OXFORD



LIFE VISION

Workbook

A1/A2

Elementary

Helen Halliwell

OXFORD
UNIVERSITY PRESS

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0.1 INTRODUCTION

Talk about personal information and nationalities.

GRAMMAR BOOSTER SB P128

1 Choose the correct alternative.

A Hi. How [1]**is** / **are** you?
B [2]**I'm** / **He's** OK, thanks.
A Who's that boy with Ade? [3]**Is it** / **Are you** his brother?
B No, it [4]**is** / **isn't**. [5]**It's** / **I'm** his friend, Ivano, from Croatia.
A [6]**Is** / **Are** they penfriends?
B Yes, [7]**they are** / **they're**. Ivano [8]**isn't** / **'s** here in the UK for two weeks to speak English.

2 Complete the pairs of sentences with the affirmative (+) or negative (–) form of the verb *be*. Use contractions where possible.

1 They _____ (–) teachers. They _____ (+) students.
2 Francisco _____ (+) Mexican. He _____ (–) Spanish.
3 I _____ (+) sixteen. I _____ (–) seventeen.
4 The exam _____ (–) in Room 4. It _____ (+) in Room 5.
5 Our names _____ (+) Raúl and Arturo. We _____ (–) British.
6 You _____ (–) 20. You _____ (+) only sixteen!

3 Complete the questions with *is* or *are*.

1 What day _____ it today?
2 _____ Magdalena from Poland?
3 _____ you eighteen?
4 Where _____ you from?
5 _____ this your classroom?
6 _____ your parents French?
7 How old _____ your sister?
8 What _____ your surname?

4 Match questions 1–8 in Ex 3 to answers A–H.

A No, it isn't. ____
B No, they aren't. ____
C I'm from Peru. ____
D She's ten. ____
E It's Thursday. ____
F Yes, I am. ____
G It's Lewandowski. ____
H Yes, she is. ____

5 Read the words and write the numbers.

1 eight ____
2 twelve ____
3 nineteen ____
4 twenty-seven ____
5 thirty ____
6 forty-one ____
7 fifty-five ____
8 sixty-four ____
9 ninety-three ____
10 one hundred and one ____

6 Complete the table with nationalities.

	Country	Nationality
1	Spain	_____
2	Slovakia	_____
3	Poland	_____
4	the Czech Republic	_____
5	Peru	_____
6	France	_____
7	Switzerland	_____
8	the UK	_____
9	Portugal	_____
10	Hungary	_____
11	Mexico	_____
12	China	_____

7 **0.01** Listen and complete the table.

	Speaker 1	Speaker 2
Name	[1] _____	[4] _____
Age	[2] _____	[5] _____
Nationality	[3] _____	[6] _____

8 Complete the texts with the words below.

28 British fourteen Switzerland UK

My name's Bethany. I'm [1]_____ and I'm from the [2]_____. My French teacher is Mrs Martin. She isn't [3]_____. She's from [4]_____ and she's [5]_____ years old.

33 Brazil Portugal Portuguese sixteen

I'm Adriano and this is Lucas. We're friends. I'm [6]_____ and Lucas is fifteen. I'm [7]_____, but Lucas isn't. He and his family are from [8]_____. Our school is in the north of [9]_____, and this is our classroom – room [10]_____.

9 Complete the paragraph so that it is true for you.

Hello. My name _____ _____ and I _____ from _____ in _____. What _____ my nationality? It _____ _____. Two of my friends at school _____ _____ and _____. We _____ _____ years old. Our English lessons _____ in Room _____ and our teacher's name _____ _____.

GRAMMAR BOOSTER SB P129

1 Look at the photos and complete the words.



1 k_ _ _ _



2 b_ _ _



3 u_ _ _ _ _ _ _ _



4 h_ _ _ _ _ _ _ _ _ _



5 s_ _ _ _ _ _ _ _ _ _



6 m_ _ _ _ _ _ p_ _ _ _

2 Underline the odd one out.

1 family book people
2 food child apple
3 blue slow fast
4 man boy chair
5 new orange purple
6 bag person umbrella
7 diary book country
8 fast yellow blue
9 box food drink

3 Match the sentence halves.

1 My umbrella isn't new. It's ____
2 Is your bag ____
3 This is my mobile ____
4 Her sunglasses ____
5 Where are ____
6 These are ____

A my headphones.
B phone.
C my keys?
D on the chair?
E old.
F are orange!

4 Complete the table with the plural form of the words below.

~~apple~~ box chair class country diary
exam family half person watch woman

+ -s	+ -es
1 apples	4
2	5
3	6
-y + -ies	**Irregular**
7	10
8	11
9	12

5 Choose the correct alternative.

1 **This** / **That** is my bag here.
2 Are **this** / **these** your sunglasses?
3 **That** / **Those** man in Room 2 is our teacher.
4 Is **these** / **this** your diary here?
5 **Those** / **This** two students are from Peru.
6 This is my bag and **this** / **that** one on the chair is yours.
7 **This** / **These** are my favourite things.
8 Are **that** / **those** your keys?

6 Complete the affirmative (✓) and negative (✗) instructions with the verbs in brackets.

1 _____ (write / ✗) in the Student's Book!
2 _____ (listen / ✓) to this dialogue.
3 _____ (go / ✓) to Room 8, please!
4 _____ (eat / ✗) food in class!
5 _____ (answer / ✓) the question, please!
6 _____ (be / ✗) late for my lesson!
7 _____ (forget / ✗) your books!
8 _____ (look / ✓) at page 15!

7 0.02 Listen and tick (✓) the sentences you hear.

1 What's in that bag? ☐
What's in this bag? ☐
2 The buses are blue. ☐
The bus is blue. ☐
3 Look at this watch! ☐
Look at that watch! ☐
4 Is that woman French? ☐
Is that man French? ☐
5 It's an old chair. ☐
It's an orange chair. ☐
6 My books are purple. ☐
My book's purple. ☐

Use *have got* and possessive *'s* to talk about family and possessions.

GRAMMAR BOOSTER SB P130

1 Choose the correct answer: A or B.

1 Your mum and dad are your ____.
A parents B grandparents
2 Your mum or dad's sister is your ____.
A uncle B aunt
3 The children of your aunt and uncle are your ____.
A cousins B brothers and sisters
4 An only ____ hasn't got any brothers or sisters.
A twin B child
5 My cousin's only two months old. She's a ____.
A mum B baby
6 Your mum or dad's father is your ____.
A uncle B grandfather
7 My brothers are both twelve. They're ____.
A twins B babies
8 My favourite ____ is called Badrey. He's my mum's brother.
A uncle B cousin

2 Complete the dialogue with the correct form of the verb *have*. Use contractions where possible.

A [1]_____ you got any brothers or sisters?
B No, I [2]_____. I'm an only child. How many brothers [3]_____ you got?
A I [4]_____ got any brothers, but I [5]_____ got one sister. We're twins.
B [6]_____ she got brown hair like you?
A Yes, she [7]_____. And she [8]_____ got blue eyes like me!

3 Complete the questions with *have* or *has*.

1 What _____ you got in your bag?
2 _____ your sister got a diary?
3 How many cousins _____ David got?
4 _____ Sami and Alice got a new baby?
5 Who _____ got an umbrella?
6 _____ that cat got green eyes?

4 Match questions 1–6 in Ex 3 to answers A–F.

A Yes, they have. ____
B I've got some books and an apple. ____
C No, it hasn't. ____
D Yes, she has. ____
E Me! I've got a blue one. ____
F He's got eight. ____

5 Write sentences with the verb *have got*. Use affirmative (+), negative (–) and question forms (?).

1 my aunt / two pets (+)
_____
2 you and your friends / a drink (?)
_____
3 I / a new bike (–)
_____
4 my school / 30 classrooms (+)
_____
5 Alicia / a twin (–)
_____
6 your sister / a rabbit (?)
_____

6 Complete the sentences with *'s* or *'*.

1 Is that your grandparents___ pet?
2 These are Mica___ headphones.
3 Where are the children___ books?
4 The students___ bags are in Room 4.
5 Those are my teacher___ sunglasses.
6 Have you got James___ umbrella?
7 All my friends___ phones are new.
8 My mum___ diary is purple.

7 Choose the correct alternative.



Look at this photo of my family! My parents [1]**has** / **have** got three children: my brother, Billy, my [2]**cousin** / **sister**, Sophie, and me, Mabel! [3]**Have I** / **I've** got an old person's name? Yes, I [4]**have** / **haven't**. It's my [5]**grandmother's** / **grandmother** name. My grandfather [6]**has** / **is** Edward. He's my [7]**mums'** / **mum's** dad and he's in the photo too. [8]**Has** / **Have** Billy got a drink? No, he [9]**has** / **hasn't**, but Sophie [10]**'s** / **has**.

8 Write questions with the verb *have got*. Then write answers that are true for you. In affirmative sentences, give more information.

1 you / books / in your bag?
Have you got books in your bag?
Yes, I have. I've got three.
2 you / twins / in your family?
_____
_____
3 your grandparents / pets?
_____
_____
4 your best friend / a sister?
_____
_____

GRAMMAR BOOSTER SB P131

1 Complete the school subjects.



1 m_ _ _ _ _



2 s_ _ _ _ _ _ _



3 l_ _ _ _ _ _ _ _ _



4 P._.



5 h_ _ _ _ _ _



6 t_ _ _ _ _ _ _ _ _



7 g_ _ _ _ _ _ _

2 Choose the correct answer: A, B or C.

My mum's British, but she can speak three foreign [1]____: French, [2]____ and German. My sister Jess is good at languages and P.E. and she can [3]____ really fast! She [4]____ the guitar too. Me and Jess are very different – I'm not very good at languages, P.E. or music, but I'm good at STEM subjects – that's science, [5]____, [6]____ and maths. I can [7]____ difficult maths problems and computer [8]____ is my favourite subject. Can you imagine life without [9]____? I can't!

1	**A** computers	**B** subjects	**C** languages
2	**A** Spanish	**B** Spain	**C** STEM
3	**A** do	**B** run	**C** play
4	**A** plays	**B** runs	**C** has
5	**A** history	**B** technology	**C** maths
6	**A** music	**B** geography	**C** engineering
7	**A** have	**B** run	**C** solve
8	**A** science	**B** subjects	**C** history
9	**A** computer	**B** computers	**C** school subjects

3 Complete the sentences with *can* or *can't*.

1 I _____ play the violin. (✗)
2 They _____ speak French. (✓)
3 You _____ run fast. (✗)
4 We _____ use this computer. (✓)
5 Her cousin _____ swim. (✗)
6 My parents _____ play the guitar. (✓)
7 My brother _____ solve maths problems. (✓)
8 He _____ dance. (✗)

4 Complete the short answers.

1 'Can your mum speak a foreign language?'
'Yes, _____ _____.'
2 'Can Soroush say 'hello' in Polish?'
'No, _____ _____.'
3 'Can your parents dance?'
'Yes, _____ _____.'
4 'Can you and your friends study Chinese?'
'No, _____ _____.'
5 'Can you understand the teacher?'
'Yes, _____ _____.'
6 'Can that dog run fast?'
'No, _____ _____.'

5 Match the object pronouns below to the subject pronouns.

her him it me them us you

	Subject	Object
1	I	_____
2	he	_____
3	you	_____
4	we	_____
5	she	_____
6	it	_____
7	they	_____

6 Choose the correct alternative.

1 The teacher is here. Listen to **them** / **him**!
2 I'm in an exam. Don't talk to **it** / **me**!
3 We're good at maths. Ask **us** / **you** a question!
4 Those are my apples. You can't eat **them** / **me**!
5 The cat is on the chair. Can you see **it** / **us**?
6 Kristina speaks fast. I can't understand **him** / **her**.

7 Complete the sentences with the correct object pronouns.

1 Nikki's got an umbrella. I can see _____ in her bag.
2 Lisa's my friend. I sit next to _____ in class.
3 I can't understand this. Can you help _____, please?
4 Where's Dad? I can't see _____ in the house.
5 History and geography are my favourite subjects. I'm good at _____.
6 Have you got a problem? I can help _____.

8 Write answers that are true for you.

1 Which school subjects are easy for you? Which ones aren't easy?

_____
_____

2 How many foreign languages can you speak? Can you speak German?

_____
_____

3 Are you good at P.E.? What's your favourite sport?

_____
_____

1 Vlog your day!



1 a What can you remember about the vlog? Complete the summary with words from the lesson.

Callum and Zara think it's important to [1]g_____ u_____ early in the morning.
Callum's daily routine is to [2]h_____ a s_____, [3]b_____ his t_____ and then [4]g_____ d_____.
He makes his first vlog of the day before breakfast, and then it's time to [5]t_____ the b_____ to school.
After lunch, it's time for Callum to [6]h_____ a guitar l_____.
When they go home, Callum and Zara [7]d_____ their h_____ and then they relax and vlog in the evening.
The last time they vlog is before they [8]g_____ to b_____.

b 1.01 Watch or listen again. Check your answers.

2 Choose the correct alternative.

1 They always **take** / **have** dinner at 7 p.m.
2 I **get** / **brush** my hair every morning.
3 Some students **do** / **take** their homework at school.
4 My parents **have** / **watch** TV in the evening.
5 Lots of my friends **get** / **relax** up late on Sundays.
6 Some people **have** / **go** a shower at night.
7 We have breakfast before we **get** / **take** dressed.
8 I **go** / **have** guitar lessons after school.

3 Match the sentence halves. There is one letter you do not need.

1 Don't forget to brush ____	A lunch!
2 It's 6 p.m. Let's have ____	B TV.
3 After a shower, I get ____	C your teeth!
4 I'm tired. I want to go ____	D dressed.
5 They want to watch ____	E the train.
6 On Fridays, we take ____	F dinner!
	G to bed.

4 Complete the blog post with the words below.

breakfast dressed get go homework lessons lunch music videos relax shower take watch

The Music Man blog

Hi guys, I'm Max. I also have another name: the Music Man. That's because I'm a music vlogger.

During the day, I'm a typical teenager. I [1]_____ up around 7.30, have a [2]_____ and get [3]_____. I never have [4]_____ – I'm not hungry in the morning. Then I [5]_____ the bus to school with my friends, have [6]_____ until 12.30 and then a big [7]_____!

After school, it's time to [8]_____ home and do my [9]_____. Lots of teenagers [10]_____ and watch TV in the evening, but not me! I watch [11]_____ from around the world and vlog about them. It's awesome because lots of people [12]_____ my vlogs.

Are you a big music fan? Then why not check out the Music Man?

5 REAL ENGLISH Complete the dialogues with the words and phrases below.

awesome congratulations don't worry about it guys lots of why not

1 'Hi _____. I'm Zac!'
'Hi Zac.'
2 'We're bored.'
'So _____ make a vlog? It's easy.'
3 'Is it time to go home now?'
'No, _____ – we've got lots of time.'
4 'I love this video.'
'Me too. I think it's _____.'
5 'Is your brother's vlog popular?'
'Yes, _____ people watch it.'
6 '_____! Your video is amazing.'
'Thank you.'

6 Write three activities you do at different times of the day.

7 VOCABULARY BOOSTER Now practise **Daily routines** vocabulary on page 104.

1 Choose the correct alternative.

1 My cousin **go** / **goes** to school by bike.
2 I **talk** / **talks** to my friends every day.
3 My sister **have** / **has** toast for breakfast.
4 School **finish** / **finishes** at 3.30 p.m.
5 The students **take** / **takes** the bus to school.
6 Our parents **get** / **gets** up early.
7 Ali **watch** / **watches** TV in his bedroom.
8 We **do** / **does** our homework after school.

2 **PRONUNCIATION** Say the third person singular verbs below. Listen to the sound at the end and complete the table.

cleans finishes gets listens plays
relaxes starts talks teaches

1 /s/	2 /z/	3 /ɪz/
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 1.02 Listen and check.

4 Look at the photos and complete the sentences with the phrases below.

go / home have / a piano lesson relax / on the sofa
take / the train talk / to a friend watch / videos



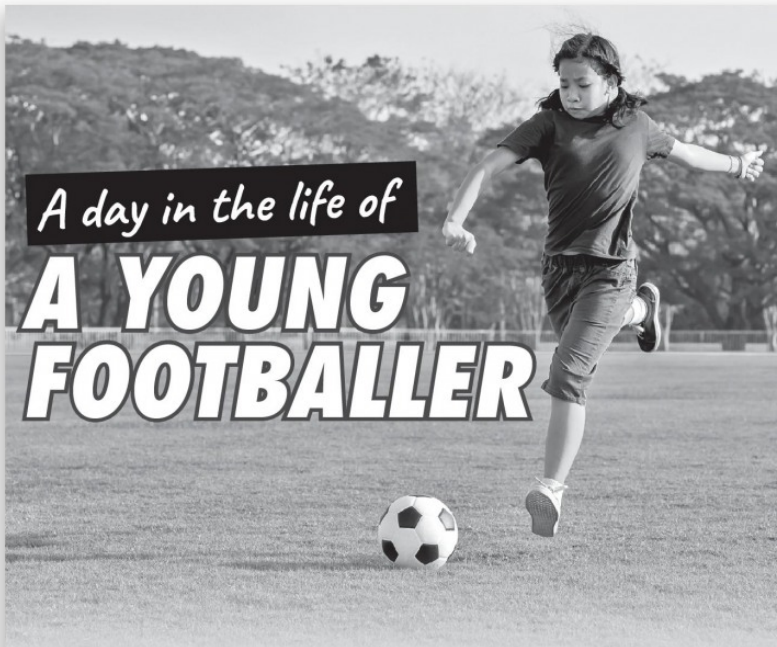
1 Ana _____ to school every day.
2 She _____ on her phone.
3 I _____ after school.
4 Then I _____ on foot.
5 My parents _____ in the evening.
6 My mum _____ on the phone.

5 Complete the sentences with the correct present simple form of the verbs below.

brush do finish get go have relax take

1 I _____ to bed and sleep for six hours.
2 Jenny's guitar lesson _____ at 4 p.m.
3 Mum _____ with friends on Friday night.
4 You _____ your teeth after lunch.
5 My cousins _____ dinner at 9 p.m.
6 We _____ up late on Sundays.
7 Omar _____ his homework in the library.
8 Some people _____ the train in the morning.

6 Complete the text with the correct form of the verbs in brackets.



Katy [1] _____ (love) football and lots of people [2] _____ (think) she's an awesome player. And that's why she [3] _____ (go) to a special football school.

Katy's day [4] _____ (start) early – she [5] _____ (get) to the school at 7.45 a.m. and the players [6] _____ (have) breakfast together. Then they [7] _____ (go) to the gym for fitness training, and the rest of the time they practise their football skills. On Saturday mornings, they [8] _____ (play) teams from other football schools.

It's important for teenagers like Katy to have school lessons too. A teacher goes to the football school and [9] _____ (teach) the young players. The 16–18 year-old players [10] _____ (have) lessons at a local college and [11] _____ (study) for their exams.

The young footballers do jobs around the club too. For example, Katy sometimes [12] _____ (clean) lots of football boots. That isn't her favourite job!

7 Think about daily routines. Write sentences that are true for you or people you know.

at 7.30 a.m. at night at the weekend every day
every morning in the afternoon on Fridays

(you)
1 I have a shower every morning.
2 _____
3 _____
(people you know)
4 _____
5 _____
6 _____

1.3 LISTENING

Predict before you listen.

1 What can you remember about the vloggers in the Student's Book? Tick (✓) or cross (✗) the topics they vlog about.

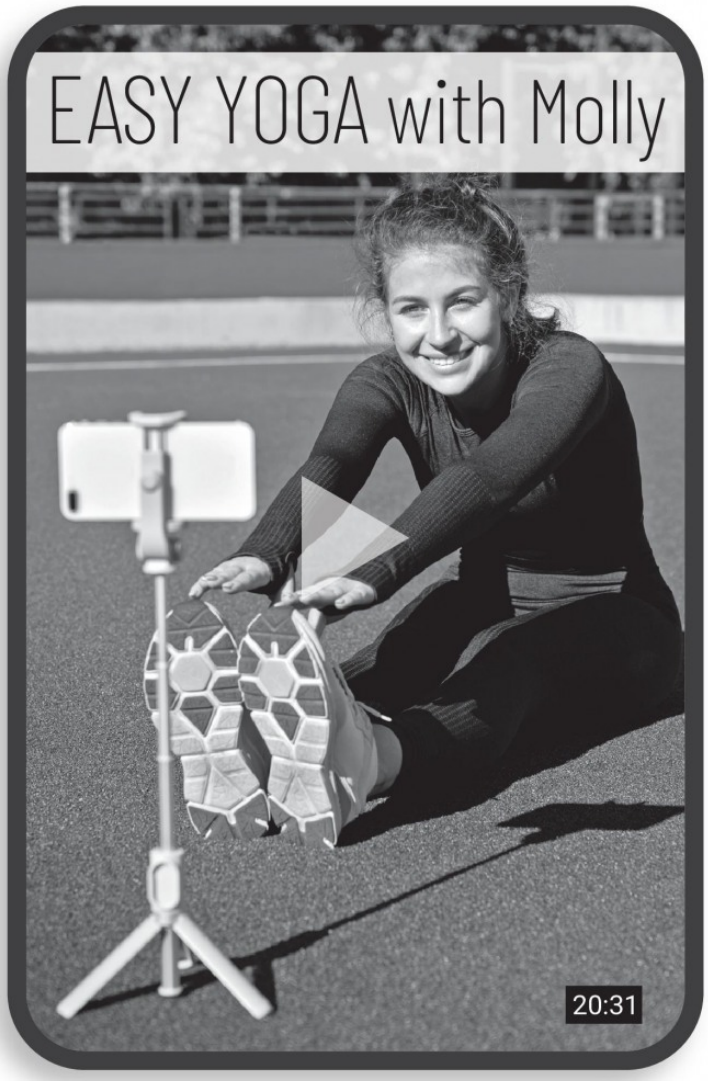
	✓ or ✗?
TV	
clothes	
video games	
sport	
beauty products	
food	
guitar lessons	

STRATEGY Predicting before you listen

Before you listen, read the title and look at the photos of people, objects and activities. Guess what words you think you will hear. This helps you understand better.

2 Read the strategy above. Then look at the photo and think about the questions.

1 Where's Molly?
2 What's her vlog about?
3 What words do you think she will use?



3 1.03 Listen to the introduction to the vlog. Check your ideas from Ex 2.

4 1.04 Listen to the rest of the vlog. Correct the mistake in each sentence.

1 Yoga is a weekly routine for Molly. _____
2 She does yoga for 20 minutes in her bedroom. _____
3 Molly has coffee before she goes to school. _____
4 She has guitar lessons. _____
5 She has no time to watch videos in the evening. _____
6 Molly feels happy after a busy day. _____

5 1.04 Listen again. Choose the correct answer: A, B or C.

1 Every morning, Molly _____ and then does some yoga.
   A gets up
   B gets dressed
   C has a shower
2 She has a tennis lesson every week _____.
   A at lunchtime
   B after school
   C on Tuesdays
3 She does her homework _____.
   A on Tuesdays and Thursdays
   B in her bedroom
   C in the dining room
4 She does yoga again at night because she can't _____.
   A watch TV
   B relax
   C vlog
5 She does yoga for _____ and then goes to bed.
   A a few minutes
   B ten minutes
   C half an hour
6 Molly's vlog is for _____.
   A other vloggers
   B yoga students
   C her friends

6 Think about the questions.

1 Do you watch vlogs? Why? / Why not?
2 What types of vlogs do you prefer?
3 Do you make vlogs? Why / Why not?

1 Choose the correct alternative.

1 They have guitar lessons **at** / **in** / **on** Mondays.
2 Emma's birthday is **at** / **in** / **on** August.
3 My mum gets up **at** / **in** / **on** 6 a.m.
4 I have a shower **at** / **in** / **on** night.
5 School finishes **at** / **in** / **on** 19 July.
6 We go home early **at** / **in** / **on** Friday afternoons.
7 My friends watch TV **at** / **in** / **on** the evening.
8 My aunt works **at** / **in** / **on** a bookshop.

2 Think about the questions.

1 Do you think it's good to have a daily routine? Why? / Why not?
2 What things do you do every day?

3 Read the blog post and answer the questions.

1 Who is Jakub's blog for?
2 What do people like this often do?
3 What's good about having a daily routine?
4 What type of person is Jakub?

4 Think about the questions.

1 Is the blog useful for you? Why? / Why not?
2 Which things do you already do?
3 Which things do you want to try?

5 **MEDIATION** Your friend does not have a good daily routine. You think Jakub's blog can help them. Choose three or four things that you think are very important. Write a message to tell your friend about them.

6 Read the messages and write replies. Use the information in the blog to help you.
It's a good idea to ... / It's important (not) to ...

Chat •••

Is it difficult to manage your time? We can help! Just tell us your problems.

1 **Henry** I'm tired! I do my homework late at night and then I can't sleep.
2 **Kamili** Help! I have the wrong books in my school bag.
3 **Rafael** I'm hungry in the morning, but I haven't got time for breakfast.

MODERN TEENS

HOME ABOUT US ARTICLES SEARCH

INFORMATION ABOUT HOW TO MANAGE YOUR TIME



by Jakub

When you're busy with school, friends and hobbies, it can be difficult to manage your time ... and easy to forget things.

But don't worry about it – just read my guide and you can have a good daily routine.





Is it important to have a daily routine?

Yes, it is! With a good daily routine, you feel organised and happy.
The first thing to do is make a plan.
Find a diary or some paper and make a list of the things you need to do that day.
Tick each task when you complete it. It feels awesome!

A good morning routine

- Get up at the same time every morning.
- Have a shower.
- Brush your teeth.
- Get dressed.
- Brush your hair.
- Have a good breakfast.

A good routine after school

- Do your homework first (you're probably tired, but it's good to do it because then you're free).
- Have dinner.
- Do something fun for relaxation, e.g. watch TV, play video games. *It's VERY important that you relax!*

A good bedtime routine

- Write a schedule for the next day.
- Prepare your school bag.
- Find your clothes for the morning.
- Go to bed.
- Relax.

Thanks for reading my blog, guys. Why not try some of these things? Then you can be an organised person, like me!

1.5 VOCABULARY

Talk about free-time activities.

1 Before you read a text about free-time activities, think about the questions.

1 Is it important for young people to do activities in their free time? Why? / Why not?
2 Would you like to go to a club for young people to do different activities? Why? / Why not?

2 Read the text. Which activity would you like to do at The Saturday Club? Why?

The Saturday Club
Yesterday

On Saturday mornings, many teenagers get up and do their homework or sometimes tidy their room.

B-O-R-I-N-G!

So, why not try something different this Saturday and come to The Saturday Club? The Saturday Club is for teenagers, and there is something for everyone to do.

For the active teenager, there's a running group – you can go for a 3k, 5k or 10k run.

There are lots of activities indoors too. You can learn how to design a website with our computer expert or learn a language with our Japanese teacher.

Konnichiwa!

There's also a 'chill out' room for people to relax, listen to music, read comics or play board games.

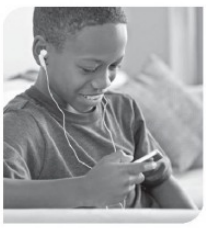
Not sure which activity to do? Don't worry about it – just come and do what you want!

Like Comment Share

3 Match the verbs in A to the nouns in B to make free-time activities.

A draw go for listen to make ride take

B a bike a cake a picture a walk music photos


1 _____


2 _____


3 _____


4 _____


5 _____


6 _____

4 Choose the correct alternative.

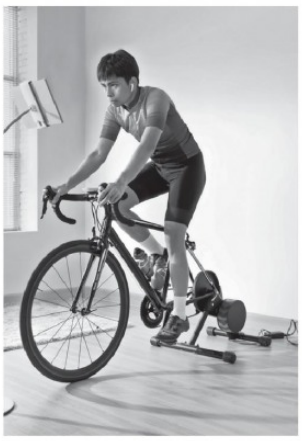
1 I'm bored. Let's **learn** / **play** a board game!
2 My sister **reads** / **draws** two books every week.
3 We get up early and **go** / **ride** for a run in the park.
4 Ed wants to **design** / **take** a website for the school.
5 I go to an evening class to **listen** / **learn** Spanish.
6 Please **make** / **tidy** your room at the weekend!
7 Carolina **rides** / **listens** to music every day.

5 Complete the blog posts with the correct form of the verbs in this lesson.

Blog

New post • Today 3 p.m.

A lot of people [1] _____ for a walk or a run to get fit, but Ashok does exercise at home. He's got an exercise bike in his living room and he [2] _____ it for an hour every day. It isn't boring because he [3] _____ to music on his bike and sometimes [4] _____ a book. Ashok [5] _____ websites as a job, but that's one activity he can't do on his bike!



Comment

Other posts

Yesterday 6.24 p.m.

Katja is a food vlogger. She cooks food and then [6] _____ photos of it for her vlog. She [7] _____ awesome cakes too. Before she starts, she designs each cake and [8] _____ a picture of it on paper. Lots of the cakes are board games because Katja and her family [9] _____ lots of them at weekends!



Comment

6 Write free-time activities from the lesson.

1 an activity you do every day _____
2 an activity you sometimes do _____
3 an activity you sometimes do with your family _____
4 an activity people do at the weekend _____
5 an activity you want to do _____
6 an activity young children often do _____

7 VOCABULARY BOOSTER Now practise **Free-time activities** vocabulary on page 104.

Use the present simple negative and *yes*/*no* questions to talk about free time.

1.6 GRAMMAR

1 1.05 Listen and read the dialogues. Write *N* (negative), *Q* (question) or *S* (short answer) for underlined phrases 1–6.

1 ____ 4 ____
2 ____ 5 ____
3 ____ 6 ____

A [1]Do you read in bed?
B [2]Yes, I do. But [3]I don't read books. I read comics.

A [4]Does your sister go for a run?
B [5]No, she doesn't. Running [6]doesn't interest her much, but she sometimes goes for a walk.

2 Complete the dialogues with *do*, *does*, *don't* or *doesn't*.

1 '_____ you and your friends make cakes?'
'No, we _____.'
2 '_____ Emily have guitar lessons?'
'Yes, she _____.'
3 '_____ your teacher ride a bike?'
'No, he _____.'
4 '_____ the lesson start at nine o'clock?'
'Yes, it _____.'
5 '_____ your parents draw pictures?'
'No, they _____.'
6 '_____ you take the bus to school?'
'Yes, I _____.'

3 Complete the sentences with the negative form of the verbs in brackets.

1 I _____ (get) up early at weekends.
2 The history lesson _____ (start) now.
3 My sister _____ (tidy) her room.
4 My parents _____ (take) lots of photos.
5 Mo _____ (go) to bed till 11 p.m.
6 You _____ (brush) your hair every morning.

4 Order the words to make questions.

1 music / your parents / Do / listen to / ?
_____
2 do / you / after school / Do / your homework / ?
_____
3 your mum / Does / websites / design / ?
_____
4 music videos / you and your friends / Do / watch / ?
_____
5 Do / you / breakfast / every day / have / ?
_____
6 at 3 p.m. / the school day / finish / Does / ?
_____

5 Write true short answers to the questions in Ex 4.

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

6 Complete the interview with the correct form of the verbs in brackets.

Guest chat



Hi guys! My guest in the studio today is Ayesha. She's only eleven years old, but she's a junior chess champion. I'm sure there are lots of things you want to ask Ayesha, so send your questions in now.

Hi Ayesha, [1]_____ (you / play) chess every day?

[2]_____ (✓). I play chess for around six hours a day. I [3]_____ (not watch) TV in the evenings. I play online with people in Russia. Chess is very popular there.

[4]_____ (your parents / like) chess?

[5]_____ (✗). They [6]_____ (not play) any board games!

Have you got any brothers or sisters?

Yes, I've got one brother. He [7]_____ (not like) chess, but he loves languages.

[8]_____ (he / speak) Russian?

[9]_____ (✗), but he wants to learn it!

champion (*n*) A person or team that wins a competition

7 Write present simple questions about free-time activities. Then write true short answers.

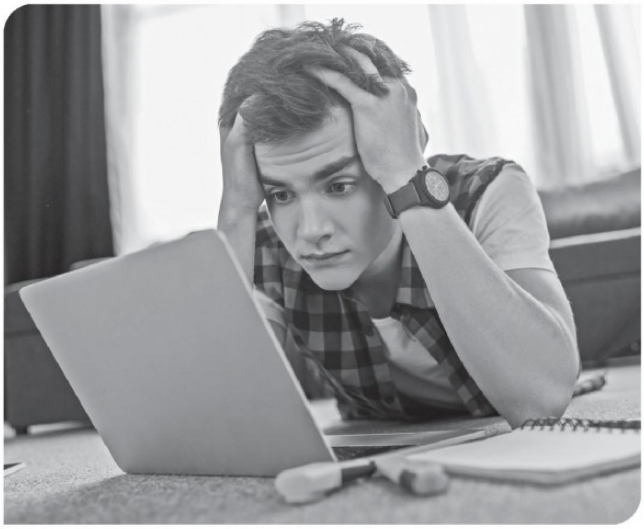
1 you / tidy your room?
_____
_____
2 you and your friends / read comics?
_____
_____
3 you and your family / play board games?
_____
_____

Identify the main ideas in an article about teenage stress.

1 What can you remember about the text in the Student's Book? Choose the correct alternative.

It's about [1]**teenagers** / **teachers** and the activities they do [2]**during** / **after** school. Louise thinks it's a good idea for students to be [3]**busy** / **worried** and do [4]**lots of things** / **nothing** in their free time. Max [5]**agrees** / **doesn't agree**. He thinks it's important for students to go [6]**to bed** / **home** and relax.

2 Look at the photo and think about the questions.



1 How do you think this teenager feels? Why?
2 Is stress good or bad, or both? Why?
3 Can you think of ways to manage stress?

