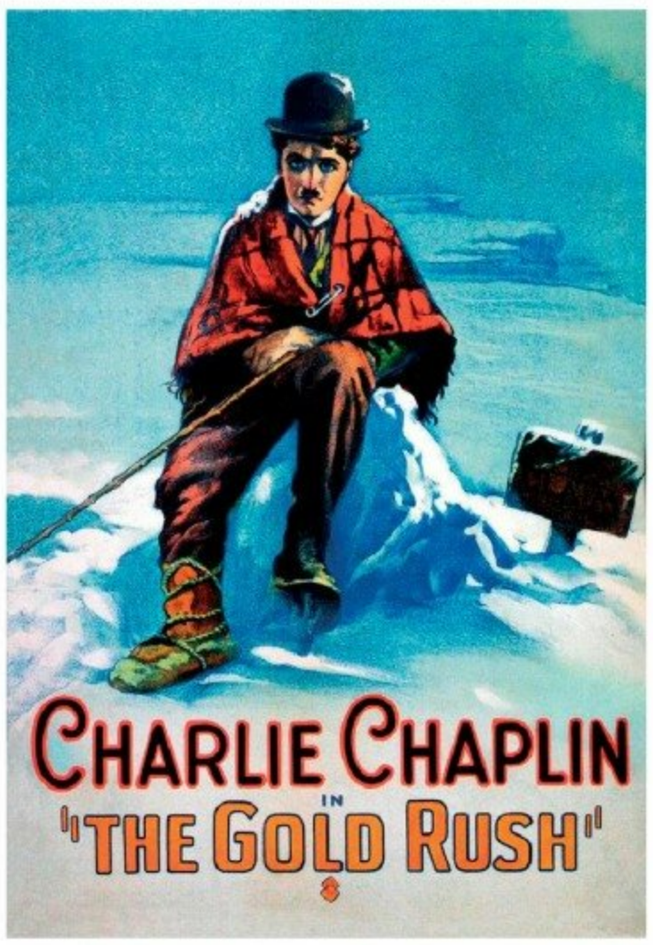
**10 TASK Choose five questions from exercise 9 and replace the pronouns with the names of people you know. Choose rising or falling intonation for the question tags. Then work in pairs and practise saying the questions.**

Assess your progress Workbook page 75

# Writing A film review

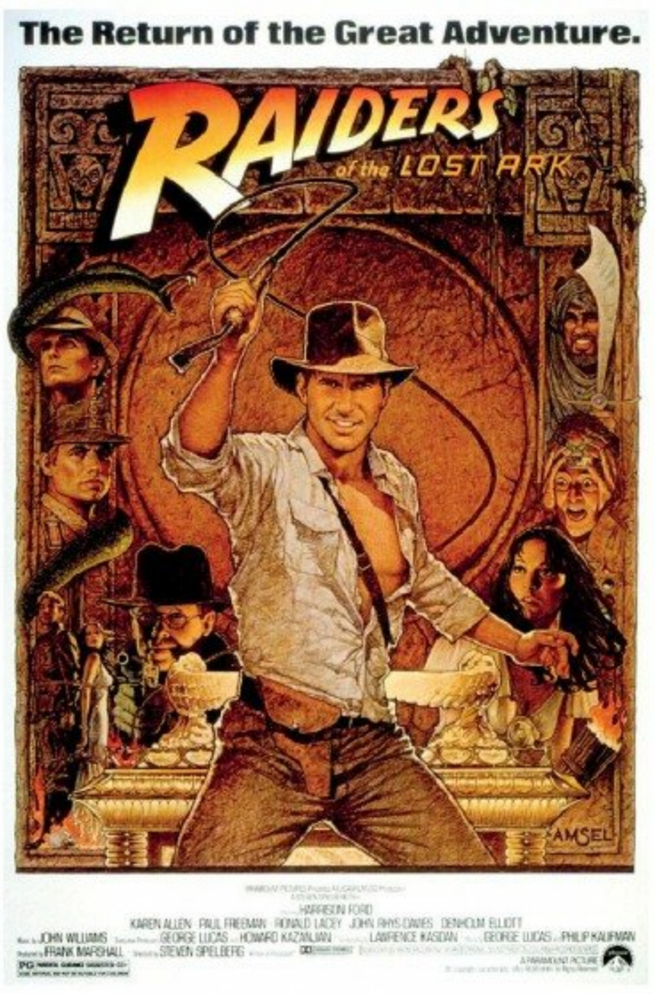
Win a year's free subscription.

Send us a review of your favourite classic film.










## Planning for writing

**1 Look at the advert and the posters. Discuss the questions.**

1 Have you seen any of these classic films?
2 What do you think are the most important elements of a great film? Put the elements below in order from 1 to 10 (1 = the most important, 10 = the least important).

■ action scenes ■ cast ■ characters ■ costumes ■ ending ■ locations ■ plot ■ script ■ soundtrack ■ special effects

**2 Read the model film review on page 125 and answer the questions.**

1 What is the title and genre of the film? Who is the director?
2 Who are the main characters?
3 Which of the things in exercise 1 does the review mention?
4 Which of the things in exercise 1 does it praise and which does it criticize?
5 On balance, is it a positive or a negative review?

## Strategy Writing endings

**Many writers finish their reviews by just stating an opinion of the film or giving a recommendation. If you want to make your review more memorable, try to finish it in an interesting way. For example, use:**

1 a memory of the film that will stay with you for a long time.
2 a rhetorical question (a question that doesn't expect an answer).
3 a prediction.

**3 Read the strategy. Then read endings a–c and match them to points 1–3 in the strategy.**

a There's only one thing to worry about – will you ever go swimming in the sea again?
b If you haven't already seen this excellent thriller, I guarantee you won't be disappointed.
c I definitely won't remember every scene in *Jaws*, but I'll never forget the terrifying opening sequence.

**4 Read the model review again. In your opinion, which ending (a–c) from exercise 3 would be the best replacement for the ending in the review?**

**5 Complete the organization boxes next to paragraphs 1–4 of the model review with the words below.**

■ a summary ■ general information ■ your opinion ■ your reaction

## Insight Describing films

**6 Study the highlighted adjectives in the model review. Which ones are positive and which are negative? Complete the language box.**

**7 Choose the correct words.**

1 The special effects were very **convincing** / **predictable**. I believed the monsters were real.
2 The ending was really **humorous** / **memorable** – I've never forgotten it.
3 Considering it was his first film, I thought his acting was very **impressive** / **superficial**.
4 To be honest, I guessed the ending halfway through – it was very **entertaining** / **predictable**.
5 The script is very **dull** / **humorous** – everyone in the audience was laughing.
6 I've seen some great special effects, but none were as **predictable**/ **spectacular** as the car chase in this film.

1 Include _____ about the film, such as its title, genre and director.

2 Write _____ of the film. Remember: don't reveal any important information about the plot.

3 Give _____ of the film in detail. Give examples from the film to justify what you say.

4 Summarize _____ to the film in one or two sentences. Try to finish the review in an interesting way.

Home | Films | Reviews | More

## Jaws ★★★★☆



*Jaws* is a thriller made in 1975 by director Steven Spielberg. A huge shark starts attacking people at a holiday resort in the United States. The local police chief, Martin Brody, played by Roy Scheider, decides to catch the shark, with the help of a marine biologist called Hooper (Richard Dreyfuss) and Quint, a professional fisherman (Robert Shaw).

The plot is quite superficial. A woman is attacked and killed by the shark while swimming at night. When her body is found, Brody decides to close the town's beaches. Local businesspeople are unhappy because they think this will damage the town's tourist industry. They want Brody to stop the shark attacks. The scenes where the characters discuss closing the beaches are sometimes quite dull.

For me, the most memorable part of the film is the opening scene. The camera films the woman swimming from below, under the water, so that it seems as if we are seeing her through the shark's eyes. The way that the director creates an atmosphere of fear and expectation, helped by the famous *Jaws* soundtrack, is very impressive. I also like the fact that we don't see the actual shark until much later in the film. When we do, it is not a real shark or CGI, but a mechanical model, which is not very convincing. The main action takes place on Quint's boat. The script is quite humorous at times, and the scenes where the three main characters try to work together to catch the shark are very entertaining. The ending is quite predictable because we know that the shark won't win. However, the final action scenes, when they find the shark and it attacks their boat, are spectacular.