3 1.06 Read the text. Does it mention any of your ideas from Ex 2?

STRATEGY Identifying main ideas

To understand the main ideas in a text, find the content words. These are usually the nouns, verbs and adjectives, and they carry the important information.

4 Read the strategy. Then read the text again and choose the correct main idea.

1 Paragraph A
- **A** Adults feel stress all the time.
- **B** Stress makes it difficult to do things.
- **C** Stress can help you to do things.
- **D** Only teenagers feel stress.

2 Paragraph B
- **A** It's a good idea to do different types of exercise.
- **B** Going for a walk makes you happy.
- **C** It's fun to go for a run.
- **D** It's important to do some exercise every day.

3 Paragraph C
- **A** Lots of people breathe slowly.
- **B** Breathing exercises can help you to relax.
- **C** It's normal to breathe.
- **D** People think when they breathe.

4 Paragraph D
- **A** It's good to do lots of different activities.
- **B** You need to do your favourite activity all the time.
- **C** Making a cake is a good activity.
- **D** It's important to stop for a short time and do something you like.

5 Paragraph E
- **A** It's good to read in bed.
- **B** Lots of people go to bed at 10 p.m.
- **C** It's bad to use phones, etc. in the hour before you go to bed.
- **D** People use electronic gadgets to sleep well.

5 Read the text again. Are the sentences true (*T*) or false (*F*)?

1 Stress is a part of normal life. ____
2 Stress can make people happy. ____
3 For daily exercise, you need to walk every hour. ____
4 It takes a long time to do breathing exercises. ____
5 Talking to friends is good for you. ____
6 It's a good idea to go to bed at the same time every night. ____

How to manage STRESS

A **Like adults, it's normal for teenagers to feel stress, and it can be useful at times. A bit of stress helps you to complete your daily routine. But stress isn't good when it makes you unhappy or worried. So, why not try these ways to relax?**

breathe (*v*) take air in and out through your nose or mouth
electronic gadget (*n*) e.g. computer, mobile phone



B ***Do daily exercise.***

Go for a run or a bike ride or just go for a walk! Walking quickly for an hour every day gives you all the exercise you need.



C ***Do breathing exercises.***

You don't normally think when you breathe, but when you breathe very slowly, it relaxes you. Just do these exercises for five minutes at different times during the day!



D ***Do a favourite activity.***

When you take a break to do something you love, you relax and feel good. So, watch some TV, talk to friends or maybe make a cake!



E ***Sleep for 8-10 hours a night.***

To sleep well, don't use electronic gadgets for an hour before bedtime – read a good book instead! And go to bed at a regular time too.



1 Think about the questions.

1 Which after-school activities can students do at your school?
2 Which ones do you like doing? Why?
3 Do you think it's good for students to do after-school activities? Why? / Why not?

2 Read the dialogue, ignoring the gaps. Which after-school activities do they talk about?

Amy Let's go to the park after school!
Beth I can't. I [1]_____ to computer club on Wednesdays.
Amy Do you enjoy [2]_____?
Beth Yes, I do. I like [3]_____ websites.
Amy Really? I don't. I can't stand computers, but I like art.
Beth Me too.
Amy I love [4]_____ pictures, but I don't like painting.
Beth Really? I do. It's fun. But I don't like [5]_____ art museums.
Amy Neither do I.
Beth There's an art club after school on Thursdays. Why not try something like that?
Amy That's a good idea.

3 1.07 Complete the dialogue with the words below. Then listen and check.

designing drawing go going going to

4 Answer the questions.

1 Does Amy want to go home after school?
_____
2 Does Beth like computers? _____
3 Does Amy like computers too? _____
4 Do Amy and Beth like art? _____
5 Do they enjoy going to art museums?
_____
6 Does Amy want to go to art club? _____

5 Write sentences. Replace the emoji with the correct verb.

1 I / ☹☹ / going to bed
_____
2 They / ♥ / making cakes.
_____
3 She / ☹ / brushing her hair.
_____
4 you / ☺ / reading comics?
_____
5 We / ☹☹ / music videos.
_____

6 1.08 Choose the correct alternative. Then listen and check.

A I enjoy doing exercise.
B [1]**Me too.** / **Neither do I.** I love going for a run after school.
A [2]**Me neither.** / **So do I.** I like going for a bike ride too.
B Really? [3]**I do.** / **I don't.** I hate riding a bike.
A I don't like having a guitar lesson after school.
B [4] **Neither do I.** / **So do I.** I think it's boring.
A [5]**Me neither.** / **Me too.** And I don't like going to chess club.
B Really? [6]**I don't.** / **I do.** I love it.

STRATEGY Consonant–vowel linking

When a word finishes with a consonant sound, and the next word starts with a vowel sound, they sometimes sound like one word.
It's a fun game.

7 Read the strategy above. Then underline the consonant–vowel linking in the sentences.

I don't enjoy sport.
1 I enjoy doing exercise.
2 I love going for a run.
3 I hate riding a bike.
4 I don't like drawing a picture.
5 I think it's boring.
6 I love it.

8 1.09 Listen and check.

9 Look at the words in brackets and complete the dialogue. Use phrases from the lesson.

A I enjoy reading.
B (Agree.) [1]_____.
I (♥ comics) [2]_____.
A (React and disagree.) [3]_____.
I (☹☹ / comics) [4]_____.
And I (☹ / history books)
[5]_____.
B (Agree.) [6]_____.



Use pronouns, adverbs and conjunctions in a personal profile.

1 Read the profile on a website. Tick (✓) who it is about.

1 the writer ☐
2 the writer's friends ☐
3 a vlogger ☐

Profile

My favourite vlogger

A I love Peter the vlogger. He vlogs about Japan. He doesn't live or work there, but he loves the country and its people. He thinks they're really interesting.

B Peter really enjoys cooking in his free time. He makes Japanese food, like sushi and ramen, in his vlog. He loves designing anime comics and draws awesome pictures. You can see them in the vlog too.

C Peter doesn't learn Japanese at school, but he studies it every day at home. One day he wants to live and work in Japan. I don't know Peter, but I know lots of things about him!



2 Read the profile again. Match topics 1–3 to paragraphs A–C.

1 ____ daily routine
2 ____ name of the vlogger / topic of the vlog
3 ____ free-time activities

STRATEGY Using pronouns or adverbs to avoid repetition

When you write, you can use pronouns (*he*, *me*, *her*, etc.) or adverbs (*there*) instead of repeating the subject or object in a sentence.

3 Read the strategy above. Then write a pronoun for the underlined words in the sentences. Read the profile again and check.

1 I love Peter the vlogger. Peter vlogs about Japan. ____
2 He vlogs about Japan. He doesn't live or work in Japan. ____
3 He loves the country and its people. He thinks the country and its people are really interesting. ____
4 He draws awesome pictures. You can see awesome pictures in the vlog. ____
5 Peter doesn't learn Japanese at school, but he studies Japanese every day at home. ____
6 I don't know Peter, but I know lots of things about Peter! ____

4 Choose the correct alternative.

1 I don't watch music videos. I think **they** / **them** / **we** are boring.
2 Alison loves board games. She plays **her** / **him** / **them** with friends.
3 I vlog every day. Lots of people watch **my** / **me** / **us**.
4 English isn't easy, but we enjoy learning **her** / **him** / **it**.
5 My mum makes amazing cakes. You can see **us** / **it** / **them** on her website.
6 We have guitar lessons at a music school. We go **it** / **there** / **him** on Saturdays.

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

1 My brother reads lots of comics _____ books.
2 You don't watch TV _____ listen to music during the day.
3 I don't like going for a run, _____ I love going for a walk.
4 My mum doesn't have breakfast, _____ she has a big lunch.
5 Priya doesn't watch videos _____ take photos on her mobile phone.
6 I have a shower _____ brush my teeth every morning.

6 You are going to write a profile of a vlogger for a website. Make notes of things to include in each paragraph. Use the ideas below or your own ideas.



Anjali the vlogger

London - vlogs about India - awesome place

draws and paints Indian designs - amazing

♡ Indian food - curries and samosas

7 Use your ideas in Ex 6 to write a profile of the vlogger. Remember to use pronouns to avoid repetition, and conjunctions *or*, *and*, or *but*.

8 ✓ **CHECK YOUR WORK** Did you …

- use vocabulary from the unit?
- use the present simple correctly?
- use pronouns to avoid repetition?
- use *or*, *and*, or *but*?

Grammar

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

cook finish have not have
not watch relax take want



Dan is a nurse in a large hospital. He starts work at 7 p.m. and [1]_____ at 7 a.m. When he goes home, he [2]_____ breakfast – he isn't hungry. He just [3]_____ to go to bed! So he [4]_____ a shower and then sleeps for six hours. When Dan gets up in the afternoon, he has some lunch and then [5]_____ on the sofa with his sister, Lisa. They [6]_____ TV – they play video games instead. At 5 p.m., they [7]_____ some food for dinner and then Dan prepares for work. He [8]_____ the bus to the hospital at 6.30 p.m., but Lisa stays at home.

2 Write *yes/no* questions. Then answer the questions.

1 Dan / work / in a hospital?

_____

_____

2 his work / finish / at 6 a.m.?

_____

_____

3 Dan / eat / in the morning?

_____

_____

4 he / sleep / for six hours?

_____

_____

5 Dan and Lisa / watch TV?

_____

_____

6 they / have dinner / together?

_____

_____

7 Dan / walk to work?

_____

_____

8 Lisa / go with Dan?

_____

_____

Vocabulary

3 Match the sentence halves.

1	After school, we have ____	A	another language.
2	She loves listening ____	B	for a walk!
3	Let's go ____	C	guitar lessons.
4	On Sundays, we get ____	D	my room for me.
5	Do you brush ____	E	our bikes.
6	At weekends, we ride ____	F	to music.
7	I want to learn ____	G	up at 10.30 a.m.
8	My mum doesn't tidy ____	H	your hair at night?

4 Complete the sentences with the words below. There are two words you do not need.

bed board games comics dinner lessons
music videos room school walk website

1 Do your friends go to _____ by bus?
2 My parents go for a _____ every morning.
3 Teenagers watch _____ on their phones.
4 You're tired, so why not go to _____?
5 We can learn how to design a _____ at computer club.
6 Esra loves reading _____.
7 Ajay tidies his _____ on Sundays.
8 'Do you like chess?' 'No, I don't like _____.'

Cumulative review

5 Choose the correct alternative.

Yasmin I'm worried about Isabel. I think she's stressed.

Martin Me too. She [1]**go** / **goes** / **goes to** home after school and studies for hours. It's important to [2]**do** / **make** / **learn** your homework, but Isabel really needs to take a break and [3]**listen** / **relax** / **tidy** in the evening.

Yasmin [4]**Do** / **Does** / **Don't** she have a hobby?

Martin No, she [5]**don't** / **does** / **doesn't**.

Yasmin Drawing [6]**pictures** / **books** / **videos** is relaxing and she's good at it. She's good at taking [7]**websites** / **photos** / **comics** too. She's got an awesome camera.

Martin What about you? [8]**Do** / **Does** / **Doesn't** you watch TV or [9]**play** / **watch** / **listen** to music in your free time?

Yasmin No, I [10]**do** / **don't** / **doesn't**. I like doing exercise. My mum and I often [11]**go** / **ride** / **do** for a run together. And I like cooking, so I sometimes make a [12]**board game** / **picture** / **cake**.

Martin Really? Don't forget to bring some to school!

REFLECT Think about the questions.

1 Which is your favourite lesson in this unit? Why?
2 Which grammar points are difficult? Why?
3 What two things can you do to manage your time?
4 How do we avoid repeating the subject or object in a sentence?

Listening

EXAM STRATEGY

When you do a true or false task, read the statements carefully before you listen. This way you can find out what kind of information you need to focus on.

1 Read the strategy above. Then look at the exam task in Ex 2. Read the statements carefully. For each statement, answer two questions: Who is the statement talking about? What is it about?

Example:

1 Sara's friends / sport

2 1.10 You will hear Sara talking to her friend Noah about doing a hobby. For each statement, write *T* (true) or *F* (false).

1 Sara's friends do a lot of sport. ____
2 Sara gets up early every day. ____
3 Noah plays video games with his sister. ____
4 Sara loves watching TV. ____
5 Noah's brother goes to a language club. ____
6 Sara decides to do art. ____

Use of English

EXAM STRATEGY

When you have multiple-choice options for a text with missing words, read the options carefully. To help you, cross out the ones that you think are wrong.

3 Read the strategy above. Then look at the exam task in Ex 4. Read the whole text quickly. Then read the first four sentences again and look carefully at the options given for the first gap. Try each word in the gap. Cross out the ones you think are wrong. Then choose the correct answer.

4 Read the text below and choose the correct answer (A, B, C or D) for each gap.

Hey Megan!

How are you? I'm in London for three months. I'm at a language school because I want to [1]_____ English. I [2]_____ live at the school. I live with an English family. There is the mum, the dad and two children. Mel is ten and Bobby is fifteen. Every day, I have breakfast with the family and then I [3]_____ the bus to school. We have four hours of lessons and then we have lunch. In the afternoon, we play sport or we [4]_____ in the park. In the evening, I have dinner with the family. We have pasta and pizza, but sometimes I [5]_____ a cake or Japanese food for them. They love sushi. I love cooking. On Saturday morning, I study English and Bobby [6]_____ to his football club. In the afternoon, we go [7]_____ a walk around London or we watch TV at home. I love anime and so does Bobby! Mel [8]_____ pictures of the characters. They're very good!

See you soon.

Kazuo

1	**A** have	**B** learn	**C** make	**D** go
2	**A** not	**B** doesn't	**C** don't	**D** not to
3	**A** take	**B** go	**C** give	**D** do
4	**A** to relax	**B** relaxing	**C** relaxes	**D** relax
5	**A** do	**B** go	**C** make	**D** take
6	**A** go	**B** goes	**C** going	**D** to go
7	**A** at	**B** with	**C** in	**D** for
8	**A** writes	**B** draws	**C** tidies	**D** plays

Writing

EXAM STRATEGY

When you write a story using picture prompts, use your imagination to give more information about what you can see.

5 Read the strategy above. Then look at the exam task in Ex 6. Think of a name for a character. Then use your imagination to write short answers to the questions.

1 What do they do on Saturday morning? Do they like it? Why? / Why not?
2 Where do they go on Saturday afternoon? Do they like it? Why? / Why not?
3 Who do they meet on Saturday evening? What do they do? Do they like it? Why? / Why not?

6 Look at the three pictures. Write the story shown in the pictures.

1



On Saturday morning, …

2



On Saturday afternoon, …

3



On Saturday evening, …

Recognising word types

1 Look at the sentence and choose the correct answer: A, B or C.

Tim makes awesome cakes.

1 Which word is a noun?
A cakes **B** awesome **C** makes

2 Which word is a verb?
A makes **B** awesome **C** cakes

3 Which word is an adjective?
A makes **B** cakes **C** awesome

VOCABULARY STRATEGY
Recognising word types

Here are some ways to recognise a verb, noun or adjective in a sentence.

Verbs

- Look at the word ending.
  -s / -es / -ies for third person present simple:
  She listens to music.
  He goes to school.
  He always tidies his room.
- Look at the word(s) before.
  ***Nathan** / **He** / **My big brother** rides his bike every day.*

Nouns

- Look at the word ending.
  -er (*player*, *vlogger*)
  -tion (*information*, *question*)
  -s / -es for plural nouns (*photos*, *boxes*)
- Look at word(s) before.
  The, *a* or *an* often comes before a noun.
  Look at the timetable of after-school activities.
  There's a class at 4.30 p.m.
  I've got an apple in my bag.

Adjectives

- Adjectives usually come before a noun or after the verb *be*.
  *He's got an amazing **job**.*
  *His job **is** amazing.*

2 Read the strategy above. Then look at sentences 1–6. Is the underlined word in each sentence a noun, a verb or an adjective?

1 Do you watch a lot of vlogs? _____
2 I have a shower in the morning. _____
3 Soraya sometimes takes the wrong books to school. _____
4 Sam takes the bus to school. _____
5 Harry designs websites. _____
6 I study history because it's interesting. _____

3 Read the text. Look at the underlined words. Are they verbs, adjectives or nouns? Do not worry about the meaning of the words at the moment.

There are lots of after-school clubs at our school. Cooking club is very popular because lots of us want to learn to make [1]healthy meals for our families. Many students [2]join the orchestra club because they play musical instruments like the [3]violin. My brother goes to the language club three times a week. He [4]practises his Chinese there. I go to homework club because the teachers are always very [5]helpful.

1 _____
2 _____
3 _____
4 _____
5 _____

4 Guess the word type of words you do not know in Ex 3. Then check your answers in a dictionary.

LANGUAGE FOCUS Words that are both nouns and verbs

Some words can be nouns or verbs. The word *vlog* can be a noun (*a / their vlog*) or a verb (*to vlog / I vlog*).

To remember words like this, write sentences to show different word types.

*I watch their **vlog** every morning.* (noun)
*They **vlog** about their day.* (verb)

5 Read the Language focus above. Then look at the pairs of sentences 1–6. Choose the correct part of speech for the underlined words.

1 **A** Can you phone me later? (**noun** / **verb**)
  B I need a new phone. (**noun** / **verb**)
2 **A** Do you plan to go on holiday this year? (**noun** / **verb**)
  B Have you got a plan for the weekend? (**noun** / **verb**)
3 **A** We go for a run every day. (**noun** / **verb**)
  B I run to school in the morning. (**noun** / **verb**)
4 **A** There's an amazing play at the theatre. (**noun** / **verb**)
  B We usually play tennis on Saturdays. (**noun** / **verb**)
5 **A** I love pizza! (**noun** / **verb**)
  B Love is more important than money. (**noun** / **verb**)
6 **A** They watch music videos after school. (**noun** / **verb**)
  B That is my watch. (**noun** / **verb**)

6 Write a paragraph about your after-school clubs and activities. Underline two nouns, two verbs and two adjectives in your text.

_____
_____
_____
_____
_____
_____

2 Healthy living



1 a What can you remember about the vlog? Read the questions and write *C* (Callum) or *Z* (Zara).

Who …

1 plays football twice a week? ____
2 goes skateboarding at weekends? ____
3 plays tennis for the school team? ____
4 goes snowboarding? ____
5 does workouts at home to stay fit? ____
6 finds the workout quite difficult? ____

b 2.01 Watch or listen again. Check your answers.

2 Complete the table with the words below.

a dance class diving surfing
tennis volleyball a workout

do	go	play

3 Match the sentence halves.

1 I play ____
2 Do you go ____
3 Let's do ____
4 Does Boris play ____
5 I want to go ____
6 My dad doesn't do ____
7 Do you do ____
8 I love the sea! I go ____

A a team sport?
B some lunges for one minute!
C windsurfing in the summer.
D diving at the swimming pool?
E any exercise in the week.
F football three times a week.
G workouts at the gym?
H skateboarding.

4 Complete the blog posts with the words below. There is one word you do not need.

athletes dance classes fit gym play snowboarding stay
swimming volleyball windsurfing workouts

Leon @leon_22 · 4hr
Help! I'm not [1] _____ because I don't do any physical exercise. I really want to be active and healthy, but I don't know what to do. Don't suggest [2] _____ – I'm very bad at salsa!

Alejandra
Replying to @leon_22
I think a great way to do some exercise is to go [3] _____ in your local pool. Why not try it for 30 minutes three times a week? Do you prefer a team sport? Then try [4] _____!
I [5] _____ it twice a week and love it!

Sue @Sue55 · 5hr
I like outdoor water sports – I go [6] _____ in summer. But how can I [7] _____ fit in winter? I don't enjoy going to the [8] _____ because I don't know how to use the machines!

Maya
Replying to @Sue55
There are personal trainers to teach you how to use the machines. They can plan good [9] _____ for you to do too. And don't worry about it, Sue! They're normal people like us, not Olympic [10] _____!

5 REAL ENGLISH Complete the sentences with the words below.

crazy just one pretty spot work

1 They're _____ good at windsurfing.
2 Do you do sport _____ for fun?
3 I need to _____ on my arms – they aren't very strong.
4 Nice _____, Kevin! That's a great workout.
5 Sally's _____ about dancing.
6 First, let's run on the _____ for 30 seconds!

6 Write sentences that are true for you. Use words from the lesson.

1 a sport or activity you do
_____
2 a sport or activity you don't do
_____
3 a sport or activity you would like to try
_____

7 VOCABULARY BOOSTER Now practise **Crazy about sport** vocabulary on page 105.

1 Match the words below to the frequency.

~~always~~ hardly ever never often sometimes usually

1 ■■■■■■ always
2 ■■■■■□
3 ■■■■□□
4 ■■■□□□
5 ■□□□□□
6 □□□□□□

2 Rewrite the sentences with the correct adverbs of frequency.

1 We do P.E. once a week. (■■■■■□)

2 The classes are fun. (■■■■■■)

3 Students play volleyball. (■■■□□□)

4 They go swimming. (■□□□□□)

5 I do a workout. (■■■■□□)

6 The P.E. teacher is late. (□□□□□□)

3 Complete the questions with the words below.

How (x2) What (x2) Where Which Who Whose

1 _____ do your parents do to stay fit?
2 _____ often do you go skateboarding?
3 _____ is good at tennis in your class?
4 _____ do you do your P.E. lessons?
5 _____ sports bag is this?
6 _____ sport do you prefer: football or volleyball?
7 _____ time does the dance class start?
8 _____ many workouts do you do a week?

4 Match questions 1–8 in Ex 3 to answers A–H.

A It's Jenny's. ____
B They go to the gym at weekends. ____
C Three. ____
D At the school gym. ____
E Volleyball. I can't stand football. ____
F Never. I haven't got a skateboard! ____
G At 7 p.m. ____
H Filip is fantastic. ____

5 Read the text and choose the correct alternative.



A snowboarding superstar!

Ben Barker is nineteen and lives in London. He's crazy about snowboarding and that's why he [1]**never / usually / hardly ever** snowboards every day. But Ben doesn't snowboard just for fun. It's his job!

Now, we all know it [2]**hardly ever / always / usually** snows in London, so [3]**how often / how / who** does Ben go snowboarding regularly? He goes to an indoor snow centre near his home. [4]**Whose / How / What** does he usually wear? Warm clothes because it's pretty cold inside!

Ben competes about seven times a year, but the big competitions [5]**never are / are never / is never** in the UK. So, [6]**where / what time / when** do they take place? They are [7]**always / sometimes / never** in places with high mountains like the US, Canada, Switzerland and Russia.

[8]**Whose / When / Which** country does Ben prefer? He really loves Russia. [9]**Why? / How? / What?** Because the food is [10]**never / often / hardly ever** different and Ben loves eating interesting things!

6 Order the words to make questions. Then answer for you.

1 you / do / How / dance classes / do / often / ?

2 enjoy / do / Which / you and your friends / sport / ?

3 When / on TV / watch / you / sport / do / ?

4 for a run / people / do / go / Where / usually / ?

5 exercise / do / Why / people / do / ?

6 a workout / you / do / How / after / feel / ?

2.3 LISTENING

Recognise common collocations in an interview about an athlete's schedule.

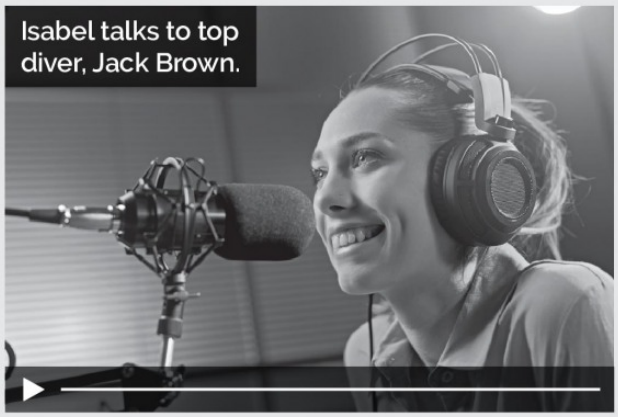
1 What can you remember about the interview in the Student's Book? Choose the correct alternative.

1 Three of Raj's old students at high school now play **football** / **volleyball** for their country.
2 In *Outliers*, the writer studies top footballers and Olympic **athletes** / **P.E. teachers** to find out why they are successful.
3 He says we can all be amazing at something with **1,000** / **10,000** hours or more of practice.
4 According to Raj, sports stars have good habits and **sometimes** / **always** know what they want.
5 To be good at her sport, Aly Raisman goes to **the gym** / **a dance class** for hours every day.
6 Aly has a break from training after **breakfast** / **lunch**.

2 You are going to listen to an interview with Jack, a top teenage diver. Before you listen, think about the questions.

1 Who is your favourite teenage sports star? What's their sport?
2 Do you think it's easy to be a teenage sports star? Why? / Why not?
3 Would you like to be a teenage sports star? Why? / Why not?

Shows available to listen online



STRATEGY Recognising common collocations

Collocations are two or more words that often go together. Examples of common verb + noun collocations are *do homework*, *go swimming* and *have breakfast*. When you listen, try to recognise collocations.

3 Read the strategy above. Then match the verbs to the nouns to make collocations.

1 go ____	A a bike
2 ride ____	B the gym
3 have ____	C music
4 go to ____	D diving
5 do ____	E a break
6 listen to ____	F my homework

4 2.02 Jack does not use one of the collocations from Ex 3. Which one do you think it is? Listen to the interview and check.

5 2.02 Listen again. Are the sentences true (*T*) or false (*F*)?

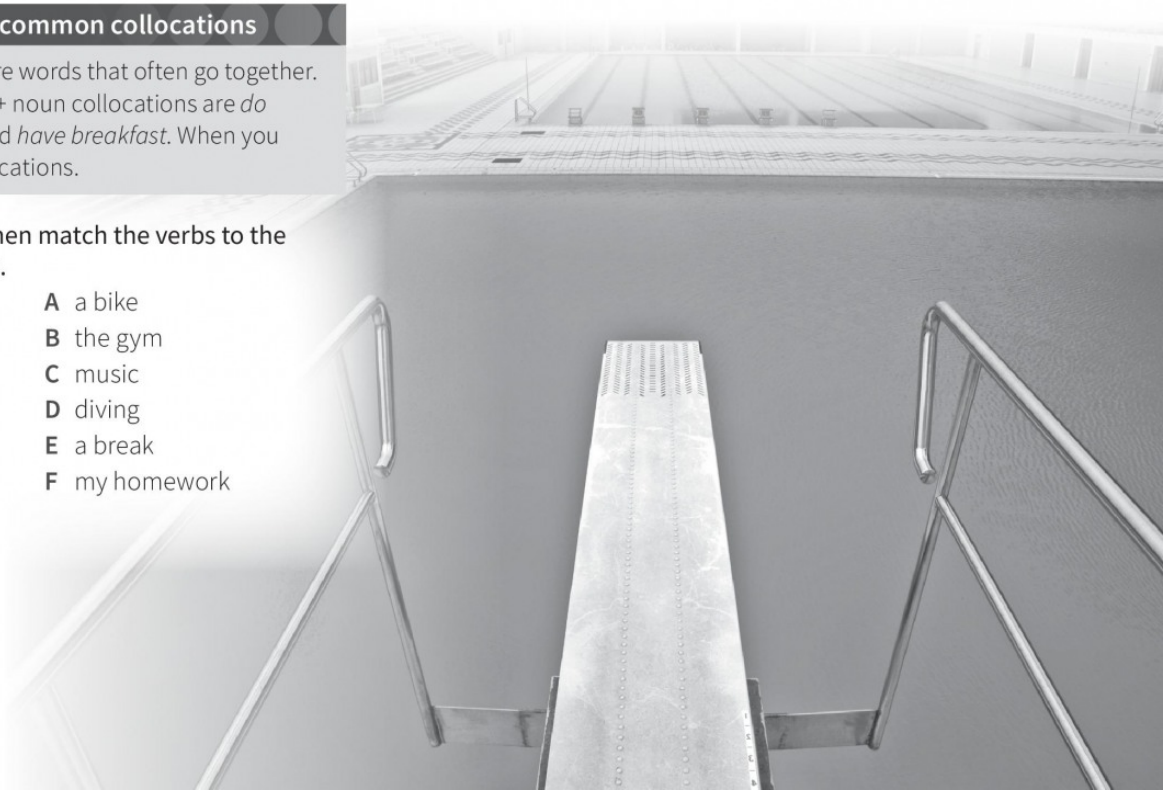
1 Jack doesn't really like water. ____
2 He hardly ever goes to school. ____
3 On school days, Jack trains for three hours. ____
4 He practises diving every time he trains. ____
5 Jack works on his skills at the gym. ____
6 He really wants to be an Olympic gymnast. ____
7 He doesn't train at the gym on Saturdays. ____
8 Jack never has any free time. ____

6 2.02 Listen again and answer the questions.

1 How does Jack feel about diving?
2 When does he do his homework?
3 How often does Jack train at the pool?
4 How often does he train at the gym?
5 When does Jack go to the pool in the week?
6 How long does he practise diving on Saturdays?
7 When does he try to have a break?
8 Who does Jack relax with?

7 Think about the questions.

1 Why do you think Jack trains so hard?
2 Can you imagine having a routine like Jack's? Why? / Why not?
3 Do you know anyone who trains for a sport?
4 What are some good ways to relax?



1 How much do you think you know about food labels?

A A lot.
B A bit.
C Nothing.

2 Choose the correct alternative.

1 It's **high** / **good** for you.
2 It's **bad** / **low** for you.
3 What's it **got** / **get** in it?
4 It's high **for** / **in** sugar.
5 It's **good** / **low** in salt.
6 It's got **a** / **–** lot of fat.

3 Look at the title of the quiz. What do you think it means?

A To be fit and healthy, eat lots of food.
B To be fit and healthy, eat food that's good for you.
C To be fit and healthy, eat what you want.

4 Do the quiz.

5 Check your answers and find out how much you know about food labels. Is your answer still correct in Ex 1?

6 **MEDIATION** You have a friend who eats lots of unhealthy food. Think about the quiz and write down four pieces of good advice for your friend.

7 Imagine your sister is buying food for dinner. Read her text messages and write a reply. Say *Buy it!* or *Don't buy it!* and give a reason.





You are what you eat!

Test your knowledge of food labels.

1 Food gives us the ____ we need for everyday activities.
A energy
B fruit
C vegetables

2 Food labels tell you the amount of ____ in the food.
A meat
B water
C sugar, fat and salt

3 The traffic light system tells you ____.
A the price of the food
B how healthy the food is
C how to cook the food

4 A red traffic light on a label means the food is ____ in something unhealthy.
A high
B low
C medium

5 For food that's low in something, look for a ____ label.
A red
B amber
C green

6 To be healthy, it's a good idea to look for food that's ____.
A low in sugar
B high in fat
C low in energy

Key
You get one point for each correct answer.
1 A 2 C 3 B 4 A 5 C 6 A
0–1 point
Be careful! You don't know much about food and food labels. ☹
2–4 points
You know a bit about food and food labels, but you can learn more.
5–6 points
Nice one! ☺ You know lots of important things about food and food labels.

1 Look at the title of the leaflet and the photo. Who do you think it is for? Do you think it is useful for you? Why? / Why not?



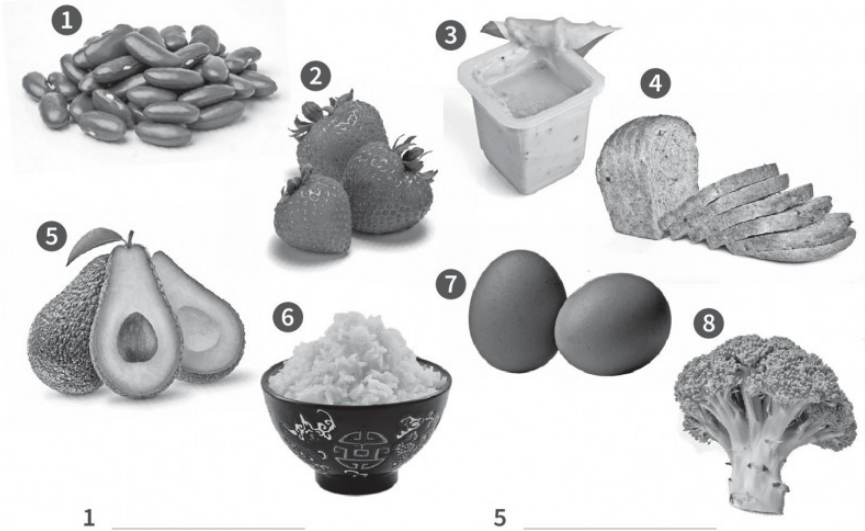
A healthy, balanced diet is important for people of all ages. But it's especially important for young sportspeople like swimmers, athletes, footballers and tennis players. That's because a healthy, balanced diet can actually help them to stay fit!

When young sportspeople train and do long workouts, they use lots of energy. Their bodies need more energy from their food. They need to eat something every three hours – that's five or six balanced meals or snacks every day! This is a recommended list for young athletes:

- 2–4 portions of fruit a day (e.g. apples, bananas, strawberries)
- 3–5 portions of vegetables a day (e.g. broccoli, carrots, lettuce)
- High energy foods (e.g. beans, rice, bread)
- Meat and milk products (e.g. eggs, milk, yoghurt, fish or chicken)
- Healthy fats (e.g. nuts, avocados)
- And don't forget that the best drink to have is water, NOT cola!

2 Read the leaflet and check your ideas in Ex 1. Which food items do you love? Which ones do you hate?

3 Label the food with the underlined words in the text.



1 _____ 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____ 8 _____

4 Complete the sentences with the words below.

apples bread cheese chocolate fish ice cream milk potatoes tomato

1 We eat lots of fruit, but we never eat _____.
2 _____ and _____ are high in sugar, so I hardly ever eat them.
3 I eat _____ every day because I always have toast for breakfast.
4 A _____ isn't a vegetable. It's a fruit.
5 You need _____ to make chips.
6 People often have bread and _____ as a snack.
7 A pescatarian doesn't eat meat or chicken but eats _____.
8 It's a good idea for young children to drink _____ every day.

5 2.03 **PRONUNCIATION** Complete the table with the words below. Then listen and check.

beans cheese dinner drink meat lettuce orange pizza

/ɪ/	/iː/
1	5
2	6
3	7
4	8

6 Look at the words and write *C* (countable) or *U* (uncountable).

1 vegetable ____
2 bean ____
3 meat ____
4 cola ____
5 pasta ____
6 banana ____
7 oil ____
8 carrot ____

7 Choose the correct answer: A, B or C.

1 Do you like ____ water?
A a B an C –
2 It's good to eat ____ apple a day.
A a B an C –
3 I hardly ever eat ____ rice.
A a B an C –
4 Can I have ____ strawberry, please?
A a B an C –
5 Have you got ____ carrot?
A a B an C –
6 I'd like ____ apple and a banana, please.
A a B an C –

8 **VOCABULARY BOOSTER** Now practise **How to eat well** vocabulary on page 105.

Use *there is / there are, some, any, a lot of, much* and *many* to talk about food.

2.6 GRAMMAR

A



B



1 2.04 Listen and read the dialogue. Which photo is Tom's?

Connor I'm pretty hungry. What have you got to eat?
Tom Let's see … There's some cheese.
Connor Are there any eggs?
Tom Yes, there are.
Connor Is there any chicken?
Tom No, there isn't. There isn't any meat.
Connor Are there any potatoes?
Tom No, there aren't. And there aren't any beans, but there are some tomatoes. I can make a cheese and tomato omelette.
Connor Nice one, Tom. Is there any water?
Tom Yes, there is. There are three bottles.

2 Look at the prompts and write sentences from the dialogue in Ex 1.

tomatoes (+)
There are some tomatoes.

1 cheese (+) _____
2 meat (–) _____
3 beans (–) _____
4 eggs (?) _____
5 chicken (?) _____

3 Choose the correct alternative.

A What's in your lunch box today?
B There [1]**'s** / **are** some cheese sandwiches.
A [2]**Is** / **Are** there any lettuce in them?
B No, there [3]**is** / **isn't**. But I've got [4]**some** / **any** tomatoes to eat with them.
A Are there [5]**any** / **much** snacks in your lunch box?
B Yes, there [6]**is** / **are**. There's [7]**much** / **some** fruit.
A What about chocolate?
B No, there isn't [8]**any** / **many** unhealthy food in *my* lunch box!

4 Complete the sentences with *a lot of, much* or *many*.

1 How _____ people are there in your class?
2 _____ sugar is bad for you.
3 I don't have _____ milk in coffee.
4 Some children don't eat _____ vegetables.
5 How _____ bread do you eat a day?
6 There isn't _____ fish on the menu.
7 _____ people around the world eat Spanish oranges.
8 We love ice cream, but we don't eat _____.

5 Choose the correct answer: A, B or C.

THE WORLD OF RICE

Here are [1]_____ interesting facts about rice.

Rice is low in fat. That means it's healthy to eat.

How [2]_____ rice do people eat?



A lot! More than half of the world's population have rice every day. It gives them 20% of their daily energy.

In China, people LOVE rice. A meal isn't a meal there when there isn't [3]_____ rice! In Asia, [4]_____ people eat five to ten cups of rice a day. They're crazy about it!

However, they don't eat [5]_____ rice in the US. A typical US citizen has about ten cups of rice a year.

How [6]_____ types of rice are [7]_____?



Four: white rice, brown rice, black rice and red rice. White rice is very popular, but [8]_____ people prefer brown rice because they want to be healthy.

Are there [9]_____ desserts with rice?



Yes, there are! In the UK, people use milk, sugar and [10]_____ rice to make rice pudding!

1	**A** some	**B** any	**C** –
2	**A** many	**B** much	**C** any
3	**A** any	**B** many	**C** some
4	**A** much	**B** any	**C** a lot of
5	**A** any	**B** many	**C** much
6	**A** many	**B** much	**C** a lot of
7	**A** there	**B** they	**C** they're
8	**A** much	**B** a lot of	**C** any
9	**A** some	**B** any	**C** much
10	**A** any	**B** many	**C** some

6 Complete the questions. Then answer for you.

1 _____ there _____ fruit in your school bag?
_____
2 _____ there _____ snacks in your room?
_____
3 _____ _____ water do you drink a day?
_____
4 _____ _____ apples do you eat a week?
_____

Use general knowledge to predict the content of an article about food.

1 What can you remember about the article in the Student's Book? Complete the words in the text.

The article is about [1]h_____ eating habits for active teenagers. It says that [2]b_____ is an important meal – it gives you [3]e_____ for the day. It talks about the food you need for a balanced [4]d_____, e.g. vitamins and healthy [5]f_____. It also says how much [6]w_____ is good for you: between six and eight glasses a day!

STRATEGY Using general knowledge to predict content

Before you read a text, look at the title and images or any extra information and answer these questions:
1 What can I see in the photo(s)?
2 What do I know about this topic?
3 What do I think the main ideas are?

2 Read the strategy above. Then look at the title of the text and the photos. Then answer the questions.

3 Look at the sentences and tick (✓) the one you think is correct. Then read the article and check.
1 Sumo wrestlers are all Japanese. ☐
2 Sumo wrestlers don't do much exercise. ☐
3 Sumo wrestlers eat two meals a day. ☐
4 Sumo wrestlers eat lots of unhealthy food. ☐

4 Read the article again. Complete the text with phrases A–G. There is one phrase you do not need.
A healthy food on the menu _____
B an important part of Japanese culture _____
C food that's high in sugar _____
D each one lasts for fifteen days _____
E it's often difficult _____
F vegetables with chicken or fish _____
G this is their daily routine _____

5 2.05 Read the article again and answer the questions.
1 Who or what are *rikishi*?
2 Where and how often can you see a *basho*?
3 What do *rikishi* usually have for breakfast?
4 How often do you think *rikishi* go home? Why?
5 How big are *rikishi*?
6 Why is *chanko nabe* a good dish for *rikishi*?

6 Think about the questions.
1 Would you like to try *chanko nabe*? Why? / Why not?
2 Can you think of a traditional dish from your country that is healthy? Do you like it?
3 How often do you eat this dish? Why?

What's on the menu for sumo wrestlers?



Sumo wrestling is the national sport of Japan and is [1]_____. Today, there are some professional sumo wrestlers – *rikishi* – from other countries. Lots of them are from Mongolia, and there are some from Bulgaria and Estonia. But Japan is the only place where there are sumo competitions (or *basho*). There are six a year and [2]_____.

People don't become *rikishi* in Japan just for fun – it's how they live and [3]_____. *Rikishi* eat, sleep and do exercise together in special sumo schools. They get up very early and train for five hours without any food. After their long workout, *rikishi* have lunch and then sleep. And [4]_____ all year round.

A rikishi's weight is two or three times more than a typical adult's. They're pretty large people, but they don't have an unhealthy diet. They always have *chanko nabe* for lunch. This traditional dish for *rikishi* contains different [5]_____ and gives them all the energy they need. And for dinner? There's more [6]_____, like fish, noodles and salad!

all year round (*phrase*) during all the year
weight (*n*) how heavy someone is



1 Look at the photo and think about the questions.

1 How often do you eat out?
2 Who do you usually go with? Who pays for the meal?
3 What do you usually order – a starter, a main course, a dessert?
4 Do you look at healthy options on the menu? Why? / Why not?

2 2.06 Listen and read the dialogue. Who changes their order? Why?

Claire Can we have a table for three, please?
Waiter Certainly. Here's the menu.
...
Waiter Are you ready to order?
Claire Yes, we'd like some bread and olives to start.
Waiter And for your main course?
Claire I'd like the chicken salad, please.
Sam And I'd like the avocado salad, please.
Ed Can I have the hamburger, please?
Waiter We haven't got any hamburgers today, but there are some vegetable burgers instead.
Ed No, thanks. I can't stand vegetable burgers! I'd like the beef curry, please.
Waiter OK. And would you like anything to drink?
Ed Water for me.
Claire The same for me, please.
Sam And me.

3 Complete the phrases with the words below.

course 'd like have like
menu order same table

Waiter

1 Are you ready to _____?
2 And for your main _____?
3 Would you _____ anything to drink?

Customer

4 Can we have a _____ for two, please?
5 Can we have the _____, please?
6 Can I _____ the chicken, please?
7 I _____ the salad, followed by a curry, please.
8 The _____ for me, please.

4 Choose the correct alternative.

1 **Do** / **Would** you like any tea or coffee?
2 No, thanks. I don't want **anything** / **something** else.
3 Can we have the **bill** / **order**, please?
4 How **much** / **many** is it?
5 It's £20. I'd like to **buy** / **pay** for this.

5 Look at the words in brackets and complete the dialogue in a restaurant. Use phrases from Ex 3 and 4 where possible.

A (Ask for a table for two.)
_____
Waiter Certainly.
A (Ask for the menu.)
_____
Waiter Here you are. (Ask for the customer's order.)
_____
A (Ask about eggs in the cheese salad.)
_____
Waiter Yes, there are, but there aren't any in the chicken salad.
A (Order the chicken salad.)
_____
Waiter And for you, sir?
B (Ask about vegetarian meals.)
_____
I don't eat meat.
Waiter There are some on the back of the menu.
B (Order the Margherita pizza.)
_____
Waiter (Ask about drinks.)
_____
B An orange juice, please.
A (Order an orange juice.)
_____

After the food

A Can we have the bill, please?
Waiter Here you are.
B (Ask for the price.)
_____
I'd like to pay.
A It's £26. Thanks!

STRATEGY Rating your performance

When you finish a writing activity, think about how well you did it. Use the traffic light system to rate your performance: good (green dot), OK (amber dot) or not good (red dot). Give reasons – think about your use of grammar, vocabulary and punctuation.

6 Read the strategy above. Then rate your performance.

Use capital letters and abbreviations to complete a form.

1 Look at the form. Who is it for? Choose the correct answer: A, B, C or D.

It's for people who want to ____ at Halton Skatepark.

A work
B have lessons every week
C have lessons in the summer holidays
D be a member

Halton Skatepark

Open 7 days, 10 hrs a day, from 10 a.m. to 8 p.m.

To apply for the skateboarding summer school (1–8 Aug), please complete all parts of this form.

First name [1] _____
Surname [2] _____
Gender [3] M / F
DOB (DD/MM/YYYY) [4] _____
Address [5] _____
Postcode [6] _____
Email [7] _____
Tel (mob) [8] _____
Job [9] _____
Level (underline) [10] beginner / intermediate / advanced
PTO

2 Complete the form with the information below.

07700 90063 12/08/2007 12 New Road, Woking, UK
Anna F GU21 8PZ intermediate Jones
skater8@mail.com student

STRATEGY Using capital letters

We use capital letters …

a at the start of a sentence.
b for names and titles.
c for days of the week.
d for months of the year.
e in some postcodes.
f for some abbreviations.

3 Read the strategy above. Then find and correct the mistakes.

1 We do a dance class every monday. _____
2 how often does he go to the gym? _____
3 Mr baker's blog is very popular. _____
4 Their postcode is sw4 9pt. _____
5 School starts in september. _____
6 I love the board game monopoly. _____
7 My English teacher is mrs Woods. _____
8 Do you like p.e. lessons? _____

4 Write the full form of these abbreviations.

1 M = _____
2 F = _____
3 DOB = _____
4 Rd = _____
5 hrs = _____
6 DD/MM/YYYY = _____
7 mob = _____
8 PTO = _____
9 UK = _____
10 Aug = _____

5 Look at the profile and fill in the form. Use – when you do not have the information.

< Daniel Kotev



Hi. My name's Daniel Kotev. My date of birth is 18 November 2005. I'm from Slovakia, but I live in the UK with my family at 44 Old Road, Brighton. My postcode is BN3 4AE. I have a mobile. The number is 07700 90092. My email address is dankotev@mail.com. I love swimming, but I don't know how to surf. I really want to learn!

Surf Brighton

Practise your skills, stay active and have fun!

For surfing lessons, please complete all parts of this form

First name [1] _____
Surname [2] _____
Gender [3] M / F
DOB (DD/MM/YYYY) [4] _____
Address [5] _____
Postcode [6] _____
Email [7] _____
Tel (mob) [8] _____
Job [9] _____
Level (underline)
[10] beginner / intermediate / advanced
PTO

6 **CHECK YOUR WORK** Do you …

- think the form is filled in correctly?
- think the capital letters are in the correct place?
- understand the abbreviations?

Grammar

1 Complete the questions with question words.

1 '_____ do you stay fit?'
'I do lots of exercise.'
2 '_____ often does he play tennis?'
'Three times a week.'
3 '_____ do you go windsurfing?'
'Because I love it.'
4 '_____ vlogs do you prefer?'
'Sports and fitness ones.'
5 '_____ time does the gym close?'
'10 p.m.'
6 '_____ does Mia go skateboarding?'
'In the park.'
7 '_____ do you go to the gym with?'
'Some friends.'
8 '_____ much does it cost to do yoga?'
'£5 a lesson.'

2 Choose the correct alternative.

1 How **much** / **many** types of fish are there?
2 There isn't **some** / **much** food for dinner.
3 There **aren't** / **isn't** many people in the gym today.
4 There are **some** / **any** good places to eat in town.
5 There **is** / **are** some chicken for lunch today.
6 It's important to eat **a lot of** / **much** fruit.
7 Is there **many** / **any** pasta on the menu?
8 How **much** / **many** cheese do you eat a week?
9 **Any** / **A lot of** people are vegetarian now.
10 I like strawberries, but I don't eat **much** / **many**.

Vocabulary

3 Complete the text with the correct words. There are two words you do not need.

avocado dance classes fit gym surfing
swimming tennis water workout yoghurt

Tips on how to stay [1] _____

Try to do some exercise every day. Maybe go to the [2] _____ and do a [3] _____.

Do you prefer water sports? Then go [4] _____ in your local pool.

For those who don't enjoy sport, why not try [5] _____? You use lots of energy when you do the salsa!

Never miss breakfast! Make sure you always have a breakfast that's healthy, like [6] _____ with some fruit.

Try to eat an [7] _____ a day. It's really good for you.

Don't forget to drink lots of [8] _____, especially after exercise.

4 Complete each sentence with one word from the unit.

1 You need to be really fit to be an Olympic a_____.
2 We've got some l_____ and tomatoes. Let's make a salad!
3 I enjoy water sports, so I'd like to go w_____ next summer.
4 You can't make a sandwich without b_____!
5 Do you enjoy team sports like football and v_____?
6 We can't go s_____ because the skatepark is closed.
7 I don't like sweet things, so I never eat c_____.
8 They usually serve curry with r_____.

Cumulative review

5 Choose the correct answer: A, B or C.

BLOG ☰

[1] _____ cake do you love?

For me, like [2] _____ people, it's [3] _____ cake. But do you know [4] _____ unhealthy it is? [5] _____ lots of fat in this type of cake and it [6] _____ high in sugar.

My sister, Geeta, is crazy [7] _____ health and fitness. That's why she [8] _____ eats things like sweets and cake. [9] _____ does she have for lunch at school? Lots of food that's high in vitamins and low in fat. There isn't [10] _____ unhealthy food in *her* lunch box!

As part of her fitness routine, Geeta [11] _____ to the gym after school. She runs on the spot for two minutes to warm up. Then she does a 30-minute [12] _____. She works on her arms, legs and stomach. That's why Geeta's pretty fit ... and I'm not!

1	**A** Who	**B** How	**C** Which
2	**A** a lot of	**B** any	**C** much
3	**A** lettuce	**B** chocolate	**C** chicken
4	**A** how	**B** how much	**C** how many
5	**A** There are	**B** There	**C** There's
6	**A** always is	**B** 's always	**C** never is
7	**A** with	**B** for	**C** about
8	**A** usually	**B** always	**C** hardly ever
9	**A** What	**B** Where	**C** Who
10	**A** some	**B** any	**C** many
11	**A** often goes	**B** goes often	**C** goes never
12	**A** athlete	**B** tennis	**C** workout

REFLECT Think about the questions.

1 Which is your favourite lesson in this unit? Why?
2 Which grammar points are difficult? Why?
3 How do you rate your performance with the traffic light system?
4 When do we use capital letters?

Reading

EXAM STRATEGY

When you match headings to a text, read each part of the text carefully and try to summarise what each part is about before you look at the headings. Then you can choose the one that is the most similar.

1 Read the strategy above. Then read the paragraph below. What is the main point of the paragraph? Look at the headings. Which one matches best?

Suzie is an athlete. She trains hard, so she needs a lot of energy. For breakfast, she has three eggs. At lunchtime, she has chicken. In the evening, she has fish.

A Training every day
B Suzie's daily routine
C A good diet is important

2 Read the article about a teenage skateboarder. Choose the correct heading (A–G) for each paragraph (1–7).

Skateboarder Elissa Sanderson

This week in *Teenage Sport* we introduce fifteen-year-old skateboarder Elissa Sanderson.

1 ____

Elissa lives in New York with her parents and her little brother, Zach. She goes to school and works hard. She enjoys sport and likes going out. But Elissa is different from her friends. She wants to be in the skateboarding World Championship.

2 ____

Life is very busy for Elissa. She gets up early every morning and goes for a long run. Then she has a shower, eats breakfast and goes to school. After school, she goes to the skatepark. In the evening, she has dinner and does her homework.

3 ____

On Saturdays, Elissa goes to the gym. After lunch, she has skateboard lessons for three hours. She likes learning new things. On Sundays, she usually gets up late and then she studies. After lunch, she goes back to the skatepark and practises again.

4 ____

Elissa always has a big breakfast and two other healthy meals because she needs a lot of energy. She usually has eggs in the morning. At lunchtime, she has chicken and rice or pasta, and lots of vegetables. In the evening, she eats fish and vegetables. She doesn't often have unhealthy food, but she likes hamburgers!

5 ____

Competitions are important. Elissa takes part in competitions in New York and in other places in the US. Her mum always goes with her. Sometimes her dad and Zach go too. Sometimes there are competitions in different countries, for example, in France and the UK. Elissa is very good, and she often wins.

6 ____

Elissa is crazy about all sport. She plays volleyball just for fun and loves American football. She likes languages and is learning Japanese. She also enjoys cooking – healthy food, of course!

7 ____

Elissa is very active, but on Sunday evenings, she stays in her room and listens to music or watches TV. She sleeps for ten hours. Then she is ready for Monday morning.

A Visiting places
B Not a typical teenager
C Daily routine
D Relaxing at home
E Free-time activities
F A healthy diet
G Weekend training

Speaking

EXAM STRATEGY

In a role-play task, you and your partner should prompt each other to speak.

3 Read the strategy above. Then complete the prompts with the words below. You can use the prompts to complete the exam task in Ex 4.

like main meat order

1 Are you ready to _____?
2 And for your _____ course?
3 Would you _____ something to drink?
4 Do you eat _____?

4 Work in pairs. Read the situation and the task. Complete the role-play with your partner. Then swap roles.

The situation

You are in a restaurant. You can choose chicken or fish for your main course. The chicken comes with chips and the fish comes with rice.

Your task

- Your partner will play the part of the waiter.
- Ask them for your choice of main course.
- Explain that you don't like the side dish it comes with and ask for something different: chips, rice or salad.
- Then ask for the bill.



Compound nouns

1 Look at the underlined words in the text. Are the sentences true (*T*) or false (*F*)?

1 To make a compound noun, we put two (or more) words together. ____

2 We always write compound nouns as one word. ____

Hi! My name is Louisa and I love sports. I play basketball and tennis at school. On Saturday, I go to a dance class, and on Sunday, I go to the swimming pool. In the summer, I always go windsurfing, and in the winter, I go snowboarding. I also love watching team sports, especially football and rugby.

LANGUAGE FOCUS Compound nouns

There are two nouns in a compound noun. Some compound nouns are one word (e.g. *basket + ball = basketball*), but some are two words (e.g. *swimming pool*, *ice cream*).

2 a Read the Language focus above. Then match a word from A to a word from B to make six one-word compound nouns.

| **A** break home skate straw volley week

| **B** ball berry board end fast work

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

b Complete the two-word compound nouns with the words below.

| box drink juice lessons match sport

1 There's a football _____ on TV this evening.
2 Diving is my favourite water _____.
3 I always have healthy food in my lunch _____.
4 He usually has orange _____ for breakfast.
5 It's OK to have an energy _____ after a workout.
6 How often do you have guitar _____?

3 Complete the second sentence with compound nouns made from nouns in the first sentence.

1 Mr Edwards is a teacher. He teaches music.
Mr Edwards is a _____.
2 I've got a job. I do it every Saturday.
I've got a _____.
3 Kim is a big fan of sports.
Kim is a big _____.
4 I always make a plan for my homework.
I always make a _____.
5 We go to a class every Wednesday. We do dance there.
We go to a _____ every Wednesday.
6 Volleyball is a sport. You play it in a team.
Volleyball is a _____.

VOCABULARY STRATEGY Pronunciation of a compound noun

The stress of a compound noun is usually on the first part, for example:

home*work*, ***dance*** *class*

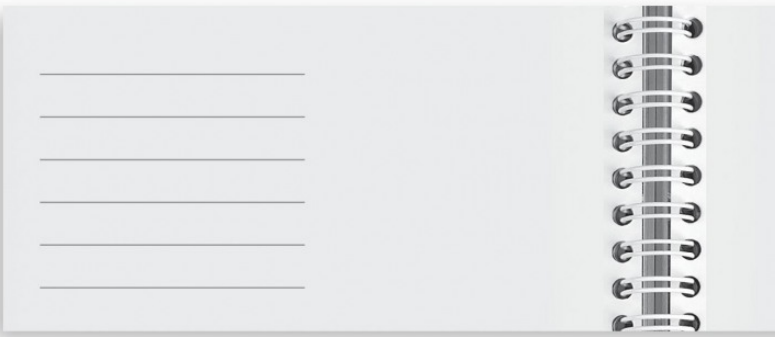
You can check the stress in a dictionary.

Draw circles above the stressed parts of words to help you remember the pronunciation. When you write compound nouns in your vocabulary notebook, it's a good idea to underline the word that is stressed, for example:

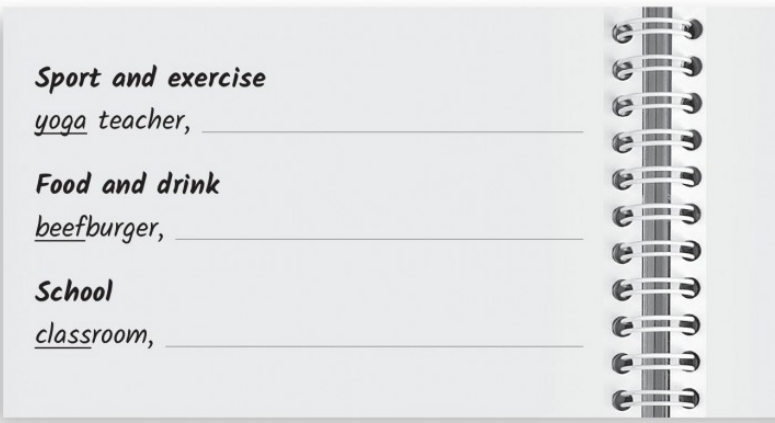
homework
dance class

4 Say the compound nouns below and think about the stress. Add the nouns to the notebook and underline the stressed words. Be careful! The stress in one of the compound nouns is different.

| board game classroom computer science
| headphones sunglasses website



5 Can you think of compound nouns related to the topics below? Add them to the notebook. Then say them and underline the stressed words. Check the stress in a dictionary if necessary.



3 Looking good



1 a What can you remember about the vlog? Complete the summary with the correct words from the lesson.

Callum and Zara are going to their aunt's wedding today. Zara is wearing a pale blue [1]s_____ and a cream [2]t_____. Callum is wearing a Scottish kilt with a white [3]s_____, a red tie and a black [4]j_____. Zara describes a sari – the long [5]d_____ that Indian women often wear. Callum describes the traditional wedding clothes men sometimes wear in Norway: long, white [6]s_____ and short, black [7]t_____. Then Zara talks about traditional wedding costumes for women in Peru: long skirts and big, beautiful [8]h_____.

b 3.01 Watch or listen again. Check your answers.

2 Complete the table with the words below.

big black cream dress jeans long pink pretty red short socks trousers

Clothes	Colours	Adjectives
1 _____	5 _____	9 _____
2 _____	6 _____	10 _____
3 _____	7 _____	11 _____
4 _____	8 _____	12 _____

3 Choose the correct alternative.

1 My feet sometimes hurt when I wear new **jeans** / **shoes**.
2 A suit is a **jacket** / **T-shirt** and trousers or a skirt.
3 In the UK, men usually wear a shirt and **top** / **tie** to a wedding.
4 It's a good idea to wear a **skirt** / **hat** in winter when it's cold.
5 Priya hates wearing dresses. That's why she always wears **socks** / **trousers**.
6 Our school uniform looks black, but it's actually **dark** / **pale** blue.

4 Match the sentence halves.

1 Jamal always wears colourful ____ A blue.
2 I need a new pair ____ B dress is beautiful.
3 Female tennis players often wear ____ C of jeans.
4 My favourite jacket is pale ____ D it's cream.
5 His shirt isn't white; ____ E short, white skirts or dresses.
6 Emily's wedding ____ F socks that are pink and blue.

5 Complete the blog post with the words below.

Alison
Hi guys! What are the ideal clothes for summer? I need some help!

shirt skirt top jacket

Miguel
You can't go wrong with a white or cream T- [1]_____. It's the perfect [2]_____ for a summer's day. You can wear it with almost everything – a dark pair of trousers or a pretty [3]_____, or your favourite denim [4]_____ – and look great.

dark dress hat pale

Jenny
I like wearing a long [5]_____ to keep cool. It's also a good idea to wear a [6]_____ to protect your head from the sun. Another tip is to think about the colour of your clothes! [7]_____ colours, like black, make you hot. You can keep cool in [8]_____ colours.

6 REAL ENGLISH Complete the dialogue with the words and phrases below.

gorgeous lucky oh no see you later sorry to interrupt you see

A Bye, Mum! I'm off to school now.
B [1]_____, Amina!
C I love your mum's dress. It's [2]_____.
A She's wearing it because it's her [3]_____ colour. [4]_____, she's got an interview today. She wants to work in …
C [5]_____, Amina, but where's your sports bag? We've got P.E. today.
A [6]_____! It's on my bed!

7 VOCABULARY BOOSTER Now practise **What's your style?** vocabulary on page 106.

Use the present continuous to talk about things happening now.

1 Tick (✓) the present continuous sentences.



1 I'm looking at a photo of some dancers. ☐
2 I think their costumes are beautiful. ☐
3 The man is wearing a colourful jacket. ☐
4 Is the woman wearing a dress? ☐
5 She's got some flowers in her hair. ☐
6 They aren't looking at the camera. ☐
7 Do they come from Poland? ☐
8 Are they dancing? ☐

2 Complete the dialogue with the words below.

are (x2)	aren't	is	isn't	'm	'm not	's

A [1]_____ you watching a vlog?
B No, I [2]_____. I [3]_____ looking for some photos for my history homework. You see, the students in my class [4]_____ doing a project about coming of age traditions.
A Sounds interesting. We [5]_____ doing anything like that in our history lessons.
B Look at this photo of a boy from Vanuatu. He's on top of a high tower.
A [6]_____ he standing there just for fun?
B No, he [7]_____. He [8]_____ jumping from it.
A Oh no! We're lucky we don't have a tradition like that here.

3 Write present continuous sentences. Use affirmative (+), negative (–) and question forms (?).

1 Lily / use / the computer at the moment (–)
_____
2 they / wear / jeans / today (?)
_____
3 the lesson / begin / right now (+)
_____
4 we / make / videos this morning (+)
_____
5 I / do / my homework / now (–)
_____
6 he / take / photos / of us (?)
_____

4 3.02 **PRONUNCIATION** Practise saying the /ŋ/ sound in the words below. Then listen and repeat.

angry	English	hungry	thanks	thinking	wearing	writing	wrong

5 Complete the messages with the present continuous form of the verbs below. Use contractions where possible.

go	have	not do	not rain	play	sit	take	wear



6 Write present continuous questions. Then answer for you.

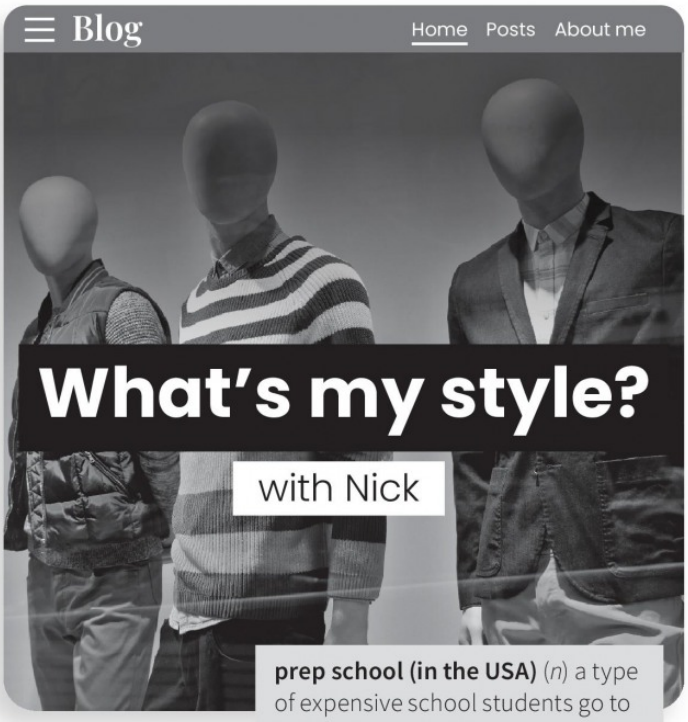
1 what / you / wear / today / ?
_____
2 what / your mum / do / right now / ?
_____
3 it / rain / now / ?
_____
4 where / you / sit / at the moment / ?
_____
5 you / see / friends / this afternoon / ?
_____
6 what / you / have / for dinner / this evening / ?
_____

Identify examples in a podcast about clothes.

1 What can you remember about the podcast in the Student's Book? Complete the summary with the words below.

costume culture dance Mexican trousers

When people go to [1]_____ parties in Canada and the USA, they often wear clothes from other countries, such as big [2]_____ hats or traditional German [3]_____. They don't come from these countries or understand their [4]_____. They're doing it just for fun. Jane Wallis believes you need a good reason to wear traditional clothes from another country. It isn't a problem, for example, for people in a flamenco [5]_____ group to wear flamenco costumes.



prep school (in the USA) (*n*) a type of expensive school students go to before they go to college

2 Before you listen to the podcast, think about the questions.

1 What's your style? What style of clothes do you like?
2 Do you want to look different from your friends? Why? / Why not?
3 Do you like shopping for clothes alone or with other people? Why? / Why not?

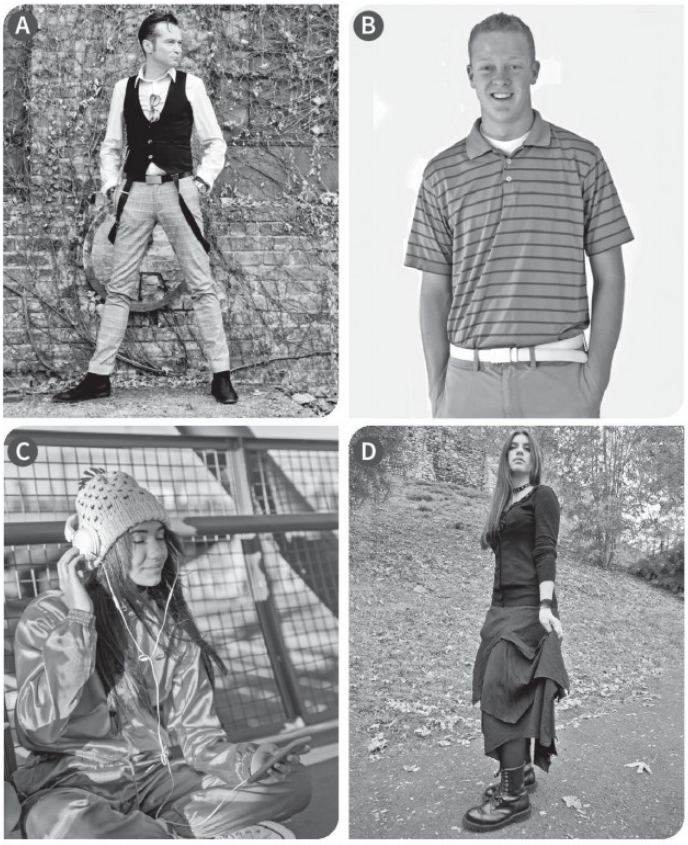
STRATEGY Identifying examples

When people want to explain things or give more information about something, they often use examples. Examples usually start with the phrases *for example*, *such as* and *like*. Identifying examples will help you to understand a text better.

3 3.03 Read the strategy above. Then listen to the podcast. How many times does Nick introduce examples with the phrases above?

4 3.03 Nick talks about three different fashion styles. Listen again and match photos A–D to styles 1–3. There is one photo you do not need.

Style 1 ____
Style 2 ____
Style 3 ____



5 3.03 Listen again and complete the notes about the podcast. Write one word in each gap.

Gothic style is [1]_____ clothes.

Nick prefers [2]_____ clothes because they make him happy.

He thinks his socks are [3]_____.

Vintage style is clothes from the [4]_____.

He uses a [5]_____ from the 1970s as an example.

Thanks to fashion designers, vintage styles are [6]_____ today.

Preppy style is from students in the [7]_____.

They often wear a [8]_____ shirt with a sweater over it.

Chinos are [9]_____ that are pale brown.