Overall, I think Spielberg created an excellent thriller. *Jaws* has something for everyone – action, humour and excitement. It may be old, but it's lost none of its bite. It's still a classic.

**Descriptive adjectives**
Use adjectives like *entertaining*, *humorous*, *impressive*, *memorable* and *spectacular* to say something _____.
Use adjectives like *dull*, *not very convincing*, *predictable* and *superficial* to say something _____.

## Writing your review

Write a review of your favourite film of all time. It can be a film you saw recently at the cinema or a classic film you have watched on TV or online.

**PLAN Read the task and check you understand it.**

**Think about the film and make notes about these things.**

1 What is the title and genre of the film? Who is the director? Who are the main actors?
2 Is the plot convincing? Is it easy to follow? Does it have any surprises? Does it have a good ending?
3 Who are the main characters? Are they interesting? Do the actors bring them to life well?
4 Is the script humorous or dull? Does it suit the film?
5 Are there any action scenes or special effects? Are they convincing?
6 Is there anything else impressive or memorable about the film, e.g. the soundtrack, costumes, locations?

**Think about the adjectives you will use to describe the film. Read the strategy on page 124 again and think about how you will end your review.**

**Create a plan with your ideas. Decide how many paragraphs you will have and what you will include in each one.**

**WRITE Write a first draft of your review. Use the model review and your plan to help you.**

**REVIEW Check your review. Use the checklist to help you.**

Have you:

- included the information asked for in the task?
- organized your review in a logical way?
- used a range of descriptive adjectives?
- included a memorable ending?
- checked your spelling, grammar and punctuation?

Assess your progress Workbook page 75

# Review 9

## Vocabulary

**1 Complete the text with adjectives about the news.**

The way people get the news is changing. In the past, the main choices were newspapers, TV and radio. Many people still think these are [1]t_____ sources and can be relied on not to give [2]m_____ news. However, others don't find them quite so [3]c_____, so they look in other places. This is nearly always online, but there are dangers involved. The problem is the amount of [4]m_____ news. Always ask yourself if the story is really [5]b_____ and check other sources, too. Remember that not all sources are [6]r_____ about what they tell you.

Marks ___ / 6

**2 Complete the sentences with the verbs below.**

■ confirm ■ gather ■ interview ■ investigate ■ report

1 Journalists usually _____ information from different sources.
2 Journalists are contacting the police to _____ a story about a robbery in the high street.
3 A lot of journalists often make appointments to _____ people.
4 Some journalists came to our town yesterday to _____ an event. There had been a storm and many trees had fallen onto the main road.
5 They have to _____ the facts before they tell other people.

Marks ___ / 5

**3 Match the words below to definitions 1–6.**

■ blockbuster ■ cast ■ crew ■ script ■ soundtrack

1 the music from a film: _____
2 all the actors in a film: _____
3 the written form of a film: _____
4 the technical people who make a film: _____
5 a very popular and successful film: _____

Marks ___ / 5

**4 Complete the sentences with the words below.**

■ chat show ■ costume drama ■ sitcom
■ soap opera ■ wildlife documentary

1 Did you see the _____ about pandas?
2 There were some great guests on that _____.
3 That _____ is about the relationship between the residents of a neighbourhood in London.
4 It's a _____ about a young woman's life in the 1920s.
5 I love that _____ because it always makes me laugh.

Marks ___ / 5

## Grammar

**5 Rewrite the sentences as reported speech.**

1 'I'm reading an online survey about multitasking.'
Sam said _____.
2 'I send 20 text messages every day.'
Molly told me _____.
3 'I went to the cinema with a friend.'
Ann said _____.
4 'I've had my computer for two years.'
Julie said _____.
5 'I'll phone you later.'
Mark told me _____.
6 'I haven't made any mistakes.'
Sonya told them _____.
7 'I'm chatting to a friend.'
Terry said _____.
8 'I find it hard to concentrate.'
Lydia told us _____.

Marks ___ / 8

**6 Complete the sentences with *said* or *told*.**

1 Maria _____ that she didn't want to watch a DVD.
2 Ian _____ me that he'd bought a new phone.
3 You _____ your mum that you weren't feeling well.
4 I _____ that I'd text you later.
5 We _____ that we hadn't gone out.
6 Heidi _____ us that she was getting a laptop.

Marks ___ / 6

**7 Complete the question tags in the dialogue.**

**Mia** There's a film on later, [1]_____?
**Jon** Yes, it's *The Tree of Life*. You don't want to watch it, [2]_____?
**Mia** I'd like to, if that's OK with you. The show you're watching will be over soon, [3]_____?
**Jon** Yes, there are only ten minutes left. The film starts at 6.30, [4]_____?
**Mia** Yes. Do you know anything about *The Tree of Life*? Terrence Malick is the director, [5]_____?
**Jon** That's right. We haven't seen anything by him before, [6]_____?
**Mia** I think we have. He directed *The Thin Red Line*, [7]_____?
**Jon** Really? That wasn't the film we saw last week, [8]_____?
**Mia** Yes, it was. I didn't really like it. His films are usually a bit strange, [9]_____?
**Jon** *The Thin Red Line* certainly was! Oh well, if we don't like this film, we can watch something else, [10]_____?

Marks ___ / 10

**Total** ___ / 45

## Parts of a newspaper

**1 Match definitions 1–10 to the words below.**

arts and entertainment ■ business and finance ■ classified ads ■ crosswords and games ■ domestic news ■ editorial ■ international news ■ lifestyle ■ sports section ■ television guide

1 a list of the programmes on each channel for the day
2 pages with reviews about new films, plays and exhibitions
3 pages with reports about recent matches
4 pages with puzzles like sudoku
5 pages with advice about how to be healthy or articles about subjects such as fashion and travel
6 pages with articles about the economy
7 pages for people or companies who want to sell things
8 pages containing articles about events that have happened in the country
9 an article that gives an opinion on an important subject written by the person in charge of a newspaper
10 pages containing articles about events that have happened abroad

**2 Match headlines 1–12 to the parts of a newspaper in exercise 1.**

1 Another earthquake hits Japan
2 20 puzzles for the long weekend
3 Tonight's viewing
4 The editor's opinion on youth representation in media
5 Lack of sleep can harm teenagers' health
6 World No. 1 loses tennis tournament
7 Buy and sell
8 What to see: Lyn Gardner's theatre tips
9 Volunteers to help clean local parks
10 Share prices rise as deal agreed




## Film genres

**1 Choose the correct words.**

1 A **romantic comedy** / **documentary film** is an amusing love story.
2 A **thriller** / **western** is about life in the past in the USA.
3 An **animated film** / **action film** is made with drawings or computer-generated images.
4 A **horror film** / **war film** tells the story of soldiers fighting a battle.
5 A **fantasy film** / **documentary film** gives facts or information about a particular subject.
6 **A western** / **An action film** contains exciting events like car chases and explosions.
7 A **science-fiction film** / **historical drama** tells the story of a real person from the past.
8 A **war film** / **musical** has singing and dancing in it.
9 A **fantasy film** / **historical drama** is set in an imaginary world.
10 **An animated film** / **A science-fiction film** is often about events that take place in the future.
11 A **horror film** / **musical** tells a very frightening story.
12 A **thriller** / **romantic comedy** is designed to keep the viewer in suspense.

**2 Read the sentences. Which film genres in exercise 1 are the people talking about?**

1 'I was so scared that I covered my eyes!'
2 'I enjoyed *Peter Rabbit 1* much more than *Peter Rabbit 2*.'
3 'I'm so glad that I won't be around in 2112 to see our planet destroyed by aliens!'
4 'I enjoyed singing along when I knew the words.'
5 'I've never laughed so much in my life!'
6 'I learned a lot watching it and I googled the subject as soon as I got home.'
7 'The life of a cowboy seems so romantic to me.'
8 'It made me so nervous that I was biting my nails!'
9 'I'm really interested in that period and I love the Tudor kings and queens.'
10 'I find films with soldiers fighting battles very boring.'
11 'It was really exciting, and the stunts were amazing!'
12 'I'd love to be a witch and have magical powers like the characters in the film.'

**3 Work in pairs. Think of examples of all the film genres in exercise 1.**

Musicals: Mary Poppins Returns, ...

# Global skills Finding reliable online sources

**1 WHAT DO YOU THINK? Do you agree or disagree with these statements? Why?**

1 You can trust most of the information on the internet.
2 The first website in a list of search results is the best one to use.
3 It's a good idea to check information on more than one website.
4 You should only use recent sources.
5 If a website looks professional, the content is probably accurate.