6 MEDIATION Imagine you want to tell a friend about the podcast. Write a short message about one of the styles. Use the photos in Ex 4 and the notes in Ex 5 to help you. Include examples too.

1 Think about the questions.

1 Do you think teenagers use social media more than adults? Why? / Why not?
2 How many times a day do you look at social media?
   A Once or twice a day.
   B About five times a day.
   C About 20 times a day.
   D More than 100 times a day.
3 Do you look at social media more now than in the past? Why? / Why not?

2 Read the introduction to an article and complete it with the words below. There is one word you do not need.

delete download information
post share social media



The internet and [1]_____ are part of everyday life for teenagers today. It's pretty easy to understand why when you think about all the different things you can do online. For example, you can find [2]_____ on websites, [3]_____ music to listen to and [4]_____ messages in online chats. You can [5]_____ photos just for fun too!

However, it's very important to stay safe when you're online. Make sure you know the best things to do with our dos and don'ts list from Nina Cooper, an internet expert.

3 Read the sentences. Are they a *do* (✓) or a *don't* (✗)?

A Choose who you want to see your personal posts on social media.
B Post a group photo or video without asking the people in it.
C Post photos of your possessions.
D Post things that can cause problems for you in the future.
E Share messages and photos with family and good friends.
F Stop and think about what you're saying in your messages.

4 Complete the article with sentences A–F in Ex 3.

DO ✓	DON'T ✗
Communicate regularly with people you know well. [1]_____	Share any personal information with people you don't know. This includes your surname, address and phone number.
Think carefully about the photos, videos and messages you post online. People can look at these things years later.	[2]_____ You need to get a job or go to university one day!
Think about what's in your photos and the information you're giving people.	[3]_____ People can see all the expensive things you've got.
[4]_____ You don't want to hurt people.	Post comments that make people sad or angry. You can't delete your online history.
Make sure friends are happy for you to share a group photo that you're all in. It's very important to ask permission first.	[5]_____ It can cause problems for some people.
[6]_____ It's possible people you don't know can use your photos or messages.	Forget that you can't choose what other people do with your photos.

5 Write a reply to the messages. Use the information in the article to help you and *It's / It isn't a good idea to …* .

1 I've got a great photo of six of us in the park. I'm posting it online today.

_____

_____

2 Look at Nico's photos from the weekend! He looks terrible. Let's post a comment and say how bad he looks.

_____

_____

3 Can you take some photos of me on my new bike? I want to put them on social media.

_____

_____

Talk about character types.

1 Think about the questions.

1 How do you feel when you're kind to someone?
2 How do you feel when someone is kind to you?
3 How can you be kind at school?

2 Read the text and check your ideas.



10 ways to be kind

Experts think that when we're kind to others, it makes us feel happy – and makes them feel good too!

Do you want to feel happy every day? Then why not try some of these ways to be kind at school?

1. Be friendly – smile at others when you're walking around school.
2. Be polite – open the door for people or offer to carry things for them.
3. Be honest – tell someone when you think their hair looks good or you like the clothes they're wearing.
4. Be patient – don't be angry when people take a long time to understand something in class. People can't all be very clever.

3 Read the comments. Match the underlined words in Ex 2 to people 1–6.

1 I don't say things that aren't true. _____

2 I'm good at learning and understanding things. _____

3 I do things to help others. _____

4 I don't mind waiting for things. _____

5 I'm nice and I find it easy to chat to people. _____

6 I always thank people for doing something. _____

4 Complete the sentences with the words below.

brave funny kind popular quiet serious

1 Sam is very _____ – he thinks carefully and never does stupid things.
2 Leyla is a really _____ girl – everyone wants to be friends with her.
3 Our maths teacher is really _____ – he always makes us laugh.
4 I think Aziz is very _____ – he's happy to do some dangerous things.
5 My mum is a really _____ person – she always thinks about others.
6 One of my classmates is very _____ – she never says anything in lessons.

5 Complete the online posts with words from the lesson.

Who do you know that you really like? Send us a photo with a short description of their character.

I really like my uncle, John. I like him because he isn't a very [1] _____ person and he often does things just for fun. In this photo, he's jumping from a plane. I think he's really [2] _____ to do that. He's a [3] _____ man too – he often does things to help others.



Uploaded photos 1/1 + 🗑

I love my little brother. He's a [4] _____ boy and makes us laugh every day. 😂 Look what he's doing in this photo. He's only three, so he's really [5] _____ to do that with the cakes! At the moment, I'm teaching him to be [6] _____ because he hardly ever says 'please' and 'thank you'. 🙄



Uploaded photos 1/1 + 🗑

My friend Sara is amazing. She's very [7] _____ – everyone loves her and wants to be her friend. That's because she's a really happy, [8] _____ person – she's always smiling. 😊 She's also very kind and [9] _____ – she's very good at listening. I can be [10] _____ with her and tell her everything.



Uploaded photos 1/1 + 🗑

6 Think of someone you know and really like. Write a short description of this person's character.

_____

_____

_____

7 VOCABULARY BOOSTER Now practise **Describing character** vocabulary on page 106.





1 Read the sentences and tick (✓) the correct profile photo.

1 He's wearing a cap.
2 He isn't wearing a jacket.
3 He's quite serious.
4 He enjoys taking photos.
5 He's taking a photo at the moment.
6 He's got an expensive camera.
7 He isn't using the camera on his mobile phone.
8 He likes photography.

2 Look at the sentences in Ex 1 again. Complete the table with 1–8.

Present simple	Present continuous
____	____
____	____
____	____
____	____

3 Choose the correct alternative.

1 Pete **plays** / **'s playing** hockey right now.
2 He always **plays** / **'s playing** football on Saturdays.
3 People **think** / **are thinking** football is a great sport.
4 Pete **loves** / **is loving** football too.
5 He **wears** / **'s wearing** the number 10 shirt today.
6 Usually, he **doesn't wear** / **isn't wearing** that shirt.
7 Pete's parents **don't watch** / **aren't watching** him this morning.
8 They **need** / **'re needing** to visit Pete's grandparents today.

4 Complete the pairs of sentences with the present simple or present continuous form of the verbs in **bold**.

read

1 A Which book _____ (you) at the moment?
B How often _____ (you) a good book?

wear

2 A Andy always _____ jeans and a white T-shirt.
B Look! Those people _____ funny hats.

not have

3 A Alice _____ a shower at night.
B We _____ dinner now.

sit

4 A Why _____ (Zahra) at the front of the class today?
B _____ (Giovanni) in the same place every day?

5 Complete the dialogue with the correct form of the verbs in brackets. Use the present simple or present continuous. Use contractions where possible.



A Who's that in the photo?
B It's my mum. She [1] _____ (not use) social media very often, but she [2] _____ (have got) a new profile page and that's her picture.
A I [3] _____ (think) it's nice. Is it from last summer?
B Yes, that's why she [4] _____ (wear) a hat and sunglasses. She [5] _____ (sit) on a gorgeous beach in Barbados.
A Well, it looks like she [6] _____ (have) a great time.
B I [7] _____ (know)! Mum [8] _____ (love) travelling and seeing the world. She [9] _____ (go) on holiday with my dad every summer.
A She [10] _____ (look) very kind and friendly. What [11] _____ (she / do)?
B She's a teacher, but she [12] _____ (not work) at the moment. Neither is my dad. They [13] _____ (have) a break, so they can travel more. They want to go to Mexico next!
A They're lucky!

6 Write sentences that are true for you.

1 (Say what you're wearing at the moment.)
_____
_____

2 (Say what you usually wear on Sundays.)
_____
_____

3 (Say what you often do after school.)
_____
_____

4 (Say what you're doing right now.)
_____
_____

Deal with unknown words in an article about appearance.

1 What can you remember about the text in the Student's Book? Choose the correct alternative.

The text is about [1]**selfies** / **celebrities** – photos of [2]**friends** / **yourself** that you post on social media. It explains why celebrities' [3]**clothes** / **faces** always look amazing on social media. They use special apps to make them look [4]**perfect** / **serious**. Fashion photographer Rankin says photos like these make teenagers feel [5]**unhappy** / **happy**. He wants teenagers to understand that they aren't [6]**colourful** / **real** photos.

2 Before you read the blog post, think about the questions.

1 What do people usually wear when they do exercise?
2 Do people wear this type of clothes at other times? Why? / Why not?

3 3.04 Read the blog post. Does it mention any of your ideas in Ex 2?

STRATEGY Dealing with unknown words

You don't need to know every word to understand a text. When you find an unknown word, decide if it is necessary for general understanding. If it is, keep reading and try to guess the meaning by looking at the context.

HOME ABOUT POSTS CONTACT

My fashion blog

by Cara

What's [1]in fashion this season? Are people wearing big shirts or long skirts? Or are pale colours popular right now? Some clothes, like jeans, never go out of fashion. People wear them all the time. These days, you see lots of people in athleisure too. Made from two words, *athletics* + [2]leisure, it describes sports clothes that you can wear every day, not just when you're going to the gym.



Athleisure is very easy to wear. It doesn't take long to decide what to put on in the morning. Typical clothes are a pair of [3]joggers with a T-shirt or [4]sweatshirt and some cool [5]trainers on your feet. Athleisure is especially popular with young people. When they see celebrities wearing athleisure in social media posts, they just want to follow their style!

So, we know that many people prefer athleisure to jeans, for example, when they're relaxing in their free time. And, these days, it's pretty common for people to wear it at work or at school too. Some even wear athleisure when they go to parties. But what about at something traditional, like a wedding? Can you imagine a couple wearing cream or white joggers and a sweatshirt at their wedding? I definitely can't!

4 Read the strategy. Then look at the underlined words in the blog post. Can you guess their meaning by looking at the context? Complete the definitions.

1 in fashion: when a style of clothes, hair, etc. is _____ at a particular time
2 leisure: your _____ time
3 joggers: a pair of _____ you wear for doing exercise
4 sweatshirt: a warm _____ you wear for doing exercise
5 trainers: special _____ you wear for doing sport

5 Read the blog post again. Choose the correct answer: A, B, C or D.

1 According to Cara, ____ are always popular.
A long skirts
B jeans
C big shirts
D pale colours

2 Athleisure is a ____.
A gym
B sports shop
C style of clothing
D hobby

3 ____ are a good example of the tops people wear.
A T-shirts and sweatshirts
B Joggers
C Trainers
D Trousers

4 Young people really like athleisure because ____ wear it.
A not many people
B sports stars
C athletes
D social media stars

5 Now, people ____ wear athleisure when they go to work or school.
A don't
B never
C hardly ever
D often

6 Today, ____ to a party in athleisure.
A some people go
B everyone goes
C nobody goes
D celebrities go

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

1 The *ath* in *athleisure* is from *athlete*. ____
2 Athleisure is just for sportspeople. ____
3 Athleisure helps you to get dressed fast. ____
4 Trainers are the type of shoes to wear with athleisure. ____
5 Lots of people like relaxing in athleisure. ____
6 According to Cara, athleisure is perfect for a wedding. ____

7 Think about the questions.

1 How popular is athleisure in your country?
2 Which clothes are good examples of athleisure in your country?
3 What's your opinion of people wearing athleisure at work or school? Why?

1 Think about the questions.

1 How often do you take photos and post them on social media? Why?
2 Do you enjoy looking at other people's photos on social media? Why? / Why not?
3 Which type of photo do you like? Why?

fashion photos food photos
funny photos photos of places

STRATEGY Brainstorming useful vocabulary

When you're preparing to describe a photo, think about the language you need. Try to brainstorm appropriate vocabulary for the topic that you need.

2 Read the strategy above. Then look at the photo and complete the table with as many words as possible to describe it.

Clothes	Appearance / Character	Actions	Place



3 3.05 Listen and read the description. Does it use any of your words from Ex 2?

This photo shows a group of seven people. They look about fourteen or fifteen, and I think they're classmates at school. They look like they're waiting to go into the classroom in the background. There are four girls and three boys. The girls have got long hair and the boys have got short hair. They're all wearing jeans and a T-shirt or a shirt, and they're carrying school bags. They're smiling at the camera, and they look happy and friendly. Maybe the person taking the photo is saying something funny.

4 Match 1–8 to A–H to make phrases to describe photos.

1 This photo shows a ____
2 There are ____
3 The boy in ____
4 The girl on the ____
5 He's got ____
6 She looks ____
7 Maybe / I think they're ____
8 In the ____

A short hair.
B watching a video.
C the middle …
D group of four people.
E background / foreground, …
F two girls and two boys.
G right / left …
H kind and friendly.

5 Choose a photo below and prepare to describe it. Complete the table with as many words as possible.

Clothes	Appearance / Character	Actions	Place





6 Describe your photo. Remember to use your words from Ex 5 and phrases from Ex 4.

This photo shows a group of …

3.9 WRITING

Write an informal email about yourself.

1 Read the email. Choose the correct alternative.

1 This is Dana's **first** / **second** email to Miriam.

2 Dana **doesn't want** / **wants** a picture of Miriam.

From: danaprice@ukmail.com
To: mlambert@msn.com
Subject: Penfriends

A Hello Miriam,

B How are you? My name's Dana. I'm fifteen and I'm from Bristol. Here's a photo of me and my sister in the park. We've both got long hair. I'm wearing my favourite shirt. I like colourful clothes!



C I think I'm a friendly person, and I'm popular at school. I enjoy spending time with friends and doing things outdoors. I love dancing too. I go to a dance class every Saturday.

D What are you like? And what do you like doing in your free time?

E Regards,

Dana

F P.S. What do you look like? Please send me a photo!

STRATEGY Writing informal emails

When you write an email, start with a greeting, e.g. *Hello* (name). Use fixed phrases, e.g. *How are you?* Describe yourself, say what you are doing and ask lots of questions. End with *Love* / *Regards* (your name). Write *P.S.* at the end to add extra information.

2 Read the strategy above. Then match A–F in the email to 1–6.

1 extra information at the end ____
2 ending ____
3 greeting ____
4 hobbies / interests ____
5 personal details ____
6 questions for the penfriend ____

3 What do these questions ask about? Write *A* (appearance), *C* (character) or *I* (interests).

1 What do you and your friends like doing? ____
2 What's your mum like? ____
3 What does your sister look like? ____
4 Who are you like in your family? ____
5 What does your dad like doing ? ____
6 What do you look like? ____

4 Write questions for the answers below. Use the questions in Ex 3.

1 _____
She's kind and funny.

2 _____
I've got short, blonde hair.

3 _____
I'm like my mum.

4 _____
He loves going for walks.

5 _____
We like playing video games.

6 _____
She's got brown hair and green eyes.

5 Look at the photo and the fact file. Complete the questions.



Emily and her brother Sam, Chicago, USA

	Emily, 16	Sam, 15
What [1]____ they [2]____ [3]____?	long, straight, blonde hair / brown eyes	short, dark hair / brown eyes
What [4]____ they [5]____?	a pink top	a black sweatshirt
What [6]____ they [7]____?	clever / popular	quiet / serious
What [8]____ they [9]____ doing?	playing tennis / meeting friends	taking photos / designing websites

6 Read the advert and choose a penfriend. Write an email as if you are Emily or Sam. Use the strategy and the fact file in Ex 5 to help you.

Penfriends4u

Are you looking for a penfriend? Choose one below and write an email to them. Describe yourself and your interests. Don't forget to ask some questions too!

Albert, 16
Czech Republic



Adrianna, 15
Poland



Marcos, 17
Brazil



Sophie, 15
Australia



7 ✓ **CHECK YOUR WORK** Did you …

- use vocabulary from the unit?
- use the present simple and present continuous correctly?
- use some fixed phrases for informal emails?
- use *like* correctly?

Grammar

1 Complete the text with the present continuous form of the verbs in brackets. Use contractions where possible.

I've got a photo in my bedroom of me and my little brother, Oliver. We [1]_____ (stand) in the garden, and Oliver [2]_____ (hold) my hand. I [3]_____ (wear) school uniform and a new pair of blue shoes. You see, I [4]_____ (go) to primary school for the first time. Oliver [5]_____ (not wear) a school uniform because he's only three. In the photo, you can see that he [6]_____ (give) me something – it's his lucky toy car! My two older brothers are in the background. They [7]_____ (play) football in the garden. They [8]_____ (not look) at the camera.

2 Complete the dialogue with the present simple or present continuous form of *do*, *go*, *read* and *wear*. Use each verb twice. Use contractions where possible.

A What's that magazine you [1]_____ at the moment, Lucie?
B *Top Style*. It's all about fashion. Do you want to have a look?
A No, thanks. I never [2]_____ things like that.
B Don't you? I love looking at all the new styles.
A I'm just not interested in fashion.
B But you often [3]_____ cool clothes, and your jacket is gorgeous.
A It's my sister's. And she doesn't know I [4]_____ it today! She's got lots of clothes – she [5]_____ shopping every weekend.
B Listen, Molly and I [6]_____ shopping today, so why not come with us?
A No, thanks. I [7]_____ a dance class with Rosa today. We [8]_____ one every Thursday.

Vocabulary

3 Complete the sentences with the words below. There is one word you do not need.

cream jacket long pale pretty
skirt socks tie top

1 I hate wearing shoes without _____!
2 My uncle needs to wear a _____ and tie to work.
3 Indian women often wear _____, colourful dresses called saris.
4 She's looking for a new _____ to wear with jeans.
5 'What's her favourite colour?'
'It's _____ pink.'
6 You look really _____ in your wedding dress.
7 Joe always wears a white shirt, but he doesn't wear a _____ with it.
8 Those shoes aren't white. They're _____.

4 Choose the correct alternative.

1 Bako is **clever** / **funny**. He always does well at school.
2 I think you need to be **brave** / **polite** to go skydiving.
3 Grace is very **popular** / **quiet** in class – she hardly ever speaks.
4 'Can I help you?'
'Thank you. You're very **kind** / **honest**.'
5 You need to be **serious** / **funny** and work hard in maths.
6 Liam isn't **popular** / **polite**. He never says 'please' or 'thank you'.
7 You can be **quiet** / **honest** with me and tell me everything.
8 Richard can be very **funny** / **serious**. He makes us laugh.

Cumulative review

5 Complete the email with the words below.

are learning colourful friendly hat is teaching
learn long 'm visiting patient shirt shoes visit

Hi Darshna,

How are you? I [1]_____ my cousins in Wales right now. I [2]_____ them with my parents every year. They live in Cardiff, the capital city of Wales. It's an interesting place and the people are kind and [3]_____ to us.

Do you know what the Welsh national costume looks like? It's black, white and red, so it isn't very [4]_____. The women wear a [5]_____, black skirt and a white [6]_____. They wear a traditional black [7]_____ on their heads and some black [8]_____ too.

Students in Wales [9]_____ the Welsh language in school, so my cousin can speak it well. My parents and I [10]_____ a bit while we're here. My cousin Lewis [11]_____ us six words a day! He needs to be [12]_____ with us as we're slow learners!

Anyway, *wela'i di wedyn*! That's 'See you later' in Welsh.

From

Kieran

REFLECT Think about the questions.

1 Which is your favourite lesson in this unit? Why?
2 Which grammar points are difficult? Why?
3 What can you do when you find an unknown word in a reading text?
4 How do you add extra information at the end of an informal email?

Listening

EXAM STRATEGY

When you do a multiple-choice task, read the questions and options carefully before you listen. What information do they give you? Think about the kind of recording you're going to hear.

1 Read the strategy above. Then look at the exam task in Ex 2. Read the first question and the three options carefully. Answer the questions.

1 Are you going to hear one, two, or more speakers?
2 What is the relationship between the people?

2 3.06 For each question, listen and choose the correct answer (A, B or C).

1 A father is talking to his daughter on the phone. What is the daughter doing?
   A listening to music
   B shopping with her sister
   C watching TV
2 Ashok is leaving a message on his friend's phone. What does he want Maria to do?
   A give him her opinion
   B meet him in town
   C come for lunch
3 Two students are talking at their school. What does Lucy want to do?
   A meet the new student now
   B go shopping later
   C buy a new T-shirt
4 Listen to an art teacher talking to a group of students. What does she want them to do?
   A take photos
   B draw pictures
   C write a description
5 Two friends are talking. What are they talking about?
   A Kira's personality
   B Luke's favourite colour
   C the people in their class

Use of English

EXAM STRATEGY

When you do an open-cloze task, read the whole text quickly, ignoring the gaps, to get a general idea of what it is about. Then read the text again. Complete the gaps you know. Read the text for the third time and focus on the items you weren't sure about.

3 Read the strategy above. Then quickly read and complete the text below. Which of the gaps do you find the easiest?

Hey. I'm Tess. I'm studying fashion at a university [1]_____ Italy. This [2]_____ my blog. [3]_____ the moment, I'm in a clothes shop with my friends, but we [4]_____ buying anything – we're looking for ideas. I love bright colours. How about you? Which colours [5]_____ you like best?

4 Read the text below and think of the word which best fits each gap. Use only one word in each gap.



Hi. I'm Julia and this is my fashion blog. I'm Italian, but right [1]_____ I'm living in London. I'm doing a fashion course at a university here. Today, I'm [2]_____ studying because it's the holidays. [3]_____ am I doing instead? I'm with my friend Paula who is a fashion student too. At the moment, we [4]_____ sitting in a café in Camden Market. We both love London shops and we both love great clothes. I often [5]_____ selfies and put them on my blog. Today, I'm posting a photo of me in a dark pink dress. Paula is [6]_____ jeans and a very cool black and white T-shirt. The dress and the T-shirt are our designs! We [7]_____ have much money, so we make a lot of our clothes ourselves. Are we having a good time in London? Yes, we are! We love it here.

[8]_____ you like our designs? Write your comments below!

Writing

EXAM STRATEGY

When you write a reply to an email, read the email and the prompts given carefully. Make sure you know exactly what information you need to include in your reply.

5 Read the strategy above. Then look at the exam task in Ex 6. Read the email and the notes carefully. Underline the key words in the prompts so that you do not forget to include these details. The first prompt has been done for you.

6 You have a new penfriend. First, read the email from Kato. Then write an email to Kato, including the three notes you have made.

Hi,

I'm Kato and I'm looking forward to getting to know you! I'm sixteen years old and I live in Tokyo with my family.
Give some personal details.

I'm tall and I have black hair and brown eyes. I like wearing jeans and bright T-shirts.
Describe physical appearance.

I think I'm a friendly person and I work hard at school.
Talk about personality.

Hope to hear from you soon.

Kato

Word building: adjectives

1 Read the text. Underline seven adjectives. Which one has a prefix?

We've got a new student in our class. Her name's Fatima. She's from Morocco and she's got long, straight hair. Her English isn't very good, but nobody says unkind things to her. In fact, Fatima's very popular with everyone because she's friendly.

LANGUAGE FOCUS Word building: adjectives

Prefixes: making negative adjectives

Some adjectives use a prefix like *un-* before an adjective to make the word negative or opposite, e.g. *kind / unkind, friendly / unfriendly.*

Opposites: different words

Not all adjectives use prefixes. Some adjectives have different words to describe their opposites, e.g. *good / bad, long / short.*

2 a Read the Language focus above. Then add *un-* to the adjectives below and write the negative adjectives.

1 popular _____
2 comfortable _____
3 happy _____
4 healthy _____
5 kind _____
6 tidy _____

b Complete the table with the opposite adjectives below.

bad funny old short small wavy

big	
good	
long	
straight	
new	
serious	

3 Complete the second sentence with the correct adjective. Use a prefix or an opposite word

1 Lara's shoes aren't old. They're _____.
2 This chair isn't comfortable. It's really _____!
3 Paul is usually a happy person. But today, he looks very _____.
4 Kia's hair isn't long. It's really _____.
5 Dimitri is never serious. He's always very _____.
6 My bedroom's always tidy, but my brother's is really _____.

VOCABULARY STRATEGY Adjective flashcards

You can make flashcards to help you to remember adjectives and their opposites. Write the adjective on one side of the card. Then write its opposite (with a prefix or a different word) on the other.

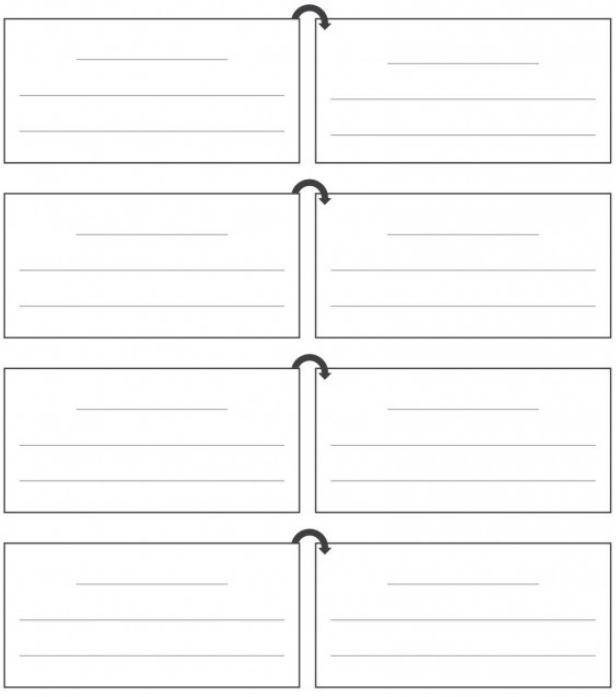
Write example sentences under each adjective to help you remember the meaning, for example:



Use your cards to test yourself and other students in the class.

4 Read the strategy above. Then make flashcards for the adjectives below and write your own sentences.

bad healthy popular small



5 Think of two more adjectives from the lesson – one that you can make negative with the prefix *un-* and one that has a different word for its opposite. Make flashcards for the words.

4 Where we live



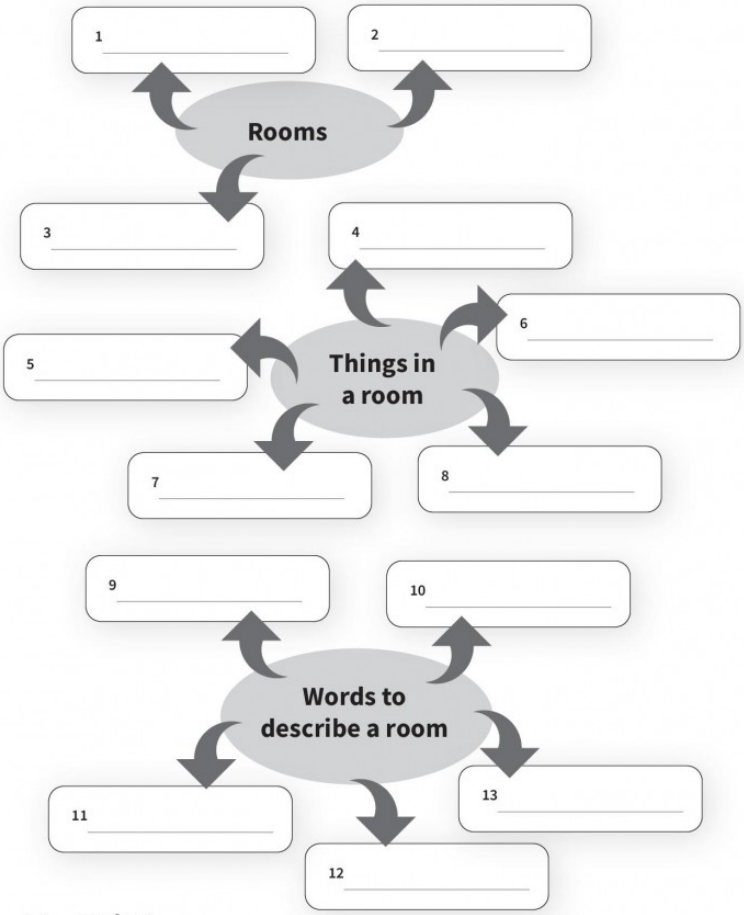
1 a What can you remember about the vlog? Complete the summary with the correct words from the lesson.

Callum is staying at their cousin's [1]f_____ in Liverpool and Zara is looking at some photos of it. The first photo is the [2]l_____ r_____, which is also the [3]h_____. It's got a comfortable [4]s_____ in it. The next photos are the [5]k_____ (Zara thinks it's clean!) and the [6]b_____ with a shower. Then Zara looks at a photo of a large [7]b_____ with a [8]b_____. She says it's her room, but it isn't. It's in the house of her dreams.

b 4.01 Watch or listen again. Check your answers.

2 Complete the categories with the words below.

clean cupboard dining room
dirty floor fridge hall huge kitchen
narrow oven sink small



3 Complete the messages with words from the lesson.

What's your new house like?

It's gorgeous, but it's a [1]_____, not a house.

What's your favourite room?

The [2]_____ room. There's space for two [3]_____ sofas. It's never [4]_____ – my dad cleans it every day!

What's your room like?

My [5]_____ is small, but it's OK. It's just a room for sleeping in. It's next to the [6]_____, so I can hear Dad singing in the shower.

And what about Mirko's room?

He needs to tidy it! He's got a big [7]_____ for clothes and things, but there's nothing in it. Everything is on the [8]_____ at the moment.

Oh no! What about the kitchen?

It's nice. There's a big table in it because it's our [9]_____ room too. And it's got a [10]_____, so we can open the doors and sit outside.

Sounds great!

4 REAL ENGLISH Complete the dialogues with the words and phrases below.

check it out come on in hang on I guess
I'm not a fan of not too bad

1 'What do you think of this sofa?'
'It's comfortable, _____.'
2 'That café looks nice.'
'Let's go in and _____.'
3 'What do you think of our new car?'
'_____ the colour. It's pink!'
4 'Let's go, now!'
'_____! I can't find my bag.'
5 'What's your new classroom like?'
'It's _____, thanks.'
6 'Is the shop open?'
'Yes, it is, so _____ and take a look!'

5 VOCABULARY BOOSTER Now practise **Come on in** vocabulary on page 107.

1 Read the text and underline the comparative adjectives.




Which is better: a house or a flat? Let's compare the two.

The living space in a house is usually bigger because a house has got two or more floors. A house is probably quieter than a flat because nobody lives above and below you. But a house is often more expensive than a flat because it's larger. Flats are more common than houses in the centre of big cities. Younger people such as students often prefer to live in them because it's easier for them to get to college or university.

2 Complete the table with the comparative adjectives in Ex 1.

Adjective	Comparative adjective
big	1 _____
common	2 _____
easy	3 _____
expensive	4 _____
good	5 _____
large	6 _____
quiet	7 _____
young	8 _____

3 Complete the sentences with the comparative form of the adjectives in brackets and *than*.

1 Are you _____ (old) your sister?
2 Our living room is _____ (colourful) the dining room.
3 Bruno can run _____ (far) you.
4 The weather in December is _____ (wet) in July.
5 My cousin is _____ (brave) I am.
6 This bed is _____ (comfortable) the sofa.
7 Your shoes are _____ (dirty) Marcia's.
8 I'm _____ (bad) at maths _____ English.

4 Look at the information in the table. Write comparative sentences with the adjectives below and *than*.

clean | comfortable | expensive | good | large | old

Sol's	Paco's
1 10 m²	20 m²
2 £££	££
3 2017	2019
4 	
5 	
6 	

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

5 4.02 **PRONUNCIATION** Practise saying the /ə/ sound in the sentences. Then listen and check.

1 A town is smaller than a city.
2 Are you younger than my brother?

6 Complete the text with comparative adjectives. Include *than* where necessary.

Message board Sign in

Hi guys! I'm in Kalkan in Turkey for three months. I'm staying in a lovely flat with a pretty balcony! It's 1 _____ (small) my flat in London, but I think it's 2 _____ (comfortable). However, my bed isn't, because it's 3 _____ (narrow) my bed at home!

I think the people here are 4 _____ (friendly) in London. People in London are definitely 5 _____ (serious). Maybe it's the weather because it's 6 _____ (bad) in London. It's 7 _____ (hot) and 8 _____ (sunny) here. I think that makes people 9 _____ (happy)!

7 Complete the sentences for you. Use comparative adjectives.

1 apples / oranges (nice)
I think _____.
2 geography / history (interesting)
I think _____.
3 my bedroom / my classroom (big)
I think _____.

4.3 LISTENING

Recognise prepositions of place in an interview about unusual houses.

1 What can you remember about the interview in the Student's Book? Complete the summary with the correct words.

floor funnier living room over sofa unusual

The interviewer talks to a man in the street for a TV programme called *Amazing Homes*. He shows him photos of two [1]_____ houses: the Crazy House in Germany and the Seashell House in Mexico. In the Crazy House, things like the [2]_____ and the fridge aren't on the [3]_____. They're [4]_____ your head! In the Seashell House, there's an unusual, colourful wall in the [5]_____. The man thinks the Crazy House is [6]_____ than the Seashell House, but he prefers the Seashell House.

STRATEGY Recognising prepositions of place

To understand where things or people are in a text, you need to recognise prepositions of place, e.g. *in* and *on*.

There's a toilet in my bathroom.
There's a glass on the table.

2 4.03 Read the strategy above. Then listen to the first part of a dialogue about the two houses below. Complete the sentences with the correct prepositions.

A Stone House



B The Tree House



Stone (*n*) a natural material that is very hard

1 Stone House is a house _____ two stones.
2 It's _____ a mountain in Portugal.
3 There aren't any other houses _____ it.
4 There are blue skies_____ it.
5 The Tree House is _____ a huge tree.
6 Some of the tree is _____ the floor.
7 Some of the tree is _____ the roof.

3 4.04 Listen to the second part of the dialogue between Kate and Theo. Correct the mistake in each sentence.

1 Kate thinks Stone House is more beautiful than The Tree House. _____
2 Theo says the floor and roof and the stones are all the same colour. _____
3 Kate thinks the windows in Stone House are large. _____
4 Theo thinks it's probably warmer inside Stone House. _____
5 Kate says The Tree House has got a kitchen and dining room together. _____
6 Her favourite house is Stone House. _____

4 4.04 Listen again and choose the correct answer: A, B or C.

1 In Theo's opinion, Stone House looks _____.
A natural
B colourful
C funny
2 Kate doesn't think you can see Stone House easily when you're _____ it.
A next to
B far from
C behind
3 What does Kate think the problem is in Stone House?
A It's small.
B It's dark.
C It's dirty.
4 Theo thinks The Tree House is bigger and _____ than Stone House.
A cleaner
B more expensive
C more comfortable
5 Kate knows which _____ are in The Tree House.
A rooms
B furniture
C people
6 Theo thinks about looking at the trees from the _____.
A bedroom
B bathroom
C balcony

5 Think about Stone House and The Tree House and answer the questions.

1 Which house do you like better? Why?
2 Where would you have your dream house? Why?

1 What can you remember about problem-solving skills in the Student's Book? Match steps 1–4 to A–D.

Step 1 ____
Step 2 ____
Step 3 ____
Step 4 ____

A Think about possible solutions and write down your ideas.
B Decide what the best solution is.
C Identify what the problem is.
D Consider which of your ideas are better.

2 4.05 Complete the dialogue with the words below. Then listen and check.

about agree better difficult don't idea sure

A I want to paint my bedroom, but I find choosing colours [1]_____.
B How [2]_____ painting it dark red?
A I'm not so [3]_____. It's a dark room.
B Maybe a pale colour is a [4]_____ idea.
A I [5]_____!
B Why [6]_____ we try pale blue?
A Good [7]_____! Let's go to the shop now.

3 Look at the photos. What do you think the problem is in each one?

A



B

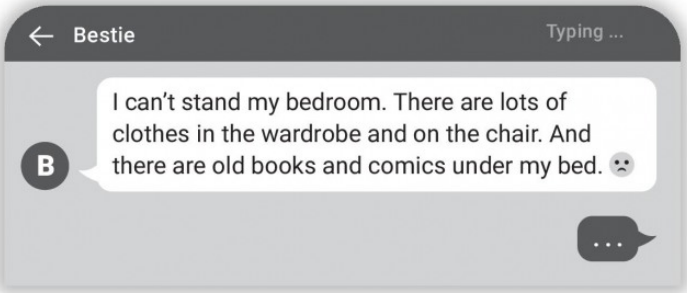


4 4.06 Listen to the start of a TV programme. Choose the correct photo in Ex 3.

5 4.06 Listen again and complete the table.

What's the problem?	
Idea 1	
Idea 2	
Idea 3	
Which idea is the best solution?	

6 MEDIATION Imagine you get this message from a friend. Think about Anna's programme *Solve My Problems!* Write a short reply to your friend and suggest three solutions.



7 Imagine photo B is a friend's bedroom. Think of ideas and complete the table. Use phrases from the dialogue in Ex 2 to suggest your ideas.

What's the problem?	
Idea 1	
Idea 2	
Idea 3	
Which is the best solution? Why?	

C



wardrobe (*n*) a large cupboard in a bedroom for clothes

Talk about places and geographical features.

1 Look at the photos in the article. What do these places look like? Would you like to visit them? Why? / Why not?

Home Things to do Places to go Plan a trip

Visit **Slovenia**



Slovenia's capital is Ljubljana. The city's old town is full of beautiful traditional buildings. At its centre there's a wide square called Prešernov trg. There's a famous church there, and its ancient walls are pink. There's a narrow river, the Ljubljanica, between the old town and the business area with its modern architecture.

About an hour away from Ljubljana is a large lake called Bled. In the middle of it is a small island – it's the only one in Slovenia! There are only two buildings on it – an ancient castle and a church. The views of the high mountains around the lake are incredible.



2 Read the article. Complete the table with the underlined words.

Things usually in a town	Natural things	Adjectives
1 _____	4 _____	7 _____
2 _____	5 _____	8 _____
3 _____	6 _____	9 _____
		10 _____
		11 _____

3 Choose the correct alternative.

1 There are lots of **tall** / **thick** buildings in Shanghai.
2 The Parthenon is one of the **deep** / **ancient** buildings in Athens.
3 The North Atlantic is a large **river** / **ocean** between North America and Europe.
4 It's very dark in the middle of a thick **beach** / **forest**.
5 You find most hot **squares** / **deserts** near the equator.
6 The Nile in Africa is a **longer** / **deeper** river than The Danube in Europe.
7 It's difficult to walk along London's **quiet** / **busy** streets.
8 The Amazon is a famous **rainforest** / **building** in South America.

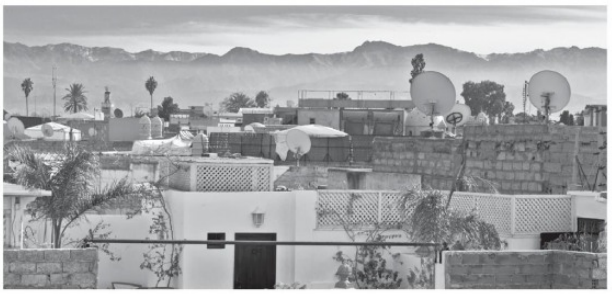
4 Complete the messages with the words below.

beaches buildings dry island
modern river square streets

Tell us about your favourite places. Don't forget to send us a photo!



I really love old buildings – I'm not a fan of [1] _____ architecture. That's why one of my favourite places is Copenhagen in Denmark. Look at all the colourful houses in an area called Nyhavn! They aren't next to a [2] _____. That's the sea. That's because Copenhagen is actually on a large [3] _____ called Zealand. There's another one near it called Amager. There's a huge public park there called the Amager Beach Park. It's got 4.6 kilometres of [4] _____ – they're very busy on summer days!



One of my favourite places to visit is Marrakesh in Morocco. Its narrow [5] _____ are always full of tourists and local people. In the centre of the old city there's a wide [6] _____ called the Jemaa el-Fnaa. You can buy lots of different things from the market there. There aren't many tall [7] _____ in Marrakesh, but you can see some very high mountains in the distance. Sometimes, there's snow on them! On the other side, there's a huge, [8] _____ desert: the Sahara. I'd like to go there one day.

5 Choose two categories and write about your favourite ones.

beach example of modern architecture island square

My favourite example of modern architecture is The Gherkin in London. It's a very tall building, and tourists come to see it because it's pretty famous.

1 _____

2 _____

6 VOCABULARY BOOSTER Now practise **Places in the world** vocabulary on page 107.

1 Read the text. How many superlative adjectives can you find?



2 Complete the table with the superlative adjectives from the text in Ex 1.

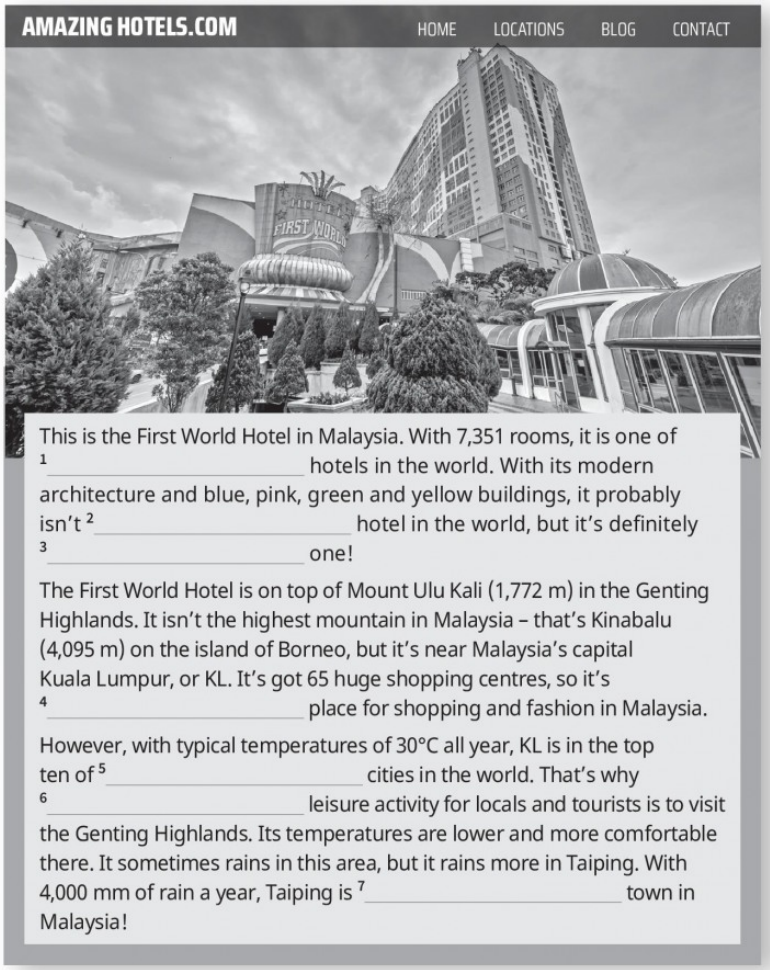
Adjective	Superlative adjective
amazing	1 _____
big	2 _____
easy	3 _____
famous	4 _____
good	5 _____
large	6 _____
popular	7 _____
tall	8 _____

3 Complete the facts with *the* and a superlative adjective.

1 Ladoga in Russia is _____ (large) lake in Europe.
2 The Congo is _____ (wide) river in Africa.
3 The Pacific Ocean is _____ (deep) sea in the world.
4 The Atacama Desert in Chile is _____ (dry) place on Earth.
5 The island of Greenland is _____ (far) place north in the world.
6 The Białowieza Forest in Belarus and Poland is one of _____ (ancient) forests in the world.
7 The _____ (bad) weather in Europe is in winter.
8 Singapore is one of _____ (modern) cities in the world.

4 Complete the article with the superlative form of the adjectives below.

beautiful big colourful good hot popular wet



This is the First World Hotel in Malaysia. With 7,351 rooms, it is one of [1] _____ hotels in the world. With its modern architecture and blue, pink, green and yellow buildings, it probably isn't [2] _____ hotel in the world, but it's definitely [3] _____ one!

The First World Hotel is on top of Mount Ulu Kali (1,772 m) in the Genting Highlands. It isn't the highest mountain in Malaysia – that's Kinabalu (4,095 m) on the island of Borneo, but it's near Malaysia's capital Kuala Lumpur, or KL. It's got 65 huge shopping centres, so it's [4] _____ place for shopping and fashion in Malaysia.

However, with typical temperatures of 30°C all year, KL is in the top ten of [5] _____ cities in the world. That's why [6] _____ leisure activity for locals and tourists is to visit the Genting Highlands. Its temperatures are lower and more comfortable there. It sometimes rains in this area, but it rains more in Taiping. With 4,000 mm of rain a year, Taiping is [7] _____ town in Malaysia!

5 Write sentences that are true for your country. Use superlative adjectives.

I think the most interesting city in my country is ...

1 city (interesting)
_____
2 square (pretty)
_____
3 place for tourists (popular)
_____
4 example of modern architecture (bad)
_____

Recognise different word forms in a factual text about countries.

1 What can you remember about the text in the Student's Book? Choose the correct alternative.

The text is about amazing places around the world. It describes the [1]**ocean** / **rainforest** in Peru. It isn't the largest – that's in Brazil – but it's got the biggest variety of [2]**birds** / **fruit** in the world. It then talks about Hungary. It isn't near the [3]**river** / **sea**, but people go on beach holidays there! They go to Lake Balaton – the largest lake in [4]**the world** / **Central Europe**. The final place in the text is Japan – a country that's very modern and safe. Japanese [5]**food** / **architecture** is one of the healthiest in the world, and that's why Japanese people live [6]**longer** / **taller** than other nationalities.

2 Look at the photos and think about the questions.

1 Do you enjoy visiting new places? Why? / Why not?
2 Would you like to visit these places? Why / Why not?

STRATEGY Recognising different word forms

Try to identify the different forms of words that appear in a text. If you know one form, it can help you to understand the meaning of other forms. We form different words from some adjectives, e.g. from the adjective *quick*: *quicker* (comparative), *the quickest* (superlative) and *quickly* (adverb).

3 Read the strategy above. Then read the text. Decide which form of the words is used for the underlined words in the text. Write *C* (comparative), *S* (superlative) or *A* (adverb).

1 quickly ___
2 busiest ___
3 strangest ___
4 cheaper ___
5 safer ___
6 amazingly ___

4 4.07 Look at the information in the texts again. Choose the best place for people 1–6 to visit. Write *T* (Tokyo) or *K* (Kenya).

1 The most important thing for me is to have a relaxing break. ___
2 I'm a big fan of everything modern. ___
3 I think visiting cities is fun. ___
4 I can't stand places full of activity. ___
5 I'm really interested in wild animals. ___
6 I love sleeping in strange places. ___

5 Read the text again. Match the sentence halves.

1 The Oshiyas, help ___
2 You can never be on your own ___
3 You don't see many ___
4 You need to be happy to share ___
5 The natural home of many wild animals is ___
6 Local guides can help ___
7 It's easy to find ___
8 You can do more than relax ___

A at Shibuya Crossing.
B at the hotels along the Indian Ocean.
C beautiful beaches in Kenya.
D in a capsule hotel.
E in a Kenyan national park.
F ancient buildings in the Japanese capital.
G tourists to take great photos.
H trains leave at the correct time.

World Travel

INSPIRE ME DESTINATIONS ABOUT US CONTACT

Japan's capital, Tokyo, is an exciting and interesting city. Tourists are always surprised by how busy it is. When you take the train, people called *oshiya* push you on quickly so the trains aren't late! And at Shibuya Crossing – the world's busiest pedestrian crossing – thousands of people cross the street at the same time.

Today, Tokyo's architecture is pretty modern. On sunny days, from many of its tall buildings, you can easily see beautiful Mount Fuji, the highest mountain in Japan. One of the strangest places to stay in Tokyo is called a 'capsule hotel'. They are cheaper than other hotels – you sleep in a box, not a room, and you don't have your own bathroom!



Kenya's huge national parks have got some of the most beautiful wild animals in them, like lions and red elephants. It's safer to go on a trip with local guides to see them there. They know how to get near the animals so you can take the most fantastic photos!

Kenya also has some of the best beaches in Africa. There are miles of gorgeous ones along the Indian Ocean. The hotels there are the perfect places to relax. And for those with more energy, there are wonderful activities like windsurfing, surfing and diving in the amazingly blue sea.



pedestrian crossing (*n*) a place where people can go across the street
wild (*adj*) in its natural home



1 Look at the photo and think about the questions.

1 Do you enjoy going to big shopping centres? Why? / Why not?
2 What do you do when you can't find a place?
3 Do you find it easy or difficult to give directions to other people?

2 Complete the dialogues with the words and phrases below.

along between can you excuse me in front left next opposite second the nearest

1 A Where are [1]_____ toilets, please?
B Take the [2]_____ right and cross the square. There are some toilets [3]_____ to the cinema.
A Thanks very much.

2 A [4]_____. I'm looking for the food hall.
B OK. Turn [5]_____ here and go [6]_____ the corridor. The entrance to the food hall is [7]_____ a big clothes shop.
A Thanks for your help.

3 A I don't know where Sam's Café is.
B Sorry?
A I don't know where Sam's Café is. [8]_____ show me on this floor plan, please?
B No problem. We're here – [9]_____ of the cinema, and Sam's Café is there. It's [10]_____ a shoe shop and a sports shop.
A Nice one. Thanks.

3 4.08 Now listen to the dialogues and check.

STRATEGY Asking for clarification

If you don't understand or don't hear something that somebody says, you can ask that person to speak more slowly, repeat it or clarify using these phrases:
Excuse me, could you speak more slowly, please?
Sorry, could you repeat that, please?

4 Read the strategy above. Then find *Sorry?* in Ex 2. Which phrase in the strategy can you use instead?

5 Choose the correct alternative.

1 Excuse me. I'm looking **for** / **at** the cinema.
2 **Who's** / **Where's** the nearest café?
3 Go **down** / **on** the stairs.
4 Go **at** / **through** the doors.
5 **Take** / **Turn** right.
6 It's **on** / **at** the right.
7 Go **past** / **along** the corridor.
8 Go **on** / **past** the clothes shop.

6 Look at the floor plan. What is the best way to get to Dani's and to Mega Sports from where you are? Draw how to get there and think about directions.

THE CENTRE FLOOR PLAN



7 Read the words in brackets and complete the dialogues. Use phrases from Ex 4 and 5 and your ideas from Ex 6.

A (Ask someone for directions to Dani's restaurant)
[1]_____
B No problem. (Give directions to Dani's.)
[2]_____
A (You need to hear the directions again.)
[3]_____
B Hang on. I've got a floor plan here. Look!

A (You need to find the nearest sports shop.)
[4]_____
B (Give the first direction to Mega Sports.)
[5]_____
A (Interrupt and ask the person to speak more slowly.)
[6]_____ I'm from Turkey.
B Of course. (Give all the directions to Mega Sports.)
[7]_____
A Thank you!





1 Look at the photos and think about the questions.

1 What do you think this city is famous for?
2 Would you like to go there? Why? / Why not?
3 Where do you think it is?

2 Read the description and check your ideas from Ex 1.

Bologna

Bologna is the largest city in Emilia-Romagna in Northern Italy. Venice and Florence are more popular with tourists, but I think Bologna is a great place to visit. People call it 'La Rossa' (the red one) because of the colour of its ancient buildings.

It's also called 'La Dotta' (the clever one) because Bologna has got the oldest university in Europe. Its students never walk across the middle of the huge square, Piazza Maggiore. Why's that? It isn't lucky!

Bologna is probably most famous for food. The small restaurants in the narrow streets near Piazza Maggiore serve the best meat, cheese and pasta from the area. That's why the city is called 'La Grassa' (the fat one)!

STRATEGY Making your descriptions more interesting

When you write a description of a place, it's important to make it interesting for the reader. To make it interesting, try and …

- give the description an interesting title.
- ask the reader questions.
- use a variety of adjectives.
- give your opinion of the place.

3 Read the strategy above. Which is the best title for the description? Why?

A An Italian city
B A city with four names
C A nice place to visit

4 Read the description again and find …

1 a question to the reader.

_____

2 the writer's opinion.

_____

3 the adjectives the writer uses to describe …
the buildings. _____
the university. _____
the square. _____
the restaurants. _____
the streets near Piazza Maggiore. _____
the meat, cheese and pasta. _____

5 Think of a great place to visit in your country and make notes.

Where exactly is it? What's it famous for?	
Things to see there / adjectives to describe them	
Things to do there / adjectives to describe them	
Why do you think it's a great place to visit?	

6 Write an interesting description of the place. Think about the ideas in the strategy and use your notes from Ex 5.

7 CHECK YOUR WORK Did you …

- use vocabulary from the unit?
- use adjectives?
- include an interesting title?
- include questions to the reader?
- include your opinion?

Grammar

1 Complete the sentences with the comparative adjectives below. Use *than* where necessary.

beautiful big easy far good long narrow tall

1 My bedroom's quite small. My brother's room is _____ mine.
2 Simran's trousers are quite short. He needs to buy some _____ ones.
3 This cupboard isn't very wide. It's _____ that one.
4 The buildings in this street are nice, but the ones in the square are _____.
5 My mum's 1.49 m. We're all _____ she is.
6 I don't think English is difficult. It's an _____ language than German.
7 I'm bad at maths. All my friends are much _____ me.
8 I don't live far from school, but all my friends live _____ away.

2 Complete the sentences with *the* and superlative adjectives below.

colourful dry healthy hot
large popular short tall

1 At 828 metres, the Burj Khalifa in Dubai is _____ building in the world.
2 With no rain, the Dry Valleys in Antarctica are _____ place on Earth.
3 With 79.3 million tourists a year, the USA is _____ country to visit in the world.
4 At 9,927 square miles, Sicily is _____ island in the Mediterranean Sea.
5 Broccoli is good for you – it's one of _____ vegetables you can eat.
6 At 61 m long, the Roe River in the USA is _____ river in the world.
7 With many colours on it, the Mandarin duck is one of _____ birds in the world.
8 With daily temperatures of more than 37°C, July and August are _____ months in Marrakesh.

Vocabulary

3 Complete the words in the text.

I love our new [1]f_____. It's in a modern [2]b_____ in a pretty [3]s_____ near the centre of town. There are three [4]b_____ in it – one for me, one for my sister and one for my parents. Their room has got its own small [5]b_____ with a shower. Next to the kitchen, there's a large [6]l_____ r_____ with a huge [7]s_____. There's space for all of us on it and it's really [8]c_____!

4 Match the sentence halves.

1 People often go to ____
2 There's a mirror over ____
3 Is there any modern ____
4 We love going swimming ____
5 There are lots of famous ____
6 I keep my shoes ____
7 Can you put the milk ____
8 How often do you have dinner ____

A architecture in your town?
B in the fridge, please?
C squares in London.
D the sink in the bathroom.
E in the lake near our house.
F in a cupboard in my bedroom.
G in the dining room?
H the beach in summer.

Cumulative review

5 Choose the correct answer: A, B or C.

The Cyclades in Greece are a group of [1]_____ in the Aegean Sea. Naxos is [2]_____ one. With miles of beautiful, white [3]_____, it's very popular with tourists. When you leave the sea and travel [4]_____ into the island, you can find traditional villages on top of mountains and more than 200 old churches. Many of them are [5]_____!

Amorgos is a [6]_____ island than Naxos and lots of visitors go hiking there. There are different paths around the island that have green, blue or red signs. The green walks are [7]_____ of them all. The red ones are longer and [8]_____ difficult. Tourists usually stay in clean but basic hotel [9]_____. If they're lucky, their room has a [10]_____ with incredible views of the sea.

1	A buildings	B streets	C islands
2	A largest	B larger	C the largest
3	A beaches	B deserts	C lakes
4	A furthest	B further	C further than
5	A modern	B new	C ancient
6	A small	B smaller	C smallest
7	A short	B the shortest	C shortest
8	A –	B more	C most
9	A bedrooms	B kitchens	C dining rooms
10	A cupboard	B fridge	C balcony

REFLECT Think about the questions.

1 Which is your favourite lesson in this unit? Why?
2 Which grammar points are difficult? Why?
3 What phrase can you use when someone is speaking very fast?
4 How can you make a description of a place more interesting?

Reading

EXAM STRATEGY

When you do a multiple-choice task with incomplete statements, read the statements carefully and try changing them into questions. This can help you to understand what information you need to look for more easily.

1 Read the strategy above. Then read the incomplete sentences below and change them into questions.

1 Mara is staying …
Where is Mara staying ?
2 The most famous building in London is …
What ?
3 Cali travels to work by …
How ?
4 The city is busy because …
Why ?

2 Read the article about Greenland. For each question 1–5, choose the answer: A, B, C or D.

Visiting Greenland

Ida is German, but right now she is living in Tromsø, which is in Norway. She is a travel writer and she loves travelling to different countries in the north including Iceland and Greenland. At the moment, she is in Greenland. In this article, she talks about what the country is like.

For me, Greenland (or, as the locals call it, Kalaallit Nunaat) is one of the most interesting places on Earth. First the facts: Greenland is the largest island in the world. It's larger than the UK, but think about this: more than 60 million people live in the UK with over 8 million of them in London. Only around 56,000 people live in Greenland. What does this mean? Many large parts of Greenland are empty! This isn't surprising because for most of the year, there is more ice and snow than green grass.

Right now, it's the middle of the summer. I'm staying in Nuuk which is the largest city and the capital of Greenland. Summer is the best time to visit Greenland because in the months of May, June and July the sun stays in the sky for 24 hours a day. Imagine this! I'm walking along the streets at midnight. The sun is shining and I'm watching people playing football and having picnics. In winter, it is very different here. It's dark for 24 hours every day.

Nuuk is the best place to stay in Greenland. There are lots of cafés, restaurants and shops. There is also a museum. The city is near the sea, so you can go on a boat and watch the wildlife. There are some good hotels in Nuuk, but I'm staying in a house with a family. The room is small, but I have a balcony with amazing views of the sea. And everyone in the family is very kind and friendly.

I love being in Nuuk, but I also want to travel to other parts of Greenland. There are no roads to some of the smaller towns and villages. You can't get there by car or bus. You can only travel there by boat or plane.

1 Ida is from ____.
A Norway
B Germany
C Greenland
D Iceland
2 Greenland has ____.
A more people living there than the UK
B the most snow in the world
C more land than the UK
D fewer people than any country
3 Right now, Ida is ____.
A playing football
B eating outside with friends
C going for a walk in the sunshine
D sitting in the dark
4 Ida is staying ____.
A near the sea in Nuuk
B in a hotel in Nuuk
C in a village near Nuuk
D with friends in Nuuk
5 The only way to travel to some towns is ____.
A by bus or car
B by car or train
C by train or plane
D by boat or plane

Speaking

EXAM STRATEGY

When you answer questions on a topic, do not worry about making mistakes. It is better to speak as much as you can.

3 Read the strategy above. Then look at the task below. Write down a few ideas about what you can say about the topic. Then practise with your partner.

Tell me about your favourite place. Where is it? Why do you like it?

4 Answer the questions about houses.

1 Where do you live? What is the area like?
2 Do you live in a house or a flat? Do you like living in a house / flat? Why / Why not?
3 Can you describe your house / flat?
4 What is your favourite room? Why?
5 What's your ideal home like?



Spelling and pronunciation

1 Read the dialogues aloud. What do you notice about the underlined groups of letters in each one?



1 **Nasser** Where do you want to have lunch?
Erika Let's go to the French café. They've got chairs outside. We can watch people!
2 **Mike** Excuse me. Where's the Turkish food shop?
Woman It's on West Street. I can show you. Are you Turkish?
Mike No, I'm not. I'm British!
3 **Ellie** Quick. Take a photo!
Joe I can't. I haven't got my phone.
4 **Man** Turn left at the traffic lights and take the first right.
Jessica Thank you. Good night!

LANGUAGE FOCUS Spelling and pronunciation

English spelling is sometimes the same as the pronunciation, but sometimes it is different.

Same letters – same sounds
For example, the letters *i+n+g* in a word are always pronounced the same way: *singer*, *spring*, *running*.

Same letters – different sounds
Some words have the same letters but are not pronounced in the same way. For example, *oo* is pronounced in a different way in *door* and *good*.

Letters we don't say
In some words, we don't pronounce all the letters. For example, in *daughter*, we don't pronounce *g* and *h*; in *cupboard*, we don't pronounce *p*.

2 Read the Language focus above. Then read the dialogue. Find four different words in the dialogue that have the same four letters and the same pronunciation.

Elena Excuse me. How do I get to the train station?
Man I'm sorry. I don't know this town. Why don't you ask at the information centre?
Elena Good idea. Excuse me. I need directions to the station, please.
Woman OK. I can show you on this map.
Elena Thanks.
Woman What nationality are you?
Elena I'm Polish.

3 4.09 Look at the words below and listen to the pronunciation of the letters in **bold**. Which word is different?

1 d**oo**r fl**oo**r g**oo**d
2 t**ea** br**ea**k **ea**t
3 sh**ow**er br**ow**n sh**ow**
4 t**a**ke b**a**ck n**a**me

4 Underline the consonants we do not pronounce in the words.

1 cupboard
2 autumn
3 straight
4 write
5 February
6 two
7 climb
8 Wednesday
9 listen
10 answer

VOCABULARY STRATEGY Using apps and online dictionaries

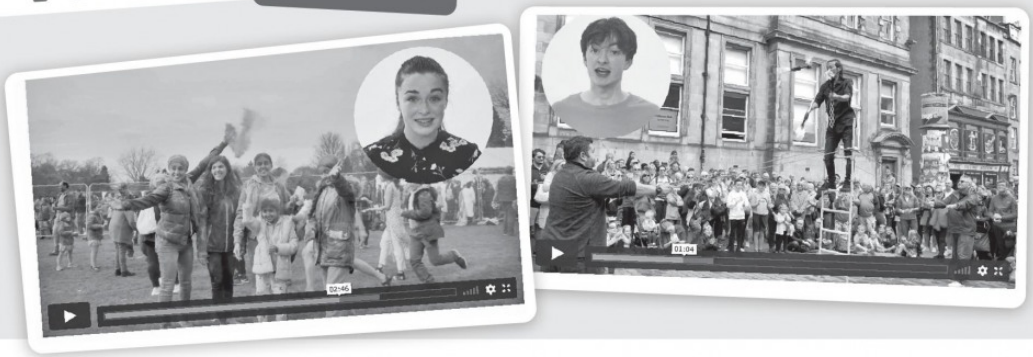
You can use an online dictionary (e.g. www.oxfordlearnersdictionaries.com) or a vocabulary app (e.g. the Oxford English Vocabulary Trainer) to learn the spelling and pronunciation of words. You can listen, learn and repeat the pronunciation of new or difficult words.

5 Look at the wordlist on page 120. Find four new words that you want to learn how to pronounce. Check their pronunciation online and repeat them.

6 Write a few sentences, using all four of the words that you chose in Ex 5. Read the sentences aloud, paying attention to the pronunciation.



5 Time out



1 a What can you remember about the vlog? Complete the summary with the words below.

artist concerts events exhibitions festivals street

Every year, there are six different [1]_____ in Edinburgh. The most famous one is the Edinburgh Fringe Festival. Callum talks about the different kinds of cultural [2]_____ you can see there, such as [3]_____ theatre, rock [4]_____ and [5]_____ of paintings. Zara prefers an Indian festival called Holi that people celebrate in the UK. At one point in the festival, everyone becomes an [6]_____ and throws colourful powder all over the place.

b 5.01 Watch or listen again. Check your answers.

2 Complete the sentences with the words below.

artist dance events exhibition rock streets

1 Let's go to this _____ of work by young artists.
2 The rumba is a famous Latin American _____.
3 This painting is by a famous _____.
4 'What's on in London next year?' 'Lots of cultural _____.'
5 It isn't easy to walk through the crowded _____ during the festival.
6 Our favourite type of music is _____.

3 Complete the words in the sentences.

1 You watch people singing and dancing in a s_____.
2 You listen to music at a c_____.
3 You stand in the street to watch street t_____.
4 Someone always plays the d_____ in a band.
5 You can hear h_____-h_____ music on the radio.
6 You go to an exhibition to look at p_____.
7 You listen to different bands outdoors at a rock f_____.
8 You look at a big s_____ at the cinema.

4 Choose the correct alternative.

ART IN BUENOS AIRES

La Semana del Arte, or Art Week, April

For one week a year during La Semana del Arte, there are incredible [1]**hip-hop / cultural** events in the city to celebrate modern Latin American art. At the Parque Semana del Arte, visitors can see [2]**festivals / exhibitions** of the work of talented Latin American [3]**artists / drums**. In the same week, there's an international film festival where people watch films on a huge outdoor [4]**concert / screen**.

International Tango Festival, August

The world's biggest tango festival takes place in the city at the end of August. It celebrates the Argentinian tango – the national [5]**dance / street theatre** of Argentina. Dancers come from all over the world for this [6]**event / artist**. There are more than 50 dance [7]**drums / shows** to see, and you can even have free dance classes. There are lots of free [8]**paintings / concerts** too. Don't miss them if you're into tango music!

5 Think about the questions.

1 Which of the arts events in Buenos Aires do you like the most? Why?
2 Which arts events are there where you live? Do you like going to them? Why? / Why not?

6 REAL ENGLISH Complete the dialogue.

A There's a food festival in town today. You can try [1]_____ kinds [2]_____ food from Spain.
B Sounds good. I'm [3]_____ Spanish food.
A Let's go now so we don't [4]_____ it!
A Look! There are food trucks all [5]_____ the [6]_____. Let's get some paella from here!
B I'm not very hungry.
A Not hungry at a food festival? [7]_____ mistake!

7 VOCABULARY BOOSTER Now practise **I'm into art** vocabulary on page 108.

Use the past simple to talk about past events.

1 Read the text and underline eight past simple forms.

Ali



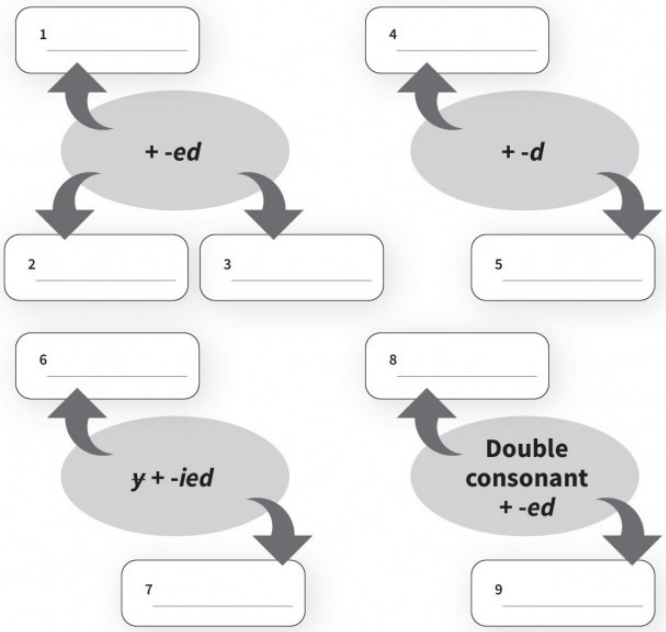
Last August, we visited Newquay in the UK to go to the Boardmasters Festival – a music, surfing and skateboarding festival. Different bands played over five nights, and we listened to some amazing music.

I'm into surfing, so I loved the surf competition on the beach. I watched some incredible surfers. One of them chatted to me and I asked him for some tips!

We want to go to Newquay again, but at a quieter time. My parents hated walking through the crowded streets.

2 Complete the categories with the past simple form of the verbs below.

arrive decide plan relax start
study travel try work



3 Complete the text with the verbs in Ex 2.

My cousin Joe [1]_____ Portuguese at university in the UK. In his third year, he [2]_____ to go abroad. He [3]_____ to Rio de Janeiro and lived in a small flat there. He [4]_____ in a busy café in the mornings. He [5]_____ work every day at 6 a.m.! But in the afternoons he [6]_____ on the beach. Joe only [7]_____ to stay in Rio for three months, but he stayed for ten months in the end. He [8]_____ hard to practise his Portuguese every day. When he [9]_____ home in the UK, he was really good at speaking it!