**2 Match headings a–e to paragraphs 1–5 in the article.**

**a** When did they write it?
**b** What kind of source is it?
**c** Why did they write it?
**d** Who wrote it?
**e** How professional and accurate does it appear?

## Five questions to ask about any online source

**There's more data on the internet than we can imagine – around 44 trillion gigabytes in 2020, according to the website of the World Economic Forum – and that amount is growing very fast. Some of that information is extremely useful, but a lot of it isn't. Anyone can create a website and we can't always trust what they tell us. So how do you know if an online source is reliable? Asking these five questions can help you decide.**



**1** _____

Is it a newspaper article? An academic paper? Someone's personal blog? If it's the website of an organization, what kind of organization is it? You can often get clues from the 'About us' section of a website or from the top level domain (TLD) – the last part of the web address. There are some TLDs that anyone can use, such as .com, .net or .org, so these kinds of websites may or may not be reliable. In some countries, government and university websites have special TLDs (.gov.uk and .ac.uk in the UK). These sites will often be more reliable, but be careful! There are other questions you still need to ask.

**2** _____

Is the author an expert in the subject? How do you know? If not, where did they get their information? Look for references to other people's work. Then, if possible, check the original sources. For example, if a newspaper article mentions some scientific research, look for the original study and see if the journalist has reported it accurately.

**3** _____

Think about the author's aim(s). Are they trying to inform, educate, entertain, persuade or sell something? Are they presenting facts, opinions or both? Why might they be biased? Then decide if the source is suitable for your needs. For instance, the website of a fast food restaurant might be a useful example for a project about advertising. If you need information about healthy eating, maybe it isn't the best source to choose.

**4** _____

Is the source recent or quite old? You can often find the date of publication at the bottom of a web page. Recent sources are usually better, but older sources can be useful – it depends on the subject. For example, your sources should be up to date if you're researching the latest developments in mobile phones. The date of publication will be less important for historical subjects, like music in the 1960s.

**5** _____

Can you see any spelling or grammar mistakes? Is the website well designed? If a website is inaccurate or looks unprofessional, the content might not be good quality, either. But remember that the opposite isn't always true. A website might look beautiful, but that doesn't mean that you can trust it!

**So how do we know that online sources are reliable? Unfortunately, we can't be 100% sure. But we can practise asking the right questions and making better decisions about what we believe.**

**3 Read the article again and answer the questions.**

1 What kinds of websites are often more reliable sources of information?
2 What can you do if you see references to other people's work?
3 What are five reasons why people put information online?
4 When is it OK to use an older source?
5 Why is it important to consider the design of a website?

**4 Work in pairs and discuss the questions.**

1 Think of an example of a website that you trust. Why do you think it's reliable?
2 Look at the five questions in the article again. How often do you ask these questions about online sources?

■ always ■ usually ■ sometimes ■ rarely ■ never

3 Imagine that you need to find information on the subjects below. What online sources could you use?

■ the current population of China
■ the definition of the word 'reliable'
■ which laptop you should buy
■ the history of the aeroplane

**5 Read the checklist. Then think about an online source that you used recently. Do you still think it was a good source to use? Why / why not?**

## Identifying reliable online sources

Use this checklist to help you.

- **You know and trust the organization.** The websites of international organizations, universities and museums can be a good place to start.
- **You can check the facts.** Can you find the same information in other places?
- **It's up to date.** Information changes quickly, so it's often better to use recent sources.
- **It's suitable for your needs.** A source can be perfect for one project and unsuitable for another project. Think carefully about how you want to use the information.

**6 Complete the pairs of opposites. You can use the article to help you.**

1 _____ / unreliable
2 _____ / unbiased
3 _____ / unsuitable
4 _____ / out of date
5 accurate / _____
6 professional / _____

**7 Complete the dialogues with adjectives from exercise 6. Sometimes more than one answer is possible.**

1 **A** This technology article is from 1999, so it's really _____.
**B** Yes, we need a more recent source.
2 **A** Do you think the information on this website is _____?
**B** I think so. I can't see any mistakes.
3 **A** According to this article, chocolate is really good for your health.
**B** Maybe, but the author works for a chocolate manufacturer, so it's probably _____.
4 **A** This website looks terrible. It isn't very well designed, is it?
**B** No, it isn't. It looks very _____ to me.
5 **A** This article is interesting, but it isn't on the same topic as our project.
**B** Yes, we need a more _____ source.
6 **A** Is this information from a _____ source?
**B** It's from the United Nations website.

**8 PROJECT Work in groups. Prepare a presentation about one of the topics below or your own idea. Use the internet to do some research. At the end of your presentation, show the class the sources you used and explain why you decided that they were reliable. Use the words in exercise 6 to help you.**

■ animals ■ food ■ space ■ sport ■ the human body ■ the internet ■ transport

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## Video Finding reliable online sources



Watch the video to find out how Ruaridh, Valentina, Harry and Gracie carry out research and how they make sure their sources are reliable.

# 10 Material world

## Reading and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions.**

1 Read the definition. What do you know about fast fashion? Why do you think it is possible?
2 How might fast fashion affect a) people b) the environment?

**fast fashion** /fɑːst ˈfæʃn/ *noun* inexpensive, fashionable clothing made quickly and cheaply

### Strategy Understanding the purpose of a text

To understand the purpose of a text, you need to read the introductory paragraphs and the conclusion. Is the main purpose to entertain, persuade, give information or give advice?

**2 Read the strategy. Then read the first two paragraphs and the conclusion of the article and choose the correct answers.**

1 What type of text is it?
**a** a magazine article **b** a report **c** a leaflet
2 Who is it written for?
**a** YouTube vloggers **b** teenagers **c** fashion companies
3 What is its main purpose?
**a** to explain why people buy second-hand clothes
**b** to give information about environmental problems
**c** to consider the impact of our shopping habits

**3 Read the article and choose the correct answers.**

1 Why has Leia been shopping?
**a** Because there were sales on.
**b** Because she likes shopping with friends.
**c** Because she's an influencer.
2 Why is buying clothes easier for today's teens?
**a** Because they are not expensive.
**b** Because they have more money.
**c** Because there is advice on social media.
3 Why is clothing cheaper today?
**a** Because the materials used to make clothes are better quality.
**b** Because companies pay factory workers less.
**c** Because advertising is cheaper.
4 Why are we throwing more and more clothes away?
**a** Because they don't last very long.
**b** Because we like to look different.
**c** Because it's cheap to replace clothes.
5 Why do clothes end up in rubbish dumps?
**a** Because they are not good enough to recycle.
**b** Because they are biodegradable.
**c** Because there is just too much cheap fashion.
6 According to the writer, Sophea works long hours because
**a** she's paid very well.
**b** she needs to help her son.
**c** she only works one day.

**4 REACT Discuss the questions.**

1 What impact does social media have on fast fashion? Do you think it is to blame for the increase in fast fashion?
2 Do social media influencers have a responsibility to show the true cost of fashion to their followers? Why / why not?

## The real price of fast fashion

17-year-old Leia has had a busy day. She's been clothes shopping and there are lots of shopping bags in her room. Like many of her friends, Leia enjoys looking around for bargains in discount shops and going to sales before things sell out. She picks up a new pair of jeans to try on, then puts on a new jacket – it looks good. Leia is a YouTube influencer and shopping is her job. Thousands of fans watch her fashion haul* videos and Leia never wears the same outfit twice.

For many teenagers, buying clothes has never been easier. Thanks to fast fashion, we can buy more clothes, more cheaply than ever before. Clothes are part of our identity and for many teens, 'you are what you wear', especially on social media. Adverts encourage us to buy the latest trends and if we can afford it, why not? But can we afford it? Those ten-euro jeans may seem like a bargain, but what's the real price tag?

Over the last few decades, the price of clothing has decreased dramatically. Clothing companies are using cheaper materials and paying factory workers lower wages so we can buy cut-price fashion. At the same time, the environmental cost of clothing has increased. It took 3,625 litres of water to make Leia's jeans – that's the same amount of water a human needs to survive for 2.5 years. It also took 3 kg of chemicals, and these chemicals often poison the environment. But because fashion is so cheap, we are buying more of it and throwing more away.