4 5.02 **PRONUNCIATION** Look at your answers in Ex 3. What is the sound at the end of each verb? Complete the table with the verbs. Then listen and check.

1 /ɪd/	2 /t/	3 /d/

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

1 We really _____ (enjoy) the show last night.
2 I _____ (dance) a lot at the concert.
3 They _____ (watch) a good film last weekend.
4 The festival _____ (start) two days ago.
5 You _____ (show) me some photos yesterday.
6 Clara _____ (prefer) the jazz to the rock music at the festival.

6 Complete the text with the past simple form of the verbs below.

chat decide discuss like look
order serve stop visit walk

Xander
2hr



We're having a fantastic time here in Poland. We [1]_____ Kraków yesterday. We [2]_____ through the crowded streets of the old town and [3]_____ at the beautiful old buildings.

We [4]_____ for lunch in the huge main square. It's the largest main square in Europe. My dad loves trying new things, so he [5]_____ *żurek* from the menu. It's a traditional Polish soup, and they [6]_____ it *in* some bread! He really [7]_____ it!

After lunch, we [8]_____ what to do next, and we [9]_____ to walk to the famous Wawel Castle, not far from the main square. My parents are into art and wanted to see the exhibitions inside the castle. I'm not a fan of paintings, so I stayed outside and [10]_____ to my sister!

Like Comment Share

7 Write past simple sentences that are true for you. Use verbs from the unit and the time references below.

in July last night last Sunday yesterday

We visited my grandparents last Sunday.

1 _____
2 _____
3 _____

Scan for information in an article about street art.

1 What can you remember about the text in the Student's Book? Complete the summary with the words below.

artist exhibitions homeless rats street

The text is about a famous French graffiti [1]_____ called Blek Le Rat. After studying art in Paris in the early '80s, he decided to be a [2]_____ artist and painted hundreds of [3]_____ on walls all over the city. Later, he decided to use his art to make the public think about serious problems such as [4]_____ people. Today, you can see Blek's work in art [5]_____ around the world.

2 Think about the questions.

1 Do you like street art? Why? / Why not?
2 Where can you see street art where you live?

STRATEGY Scanning for information

When you need to find specific information in a text, e.g. a name, you do not need to understand every word. You can scan the text instead. To scan …

- know what information you are looking for, e.g. numbers, dates, people or places.
- move your eyes quickly up and down the page.
- don't read a complete sentence until you find the answer or word you need.

3 Read the strategy above. Then read the text quickly and find …

1 the name of a city _____
2 the name of a street _____
3 the Portuguese name of the street _____

4 Decide which information you need to complete the sentences. Then scan the text again and find the answers.

1 Sasha visited this street in _____.
2 She stayed there for _____ hours.
3 _____ is a Brazilian street artist.
4 He uses _____ paint for his characters.
5 A graffiti artist first painted Batman in _____.
6 Martin stayed in the street for _____ minutes.

5 5.03 Read the text again. Choose the correct answer: A, B, C or D.

1 São Paulo is famous for its ____.
A crowded streets C incredible street art
B narrow streets D amazing street theatre

2 Every time you go to Batman's Alley, you see ____.
A new graffiti C brilliant exhibitions
B different artists D wide spaces

3 James ____ the tour of Batman's Alley.
A hated C couldn't stand
B missed D really enjoyed

4 In 1998, Cranio started ____.
A studying art C living in São Paulo
B being a street artist D painting blue walls

5 According to Martin, ____ to visit Batman's Alley.
A it's a great idea C it takes a long time
B it's a bad idea D it's expensive

6 Martin looked at the street art ____.
A for a long time C on his own
B for five minutes D with a local person

Trip guide Sign in

Places to stay | Things to do | Places to eat | Tours

Batman's Alley



Reviews

Sasha ★★★★★

São Paulo isn't the capital of Brazil, but it's probably the street art capital of the world. Don't miss Batman's Alley in the city! There's colourful graffiti all over the walls of this narrow street. It's like an outdoor art exhibition that changes every day. That's because there's no space, so artists paint on top of another person's work. We walked up and down the street for two hours. We took lots of photos and discussed the meaning of the messages.

Date of experience: May
Type of trip: travelled with friends

James ★★★☆☆

My parents decided to visit Batman's Alley with a local person and it was awesome. He explained all about the different artists. I liked Cranio's work the best. He started painting graffiti in São Paulo in 1998, and all his characters are blue!

Date of experience: July
Type of trip: travelled with family

Martin ★☆☆☆☆

I visited Batman's Alley last summer. Big mistake! It's called Batman's Alley (or *Beco de Batman* in Portuguese) because a graffiti artist painted the comic character Batman on one of the walls in the 1980s. The street art is interesting, but I only stayed there for fifteen minutes – and that was enough! There's nothing else to do in the area because it isn't for tourists.

Date of experience: August
Type of trip: travelled alone

6 Think about the questions.

1 Would you like to visit Batman's Alley? Why? / Why not?
2 Is it better to visit places like this with a local person or without? Why?

1 What can you remember from the Student's Book? Complete the words in the text.

When you want to [1]f___ ___ ___ o___ ___ something for your homework, for example, it's easy to do some [2]r___ ___ ___ ___ ___ ___ ___ online. The internet is an excellent [3]s___ ___ ___ ___ ___ of all kinds of information. However, it's important to [4]e___ ___ ___ ___ ___ ___ ___ an article you find before using information from it. Think about the [5]m___ ___ ___ purpose of the article – is it factual or is it just the personal opinion of the [6]a___ ___ ___ ___ ___? Also, make sure you're using a [7]h___ ___ ___-q___ ___ ___ ___ ___ ___ article.





2 Look at the photos and think about the questions.

1 Do you enjoy doing research online for homework? Why? / Why not?
2 What's the best thing about doing research online?
3 What's the worst thing about it?

3 Read the article. Who is it for: a teacher, a student or a person who does research in their job?

4 Match headings A–F to 1–6 in the article.

A Make notes in your own words.
B Don't just look at the first two websites!
C Use the correct words to search for information online.
D Check your facts.
E Think about the facts you need before you go online.
F Evaluate the articles.

5 MEDIATION A friend has a school project to do about the Aztecs, but does not know where to start. Think about the article and write a message to your friend with some ideas on how to do this.

6 Write a reply to the messages about how to research a project. Use the information in the article to help you and *It's / It isn't a good idea to … .*

How do I know if the information I find is correct?

How many websites do you need to look at?

Is it OK to use sentences from an article in my homework?

How to improve your research skills

Twenty years ago

When you wanted to do some research for your homework, you needed to …

- go to the library,
- look through all kinds of books,
- find out the information you needed
- and make notes.

This wasn't a quick and easy thing to do!

Today

When you want to research something for homework, all you need to do is …

- go online,
- look at some websites,
- evaluate the information
- and make notes.

But sometimes there's just too much information on the internet!

Follow these tips to help you to be a better research student!

1 ___
Imagine your homework project is 'Find out how the Ancient Egyptians lived'.
Plan the subject areas to research, e.g. houses / clothes / free-time activities / cultural events.

2 ___
'Ancient Egyptians' ✗ very general and you get all kinds of different results
'houses in Ancient Egypt' ✗ very specific and you don't find out all the information you need
'life in Ancient Egypt' ✓

3 ___
Most people do that, but you can find lots of interesting information on the other websites too.

4 ___
Try to use articles on high-quality websites. An article that's very old or with some spelling mistakes isn't the best source of information for you.

5 ___
Make sure the information is correct by looking at another website. If two or more websites say the same thing, the information is probably correct.

6 ___
Find the important information you need in an article, and then write this information yourself. Don't just copy it!



1 Look at the picture and think about the questions.

1 Do you think reviews of films or shows are important? Why? / Why not?

2 Imagine a show has bad reviews. Would you still like to see it? Why? / Why not?

2 5.04 Listen and read the dialogue. Who has the same opinion as you? Emma or Carrie?

Emma Let's go and see that new show! It's got some brilliant rock songs in it.

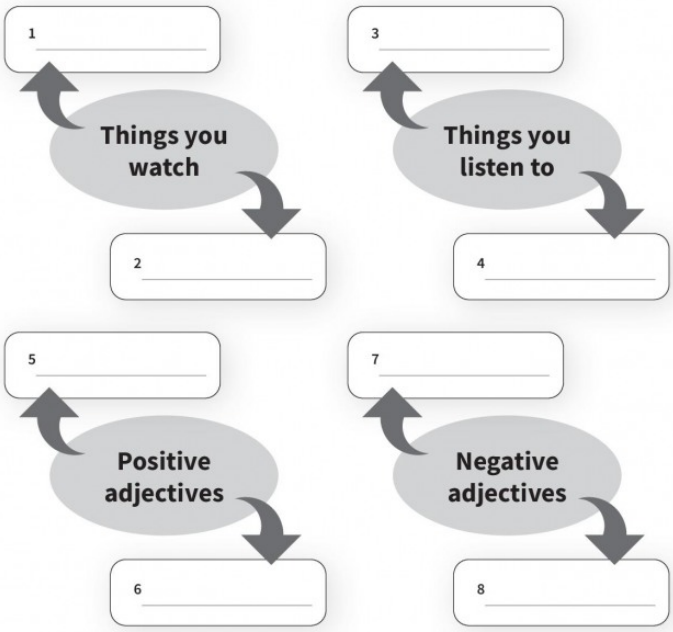
Carrie But the reviews aren't good. They say it's nothing special. The acting is terrible and the characters are boring.

Emma Don't worry about the reviews, Carrie! You're into loud rock music.

Carrie No, thanks, Emma. I want to stay at home and watch that new series on TV.

3 Complete the categories with the words below.

boring brilliant excellent film rock music songs terrible TV series



4 Choose the correct alternative.

1 Who plays the main **character** / **ending** in that film?

2 What a **terrible** / **wonderful** show! I really enjoyed it.

3 There are some excellent **performances** / **shows** in that film.

4 My mum plays loud rock **music** / **characters** and dances in the kitchen!

5 In my opinion, it's a one-star film because it's nothing **boring** / **special**.

6 It's a brilliant TV series. The **acting** / **film** in it is excellent.

5 Complete the sentences with the words below.

ending original reviews romantic series song

1 It's a _____ film. It's all about love.

2 I like films with a happy _____.

3 What's your favourite _____ from the show?

4 I enjoyed the new film, but I prefer the _____ one from the 1980s.

5 There are six episodes in that new TV _____.

6 That new film looks good. It's got five stars in lots of _____.

6 Complete the messages with the words below. There are two words you do not need.

acting character ending excellent film nothing performance reviews rock romantic show song



7 Choose two categories and write about your favourite ones. Why do you like them?

film show song TV series

One of my favourite films is *The Lion King*. I love the song 'Circle of Life' in it.

1 _____

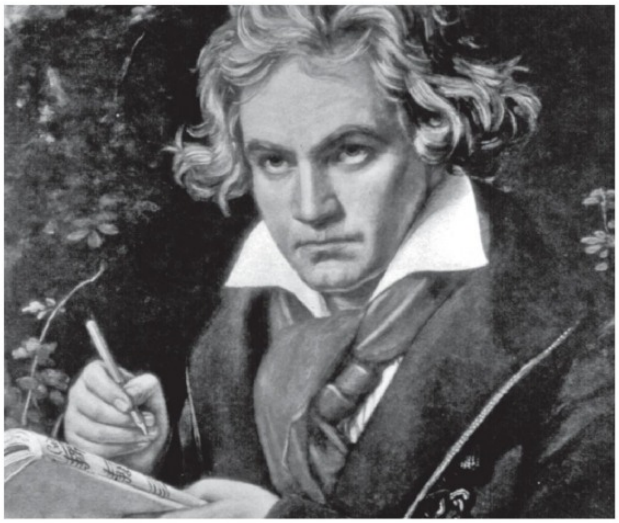
2 _____

8 VOCABULARY BOOSTER Now practise **Entertainment** vocabulary on page 108.

1 Look at the picture. Who do you think it is? What do you know about him? Read the article and check your ideas.

Article

Ludwig van Beethoven



Ludwig van Beethoven is a famous composer. He was born in Germany in December 1770. He learned to play the piano when he was a young boy. Was he good at playing it? Yes, he was. He played his first piano concert at the age of seven!

In the 1790s, Beethoven started to have a problem hearing things. By 1817, he couldn't hear anything at all. Could he still compose music? Yes, he could. It wasn't a problem because he could hear the music in his head. In fact, Beethoven composed some of his best music during that time.

composer (*n*) a person who writes music, especially classical music

2 Look at the article again. Tick (✓) the categories in the table that you can find in it.

	Past simple: *be*	Past simple: *can*
Affirmative		
Negative		
Questions		
Short answers		

3 Choose the correct alternative.

When I [1]**was** / **were** ten, I started to learn the piano. I [2]**could** / **couldn't** learn it at school because there [3]**were** / **weren't** any piano teachers. So I learned at home on Saturday mornings instead.

I [4]**was** / **wasn't** brilliant at playing the piano, but I really enjoyed it. I remember learning to play 'Für Elise'. It means 'For Elise' in German, and Beethoven composed it in 1810. I [5]**could** / **couldn't** play it pretty well because it wasn't very difficult. But I always wanted to know who Elise [6]**was** / **wasn't**. [7]**Was** / **Were** she Beethoven's mother or sister? No, she [8]**wasn't** / **weren't**!

4 Complete the sentences with *was*, *wasn't*, *were*, *weren't*, *could* or *couldn't*.

1 I _____ dance well when I _____ young, but I can now.
2 '_____ your brother play chess as a child?'
'Yes, he could, but he _____ very good.'
3 '_____ you into art as a teenager?'
'Yes, I _____. I really loved drawing.'
4 Seb and Ana are good actors now, but they _____ very good in the school play last year. They _____ remember their lines!
5 '_____ you play the guitar when you were ten?'
'No, I _____. I started lessons at the age of twelve.'
6 Don't miss that show! It _____ amazing and all the performances _____ really incredible.

5 Complete the dialogue with the correct past simple form of the verbs *be* or *can*.

A What [1]_____ the film like last night?
B The reviews [2]_____ very good – only one or two stars, but I enjoyed it.
A People say it's hard to follow the story. [3]_____ you understand it easily?
B Yes, I [4]_____. That [5]_____ a problem, but the people next to me were!
A Really? Why?
B Because they [6]_____ incredibly noisy and I [7]_____ hear the film!
A Oh no! That's terrible.
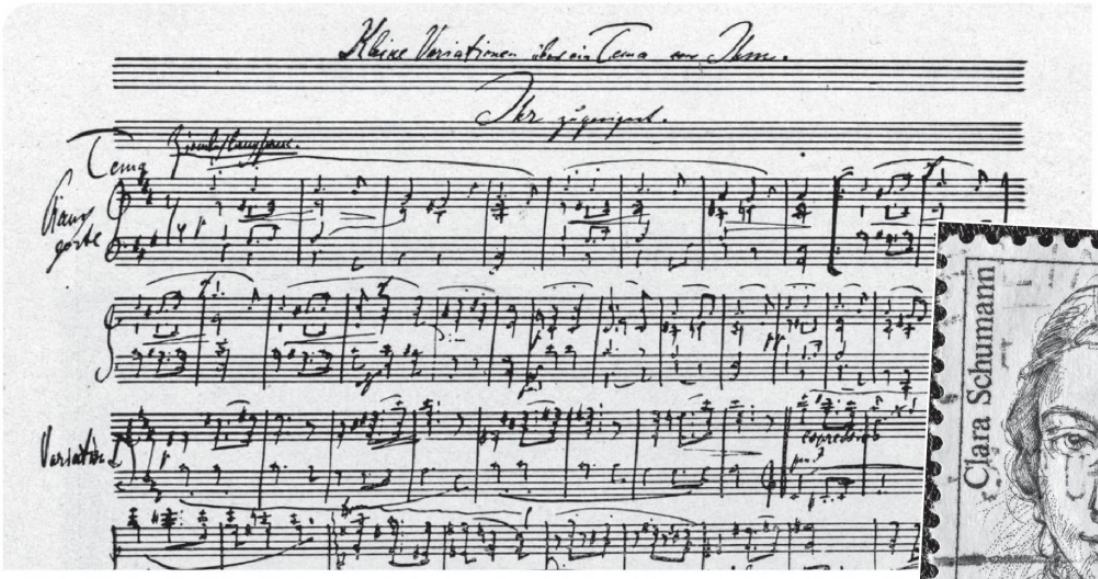
6 Complete the questions with the correct past simple form of the verbs *be* or *can*.

1 What _____ your first words when you were little?
2 What can you do well now that you _____ do as a young child?
3 _____ you draw amazing pictures when you were five?
4 What _____ the best film you watched last year? Why?
5 What _____ you good at when you were a young child?

7 Write true answers to the questions in Ex 6.

1 _____
2 _____
3 _____
4 _____
5 _____

Understand the structure of an interview.





1 What can you remember about the listening in the Student's Book? Complete the summary with the words below.

accident born decided died ill married started

It's about the important events in the life of the artist Frida Kahlo. She was [1]_____ in Mexico in 1907. When she was six, she was very [2]_____ and stayed in bed for nine months. Years later, when she was eighteen, Frida was in an [3]_____. She couldn't walk, so she [4]_____ painting in bed. In 1929, Frida [5]_____ a famous Mexican artist called Diego Rivera. Then, in 1940, Frida [6]_____ to become a full-time artist. She produced 143 excellent paintings before she [7]_____ in 1954.

2 Look at the photos and think about the questions.

1 Who is the woman on the stamp?
2 What was her nationality?
3 What do you think she was famous for?

3 5.05 Listen to the first part of a podcast and check your ideas in Ex 2.

pianist (*n*) a person who plays the piano

STRATEGY Understanding the structure of a listening text

When we listen to information, we sometimes need to follow instructions or put information in the correct order. Listen for words that are used to talk about ordering things, e.g. *First*, *then*, *next*, *after that*, *in the end*, etc. to help you to understand better.

4 5.06 Read the strategy above. Then listen to the second part of the podcast. Put important events A–H in the correct order (1–8).

A decided to teach piano in Frankfurt ____
B died ____
C her husband died ____
D married ____
E performed concerts in Germany ____
F had a child ____
G started learning the piano ____
H travelled round Europe with her father ____

5 5.06 Listen again and correct the mistakes in the sentences.

1 Clara Wieck was born on 13 November 1919.
_____
2 Clara's father couldn't play the piano very well.
_____
3 The people at Clara's concerts couldn't believe how tall she was.
_____
4 Clara's husband, Robert, was a French composer.
_____
5 Clara's father tried to pay for the wedding, but he couldn't.
_____
6 Robert and Clara's family was big: ten children.
_____
7 After her husband died, Clara's life was easy.
_____
8 In 1878, Clara started to teach German at a school in Frankfurt.
_____
9 Most of her students were talented young men.
_____
10 Clara died when she was 96 years old.
_____

6 Think about what you learned in the podcast. Then think about the questions.

1 What do you think was unusual about Clara Schumann's life in the 1800s?
2 Can you think of another famous woman in history? What was she famous for?



1 Look at the photo and think about the questions.

1 Do you think the girl on the right is interested in her friend's personal story? Why? / Why not?
2 What do you think her friend's story is about? Is it good or bad news?

2 5.07 Listen to the dialogue. Were your ideas in Ex 1 correct?

STRATEGY Showing interest

During a conversation, we often use short phrases to show interest and react to what the other person is saying.
How amazing / wonderful / sad / terrible!
Oh no! No way! Poor you!
Lucky you! Congratulations!
Wow! Really?
Well done!

3 5.07 Read the strategy above. Then listen to the dialogue in Ex 2 again. Tick (✓) the five phrases you hear.

4 Complete the dialogue with the words below.

after ago how no really then wasn't you

A A year [1]_____, something awful happened to me.
B [2]_____? What?
A I was in a big dance show at school. It was Disney's *The Lion King* and I was Simba, the lion.
B Wow! [3]_____ amazing!
A The first performance was good, but [4]_____ there were lots of problems with the second one. I couldn't remember what to do in two of the dances.
B Oh [5]_____! How terrible!
A [6]_____ that, I received some bad reviews.
B Poor [7]_____!
A It's funny now, but it [8]_____ at the time. I hated it.

5 5.08 Listen to the dialogue and check.

6 Match sections 1–4 to phrases for telling a personal story A–D.

1 The introduction ____
2 The beginning ____
3 The main events ____
4 The end ____

A I was in a school theatre show … It was *Beauty and the Beast* …
B And, amazingly, … / It's funny now, but it wasn't at the time.
C A few days / years / months ago, I was (in middle school) …
D First / Then / After that / As soon as I (arrived), … While I was there, something terrible / amazing happened.

7 Imagine you are talking to a friend about something bad that happened to you. Follow the prompts and write a dialogue. Use the example below or your own ideas.

two months ago
be in a school concert
practise my violin for weeks
play really badly in the concert ☹
be OK now ☺

A (Say when something bad happened to you.)
B (Show surprise.)
A (Say what event you were in.)
B (React to the good news.)
A (Describe something bad that happened during the event.)
B (React to the bad news.)
A (Say what it's like now.)









1 Look at the photos and think about the questions.

1 Madame Tussauds museum is a popular place for tourists to visit in London. What do you think you can see there?
2 Would you like to go to Madame Tussauds? Why? / Why not?
3 What do you like doing on a special day?

STRATEGY Organising your writing

Before you start writing a diary entry or story, think about the events and the order in which they happened. Then organise your ideas into different parts, e.g. a beginning, the main story and the ending.

2 Read the strategy above. Then read the diary entry and underline five sequencers.

3 Read the diary entry again and put the paragraphs in the correct order. Write A–D for 1–4.

1 ____ 2 ____ 3 ____ 4 ____

Dear Diary,

A *After that, we tried to buy tickets for a show near Covent Garden, but there weren't any.*

B *We looked in all the shops there. Next, we stopped to watch the street performers in the square. It was very crowded, and I couldn't see easily.* ☹

C *Lastly, we decided to go to Madame Tussauds. I loved looking at the models of famous people, like singers, artists and characters from films. They were incredible!*

D *I was really excited yesterday because I visited London with Mo. First, we travelled there by train. Then, we walked to Covent Garden.*

4 Read another diary entry and complete it with the words below.

after finally firstly next then

Dear Diary,
Anna and I decided to go to The Lowry art museum in Manchester yesterday. [1] _____, we walked to the bus stop. We were lucky – the bus wasn't late!

Outside the museum, we stopped and looked at the building. It's an amazing example of modern architecture! [2] _____, inside, we watched a video about the artist LS Lowry.

[3] _____, we looked at the exhibition of Lowry's paintings. I'm not a big fan of art, but I really liked them. [4] _____ that, we decided to walk home and not go by bus. Big mistake!

[5] _____, we arrived home more than two hours later. We were tired and very hungry!



5 Imagine you travelled somewhere yesterday for a day out. Make notes.



6 Write a diary entry about your day out. Think about the ideas in the strategy and use your notes from Ex 5.

7 ✓ **CHECK YOUR WORK** Did you …

- use vocabulary from the unit?
- use the past simple?
- use sequencers?

Grammar

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

Last Saturday afternoon, my brother and I [1]_____ (be) really bored so we [2]_____ (decide) to go for a run in the park. When we [3]_____ (arrive), it was very crowded and we [4]_____ (can) hear loud music. We're both into music, so we [5]_____ (stop) to see what it was. It was a big music festival with lots of different bands. We [6]_____ (start) listening to them and, in the end, we [7]_____ (stay) there all afternoon. I [8]_____ (chat) to lots of people and [9]_____ (dance) a lot too. It [10]_____ (be) more fun than going for a run!

2 Complete the text with the correct past simple form of the verbs *be* or *can*.

1 Artemis and Nico are Greek. They _____ born in Athens.
2 The film was in Russian, so we _____ understand anything.
3 '_____ you ride a bike when you were three?' 'Yes, I _____.'
4 Two years ago, I _____ very good at tennis, but I can play well now.
5 The exhibition was terrible. There _____ any good paintings.
6 My mum _____ run fast as a teenager, but she can't now.
7 What _____ the concert like last night?
8 I started reading a book last night and I _____ stop. It was brilliant!

Vocabulary

3 Match the sentence halves.

1 You can play the ____
2 The film was OK, but nothing ____
3 I think the original ____
4 What's your favourite TV ____
5 There were some great cultural ____
6 Are you into loud rock ____
7 I don't enjoy listening to romantic ____
8 What a wonderful ____

A songs.
B series?
C drums really well.
D show! Don't miss it.
E film was better than the new one.
F music?
G events in our town last summer.
H special.

4 Choose the correct alternative.

1 The streets are always **cultural** / **crowded** with people during the festival.
2 According to the **review** / **ending**, there are some boring characters in the show.
3 **Hip-hop** / **Painting** is a popular type of music.
4 We watched the film on a huge **event** / **screen** in the park.
5 There are paintings by some excellent **artists** / **drums** at the exhibition.
6 I can't stop singing that new **dance** / **song**. It's brilliant.
7 Some people don't enjoy rock music because it's **loud** / **incredible**.
8 We stopped to watch some street **theatre** / **acting** in the square.

Cumulative review

5 Choose the correct answer: A, B or C.

The Royal Academy of Art (RA) is a famous arts museum in London, and its members are all incredible [1]_____. The RA first [2]_____ in 1768. Its main purpose [3]_____ to help people study art and to make art more popular. Today, the RA still has an art school for talented artists. There are also special events and art [4]_____ at the RA every year.

In July 2019, the RA [5]_____ its first Young Artists' Summer Show. They [6]_____ talented students aged 7–19 from schools across the UK to enter a piece of artwork. There [7]_____ 6,200 entries, but the RA [8]_____ only choose 139!

One young teenager, Annie, was one of the successful students. Her [9]_____, *Me and My Sister*, was a portrait of the artist and her twin sister. Before starting this, Annie [10]_____ the work of artists who painted double portraits during the 14th, 15th and 16th centuries.

1	**A** songs	**B** artists	**C** festivals
2	**A** starts	**B** started	**C** is start
3	**A** was	**B** were	**C** weren't
4	**A** concerts	**B** reviews	**C** exhibitions
5	**A** organised	**B** organises	**C** could organise
6	**A** 're asking	**B** ask	**C** asked
7	**A** was	**B** were	**C** weren't
8	**A** can	**B** could	**C** couldn't
9	**A** painting	**B** character	**C** show
10	**A** research	**B** researches	**C** researched

REFLECT Think about the questions.

1 Which is your favourite lesson in this unit? Why?
2 Which grammar points are difficult? Why?
3 What phrase can you use to react to someone's bad news?
4 Which sequencers can you use to order events in a story?

Listening

EXAM STRATEGY

When you listen to somebody speaking and then complete a summary, read the instructions carefully and check your answers when you finish. Do not write more than the the instructions tell you to write and check your spelling. Sometimes the speaker spells out words, and it's important that you write these words correctly.

1 Read the strategy above. Then look at the short text below and the given answers. Find two mistakes in the answers and correct them.

This year, the Arts Festival begins on the second and ends on the fifth of September. Music events take place in Green Park. Theatre events take place at the Ryder Theatre – that's R–Y–D–E–R. You can buy tickets on our website.

Arts Festival

Date: 2–[1]15 September

Place: Music events in [2]Green Park

Theatre events: [3]Rider Theatre

Tickets: Buy them on the festival [4]website

2 5.09 Listen and for each question 1–5, write the correct answer in the gap. Write one or two words or a number, a date or a time.

You will hear a radio presenter talking about an arts festival.

Summer Arts Festival

Date: 1–7 [1]_____

Place: [2]_____

Top events:

Wednesday: Dance group from [3]_____

Friday: Concert: Le Storm with Jacques Noir on [4]_____

All jazz concerts take place in the [5]_____ Theatre.

Use of English

EXAM STRATEGY

When you have completed a text with missing words, check that the words that you haven't used definitely don't fit any of the gaps.

3 Read the strategy above. Then look at the exam task in Ex 4. Read the first two sentences and choose a word from A–J to fit the first gap. Then look again at the words and try each one in turn.

4 Read the text and choose the word (A–J) that best fits each gap 1–8. There are two words you do not need.

One of the best and most famous cultural events is the Notting Hill Carnival in London. Last year, I [1]____ on holiday in the UK with my family. We [2]____ there in August and at the same time as the carnival. The event lasts two days, and thousands of people take part. It was very busy! I think it is [3]____ any other party in the UK!

It was great fun. We [4]____ to music and danced in the street every day. The food was amazing too. On the last day, we watched the biggest party in the street. There were thousands of people and they wore [5]____ costumes.

The event is very important for people in London, but we [6]____ the only tourists! There were thousands of visitors from all around the world. Everyone was very friendly and I [7]____ a lot of people my age. I tried to dance with the people in costumes, but I [8]____ do it very well. I think I need lessons.

carnival (*n*) a street festival with dancing and music and colourful clothes

A listened	**F** larger than
B was	**G** the best
C could	**H** weren't
D chatted to	**I** all kinds of
E were	**J** couldn't

Writing

EXAM STRATEGY

When you are giving your opinion about something or making a suggestion, it's important to give reasons for your ideas.

5 Read the strategy above. Then match the sentence halves.

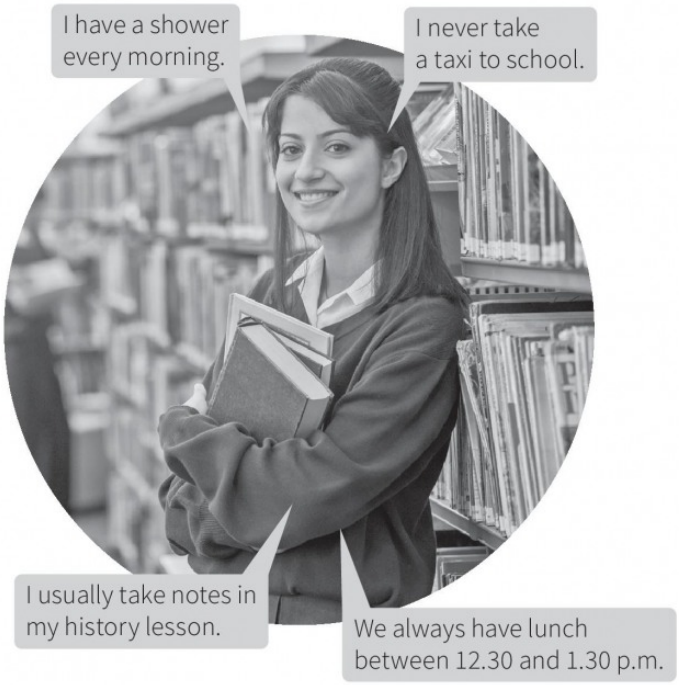
1 I enjoyed the film because ____
2 The characters in the musical were terrible and ____
3 I think the exhibition was interesting, ____
A but the art museum was too crowded.
B the songs were nothing special.
C the acting was excellent.

6 An online English magazine wants to know more about cultural events in different countries and young people's experience of them. Write a blog post including …

- examples of cultural events which are famous in your country.
- your favourite type of cultural event.
- a cultural event you went to.

Collocations with *have* and *take*

1 Read about Ashu's routine. Find and underline two phrases with *have* and two phrases with *take*.



LANGUAGE FOCUS Collocations: *have* and *take*

A collocation is two or more words that we often use together. There are a lot of collocations with *have* and *take*, e.g. *have a shower* or *take notes*. It's a good idea to always learn the words together. We usually use the same verb for the same type of activity, for example:

- *have* for eating and drinking: *have lunch*, *have a drink*.
- *take* for using public transport: *take a taxi*, *take the bus*.

2 Read the Language focus above. Then choose the correct alternative for these collocations. Check in a dictionary if necessary.

1 **have** / **take** the train
2 **have** / **take** breakfast
3 **have** / **take** dinner
4 **have** / **take** a photo
5 **have** / **take** a P.E. lesson
6 **have** / **take** a selfie

3 Complete the questions with *have* or *take*. Then answer for you.

1 How often do you _____ a drink of water?

_____

_____

2 Which day(s) do you _____ a science lesson?

_____

_____

3 How many times a week do you _____ a bus?

_____

_____

4 How many photos do you _____ with your phone in one week?

_____

_____

5 What do you usually _____ for breakfast?

_____

_____

6 How often do you _____ a meal in a restaurant?

_____

_____

VOCABULARY STRATEGY Recording collocations

It's a good idea to record collocations in groups in your vocabulary notebook, e.g. write a list of all the collocations with *have* on one page. Then do the same for collocations with *take* on another page. You can add more collocations to your lists when you learn them.

It's easier to remember collocations if you use them in your own example sentence. Underline the collocation in each sentence, e.g. *My dad tries to take some exercise every day.*

4 Read the strategy above. Then add the words and phrases below to the correct lists. Write your own example sentences for each one.

a barbecue a bath a good time
selfies taxis the school bus

have

_____

e.g. _____

_____

e.g. _____

_____

e.g. _____

_____

e.g. _____

take

_____

e.g. _____

_____

e.g. _____

_____

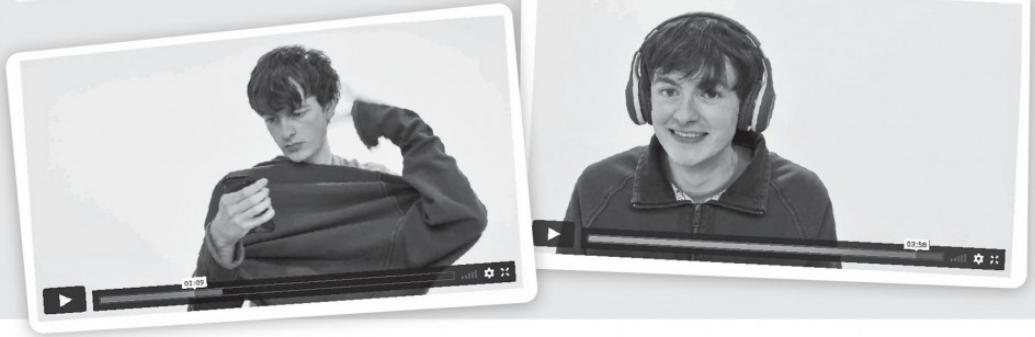
e.g. _____

_____

e.g. _____

5 Can you add one more collocation and example sentence to the lists in Ex 4?

6 Digital detox



1 a What can you remember about the vlog? Complete the words in the summary.