So what happens to all these clothes? Around 10% goes to second-hand shops, others are sold to export companies for countries like Africa or Dubai, but most are taken to landfills. There are too many clothes to recycle, and these clothes pollute the environment as they are often made from non-biodegradable materials. In Britain, we throw away 11 million items of clothing every week, and more than 300,000 tonnes end up in rubbish dumps every year.



As well as the huge cost to the environment, there is also the cost to people. In a sweatshop in Cambodia, Sophea sews jeans for eight hours a day, and has one day off a week. She sews ten pairs of jeans an hour and is paid three euros a day, which helps to pay for her son's education. The factory is crowded and hot, and there is no air conditioning. In India, 12-year-old Krish helps his family in the cotton fields. The pesticides used in the fields sometimes make him ill, but his family need the money he earns. These people are supplying the richest parts of the world with some of the cheapest clothing.

Leia has finished her video. She shuts down her computer and takes off her jacket. She hangs it up in her wardrobe, along with her other new outfits. Her fashion haul video is entertaining, but it doesn't tell the whole story. It doesn't tell us about the people who make the clothes or about the damage that it does to the environment. It doesn't tell us about the real price of fast fashion.

**Glossary**

* fashion haul = when you buy a lot of clothes all at once. YouTube influencers often share their fashion hauls with their followers.

## V Insight Phrasal verbs: buying and selling clothes

**5 Study the highlighted phrasal verbs in the article. Match them to definitions 1–7.**

1 dress yourself in something
2 put on clothes to see if they fit
3 hold and lift something
4 put something on a hook
5 sell everything and have nothing left
6 explore different choices or possibilities
7 remove clothes

**6 Complete the leaflet with the correct form of the phrasal verbs in exercise 5.**

### Fed up with fast fashion? Try these alternatives.

**Rent**
Rent the Runway never [1]_____ of clothes. They rent clothes which people can wear over and over again. You can rent a designer outfit for 4–8 days. Then, when you [2]_____ your outfit, you don't need to [3]_____ it _____. You just send it back to the shop.

**Repair**
The Clothes Doctor helps you mend your favourite clothes. After a repair, you can [4]_____ them _____ and they'll feel like new. It'll save you money and it's good for the planet, too.

**Reuse**
If you [5]_____ second-hand clothes shops, you'll probably [6]_____ a bargain! You can [7]_____ vintage clothing, too. It's fun!

## V Insight Compound nouns

**7 Complete the compound nouns. Then find them in the article and check your answers.**

1 _____ shops: places that sell new things at reduced prices
2 price _____: a label on clothes that tells you how much they cost
3 _____ workers: people who make things, usually with a machine
4 _____ shops: places that sell things which aren't new
5 _____ companies: they take things from one country and sell them in another country
6 _____shop: a place where people work in poor conditions and for very little money
7 air _____: a system for making rooms cooler
8 cotton _____: places outdoors where people grow cotton

**8 TASK Work in groups. How can you reduce the impact of fast fashion? Look at the suggestions and put them in order from 1 to 6 (1 = will make a big difference, 6 = won't make much difference). Compare your ideas as a class.**

- Don't buy too many clothes.
- Buy clothes that don't use sweatshop labour.
- Start a social media campaign against fast fashion.
- Recycle and repair your old clothes.
- Buy second-hand clothes or rent clothes.
- Organize a peaceful protest during Fashion Week.

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# Grammar and reading

## Grammar The passive: present simple and past simple

**1 WHAT DO YOU THINK? Look at photos A–G and discuss the questions.**

1 Where do you think the items originally came from? Match them to the countries below.

China ■ Denmark ■ Germany ■ Italy ■ the UK ■ the USA

2 Which one do you think is the oldest invention? Which is the newest?

3 Which of these items do you think is most useful? Which is least useful? Why?

A 

B 

C 

D 

E 

F 

G 


**2 Read the text and compare with your ideas in exercise 1.**



### Katie's day, Part 1

Katie wakes up at 7 a.m. and kicks off her duvet. Duvets were first sold in the UK in the 1960s. They came from Scandinavian countries like Denmark. She switches on the light beside the bed. It has an energy-efficient LED bulb. The LED bulb was invented in the USA in1962. But Katie's light isn't made in America – it's made in China.

Katie quickly gets dressed, then she puts her sports kit and trainers into her bag. When were trainers first used? In 1907, by American basketball players. Today, 100 million pairs of trainers are sold in the UK every year.

Next, Katie goes to the bathroom and cleans her teeth with her toothbrush. The first toothbrushes were made by the Chinese in 1498.

Katie makes tea using an electric kettle and listens to the radio while she is having breakfast. The first modern electric kettle was produced in the UK in 1922. The radio was invented by an Italian called Guglielmo Marconi and the first broadcast took place in 1906.

While Katie is listening to her favourite programme, her dad is reading the newspaper. The first newspaper was printed in Germany in 1605. Today, most newspapers are available on the internet and some aren't printed at all.

**3 REACT Work in groups and discuss the questions.**

1 How similar is Katie's morning to yours? How is it different?

2 Which facts in the text did you already know? Which one(s) didn't you know?

## Grammar Insight

**4 Study the sentences and answer the questions below.**

**Active:** Guglielmo Marconi **invented** the radio.
**Passive:** The radio **was invented** by Guglielmo Marconi.

1 Do the sentences have the same meaning?

2 Which sentence focuses on the person who did the action?

3 Which sentence focuses on the result of the action?

4 Which sentence is used in the text? Why?

**5 Study the highlighted verbs in the text. Which sentences are in the present tense and which are in the past tense? Complete the rules about the passive.**

**a** To form the passive, we use the verb _____ in the correct form and the past participle of the main verb.

**b** For the _____ simple passive, we use *am / is / are* and the past participle.

**c** For the _____ simple passive, we use *was / were* and the past participle.

**d** When we want to say who does or did the action, we use the preposition *by*.

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**6** **Complete the sentences with the correct form of the verbs in brackets. Use the present or past simple passive.**

1 **A** When _____ the alarm clock _____ (invent)?
**B** The alarm clock _____ (invent) by Levi Hutchins in 1787.
2 **A** When _____ Post-it notes first _____ (use)?
**B** Post-it notes _____ first _____ (use) in the 1970s. They _____ (invent) by Art Fry of the 3M company.
3 **A** Microwave ovens _____ (develop) by Percy Spencer in the USA. But where _____ they _____ (make) today?
**B** Most microwave ovens _____ (made) in factories in China.

**7** **Complete the text with the correct active or passive form of the verbs in brackets.**

### Katie's day, Part 2

By now, it's 8.30 a.m., so Katie checks her mobile phone for text messages. The first mobile phones [1]_____ (invent) by Martin Cooper in 1973, in the USA. They were big and heavy, and people [2]_____ (pay) $10,000 for one. Imagine that!

Katie grabs her school bag, puts some chewing gum in her mouth and runs out of the door. Chewing gum [3]_____ (enjoy) by the Aztecs in South America thousands of years ago. They [4]_____ (use) it to freshen their breath. It [5]_____ (still / use) for the same purpose today. Katie shouts 'goodbye' to her mum, then she [6]_____ (take) her mountain bike out of the garage. Most mountain bikes [7]_____ (make) in China now, but they [8]_____ (not invent) there. The first mountain bike [9]_____ (build) by an American cyclist called Joe Breeze in the 1970s. Katie [10]_____ (ride) her bike fast, so she gets to school on time!

## Grammar The passive: present perfect

**8** 10.1 **Read the facts about an everyday item. What do you think it is? Complete the title. Then listen to a dialogue and check your answer.**

How much do you know about _____?

1 It has been used by people for thousands of years.
2 It is made from trees.
3 Last year, 5.6 million km of it was sold in the USA.
4 It hasn't been sold in Singapore since the 1990s.
5 It has been banned in some schools.
6 Has it been banned in your school?

## Grammar Insight

**9** **Study the sentences in exercise 8. Are they active or passive? What tense are they? Find examples of these forms:**

**a** present perfect affirmative **b** present perfect negative **c** present perfect question

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**10** **Write questions and answers using the present perfect passive.**

1 **A** Cheese / eat / for hundreds of years? **B** No, it hasn't. It / eat / for thousands of years.
2 **A** How long / coffee / enjoy / in the UK? **B** It / enjoy / in the UK / since 1637!
3 **A** Which / fast food / sell / in the USA since 1905? **B** Pizza / sell / in the USA / since then.

**11** **TASK** **Work in pairs. Complete the questions and answers about a food item most people enjoy. Then decide what it is.**

1 **A** _____ it _____ (invent) by the Italians?
**B** No, it _____ (invent) in Persia about 2,500 years ago.
2 **A** _____ many flavours _____ (develop) since it _____ (invent)?
**B** Yes, more than 1,000 flavours _____ (develop) – the most popular is vanilla.
3 **A** When _____ it first _____ (eat) in America?
**B** It _____ (eat) in America for the first time in the 1740s.

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# 10c Listening, vocabulary and speaking

## Listening and vocabulary

**1 WHAT DO YOU THINK? Discuss the questions.**

1 What do you use every day that is made of plastic?
2 Do you use plastic bags when you go shopping? What do you do when you have finished with them?
3 What are the advantages of making things from plastic? What are the disadvantages?

**2 10.2 Listen to part of a radio programme and complete the summary on the right.**

**3 REACT Work in groups and discuss the questions.**

1 What did you learn from listening to the radio programme?
2 Do you agree with Dr. Anderson's suggestions for what you can do? Why / why not?
3 How could you change the way you use plastic in the future?

## Insight Environment

**4 Choose the correct verbs from the radio programme to complete the sentences. Which of them are phrasal verbs?**

1 Most plastic does not **break down** / **reduce** into harmless materials.
2 What other activities might **destroy** / **survive** life in our oceans?
3 Do you **support** / **conserve** any environmental charities?
4 Is it a good idea to **survive** / **ban** single-use plastic?
5 What is the best way to **reduce** / **recycle** the amount of plastic you use?
6 What will happen after we **destroy** / **use up** all the world's oil?
7 Everyone needs to **conserve** / **reduce** natural resources to protect the planet.
8 How do you think humans will **support** / **survive** without the oceans?
9 Do you **break down** / **recycle** your old shopping bags?
10 In what ways can we **protect** / **ban** the animals that live in the oceans?

**5 TASK Work in groups and discuss the questions in exercise 4. Then discuss this question about plastic bags. Follow the steps below.**

If plastic bags were banned, the world would be a better place. Do you agree?

1 Brainstorm ideas.
   - What are the pros of plastic bags? Think about what they are used for and the people who make and sell them.
   - What are the cons? Think about the impact on the environment and the negative impact on people.
2 Decide if there are more pros or cons, then try to reach a conclusion.

It would be good if they were banned because ... .

It would be awful if they were banned because ... .

## Why plastic is killing our oceans

**The problem**

The world's oceans are in danger. Healthy oceans mean a healthy [1]_____ . They help to balance the world's climate and many people depend on them for a living. But each year, almost [2]_____ tonnes of plastic are dumped in the oceans. [3]_____ of small pieces of plastic cause serious harm to fish, birds and animals like [4]_____ and dolphins.



**The reason**

Less than [5]_____ of plastic is recycled. Most plastic is thrown away after use. If it is not [6]_____ properly, it ends up in the sea. Because it is not biodegradable, it stays in the oceans for many [7]_____ .

**What you can do**

Reduce the amount of plastic you use. Put as much plastic as you can in the [8]_____ bin. Sign online petitions, post [9]_____ on social media and support environmental [10]_____ that call for action on plastic pollution.



## Speaking Persuading, agreeing and disagreeing

**6** **Work in pairs. Read the review of a TV programme below and complete the sentences.**

1 *Blood, Sweat and Trainers* is a _____.
2 It explores _____.
3 The students in the programme are shocked _____.
4 I think it sounds _____.

### BLOOD, SWEAT AND TRAINERS

Documentary series about a group of British students who travel to Sri Lanka. They find out what it's like to live and work in a factory making trainers for the UK market. For the first time, we get to see how these fashion items are made. The group are shocked when they realize that the workers pay a high price so that British people can have cheap clothes and shoes.



**7** 10.3 **Listen to a dialogue. What is Ali watching? What does Maya want to watch? What do they decide in the end?**

**8** 10.3 **Complete the sentences from the dialogue. Then listen again and check.**

| Persuading | Agreeing | Disagreeing |
|---|---|---|
| I think you'll [1]_____ it.<br>You [2]_____ be disappointed. | I suppose so.<br>I know what you [3]_____.<br>I really [4]_____ mind. | I don't [5]_____.<br>I don't [6]_____ so. |

**9** 10.4 **Put the dialogue in the correct order. Then listen and check.**

___ **Jake** Exactly! You've got nothing to lose. Come on, Lily! Let's sign the online petition, too. You'll be glad you did.
1 **Jake** Hey, Lily, have you heard about the school strike on Friday? It's because of the protest about climate change. You know, we really should support the protest and go along.
___ **Lily** Oh, all right. I'll come, then.
___ **Jake** Sorry, but I don't think that's right. I think it will make a difference. People feel strongly about it. Especially people our age.
___ **Lily** Hmm. Perhaps you're right. I mean, we will have to deal with the problem in the future.
___ **Lily** Actually, Jake, I'm not sure about that. I know climate change is a big problem, but a protest won't change anything.

**10** **Read the dialogue again. Underline more ways of persuading, agreeing and disagreeing.**

### GS Global skills Disagreeing politely

When we disagree with someone, it can sound rude to say *I don't agree* directly. We can use expressions to politely disagree in an indirect way. For example:

**A** This protest is really important.
**B** Actually, I'm not sure about that. I don't think it will make a difference.
**A** Sorry, but I don't think that's right.

**11** **Do people disagree directly or indirectly in your country?**

**12** **TASK** **Work in pairs. Read the situations and prepare two dialogues. Use the dialogue in exercise 9 to help you. Take turns to persuade your partner.**

**A** There is a rock concert in your town to raise awareness about environmental problems. You're really interested, but you don't want to go alone. The tickets are quite expensive and your friend has a school project to do for next week. Persuade them to go.

**B** Your school has organized a charity fun-run to raise money for a local recycling centre. You really want to take part, but your friend isn't interested. You know your friend doesn't like running, but you think it's for a good cause. Persuade them to go.

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## Reading and vocabulary

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

1 How do you think each innovation helps people?
2 Do you think they are high-tech or low-tech, expensive or cheap?
3 Do you agree that 'the best solutions are always simple'? How might simple solutions benefit poorer countries?

**2 Read the article and compare your ideas. Why is simple innovation important?**

**3 Match summaries 1–5 to paragraphs A–D. There is one summary that you do not need.**

1 There are Jugaad solutions to both high-tech and low-tech problems.
2 Why Jugaad innovation only helps developing countries.
3 Why simple solutions aren't popular in developed countries.
4 What Jugaad innovation is and why people use it.
5 An example of a Jugaad inventor and the things he has made.

### GS Global skills Culture

**4 Work in pairs and discuss the questions.**

1 What is the difference between innovation in the developing world and innovation in the developed world? Can you give examples?
2 Do you agree that we will all be using Jugaad innovations in the future? What are the advantages and disadvantages?

### V Insight Adjective suffixes: *-ful* and *-less*

**5 Study the highlighted adjectives in the article and add suffixes to these words. What do the suffixes mean? Which words do you think can be used with both suffixes?**

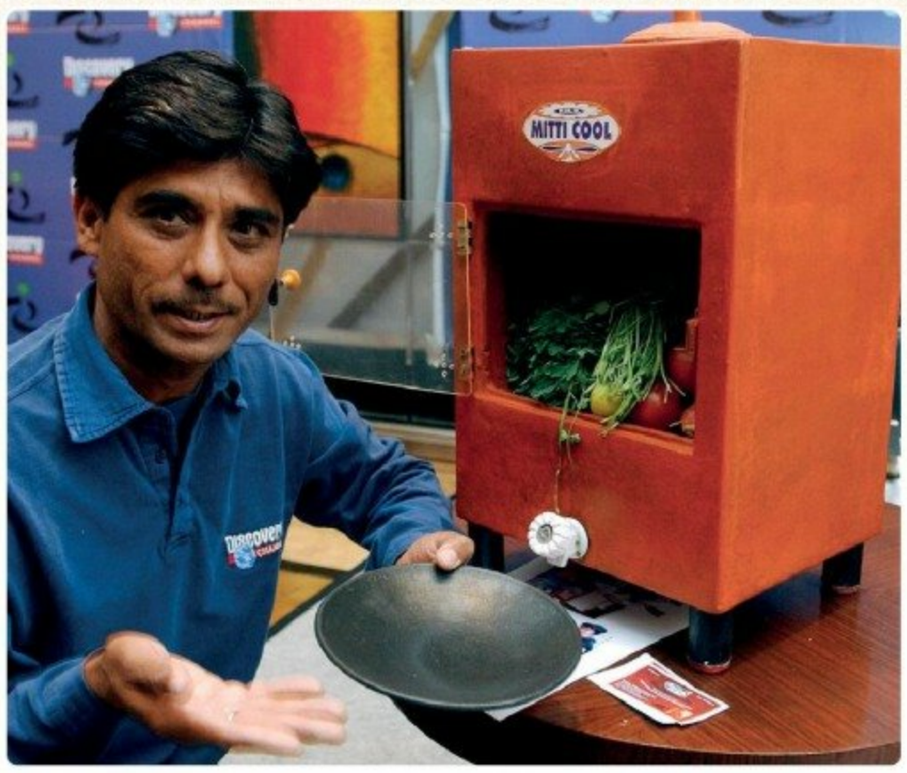
1 thought_____
2 use_____
3 end_____
4 power_____
5 hope_____
6 harm_____
7 help_____
8 success_____