Callum talks about his digital detox. That means he can't [1]t___ ___ ___ o___ any of his digital [2]d___ ___ ___ ___ ___ ___, such as his phone or tablet, for a week. His typical daily routine is different because he can't [3]s___ ___ ___ ___ ___ through his social media, [4]c___ ___ ___ ___ his messages, or talk online in a [5]g___ ___ ___ ___ chat. At the end of the week, Callum is excited about using his music [6]l___ ___ ___ ___ ___ ___ again, but there's a problem – the [7]b___ ___ ___ ___ ___ ___ in his phone is dead!

b 6.01 Watch or listen again. Check your answers.

2 Match the sentence halves.

1	I never turn ____	A	on the TV, please?
2	How often do you check ____	B	speakers every day.
3	How many digital ____	C	devices have you got?
4	You've got a big music ____	D	off my phone.
5	We use our Bluetooth ____	E	through social media.
6	Could you turn ____	F	library on your phone.
7	We post on lots of group ____	G	your messages?
8	My dad never scrolls ____	H	chats.

3 Complete the text with words from the lesson.

TEEN SPEAK Sign in Join

What's the most important [1]_____ device in your life? Post your comments below and tell us why you can't live without it! Reply

For me, it's my phone. I probably look at it and check my [2]_____ more than 100 times a day! I [3]_____ on lots of group chats too. It's the easiest way to talk to friends when I'm not with them. That's why I can't live without my phone. **Erin, 16**

I LOVE my phone too! I don't know how many times a day I [4]_____ people on it, but it's a lot. My parents want me to turn [5]_____ my phone at weekends and do a detox, but I can't. I just can't live without my phone! **Mateo, 16**

The most important device in my life is my [6]_____. It's an excellent computer and I use it a lot for doing research for my homework. I just turn it [7]_____ and [8]_____ through the list of websites. It's easy! **Dylan, 15**

I'm crazy about all kinds of music, and the best way to listen to it is very loudly on my Bluetooth [9]_____. They're the most important device in my life! **Priyanka, 17**

4 Write your own comment to the post on *Teen Speak* in Ex 4. Say which digital device you love and why. Try to use vocabulary from the lesson.

5 REAL ENGLISH Complete the dialogue with the words and phrases below.

couldn't wait digital detox face to face
nightmare phone zombie pretty left out



A My mum called me a [1]_____ yesterday. She says all I do is look at my phone.
A Oh no!
B And now she wants me to spend a week without my phone and other devices.
B You mean a [2]_____?
A That's right.
B [3]_____! I tried it for one day last summer and it was terrible. I couldn't chat to my friends so I felt [4]_____.
A Poor you!
B I [5]_____ to go online after 24 hours.
A I'm sure! The thing is that's how teenagers speak to friends, but our parents prefer to chat [6]_____.

6 VOCABULARY BOOSTER Now practise **Phone zombies** vocabulary on page 109.



smart speaker (*n*) a device that uses the internet and does things that you tell it to do

1 Look at the photo and think about the questions.
1 What do you think of smart speakers like this? Why?
2 What can people ask smart speakers to do for them?

2 Read the message. Check your ideas in Ex 1.

Group chat

Nathalie
I did a digital detox last week and hated it. So guess what? I bought a smart speaker yesterday. I saw an advert for it last week and I thought it was a brilliant device. And it is! I asked it to do lots of different things last night and it did them immediately! It turned on the TV, played some hip-hop and went online to look for some information for me. Then, when I wanted to go to bed, it turned off the TV. Also, I got up early this morning because I told the speaker to wake me up at 7 a.m.! ☺

3 Complete the table with the irregular past simple forms from the message in Ex 2.

Verb	Past simple (irregular)
buy	1 _____
do	2 _____
get	3 _____
go	4 _____
see	5 _____
tell	6 _____
think	7 _____

4 Complete the sentences with the verbs in the table in Ex 3.
1 We _____ for a walk in the park last Sunday.
2 I was late this morning, so I _____ dressed quickly.
3 'Open your books!' the teacher _____ us.
4 They _____ paintings by famous artists at the exhibition.
5 We _____ a workout at the gym yesterday.
6 Ed _____ eggs so he could make a cake.
7 Nihal _____ the film was terrible.

5 Complete the sentences with the past simple form of the verbs in brackets.
1 I _____ (read) an interesting book last week.
2 You _____ (write) 21 messages yesterday.
3 'The battery's dead,' Piotr _____ (say).
4 Rafael _____ (make) a sandwich for lunch.
5 Sara _____ (bring) some books to school.
6 My little brother _____ (run) around the garden three times.
7 Sofia _____ (wear) a blue top yesterday.
8 My mum _____ (teach) English when she was younger.

6 6.02 **PRONUNCIATION** How do you pronounce the past simple form of the verbs below? Complete the table. Then listen and check.

bring buy go meet read say teach think

1 /ɔː/	2 /e/
_____	_____
_____	_____
_____	_____
_____	_____

7 Complete the text with the past simple form of the verbs below.

begin buy do find go have see take



Six months ago, we [1] _____ on holiday to Dubai and [2] _____ an amazing time. There were so many incredible things to see, like the Burj Khalifa – the world's tallest building. It [3] _____ six years to build it! I couldn't believe it when I [4] _____ it for the first time. The views from the top are awesome.

But, for me, the best thing we [5] _____ in Dubai was visit the Theatre of Digital Art (ToDA). We [6] _____ out about it in a magazine and [7] _____ our tickets online. When we first arrived, we went into a large room and then the show [8] _____. We watched computer images of famous paintings on the walls around us. It felt like we were *inside* the paintings!

8 Write a short paragraph about a place you went to last year. Talk about something you saw there and the best thing you did. Try to use irregular verbs from this lesson.

_____
_____
_____
_____

Understand reason and result in an article about an unusual way of life.

1 What can you remember about the text in the Student's Book? Complete the summary with the correct words.

computer digital electricity face to face technology text

The text is about a man called Mark Boyle. He enjoyed spending time on his [1]_____, but wanted to live a simple life. So, in 2019, he decided to say goodbye to modern [2]_____ forever. Now, he lives without any [3]_____ devices. His house doesn't even have [4]_____! Mark loves this simple life. He writes letters because he can't [5]_____ people, or he talks to them [6]_____.

2 Look at the photo and the title of the text. Think about the questions.

1 What's Anya's problem?
2 What kind of holiday do you think she goes on?

3 Read the text quickly and check your ideas.



A different kind of holiday

Anya, 16

Two months ago, I began to think that I had a problem. I needed to study for some important exams, but I found it difficult to work. Why? I couldn't leave my phone for more than fifteen minutes.

One of my teachers believes that it's more difficult for students today to work hard and remember facts. 'It's because they can't stop thinking about phones and social media,' he said.

So, I decided to go on a digital detox camp for teenagers. I was stressed at first because I wanted to check my messages. Nightmare! But all my devices were at home, so I slowly relaxed during the three days.

In the end, I had a brilliant time. We did lots of outdoor activities, chatted face to face and laughed a lot. Without my phone, I started to see the things around me, like trees and flowers. I spent time taking photos – but not with my phone!

I'm home now, so I'm using digital devices again. But I'm using them in a different way. I turn my phone off at 9 p.m. and turn it on eleven hours later. And I only go online for an hour a day. I feel great and I'm a better student!

STRATEGY Understanding linking words: reasons and results

Some linking words, such as *because* and *so*, show why something happened or what the result is. Recognising these words helps you to understand reasons and results in a text.

4 6.03 Read the strategy above. Then match the sentence halves.

1 Anya couldn't study for exams because _____
2 Today's students are always thinking about their phones, so _____
3 Anya had a problem, so _____
4 She couldn't check her messages when she arrived because _____
5 Anya couldn't look at her phone, so _____
6 She can use digital devices again because _____

A her digital devices weren't there.
B she went on a digital detox camp.
C she's at home now.
D she wanted to look at her phone every fifteen minutes.
E she looked at the things around her instead.
F it's harder to study and remember things.

5 Read the text again. Are the sentences true (*T*) or false (*F*)?

1 Anya had a problem because she couldn't do her exams. _____
2 Her teacher thinks students in the past had the same problem. _____
3 She couldn't relax when she first arrived at the camp. _____
4 She had fun with the other teenagers, so she enjoyed the camp. _____
5 She still checks her messages before she goes to sleep. _____
6 She feels better because she went on the detox camp. _____

6 Think about the questions.

1 Would you like to go on the same digital detox camp as Anya? Why? / Why not?
2 What do you think of her new daily routine? Why?



1 How much do you think you know about online etiquette?
- **A** Everything.
- **B** A lot.
- **C** A bit.
- **D** Nothing.

2 Do the quiz. Was your answer in Ex 1 correct?

Quiz

1 What is online etiquette?
- A How to read messages online.
- B How to be polite online.
- C How to be rude online.

2 Who are you talking to in a group chat?
- A Invented people.
- B Real people.
- C Computers.

3 Why is it a good idea to read a message before you send it?
- A So you can add some exclamation marks.
- B So you can think about the reaction of the reader.
- C So you can check your capital letters.

4 You decide that your message isn't kind. What's the best thing to do?
- A Send it immediately.
- B Don't send it.
- C Send it and say you're sorry.

5 'When I post on a group chat, it's OK to tell jokes all the time.'
- A True. My jokes are always funny.
- B False. Jokes can hurt people.
- C False. My jokes are terrible.

6 Is there a problem using CAPITAL LETTERS and lots of exclamation marks (!!!!!!!!) in a message?
- A No, it's OK.
- B Yes, it's rude.
- C No, it's very funny.

7 What's the best thing to do when someone asks for some help?
- A Ignore the message.
- B Reply to the message.
- C Shout at the person.

All Bs: Congratulations! You're an etiquette expert.

4–6 Bs: Well done! You know a lot about online etiquette, but there are one or two more things to learn.

1–3 Bs: You know a bit about online etiquette, but there's a lot more to learn.

No Bs: Come on! You need to learn the rules of online etiquette.

3 **MEDIATION** A new student wants to join the class group chat. Think about the information in the quiz. Write a short message to the student explaining three good ways to be polite online.

Hi (name).
It's good to know how to be polite online, so …
It's a good idea (not) to … because …
It's important (not) to … because …

4 Read the message posts. What do you want to say to Zac, Katja and Oscar about online etiquette?

Yesterday 10.20
Hi Zac, do you want to go to the cinema later?
Yesterday 10.45
I checked online and the film starts at 2.30 p.m.
Today 11.20
Zac? Are you OK?

7.35 Pria: Hi guys, do you know any cool bands to listen to?
7.36 Katja: Not you, Pria. You think you're cool, but you aren't!!!! 😂

2.25 Leo: I think Marta is feeling pretty left out.
2.27 Rita: I agree. Let's add her to our group chat.
2.28 Oscar: DON'T BE SO STUPID!!!!!!!!!! THAT'S A REALLY BAD IDEA.





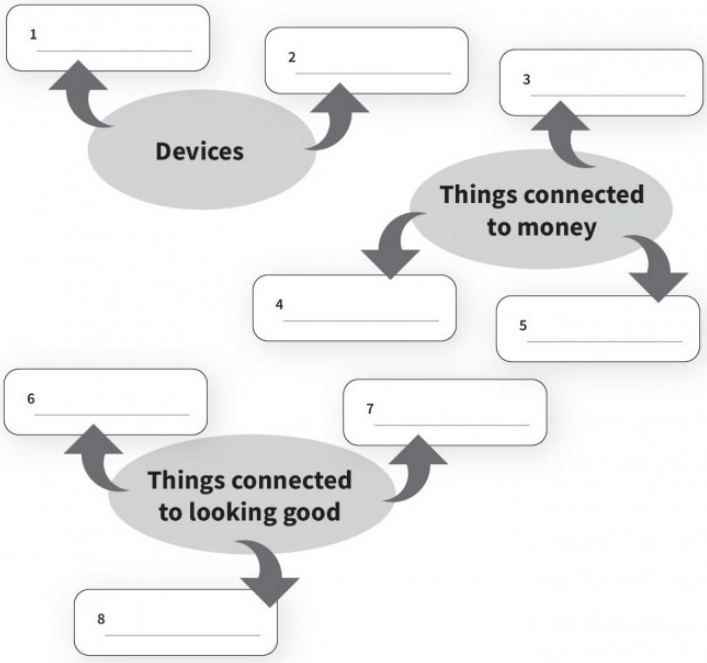
1 Think about the questions.

1 Which things do you always have in your school bag?
2 What do you sometimes take with you to school?

2 6.04 Listen and read. Is your bag more like Rosa's or Silvio's?

Rosa Some people, like my brother, Silvio, don't take many things to school. All he's got in his bag is his wallet, a bank card and a comb. But I've got all kinds of things in my bag, like some cash, a mirror, some make-up and my digital camera. I sometimes take my charger too, but I haven't got it with me today!

3 Complete the categories with everyday items from Ex 2.



4 Match questions 1–6 to comments A–F.

1 Where's my water bottle? ____
2 Where's my dictionary? ____
3 Where's my bank card? ____
4 Where's my mirror? ____
5 Where's my charger? ____
6 Where's my digital camera? ____

A I haven't got any cash.
B I want to take some photos.
C I'm thirsty.
D I want to check my hair.
E I want to charge my mobile phone.
F I want to find out what 'detox' means.

5 Complete the sentences with the words below.

bank card cash comb digital camera mirror wallet

1 We love looking at photos my dad takes with his _____.
2 'How much _____ have you got?' 'About £5.'
3 People usually look in the _____ when they put on make-up.
4 I always keep my bank cards in my _____.
5 Today, many people prefer a _____ to cash.
6 My sister has usually got a _____ in her bag because she hates untidy hair!

6 Complete the message post with the items below. There are two words or phrases you do not need.

bank card cash charger comb dictionary digital camera make-up mirror wallet water bottle



Here I am with my new e-reader! It's brilliant. It's a really useful digital device for reading books. It's a bit bigger than a mobile phone, but smaller than a book. It's got a [1] _____, but people say the battery lasts for weeks or months – it depends how often you use it. There's space for about 6,000 books on the device, but I've only got two on it at the moment! One of the best things about my e-reader is that it's got a [2] _____ – you just put your finger on a word and it shows you the definition. Before I bought it, I went online and found the best price. I used my [3] _____ to pay for it – I don't usually have much [4] _____. The next thing I'd like to buy is a [5] _____ because I'm into taking photos of my friends and family. My older sister hates it when I take photos of her without [6] _____! She's always got a [7] _____ in her bag to brush her hair and a [8] _____ to check she looks good!

Daria

7 Write a short paragraph about what you have / do not have in your school bag or wallet. Try to use words from the lesson.

I've got my wallet, my mobile phone and a mirror in my bag.

_____
_____
_____
_____

8 VOCABULARY BOOSTER Now practise **Everyday items** vocabulary on page 109.

Use the past simple to ask and answer about the past.







1 6.05 Listen and read the dialogue. Which photo is Hanna? Tick (✓) A, B or C.

Mira Can we have the bill, please?

Hanna It's OK, Grandma. I'd like to pay for this.

(Hanna pays the bill.)

Mira Hang on! What did you just do? Did you pay by bank card?

Hanna No, I didn't. I paid with my watch, but sometimes I pay with my phone.

Mira Really?

Hanna How did you pay for things when you were young? Did you use cash?

Mira Yes, I did. I didn't have a phone then. And a watch was for telling the time!

2 Read the dialogue again. Find and underline …

1 two questions with question words.
2 two *yes/no* questions.
3 two short answers.
4 one negative sentence.

3 Complete the dialogue with *did* or *didn't*.

A [1]_____ you have a good weekend?
B No, I [2]_____. It was pretty boring.
A Oh, no! Why?
B I decided to do a digital detox.
A No way! How long [3]_____ you do it for?
B I [4]_____ do it for very long. About twelve hours!
A So, what [5]_____ you do during that time?
B I chatted face to face with my family, but I missed the group chats with my friends.
A [6]_____ you feel pretty left out?
B Yes, I [7]_____. I couldn't wait to go online again!

4 Rewrite the affirmative sentences. Use the negative (–), or *yes/no* question form (?).

1 Kiko bought a new laptop. (?)
_____
2 I wore make-up when I was ten. (–)
_____
3 My grandparents used social media. (–)
_____
4 You checked your messages. (?)
_____
5 They texted their friends. (–)
_____
6 The students went for a run. (?)
_____
7 Jim did his homework last night. (?)
_____
8 We thought the film was bad. (–)
_____

5 Complete the past simple questions. Use the prompts in brackets.

1 What _____ today? (Jonathan / buy)
2 _____ it online? (he / get)
3 Which shop _____ to? (he / go)
4 _____ lots of speakers? (the shop / sell)
5 How much _____ for his? (he / pay)
6 What _____ when he got home? (he / do)
7 _____? (the speaker / work)

6 Read the message post and answer the questions in Ex 5.

Jonathan @jono2000 · 5 mins ···

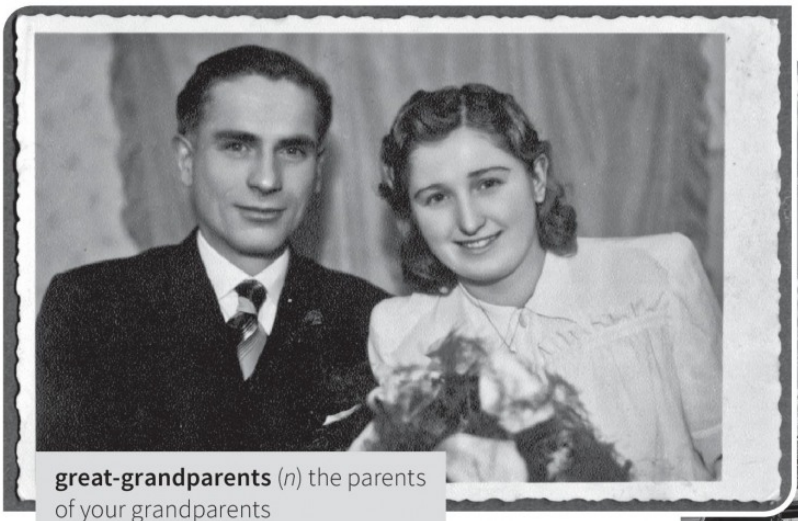
I bought a Bluetooth speaker today. I went online and did some research first. Then, I took the bus to town and went to Smart Tech. There were lots of speakers to choose from, but I didn't get an expensive one. I only paid £10.99! Anyway, when I got home, I tried to turn it on and it didn't work. Nightmare!

1 _____.
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

7 Write past simple questions for the answers.

1 *Did you have a good weekend?*
Yes, I did. It was great.
2 _____
_____
A lot! More than 50.
3 _____
_____
I bought it online.
4 _____
_____
No, I didn't. I stayed at home all day.

Recognise specific information in a conversation about a past event.



great-grandparents (*n*) the parents of your grandparents



1 What can you remember about the listening in the Student's Book? Choose the correct alternative.

The podcast is about a family of [1]**four** / **six** from Ontario. In 2014, they spent [2]**six** / **twelve** months living like it was [3]**1976** / **1986**. The parents wanted to see what life was like without [4]**digital devices** / **bank cards**. The thing they missed most was a mobile phone – they couldn't [5]**text** / **chat** their friends or family, or scroll through social media. But this gave them more time to [6]**check their messages** / **chat face to face** with their children.

2 Look at the photo of the man and woman. What event was it? What year do you think it was?

3 6.06 Listen to the first part of a dialogue between Petra and a friend. Check your ideas in Ex 2.

STRATEGY Recognising specific information

Sometimes you need to listen for specific information. *Wh-* questions can help you try to guess what type of details you need to hear, e.g. *When did he go?* means you probably need to listen for a date, a day, a time or a year.

4 Read the strategy above. Then read the questions and decide the type of information you need to complete the answers. Is it a place, a name, a year, a country, an object, etc.?

1 Who did Petra talk to about her great-grandparents?
her grandfather, _____
2 Which city was he born in?
in _____
3 Where did the family decide go to in 1958?
to _____
4 How did they travel there?
by _____
5 What month did they leave the UK?
in _____
6 How much did a ticket cost?
£_____
7 What did Billy buy at the age of thirteen?
a _____
8 What year did he leave Australia?
in _____

5 6.07 Listen to the second part of the dialogue. Complete the answers in Ex 4.

6 6.07 Listen again and choose the correct answer.

1 How did Petra get information from Billy?
A They chatted face to face.
B She phoned him.
C She wrote him a letter.
D She texted him.
2 What problem did her great-grandparents have in London in the '50s?
A The weather was bad.
B Their life wasn't interesting.
C They didn't have children.
D Their life was hard.
3 How many British people left the UK for Australia in the '50s and '60s?
A Half a million.
B 1 million.
C Over 1 million.
D Over 2 million.
4 How long did it take to travel to Australia?
A six days
B sixteen days
C six weeks
D sixteen weeks
5 What did Petra's great-grandparents love about Australia?
A The weather.
B The food.
C The people.
D The houses.
6 When did Billy work as a photographer?
A When he was thirteen.
B When he left school.
C In 1980.
D When he returned to the UK.

7 Think about the questions.

1 What do you know about your great-grandparents?
2 In the past, did people leave your country to find a better life? Why? / Why not? Where did they go?

1 Think about the questions.

1 Do you think it's important to do some research before buying a new device? Why?
2 Do you usually look for the cheapest model or the most expensive? Why?



2 6.08 Listen to and read the dialogue. Which headphones does the customer buy: A, B or C?

A Hello. How can I help you?
B I'm looking for some new Bluetooth headphones.
A Well, RH100s are excellent and they're comfortable to wear.
B Have you got anything smaller?
A These are the smallest ones we've got. You wear them in your ear.
B How much are they?
A They cost £49.99, and the RH100s cost £289.00.
B I'd like the cheaper ones, please.
A Certainly. How would you like to pay?
B Can I pay by card, please?
A Sure. That's £49.99.
B There you are.
A Thanks. Do you want a bag?
B No, thanks. Bye.
A Bye.

3 Choose the correct alternative.

Assistant

1 **How** / **Who** can I help you?
2 It **costs** / **cost** £20.
3 **Where's** / **Here's** your change.
4 **Have** / **Do** you want a bag?

Customer

5 I'm looking **with** / **for** a new tablet.
6 How **much** / **many** is it?
7 Can I pay **by** / **with** card?
8 Can I pay **on** / **in** cash?

4 6.09 Listen and choose the price you hear.

1 £0.99 / £99.00
2 £17.99 / £70.99
3 £0.50 / £0.15
4 £16.00 / £60.00
5 £19.99 / £9.99
6 £226.00 / £26.00

STRATEGY Asking questions politely

When you ask questions, pay attention to the way your voice sounds (your intonation).

Polite intonation is important. Always sound friendly and interested when you ask people questions.

5 6.10 Read the strategy above. Then listen to the questions. Tick (✓) the ones that sound friendly and interested.

1 How can I help you? ☐
2 Have you got anything cheaper? ☐
3 How much is it? ☐
4 How would you like to pay? ☐
5 Can I pay in cash? ☐
6 Do you want a bag? ☐

6 Imagine you want to buy a new water bottle. Write a short dialogue between you and a shop assistant. Use the information below and phrases from Ex 3.



Cool Bottle
£24.99
reusable
500 ml



Sports Bottle
£10.99
reusable
550 ml



1 Look at the picture and think about the questions.
1 What can you find out when you read a product review?
2 How often do you write a review of a product you bought? Why?

STRATEGY Writing product reviews

A good product review usually says …
1 when and where the customer bought the product.
2 what he/she uses it for and how it works.
3 some pros and cons of the product.
4 their personal opinions about it.
5 a rating of 1–5 out of 5.

2 Read the strategy above. Then read the product review and choose the correct heading: A, B or C.

A ★★★★☆
X8 model: A good price and arrived the next day!

B ★☆☆☆☆
X8 model: Nightmare! Don't buy it!

C ★★★★☆
X8 model: Great phone, but bad battery!

REVIEW STUFF

DEVICES > PHONES > X8 PHONE

X8 phone

Omar, Istanbul

____

I wanted a phone with a good camera, so I decided to buy the X8 model. I quickly checked out prices online and then bought it from Tech4U. It's a great website that sells devices cheaply. I couldn't wait to use my new phone when it arrived, but unfortunately the charger didn't work. Nightmare! I immediately sent a message to Tech4U and a new one arrived the next day. I think the X8 is a great phone for the price and the camera works well. The only bad thing is the battery goes very fast. ☹

3 Read the product review in Ex 2 again. Complete the table with the adverbs.

Adverb	Adjective
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____

4 Complete the table with the adjective form of the adverbs in Ex 3.

5 Complete the sentences with the adverb form of the adjectives in brackets.
1 _____, these new speakers are excellent. (fortunate)
2 This laptop turns on very _____. (slow)
3 I tried _____ to find a cheap smart speaker. (hard)
4 I always read product reviews very _____. (careful)
5 You can take photos _____ with this digital camera. (easy)
6 My new computer works _____. (brilliant)

6 Read the comments below about a smart speaker. Are they pros (*P*) or cons (*C*)?
1 You can't hear the voice clearly. ____
2 It connects to the internet quickly. ____
3 It works slowly. ____
4 It gives me information I didn't ask for. ____
5 It's got a high-quality speaker. ____
6 It's small and looks good. ____
7 The sound quality is terrible. ____
8 It turns on fast. ____

7 Imagine you bought a smart speaker model MX26 two days ago. Choose two pros and one con from the ideas in Ex 6 and write a short product review of it. Use the strategy to help you. Alternatively, think of a different electronic device and use your own ideas.

8 CHECK YOUR WORK Did you …
- include information about the product?
- include some pros and cons?
- include a rating?
- use the correct past simple forms?
- use some adverbs?

Grammar

1 Complete the sentences with the past simple form of the verbs below.

buy do go have not know
not look not turn see

1 We _____ a good time in France last summer.
2 The teacher asked me a question, but I _____ the answer.
3 My parents _____ at any of their digital devices last weekend.
4 Frank _____ an expensive phone – it cost £999!
5 I _____ my homework in the school library yesterday.
6 Lewis _____ off the TV last night. It was still on this morning.
7 I _____ my cousin in the park two days ago.
8 The students _____ online to do some research.

2 Complete the dialogues with the past simple form of the verbs in brackets.

A [1] _____ (you and Mark / do) a digital detox last weekend?
B Yes, we [2] _____, but we [3] _____ (not enjoy) it.

A [4] _____ (your laptop / cost) a lot?
B No, it [5] _____. My uncle gave me an old one because he [6] _____ (not use) it any more.

A When [7] _____ (your parents / meet)?
B In 1990. They [8] _____ (become) friends at university, but they [9] _____ (not get) married until 2000.

Vocabulary

3 Match words and phrases A–H to definitions 1–8.

1 You wear it on your face. ____
2 You carry a drink in this. ____
3 You put money and bank cards in it. ____
4 You buy things with it. ____
5 You take photos with it. ____
6 There are lots of words in this book. ____
7 For example, laptops, smartphones. ____
8 You use this to tidy your hair. ____

A digital camera
B digital devices
C wallet
D comb
E make-up
F cash
G dictionary
H water bottle

4 Complete the sentences with the words and phrases below.

bank card charger dictionary group chat laptop
mirror music library turn off

1 She didn't have any cash, so she paid by _____.
2 How often do you use a _____ to find the meaning of a word?
3 Where's the _____? My battery's dead.
4 Please _____ the computers at the end of the lesson.
5 There are 28 people in this _____!
6 He looked at himself in the _____.
7 I opened my _____ and started writing an email.
8 You've got hundreds of songs in your _____.

Cumulative review

5 Choose the correct alternative.

Last week, we did a school project about our six favourite everyday items. Our teacher [1]**tell** / **tells** / **told** us to be as creative as possible, so I didn't [2]**write** / **wrote** / **writing** about my objects like the other students. I made a video with my mobile phone instead!

First, I [3]**choose** / **chose** / **chooses** the six objects I couldn't live without. They were all very different, for example, my reusable water [4]**card** / **bottle** / **speakers** – I take that with me all the time because I'm always thirsty, my amazing [5]**group** / **Bluetooth** / **digital** camera because I'm into taking photos and a beautiful old [6]**comb** / **laptop** / **charger** that was my grandmother's when she was a young girl in the 1950s.

After making the video, I [7]**turned** / **texted** / **scrolled** through my music [8]**speakers** / **library** / **chats** and found some good music to add to the film.

[9]**What did** / **Did** / **What do** the class think of the video when I played it? They loved it. My teacher [10]**think** / **thinking** / **thought** it was brilliant too!

REFLECT Think about the questions.

1 Which is your favourite lesson in this unit? Why?
2 Which grammar points are difficult? Why?
3 Which linking word can you use to introduce a reason?
4 How do you say '£2.99'?

Reading

EXAM STRATEGY

When you complete a text with missing sentences, look for key words in the sentences on each side of the gap, such as pronouns, tenses and linking words (*then*, *after*, *when*, *as a result*, etc.).

1 Read the strategy above. Then look at the completed task below. Why is *C* the correct answer?

> Last month, my brother did a digital detox. At first, he was bored because all his friends were on their phones and he had nothing to do. Then he decided to find a new hobby. ____ He enjoyed it very much and met lots of new people.

A After that he gave up his tablet.
B They love doing sport.
C So, he joined the art class at school.

2 Look at the exam task in Ex 3. Read the first paragraph and look at the underlined words. Read the missing sentences (A–G) and choose the correct answer for gap 1. Why did you choose it?

3 Choose from sentences A–G the one which fits each gap (1–6). There are two sentences you don't need.

Living without a smartphone

How would you feel without your smartphone? One study says that 90% of young people have a smartphone and that they use smartphones more than they use any other digital device. But some young people are changing their habits. [1] ____ As a result, they're having a more relaxed way of life.

Amelia is eighteen years old. She has a mobile phone, but it isn't a smartphone. 'I had a smartphone,' she told us, 'but I spent a lot of money on it every month, and I wanted to buy other things.' So, when did she decide to change? She was on the train one morning looking at her phone. [2] ____ That day, she was bored. She wasn't interested in the photos she saw or the chats she read. She wanted to talk to people face to face. [3] ____ Now she could send text messages on her phone and call people, but she couldn't go on social media. Did she miss her smartphone? 'No,' she told us. 'I was happier. I did my homework and read or listened to music on the train. It was great.'

James is seventeen years old. Last year, he had a smartphone, but first he left the charger on the bus and then he left the phone in the park. He wasn't happy because he had a lot of phone numbers on the phone. [4] ____ As he had no money for a new smartphone, he decided to buy a cheap mobile phone. At first, he found it difficult. He missed going online and posting on group chats. [5] ____ It was because he had more time. His new phone had no camera. Did he miss that? 'Not really,' he told us. 'I got a new digital camera, and the photos were much better. I also bought an e-reader because I had more time to read.'

A He also had hundreds of photos.
B So, at the weekend, she bought a cheap mobile phone.
C They're not using their smartphones.
D Some people preferred laptops.
E Then he realised he was happier.
F Their smartphones were more expensive.
G Usually, she liked to scroll through her messages and go on social media.

Speaking

EXAM STRATEGY

When you have finished describing a photo, you can continue by saying what the picture reminds you of, or how it makes you feel.

4 Read the strategy above. Then look at the exam task in Ex 5. Complete the sentences about each photo with your own ideas.

The photo reminds me of …
It makes me feel … because …

5 Look at pictures A and B. Choose one of the pictures and describe it. Use the following ideas to help you.

- place
- people
- what they are doing
- what they look like
- what they are using technology for
- how they feel about using technology

A



B



to + verb or verb + *-ing*

1 Read the text about Callum and his digital detox. Look at the underlined phrases and answer the questions.

Callum wanted to do a digital detox because his parents thought he spent too much time in front of a screen. He decided not to look at his phone or his computer for a whole week. It wasn't easy. He didn't enjoy being with his friends because they were on their phones all the time. But then his friends noticed he was feeling left out, so they talked in real life instead of on social media. But in the end, he wouldn't like to live without his digital devices – he loves listening to his music library too much!

1 What comes after the verbs *decide*, *want* and *would like*?
2 What comes after the verbs *enjoy* and *love*?

LANGUAGE FOCUS *to* + verb or verb + *-ing*

Some verbs or phrases are usually followed by *to* + verb and others by verb +*-ing*.

***to* + verb**

These are usually followed by *to* + verb: *decide*, *want*, *would like*.
I decided to leave my phone at home.
I would like to buy some new Bluetooth speakers.

Verb +*-ing*

These are usually followed by verb +*-ing*: *like*, *love*, *enjoy*, *hate*, *can't stand*.
We like scrolling through social media.
My sister hates texting people.

2 Read the language focus above. Then choose the correct alternative.

1 Maryam loves **to post** / **posting** things on social media.
2 My sister doesn't want **to help** / **helping** me with my homework.
3 Lars decided not **to use** / **using** his laptop.
4 Nathan enjoys **to watch** / **watching** sport vlogs.
5 Tina can't stand **to learn** / **learning** how to drive.