**6 Choose the correct words.**

1 Uddhab invented a **powerful** / **powerless** machine to help farmers.
2 Be-Bound was **successful** / **endless** because lots of people bought their device.
3 Companies' **thoughtful** / **thoughtless** waste of resources can damage the environment.
4 Factories often produce **harmful** / **harmless** pollution that can hurt wildlife.
5 Sometimes innovations can be **useful** / **useless** and unnecessary.
6 Jugaad offers 'green' and **helpful** / **helpless** innovation.
7 The new machine was **hopeful** / **hopeless**. It didn't work at all.

# THE JUGAAD REVOLUTION

**A** What do a fridge in Mumbai and a tractor in Pune, India, have in common? They are both examples of 'Jugaad' innovation, or cheap, thoughtful inventions that help solve people's problems. *Jugaad* is a Hindi word which means 'a clever, improvised solution'. So the fridge in Mumbai [1]**is made of** clay and doesn't need electricity, and the tractor in Pune was modified so it can run on rail tracks and transport materials more cheaply and easily. These inventions don't use many resources. That means poorer people can afford them and use them to improve their lives.








**B** 57-year-old Uddhab Bharali is from Assam, in India. Most days you can find him in his workshop, working on a new idea. Uddhad is a typical Jugaad inventor. He dropped out of school and started to invent things because he had to support his family. He made things people really needed, and began by collecting scrap metal to make simple, helpful machines. Since then, he has created an endless list of inventions to earn money. His most successful was a mechanical pomegranate peeler, which [2]**was given** an innovation award in 2012. Thanks to this machine, the lives of agricultural workers [3]**have been improved** in India and in other countries. However, most of Uddhab's inventions are used by local people. It's hopeless for him to compete with big brands, so he doesn't even try. In his workshop, you can find everything from a machine to make polythene to shoes for people with disabilities. 'I understand how it feels to have nothing or no one,' he said. 'I want to be able to help those who need me.'

**C** Jugaad innovation is often low tech, like the clay fridge in Mumbai, but it can offer powerful high-tech solutions, too. Today, four billion people are unable to access the internet because they have no Wi-Fi or 4G in their community. Recently, a device [4]**has been developed** by a company called Be-Bound to help these communities. The device uses the SMS on phones that connects people to the internet in a low-cost way. It will help people stay connected, and help them access information about education and healthcare, too.

**D** *Jugaad* is an Indian word, but you can find the same idea in other places. In China, it is called *zizhu chuangxin* and in Brazil *gambiarra*. People make the most of what they have and do more with less. However, in developed countries like America and the UK, a lot of money [5]**is spent** on new and sometimes useless inventions. Just think of the new features on a smartphone – how many [6]**are actually used**? These types of innovations can be harmful to the environment because they waste valuable resources. In contrast, innovators like Uddhab keep things simple because they have to. The developing world uses Jugaad innovation out of necessity, but in the future, developed countries may have to do the same. More and more of our resources [7]**will be used up**, so cheaper and more useful solutions [8]**will be developed**. Jugaad innovation can improve life for everyone, and it can protect our planet, too.

## Grammar The passive: future

**7 Work in pairs and discuss. Do you agree with the statements? Why / why not?**

1 Too much money is spent on new innovations.
2 Our lives have been improved by technological innovations.

## Grammar insight

**8 Match the verbs in bold in the article to tenses a–d. Are the sentences active or passive? Then complete the rule below.**

**a** present simple
**b** past simple
**c** present perfect
**d** future

To form the future passive, we use _____ and the past participle.

Further reference and practice › Workbook › page 103

**9 Complete the text. Use the future active or passive form of the verbs in brackets**

### A simple solution: the Light Phone

Can you imagine a future without your smartphone? Smartphones have taken over our lives and some people think that's a problem. There is a lot of personal information stored on them, and we depend on them too much. In the future, more features and apps [1]_____ (add), and we [2]_____ (use) them more and more. Maybe it's time to simplify our lives. Check out the new Light Phone!

The Light Phone is the size of a credit card and comes in two colours: black or white. Although you [3]_____ (be able to) send text messages, apps [4]_____ (not include) on the phone. In fact, you [5]_____ (not be able to) download apps at all, so you [6]_____ (not distract) by alerts!

You'll be able to make and receive calls on the Light Phone, but you [7]_____ (not have) an email account, so emails [8]_____ (not send) or received. And because there are not many features, the battery [9]_____ (last) for 2–3 days!

Light Phones are a cool alternative to smartphones, designed to be used as little as possible. That means you [10]_____ (have) time to do other, more interesting things!

**10 TASK Work in pairs. Which of the inventions mentioned in the article do you think will be the most useful for people? Which do you think will be used the most? Give reasons.**

Vocabulary extra › Protest: verb phrases › page 141

Assess your progress Workbook page 83

# 10E Writing A description of a process

## Planning for writing

**1 Work in pairs and discuss the questions.**

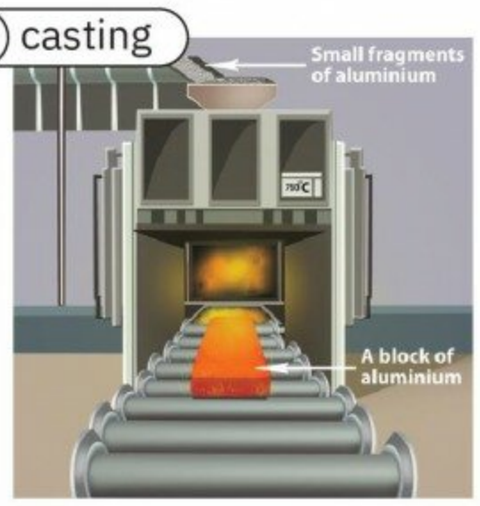
1 Do you throw away your aluminium drinks cans or recycle them?
2 Do you know how aluminium is recycled?
3 What kinds of things are made from recycled aluminium?

**2 Look at the diagram of the stages in the recycling process for aluminium cans and number them in the correct order. Then read the model description on page 139 and check your ideas.**

D making into cans



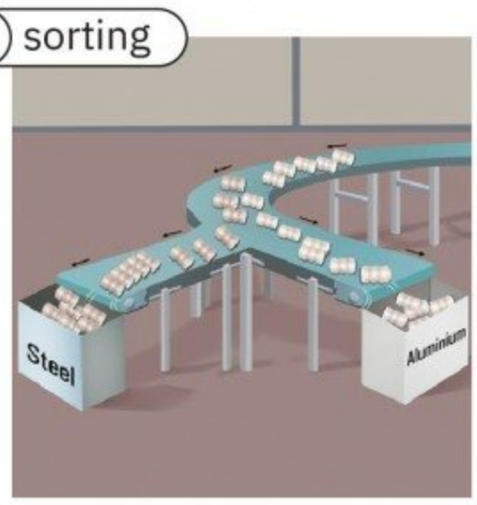
F casting



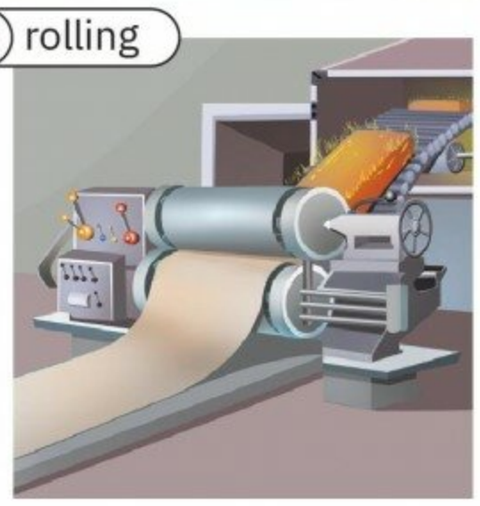

E collection



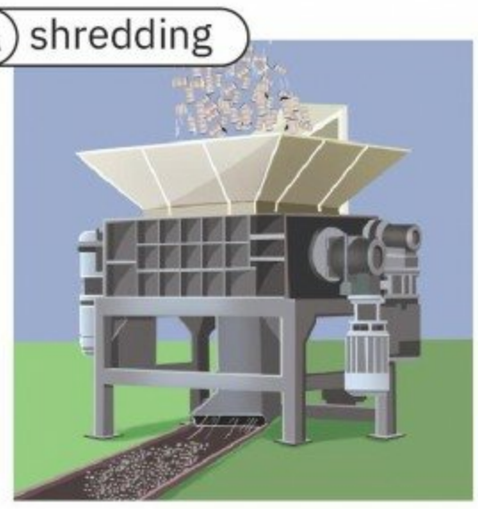
C sorting




B rolling



A shredding



**3 Read the model description again and answer the questions.**

1 Why is it important to recycle as much aluminium as possible?
2 Why is it necessary to sort the cans when they arrive at the recycling centre?
3 Which stages create a) very small pieces of aluminium and b) very big pieces of aluminium?
4 Why is the recycled aluminium rolled into very thin sheets?

## Writing Insight Expressing sequence

**4 Study the sequencing words highlighted in yellow in the model description. Add them to the table. Then add the words and phrases below.**

■ After a while ■ At the end ■ At the start ■ ~~First~~ ■ In the beginning ■ Last of all ■ Later ■ Then

| Sequencing words | |
|---|---|
| 1 To refer to the first stage in a process we use: | First, |
| 2 To refer to the middle stages in a process we use: | |
| 3 To refer to the last stage in a process we use: | |

**5 Read the model description again. Which form do we mainly use when describing a process? Complete the language box with *active* or *passive*.**

**6 Read the sentence below. Why does the writer use the words in bold? Find two more examples in the model description where the writer uses *by* + a noun.**

After they have been collected, the cans are taken to a recycling centre **by truck.**

**7 Make passive sentences about the process of making cotton clothes. Then use the words and phrases in exercise 4 to link the sentences.**

1 the cotton plant / grow / farmers
2 pick / workers / cotton field
3 deliver / trucks / cotton mill
4 cotton fabric / make / mill workers
5 fabric / send / clothes factory
6 clothes / design / designer
7 clothes / make / machines
8 clothes / sell / department stores
9 buy / customers

Aluminium is made from a natural material called bauxite, and over one-third of the world's bauxite is found in Australia. However, bauxite can't be replaced – when it is used up, there will be no more aluminium. Recycling 1 kg of aluminium can save 6 kg of bauxite, so it's important to recycle aluminium.

So how exactly are aluminium cans recycled?

First of all, the cans are collected. There must be special boxes for recycling – if the aluminium is thrown away in an ordinary rubbish bin, it is not recycled. After they have been collected, the cans are taken to a recycling centre by truck.

At the recycling centre, they are sorted to separate them from other kinds of metal, such as steel. This 'sorting' stage is important because different types of metal are processed in different ways.

Next, the cans are cut up by machines into small pieces, about the size of a two-euro coin. This part of the process is called 'shredding'.

After that, the pieces of aluminium are heated to 750 degrees Celsius to turn them into liquid. The liquid is cooled by water and is made into very large pieces of aluminium, which can weigh up to 27 tonnes. This stage is called 'casting'.

The next stage is 'rolling'. The large pieces of aluminium are rolled into very thin sheets of metal so that it's ready to be made into new aluminium cans.

Finally, the sheets of aluminium are cut to the correct size and made into new drinks cans.

In the UK alone, more than three billion drinks cans are recycled every year. Many other products are also made from recycled aluminium, including bicycles, parts for engines and building materials. Think about that next time you drink a can of cola!

**Sequencing words**
Use sequencing words and phrases to refer to the different stages in a process.

**Forms for describing a process**
Use the _____ to describe a process to focus on an action rather than the person or thing that does the action.

## Writing your description

Choose an everyday item or invention and write a description of how it is made or recycled.

**PLAN** **Read the task and check you understand it.**

**Research the item or invention you are going to write about. Make notes about the different stages in the process. Think about the people, places and equipment involved.**

**Think about the words and phrases you will use to express sequence.**

**Read the strategy make sure you follow the instructions when you write and review your description.**

**WRITE** **Write a first draft of your description. Use the model description and your plan to help you.**

**REVIEW** **Check your essay. Use the checklist to help you.**

Have you:

- included the necessary information?
- clearly described the different stages in the process?
- used words and phrases for expressing sequence?
- checked your spelling, grammar and punctuation?

### Strategy Checking spelling and punctuation

**When you have finished a writing task, always read you text again and check the spelling and punctuation. Make sure you have used:**

**a** capital letters for proper nouns (names of people, places, etc.) and at the beginning of sentences.
**b** full stops at the end of sentences and in abbreviations (e.g. *6 p.m.*); question marks at the end of questions.
**c** commas to separate parts of sentences and items in a list.
**d** apostrophes in contracted forms (e.g. *don't, aren't*) and in possessive forms (e.g. *my friend's house*).
**e** hyphens in compound nouns and adjectives.
**f** correct spelling. Use a dictionary and make a note of any words you misspell.

Assess your progress Workbook page 83

# Review 10

## Vocabulary

**1 Complete the phrasal verbs in the sentences.**

1 I always _____ on clothes before I buy them.
2 You can _____ up your jacket in the wardrobe.
3 They _____ off their shoes before they went in.
4 We had some free time, so we _____ around the shops.
5 _____ on a jumper if you're cold.
6 I couldn't _____ up my shopping bags because they were too heavy.

Marks ___ / 6

**2 Match the words in A to the words in B to make compound nouns. Then complete the sentences.**

A ■ air ■ cotton ■ export ■ factory ■ price

B ■ companies ■ conditioning ■ fields ■ tag ■ workers

1 This shirt hasn't got a _____. I don't know how much it is.
2 In the past, slaves worked in the _____ of the USA.
3 If you set the _____ at 18°C instead of 24°C, you'll cause less harm to the environment.
4 _____ often do quite repetitive jobs.
5 _____ have to spend a lot of money on transport.

Marks ___ / 5

**3 Complete the text with the correct form of the verbs below.**

■ ban ■ break down ■ destroy ■ protect ■ reduce ■ survive

Rivers are becoming increasingly polluted. Some pesticides used in agriculture don't [1]_____ and they can [2]_____ the wildlife in rivers. In some places, it is impossible for life to [3]_____ at all. A recent study even found that a quarter of chemicals in European rivers were already [4]_____. Fortunately, governments are now recognizing the need to [5]_____ our rivers and [6]_____ pollution levels.

Marks ___ / 6

**4 Complete the sentences with the adjective forms of the nouns in brackets.**

1 People who drop litter are _____ (thought).
2 This website is _____ (use). It has some good advice about recycling.
3 There are a lot of cars. The queue is _____ (end)!
4 I'm _____ (hope) that we can slow climate change.
5 Rivers are polluted by _____ (harm) chemicals.
6 Baby animals are usually _____ (help) when they're born.

Marks ___ / 6

## Grammar

**5 Complete the sentences with the present or past simple passive form of the verbs in brackets.**

1 Kimonos _____ (wear) in Japan.
2 Nylon _____ (not make) from natural products.
3 The clothes shop Zara _____ (establish) in 1975 by a Spanish businessman.
4 In the past, machines _____ (not use) to make clothes.
5 Expensive clothes _____ (not sell) in discount shops.
6 Adut Akech _____ (not choose) as Model of the Year in 2019.
7 A lot of cotton _____ (grow) in Uzbekistan.
8 Today, many clothes _____ (buy) on the internet.

Marks ___ / 8

**6 Complete the text with the present perfect passive form of the verbs in brackets.**

The bread used in pizza bases [1]_____ (bake) in Italy for over 3,000 years. However, pizzas themselves [2]_____ (not make) in their current form for so long. It was the arrival of the tomato in Europe that made the difference. Tomatoes [3]_____ (use) to make pizzas since the late 18th century and the tomato [4]_____ (consider) one of the pizza's basic ingredients since then.

During the late 19th century, Italian immigrants took the pizza abroad. Pizzas [5]_____ (eat) in the USA since the Italians settled there. Soon pizza restaurants opened, and later the pizza delivery service was born. Pizzas [6]_____ (deliver) to customers in the USA for about 50 years now. Recently, a serving of pizza [7]_____ (declare) by US Congress to contain an adequate amount of vegetables. However, this declaration [8]_____ (not confirm) by nutrition experts yet.

Marks ___ / 8

**7 Rewrite the active sentences in the passive.**

1 People won't use maps in the future.
Maps _____.
2 Manufacturers will build more driverless cars.
More driverless cars _____.
3 People won't need travel agencies.
Travel agencies _____.
4 Parents will plan family holidays online.
Family holidays _____.
5 Factories won't manufacture televisions any more.
Televisions _____.
6 Manufacturers will develop better computer screens.
Better computer screens _____.

Marks ___ / 6

**Total ___ / 45**

## Materials

**1 Match photos A–J to the clothes below.**

- a cotton T-shirt
- denim jeans
- a faux fur coat
- a lace blouse
- a leather jacket
- linen trousers
- nylon tights
- a silk scarf
- a velvet dress
- a wool jumper




**2 Match definitions 1–10 to the materials in exercise 1.**

1 It's a thin material with a smooth and shiny surface. It's used to make expensive shirts, blouses and scarves.
2 It's a thick material that comes from sheep.
3 It looks like the hair of an animal, but it isn't real.
4 It comes from a plant. It's used to make casual clothes, like T-shirts.
5 It's the skin of an animal and it's used to make shoes, bags and jackets.
6 It comes from a plant. It's used mainly for summer clothes and it creases very easily.
7 It's a material with a lot of holes and it's often made by hand.
8 It's a strong artificial material and it's quite elastic.
9 It's a thick material which is soft on one side.
10 It's a blue material and it's used to make jeans.

**3 Work in pairs. Tell your partner about clothes you have that are made from the materials in exercise 1.**

I've got a black leather jacket.

## Protest: verb phrases

**1 Match definitions 1–10 to the verb phrases below.**

- carry a banner
- donate money
- go on a demonstration
- go on strike
- join a campaign
- make a complaint
- post a comment
- protest against (something)
- shout a slogan
- sign a petition

1 say that you are not satisfied about something
2 refuse to work as a protest
3 add your name to a written document that asks someone in a position of power to do something
4 take part in a march to protest against something
5 give financial help to an organization
6 hold a long piece of board with a message on it
7 say that you do not agree with something, especially publicly
8 say in a loud voice a phrase that is easy to remember
9 put a message on a website
10 take part in a planned series of activities in order to make something happen

**2 Complete the sentences with the correct form of the verbs in exercise 1.**

1 Thousands of people _____ on a demonstration yesterday to protest against climate change.
2 The demonstration was very loud because the protesters _____ slogans.
3 Our hotel room was filthy, so we decided to _____ a complaint.
4 After the fires in Australia, many people _____ money to help the people in the country.
5 The residents' organization is going door-to-door asking people to _____ a petition against the new road.
6 They're _____ against plans to close the local swimming pool.
7 One of the protesters was _____ a banner which said 'Climate justice now'.
8 I didn't agree with that article on their website, so I _____ a comment.
9 My friends and I have decided to _____ a campaign run by Greenpeace to stop whale hunting.
10 When the manager refused to give the workers a pay rise, they decided to _____ on strike.



## Learning

**1** 10.5 **Read the sentences and highlight the key words. Then listen to part of a radio programme about plastic bags. Are the sentences true (T) or false (F)?**

1 Oil is used to make plastic bags.
2 Three billion plastic bags are produced each year.
3 Most of the plastic bags used in the UK are made in Asia.
4 The logos are printed on the bags in the UK.
5 A family in the UK uses 216 plastic bags a year.
6 About 30% of people use the bags again the next time they go shopping.
7 Plastic bags can't be recycled.
8 About 100,000 animals die each year because of plastic bags.

## Speaking

**2 Work in pairs. Choose one of the options below and role-play a dialogue about plastic bags. Think about:**

- the advantages and disadvantages of each option.
- possible alternative solutions if your partner doesn't agree with you.
- phrases that you can use to express and justify your opinions.

**Student A**
You think that plastic bags should be banned completely.

**Student B**
You think that supermarkets should charge customers more for plastic bags.

## Reading

**3 Read the article quickly and answer the questions.**

1 What type of text is it?
2 Who is it written for?
3 What is its main purpose?

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

**a** There are also products which are not foods.
**b** Fairtrade is a truly global movement.
**c** The movement also makes sure that workers and their families are treated well by their employers.
**d** There are other types of environmental movements.
**e** Then they focus on the product itself.
**f** They can be found on the shelf with other foods and drinks of the same type.

# Changing lives the Fairtrade way

### What is Fairtrade?

"Fairtrade is an international movement which aims to help farmers and workers in developing countries. It does this by making sure that companies pay a fair price for the goods the farmers produce. [1]____ It wants them to get the money they deserve for their work so that their children can go to school. The farmers who join the Fairtrade movement also receive some extra money to use in their community. Many of them use this money to pay for school books or healthcare for the workers' families."

### How does Fairtrade work?

"Fairtrade inspectors visit the farms and businesses to check that the working conditions are suitable. [2]____ They follow its route from the farm to the customer to make sure that fair prices are paid at each stage. When the inspectors are satisfied, the product is given a special label with the Fairtrade logo, to show customers that it is a Fairtrade product. In the UK, there are over 3,000 products that have the Fairtrade logo."



## What kinds of Fairtrade products are available?

"All Fairtrade products come from poor or developing countries. Many of the products are different kinds of food and drink, like tea and coffee, fruit, rice, nuts and spices. Some of the products contain Fairtrade ingredients, for example chocolate made with Fairtrade cocoa or cakes and biscuits made with Fairtrade sugar. [3]____ These include clothing such as T-shirts made from Fairtrade cotton, and other items like footballs."

## Where can I buy Fairtrade products?

"In the UK, Fairtrade products are available in normal supermarkets and in some smaller stores, too. [4]____ For example, the Fairtrade tea is in the same place as the other types of tea and the Fairtrade bananas are with the other types of fruit. There are also special Fairtrade stores in most big cities, which have a wider selection of products. Some restaurants, cafés and bars sell Fairtrade products, too. They are also available online or by mail order."

## Who is part of Fairtrade?

"Today, seven million people in Africa, Asia and South America have a better life because of Fairtrade. You can buy Fairtrade products in more than 20 countries all over the world, including France, Germany, Spain, the UK, the USA, Japan and Australia. [5]____ There are millions of people making Fairtrade products and millions of others enjoying them. What is more important, however, is that the movement is growing all the time."




## Grammar and vocabulary

**5** Complete the review with one word in each space.

# *EARTH:* a celebration of our planet

The film *Earth* is a wildlife documentary by directors Alastair Fothergill and Mark Linfield. In the film, we [1]_____ taken on an impressive tour of our planet from North to South. The stars are the animals, and the action is set in the different regions [2]_____ they live.

Unlike other documentaries, *Earth* has a plot. But in this film, the plot has [3]_____ designed by nature. We set [4]_____ on our journey in spring. In the Arctic, a mother polar bear and her two cubs have [5]_____ find enough food before the ice on which they live melts. Halfway around the world, an elephant mother and her calf are looking for water after crossing the Kalahari Desert together. And further south, a humpback whale mother [6]_____ trying to keep her calf safe during their 6,000 km migration from the equator to Antarctica. Each of these families is fighting [7]_____ survival in a world where the seasons are changing.

The most advanced film-making methods [8]_____ used during the 20 months of filming. The photography is spectacular, and the images remind us what a wonderful place we live in. But the film also contains the message that we need to look after our planet better if we want it to carry [9]_____ this way. If we fail to do so, many of these beautiful animals [10]_____ disappear forever.



## Writing

**6** **Write a review of a documentary you have seen recently. Include this information:**

- the title of the documentary and when you saw it
- what your general opinion of the documentary is
- a general summary of the documentary
- examples to explain your opinion of the documentary
- a summary of your opinion and an interesting ending

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