3 Complete the sentences with the correct form of the verbs in brackets.

1 Children usually enjoy _____ (play) outside.
2 This summer, my family would like _____ (go) camping.
3 We want _____ (live) without digital devices for a week.
4 Dad hates _____ (text) his friends – he likes _____ (talk) face to face.
5 My brother decided _____ (post) his videos on YouTube.

VOCABULARY STRATEGY Recording and remembering new verbs

To remember a new verb, it's a good idea to check it in a dictionary before you record it. Check what usually comes after the verb, and look at example sentences.

enjoy /ɪn'dʒɔɪ/ ***verb*** (**enjoys**, **enjoying**, **enjoyed** /ɪn'dʒɔɪd/)
to like something very much: *I enjoy playing football.* ◇ *Did you enjoy your dinner?*
enjoy yourself to be happy; to have a good time: *I really enjoyed myself at the party.*

want /wɒnt/ ***verb*** (**wants**, **wanting**, **wanted**)
to wish to have or do something: *Do you want a chocolate?* ◇ *I want to go out tonight.* ◇ *She wanted me to give her some money.*

Then write example sentences that make it easier to remember the verb and what comes after.
I want to do a digital detox, but it's really difficult.
I didn't enjoy living without my phone for a week!

4 Read the strategy above. Then look up the verbs below in a dictionary. Complete the table.

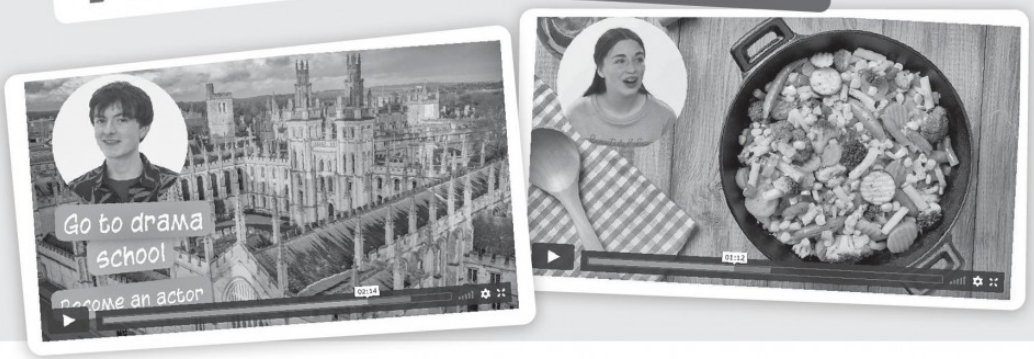
choose finish imagine learn miss need

***to* + verb**	**Verb +*-ing***

5 Write example sentences for each verb in Ex 4 to help you remember what comes after.

6 Look through Units 1–6 and find more examples of *to* + verb and verb + *-ing*. Add them to the list.

7 A bright future



1 a What can you remember about the vlog? Complete the summary with the word below.

actor degree drama school
drive manager university

Callum and Zara talk about what they want to do in the future. Zara wants to go to [1] _____ and get a [2] _____ in business. Then she wants to become a top [3] _____ for an international company. Callum has a different dream. He wants to go to [4] _____ and become an [5] _____. He also wants to learn to [6] _____.

b 7.01 Watch or listen again. Check your answers.

2 Choose the correct alternative.

1 Jan wants to find a job and start earning **a degree** / **money**.
2 Rani speaks three languages, so she'd like to work for **an international company** / **a drama school**.
3 Toby's into drama, so he wants to become **a manager** / **an actor**.
4 To become **rich** / **famous**, you need to earn a lot of money.
5 Ivan's dream is to have his own company and be a top **manager** / **actor**.
6 Alisha wants to learn to **become** / **cook** Indian food.

3 Match a verb from A with a word / words from B to complete the sentences.

A become get go learn save share

B a degree a house famous money to college to drive

1 My parents bought my sister a car. Now she has to _____!
2 Emilia is a brilliant artist, but she doesn't want to _____ or be on TV.
3 My brother and his best friend _____ at university.
4 It's a good idea to _____ if you want to buy a new laptop.
5 When I leave school I want to _____ and study history and geography.
6 Ben's biggest dream is to _____ in foreign languages from a top university.

4 Complete the text with words from the lesson.

Sarah



When I was a kid, my parents always told me to dream big ... and I did. I didn't want to become [1] _____, but I knew I wanted to [2] _____ a lot of money and become [3] _____. So, I planned to go to a top [4] _____, like Oxford or Cambridge, and [5] _____ a degree in business. After that, I planned to get a good job and save [6] _____ for my own flat. All those things happened – the only difference is that I don't [7] _____ for a large, international [8] _____ – I'm the [9] _____ of one, and hundreds of people work for me. And I don't [10] _____ a house with friends anymore. I live in an incredible flat in New York now!

5 REAL ENGLISH Complete the sentences with the words and phrases below.

anytime soon dream big kid likes living the dream not famous at all

1 I posted a video online and it only got eleven _____!
2 'Ernesto wants to be a top tennis player.'
'Well, it's good to _____!'
3 We haven't got a job, so we aren't going to earn money _____.
4 People don't know my name because I'm _____.
5 With a brilliant job and a flat in London, Lucia is _____.
6 As a _____, I always wanted to become rich and famous.

6 Write sentences that are true for you. Use vocabulary from the lesson and give reasons.

1 (something you really want to do)
_____
2 (something you don't want to do)
_____
3 (something you think is very important to do)
_____

7 VOCABULARY BOOSTER Now practise **Dream big** vocabulary on page 110.

Use *be going to* to talk about goals and future plans.



1 Tick (✓) the sentences that talk about the future.

1 What are you going to do this weekend? ☐
2 I'm going to go to Oxford with my parents tomorrow. ☐
3 We're going to look round one of the colleges. ☐
4 Lots of people want to go to university in Oxford. ☐
5 You need to do really well at school. ☐
6 It isn't going to be easy for me. ☐
7 My brother goes to university in Manchester. ☐
8 He's going to get his degree next year. ☐

2 Complete the dialogue with the words below.

are (x2)	is (x2)	isn't	'm	'm not	're

A [1]_____ you going to go to university next year?
B No, I [2]_____. I [3]_____ going to go to RADA. It's a top drama school in London. In five years' time, you [4]_____ going to see me in films and on TV.
A It's good to dream big! Where [5]_____ you going to live in London? It [6]_____ going to be cheap.
B I know, but my cousin Joe lives in North London, not far from RADA.
A [7]_____ he going to share his house with you?
B Yes, he [8]_____.
A Nice one!

3 Complete the sentences with the verbs below. Use the correct form of *be going to*. Use contractions where possible.

be	check	do	learn	not become
not go	not look	save		

1 We _____ at any devices today.
2 They _____ money for a new car.
3 I _____ my homework this evening.
4 _____ James _____ to cook?
5 It _____ hot and sunny tomorrow.
6 _____ you _____ your messages?
7 I _____ to college next year.
8 Rosa can't stand acting. She _____ an actor.

4 Complete the message posts with the verbs in brackets. Use the correct form of *be going to*. Use contractions where possible.

Group chat

I'm seventeen in ten days' time. I can't wait because I [1]_____ (learn) to drive.

[2]_____ (your parents / teach) you?

No way! They [3]_____ (pay) for lessons.

It [4]_____ (be) pretty expensive.

I know! The driving instructor [5]_____ (not come) to the house. He [6]_____ (meet) me outside college on Mondays and Fridays. Then I [7]_____ (drive) around town.

Sounds great! [8]_____ (you / save) money for your own car?

Yes, but I [9]_____ (not buy) one any time soon!

My grandparents [10]_____ (give) me their old car next year.

You're lucky!

5 Look at the plans and write sentences. Use the correct form of *be going to*.

tonight - me
make a cake ✓
tidy my room ✗

1 _____
2 _____

tomorrow - my parents
stay at home ✓
visit relatives ✗

3 _____
4 _____

next year - Peter
learn French ✗
study business ✓

5 _____
6 _____

6 Complete the sentences so that they are true for you and people you know. Use *be going to*.

1 In half an hour, _____.
2 This evening, _____.
3 In the summer, _____.
4 Next year, _____.

Recognise different speakers in a discussion about plans and goals.

1 What can you remember about the listening in the Student's Book? Complete the summary.

First, a group of students discuss the celebrations for New Year's Eve in their town. There's going to be street [1]_____, dancing and some fireworks. Then two of the students talk about their goals for next year. Simon is going to save [2]_____ because he wants to learn to [3]_____. Jess is going to do an IT course and learn to design a [4]_____. When she leaves school, she's going to get a [5]_____ in business. Her dream is to have her own [6]_____ one day.









2 Look at the photos and think about the questions.

1 What are some good ways for teenagers to earn some money?
2 How important is it to save money? Why?
3 What do teenagers usually save for?

STRATEGY Recognising different speakers

When you listen to a conversation, it helps you understand it better if you know how many people are talking and who they are. The first time you listen, note which people are speaking.

3 7.02 Read the strategy above. Then listen to a conversation between students at school. Tick (✓) the four people you hear.



Lara ☐
Jade ☐
Gina ☐



Kevin ☐
Dan ☐
Mark ☐

4 7.02 Answer the questions with the four names from Ex 3. Then listen again and check.

1 Who has got an old laptop? _____
2 Who is going to be an actor? _____
3 Who is brilliant with technology? _____
4 Who has a brother that sells things online? _____
5 Who suggests being a YouTuber? _____
6 Who knows which lesson they're going to have next? _____

5 7.02 Listen again and correct the mistakes in the sentences.

1 Drama school is very cheap.
_____
2 Kevin suggests teaching people after school.
_____
3 Gina's brother wants to study maths at university.
_____
4 To earn a lot of money, YouTubers need hundreds of likes.
_____
5 Gina thinks Lara is going to become rich before she goes to drama school.
_____
6 Their next lesson is science. _____

6 Think about the questions.

1 What are your goals for the next six months?
2 How are you going to achieve them?
3 Is it good to dream big? Why? / Why not?



1 What do you think people need to do when they are giving a presentation? Put the ideas in order of importance (1–5).

show things to the audience ____
talk for the correct amount of time, e.g. two minutes ____
talk about an interesting topic ____
smile ____
answer any questions ____

2 Look at the chart and choose the best title.

A ☐ **The top 5 presentations**

B ☐ **How to listen to class presentations**

C ☐ **5 steps to a good presentation**

Plan your presentation
Decide what you want to say and why.[1] ____

Write your presentation
Introduction
Introduce your topic and get the attention of the audience.
Main part
Use sequencing words (e.g. *First*, *Next*, etc.) to introduce the main points.
Conclusion
Give a summary of the main points.
Thank the audience and invite questions.
[2] ____

Make it interesting
Include things like photos, pictures, maps or charts.
[3] ____

Practise, practise and practise again
Practise your presentation on your own or with friends or family.
[4] ____

Give your presentation
When you don't know what to say next, stop for a short time, but don't say 'um' or 'er' all the time. And don't speak too quickly or quietly!
[5] ____

3 Complete gaps 1–5 in the chart in Ex 2 with notes A–E.

A A very long presentation can be boring!

B Try to look at the audience too!

C These can add some fun to the presentation.

D A presentation needs to be clear and easy to understand!

E You can always improve it!

4 Complete the phrases for giving a presentation.

1 Good morning / a___ ___ ___ ___ ___ ___ ___ ___, everybody.
2 T___ ___ ___ ___, I'm going to talk to you about …
3 F___ ___ ___ ___, we're going to look at …
4 N___ ___ ___, I want to talk about …
5 I chose this (photo) b___ ___ ___ ___ ___ ___ …
6 In the / this picture / p___ ___ ___ ___, we can see …
7 F___ ___ ___ ___ ___ ___, I'm going to end my talk with …
8 Thank you for l___ ___ ___ ___ ___ ___ ___ ___. Are there any questions?

5 7.03 Listen to five extracts from student presentations. Match Speakers 1–5 to problems A–E.

Speaker 1 ____
Speaker 2 ____
Speaker 3 ____
Speaker 4 ____
Speaker 5 ____

A no preparation
B speaks too quietly
C no introduction
D stops and starts too often
E speaks too quickly

7.5 VOCABULARY

Talk about jobs.

1 Think about the questions.

1 What job do you think you want to do when you're older? Why?

2 Is there a job you really don't want to do? Why?

2 Read the message posts. Who has the same ideas as you?

Messages

Help! I can't decide which job I want to do. Please tell me what you want to do and why.

Comments (4)

Kaya	I don't want to sit at a desk all day. I want to be active and spend time outdoors. That's why I really want to be a farmer.
Mario	What's right and wrong is important to me. I'm not interested in becoming a police officer, but maybe a lawyer.
Rachel	I was a guide in York in July. I loved telling people about the history of the city. Now I want to get a degree in history and become a teacher.
Tomas	I'm good at science, so my parents want me to be a doctor. But I'd like to have a job in fashion, maybe as a designer.

3 Look at the photos and write the jobs from Ex 2.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

4 Match the sentence halves.

1 A dentist ____
2 An IT technician ____
3 A nurse ____
4 An engineer ____
5 A pilot ____
6 A journalist ____
7 A businessperson ____

A solves computer problems.
B flies planes.
C works in business.
D writes news stories for TV, radio, etc.
E looks at people's teeth.
F designs things like machines or large buildings.
G looks after ill people in hospital.

5 7.04 **PRONUNCIATION** Complete the table with the words below. Then listen and check.

business earn journalist manager person picture pilot work

1 /ə/	2 /ɜː/
_____	_____
_____	_____
_____	_____
_____	_____

6 Complete the text with words from the lesson.

Posted 6 hours ago HOME BLOG ...

My guide to different careers

It takes a long time to learn to fly a passenger plane and become a [1]_____, but it's an exciting job.

You can earn a lot of money working with computers and technology, for example as an IT [2]_____.

To be an [3]_____, you need to be very good at maths and enjoy solving problems. There are lots of different areas you can choose to work in.

Looking after people's health is an important career. Hospital [4]_____ earn more than [5]_____. If you prefer teeth, [6]_____ earn a lot of money.

Do you love video games? Then why not become a video games [7]_____? But remember – you often need a degree in games design or computer science.

Some [8]_____ can earn a lot of money, especially when they have their own company. But there can be a lot of stress too.

You don't become rich being a [9]_____, but educating children or young people is a really important job and can make you happy.

7 Choose a job from the lesson that you really want to do and explain why. Then write about a job you do not want to do.

I really want to be a doctor. I'm good at science and I like helping people.

8 **VOCABULARY BOOSTER** Now practise **Career choices** vocabulary on page 110.



1 Look at the photo and think about the questions.

1 Will holidays be the same in 50 years' time?
2 Will there be some places that we can't visit anymore? Why?

2 Read the text. Does it mention any of your ideas in Ex 1?

Chat room

Q [A]What will holidays be like in 50 years' time?

A I don't think people will travel for holidays. [B]They'll watch videos of holidays on huge screens in their living room instead!

A Climate change will definitely affect where people go. [C]Some places will be too hot for tourists in 50 years' time.

A [D]Foreign travel won't be cheap, so more people will have holidays in their own country.

A [E]Will people have holidays in space?

A [F]Yes, they will. Engineers will probably design amazing space hotels, but [G]I won't stay in one. I don't think there'll be many things to do in space!

3 Match 1–5 to A–G in the text in Ex 2.

1 two affirmative predictions ____ and ____
2 two negative predictions ____ and ____
3 a *yes/no* question ____
4 a short answer ____
5 a *Wh-* question ____

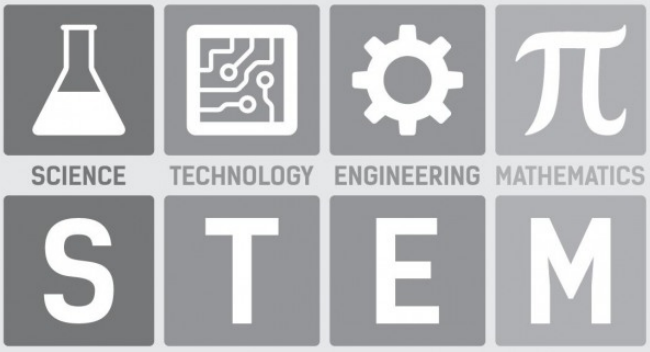
4 7.05 Complete the dialogue with *will*, *'ll* or *won't*. Use contractions where possible. Then listen and check.

A Let's listen to this podcast about dream jobs. I think it [1]_____ be interesting.
B No, it [2]_____. It sounds boring! And I know what my dream job is – to be a lawyer.
A Really? How long [3]_____ that take you?
B About six years. I [4]_____ be a lawyer any time soon!
A Well, I don't think I [5]_____ go to university immediately after finishing school.
B [6]_____ you go travelling first?
A Yes, I [7]_____. And I think I [8]_____ work as a guide somewhere, like New Zealand!

5 Complete the sentences with the words in brackets. Use the correct form of *will*.

1 Do you think your sister _____ (become) famous?
2 Lucas can't stand flying, so he definitely _____ (be) a pilot when he's older.
3 I posted a funny video, so I think it _____ (get) a lot of likes.
4 What _____ (houses / look) like in 30 years' time?
5 Bako doesn't think he _____ (earn) much money as a designer.
6 _____ (people / live) in space this century?
7 Problems like pollution and climate change _____ (make) life easy in the future.

6 Choose the correct alternative.



Choose STEM!

Do you know which subject [1]**you'll study / will you study** at college or university? [2]**Will be / Will it be** a science, technology, engineering and maths (STEM) subject? It [3]**probably won't / won't probably**. That's because many students don't think they [4]**'ll do / won't do** very well at STEM subjects. They aren't the easiest subjects to study, but they [5]**'ll help definitely / 'll definitely help** your future career. Why? Because [6]**you'll / will you** practise many key skills, such as problem-solving and critical thinking.
Will [7]**change STEM students / STEM students change** the world? Yes, they [8]**'ll / will**! STEM students [9]**will probably be / will be probably** the next generation of doctors, chemists, engineers and IT experts. Without STEM, there [10]**will / won't** be any progress in science or technology.

7 Look at the topics below and make four predictions for you or someone you know.

jobs school travel university

1 I think my brother will be an engineer. He'll probably earn more than me!
2 _____
3 _____
4 _____
5 _____

Recognise proper nouns in an article about amazing teenagers.

1 What can you remember about the text in the Student's Book? Complete the summary with the words below.

clean water computer program doctor
plastic pollution teenagers world's problems

The text is about four very talented [1] _____. They all thought of clever ways to help to solve some of the [2] _____. Deepika invented a cheap way for people to have [3] _____ to drink. Rishab designed a [4] _____ to help fight cancer. He hopes to become a [5] _____ or an engineer one day. And sisters Melati and Isabel started a project to reduce [6] _____.

2 Think about the questions.

1 What do you think you need to be good at to invent things? Choose the most important skill and the least important one.

designing things dreaming big following instructions
making things solving problems STEM subjects
thinking of ideas

2 What would you like to invent? Why?

3 Read the interview with Leon, a very talented teenager. Match gaps 1–6 with questions A–H. There are two questions you do not need.

A Where do your ideas come from?
B How long will it take?
C What about your future?
D Do you think you'll win?
E What skills do you need to have to invent things?
F Will you become a doctor?
G How will people find out about your project?
H Are there any young people you admire?

STRATEGY Recognising proper nouns

You can understand a text better if you can recognise proper nouns. These include names of people or organisations, towns, countries, nationalities and languages. They always begin with a capital letter.

4 7.06 Read the strategy above. Then complete the sentences with proper nouns from the interview.

1 Leon's goal is to help children like _____.
2 The _____ is open to talented STEM students.
3 It's possible that Leon will be the _____.
4 Leon really likes the work of a teenager from _____.
5 Leon plans to go to _____.
6 Leon's perfect career is with the _____.

5 MEDIATION Imagine your friend loves inventing things. Write a message telling them about Leon and his goals. Use information from the interview.



Interview

1 _____

You need to be good at imagining new ways to do things.

2 _____

When I see problems around me, I want to solve them. At the moment, I'm designing a device to make visiting hospitals more fun for young children like my brother Max – he's got problems with his health.

3 _____

I'm going to enter it in The Big Bang Competition next year. It's for young people aged 11–18 across the UK with a STEM project. That's science, technology, engineering or maths.

4 _____

I always dream big, so I hope I'll become the Young Engineer of the Year!

5 _____

Elif Bilgin from Turkey. She was only sixteen when she created a way to use banana skins to make a type of plastic. This plastic is better for the natural world than traditional plastic. This could help solve the problem of plastic pollution.

6 _____

I'll get a degree from a top university, like Imperial College London. I hope I'll work for the United Nations one day. I want to help solve problems around the world. And I'll never stop designing things!

banana skins (*n*) the outside part of a banana that we don't eat

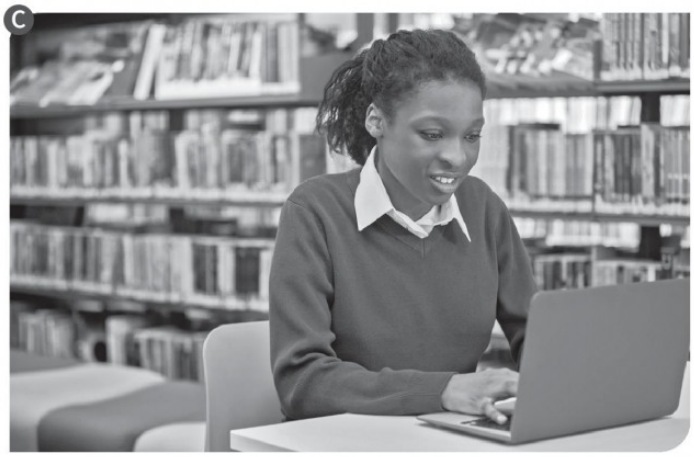
A



B



C



1 How do you compare two photos? Tick (✓) four things to complete the sentence correctly.

When you compare photos, you …

- **A** say what you can see in each photo. ☐
- **B** say which photo you like the best. ☐
- **C** say how the photos are similar. ☐
- **D** say how the photos are different. ☐
- **E** give your opinion on the photographer. ☐
- **F** give your opinion on what they're doing in the photos. ☐

2 Read the strategy below. Check your ideas in Ex 1.

STRATEGY Follow a structure

When you compare photos, follow these steps.

1. Describe what you can see in each photo.
2. Talk about the similarities between the two photos.
3. Talk about the differences between the two photos.
4. Give your opinion / feelings on the subject.

3 7.07 Read and listen to the dialogue. Which two photos did Patrik compare?

Teacher I'd like you to compare two of the photos and say what's good about doing these activities.

Patrik I'm going to talk about these two photos. In the first photo, I can see some students. They're in a science class and they're doing an experiment. In the second photo, there's one student and she's studying in the school library. She's using books and a laptop, so she's probably doing her homework or doing some research. Both photos show students working. The first photo shows students working together, but the second one shows someone working on her own. In my opinion, both activities are good. It's good to work in a team and solve problems together. It's also good to work alone. I think you can work faster like this.

4 Choose the correct alternative.

Describe

1 In **the** / **–** first photo, there are …
2 In the **first** / **second** photo, I can see …

Talk about similarities

3 Both photos **is** / **are** quite similar because …
4 Both photos **see** / **show** …

Talk about differences

5 The first photo shows …, **but** / **because** the second photo shows …
6 The two photos are **different** / **similar** because …

Give your opinion

7 **On** / **In** my opinion, it is easier to be a …
8 I think … is **good** / **better** because …

5 Choose two photos and prepare to compare them. Use the strategy to help you.





6 Compare your photos. Use phrases from Ex 4.

Teacher I'd like you to compare two of the photos and say what's good about doing these activities.

7.9 WRITING

Use appropriate tenses in an informal invitation email.

1 Think about the questions.

1 What do you often invite friends to do with you?
2 How do you feel when you receive an invitation? Why?

Hi Luna,

I wasn't at home last weekend. That's because I went on an Italian cookery course. It was brilliant and I learned to cook all kinds of things like pizza and pasta.

So, I'm writing to you now to invite you for an Italian meal at my house next Saturday at 7 p.m. There'll be four of us because Ana and Marta are going to come too.

I'm sure we'll have a good time together. There won't be any problems with the food. I'm a good cook now! ☺

Love, Kiara

2 Read the email. Tick (✓) the correct summary.

A Kiara is inviting Luna to cook food with her on Saturday evening. ☐
B Kiara is telling Luna about a good cookery course. ☐
C Kiara is inviting Luna to a dinner that she's going to cook. ☐

STRATEGY Using appropriate tenses

When you write, be careful to use the correct tenses.
1 Past: Use the past simple to say what you did.
2 Present: Use the present continuous to say what you're doing now and the present simple for facts.
3 Future: Use *be going to* to describe your plans or *will* for your predictions for the future.
4 Use the correct time expressions with each tense.

3 Read the strategy above. Then read the email in Ex 2 again. Find and underline …

1 a present simple sentence.
2 a present continuous sentence.
3 a past simple sentence with a past time expression.
4 a future plan.
5 a prediction.

4 Match the sentence halves.

1 I'm feeling excited ____
2 Tonight, I ____
3 I always ____
4 Yesterday, I ____
5 In a year's time, I ____

A went to the cinema.
B right now.
C watch TV in the evening.
D 'll be at university.
E 'm going to stay at home.

5 Complete the table with the contractions from the email in Ex 2. Then write their full forms.

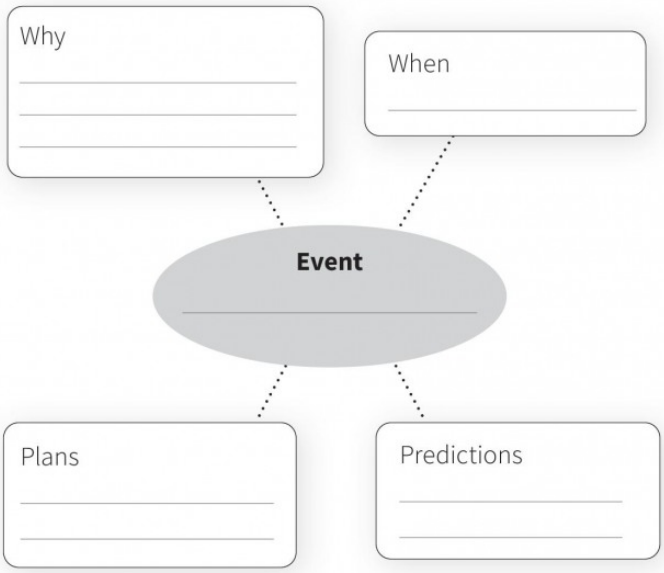
Contraction	Full form
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____

6 Underline the full form in each sentence and write the correct contraction.

1 I did not enjoy the film last night. _____
2 Do not be late! _____
3 You are going to bring some snacks. _____
4 I think it will be fun. _____
5 We are inviting you to our house. _____
6 There were not many people at Ben's. _____

7 Imagine you want to invite someone to an informal event. Complete the mind map with the ideas below or your own ideas.

barbecue in the park be sunny
cook burgers play volleyball
say goodbye to Lewis – going to a new school
Sunday at 2.30 win the game



8 Write an email to a friend inviting them to an event. Use your ideas from Ex 7.

9 ✓ CHECK YOUR WORK Did you …

- use the appropriate tenses?
- use the correct time expressions?
- use contractions where possible?

Grammar

1 Complete the dialogue with *be going to* and the verbs in brackets or a short answer.

A [1] _____ (you / earn) some money this summer?

B Yes, I [2] _____. I [3] _____ (work) in a restaurant with my brother, Hugo.

A Really? [4] _____ (you / be) waiters?

B No, we [5] _____. We [6] _____ (learn) to cook some simple meals.

A Fantastic!

B What [7] _____ (you / do) for the summer?

A I [8] _____ (get) a job too. But I [9] _____ (not work) in a restaurant kitchen. I'm a terrible cook!

2 Complete the sentences with *will* and the verbs below. Use contractions where possible.

go	learn	live	not be	not see
not snow	save	take		

1 Zoe's clever. I'm sure she _____ to a top university.
2 I definitely _____ a dentist because I don't want to look at teeth all day.
3 _____ (your sister) to drive next year?
4 Do you think you _____ in a house or a flat when you're older?
5 I'm sure it _____ in Spain in July.
6 How _____ (you) for a new laptop? They're really expensive.
7 Willem's in New York on business, so we _____ him for a week.
8 How long _____ (it) to walk home?

Vocabulary

3 Choose the correct alternative.

1 Let's **save** / **share** a house at university next year!
2 I think Pedro will be a good **police** / **businessperson**.
3 Do you want to become **rich** / **a lot of money**?
4 Sally's an excellent website **designer** / **officer**.
5 How much money do teachers **work** / **earn**?
6 We want to be IT **technicians** / **doctors** one day.
7 Lars **goes** / **works** for an international company.
8 I'm not famous at all, but I want to **learn** / **become** famous.

4 Complete the sentences with jobs.

1 A _____ often works outdoors with animals.
2 To become an _____, it's a good idea to go to drama school.
3 How long does it take to learn to fly and become a _____?
4 You need to get a _____ in business to work for some companies.
5 A _____ helps people win in court.
6 Hundreds of doctors and _____ work in this hospital.
7 My dream is to be the _____ of my own company.
8 I want to be a _____ and write news stories about the rich and famous.

Cumulative review

5 Choose the correct answer: A, B or C.

People often ask young children, '[1] _____ be when you're older?' Many children aren't sure at all and say things like, 'I'll [2] _____ be a pilot or maybe I'll be a police [3] _____.' But, it's different for me because I know exactly which job I [4] _____ do. As a [5] _____, I was always really interested in teeth and I still am. That's why my dream is to become a [6] _____! It certainly [7] _____ be easy. In the UK, it takes five years to [8] _____ a degree at university and then you need to do one or two years' practice. Will I [9] _____ a lot of money when I finish? Yes, I [10] _____. But, I [11] _____ going to do it because of that. Becoming [12] _____ isn't my goal. I just want to be happy!

1	**A** What you'll	**B** What will you	**C** Will you
2	**A** probably	**B** definitely	**C** don't think
3	**A** technician	**B** guide	**C** officer
4	**A** going to	**B** 's going to	**C** 'm going to
5	**A** manager	**B** kid	**C** teacher
6	**A** nurse	**B** doctor	**C** dentist
7	**A** won't	**B** isn't	**C** will
8	**A** get	**B** go	**C** learn
9	**A** become	**B** work	**C** earn
10	**A** 'll	**B** will	**C** won't
11	**A** aren't	**B** 'm not	**C** isn't
12	**A** famous	**B** rich	**C** dentist

REFLECT Think about the questions.

1 Which is your favourite lesson in this unit? Why?
2 Which grammar points are difficult? Why?
3 What do proper nouns always begin with?
4 What do you talk about when you compare two photos?

Listening

EXAM STRATEGY

Remember you will hear the listening twice. Answer all the questions you can on the first listening. Check your answers and complete any that are missing on the second listening. If you don't know an answer, think carefully. Are any of the options obviously wrong? If you still aren't sure, make a guess.

1 Read the strategy above. Then read the short dialogue and the question and options. Which is the correct answer? Why are the other options wrong?

Luke Hey, Natasha. What are you going to do when we leave school next year?

Natasha I'm going to go to university. I want to get a job as an engineer. How about you?

Luke I think I'll probably travel around Europe for a few months, but I'm not sure.

What does Natasha want to do next year?

A Get a job.
B Study engineering.
C Visit Europe.

2 7.08 For each question 1–6 choose the correct answer: A, B or C.

You will hear Harry talking to his friend Marie about a careers event.

1 The careers event will take place ____.
A on Friday
B at the weekend
C in a theatre

2 Who is Marie going to go to the event with?
A Her sister.
B Her friend.
C Her teacher.

3 Marie wants to study ____.
A at Edinburgh university
B at a film school
C at a drama school

4 When he leaves school, Harry wants to ____.
A be a doctor
B do a degree
C get a job

5 Next summer, Marie is going to ____.
A work in a shop
B travel to different places
C be in the school play

6 What is Harry going to do?
A Tell Marie's friend about the careers event.
B Talk to Marie's friend at the careers event.
C Visit Marie's friend later today.

Use of English

EXAM STRATEGY

Before you do a word formation task, read the text and look at the gaps carefully. Try to identify what forms might fit each gap: verb, noun, adjective, etc.

3 Read the strategy above. Then look at the exam task in Ex 4. Match the forms below to gaps 1–6.

adjective (x2) noun past simple plural noun superlative adjective

4 Use the word given in brackets to form a word that fits in each gap 1–6.

Last year, I [1]_____ (TRAVEL) to Edinburgh in Scotland to celebrate New Year. This [2]_____ (CELEBRATE) is very famous. It's one of the [3]_____ (BIG) New Year parties in the world. There are always thousands of people as well as street [4]_____ (ART), musicians and dancers. You can eat fantastic food and see [5]_____ (AMAZE) fireworks. While I was there, I had a great time and met some really [6]_____ (FRIEND) people. It was one of the best times of my life. Next year, I'm going to go there again.

Writing

EXAM STRATEGY

Before you start writing, read the task and the information you are given carefully. Think about who you are writing to, why you are writing and what information you need to include. This way you won't forget any information.

5 Read the strategy above. Then look at the exam task in Ex 6. Read the instructions and the email carefully. Answer the questions.

1 Who are you writing to?
2 Why are you writing?
3 What three questions do you need to answer?

6 Your friend sends you this email. Write a reply answering her questions.

Hi!

Great news! I got an offer from a music school in London and I'm going to do a music degree there next September. What are your plans for when you finish school?

And are you going to be in Budapest in August? I'm planning a trip to Hungary. I think I'll be there on the 5th.

Another thing. Do you want to come to Croatia with me? I'm going to go to a concert there on 20 August.

Bye for now.

Danira

Phrases with *get*

1 Look at the sentences. Is the meaning of *get* the same in each one?

1 How many text messages do you get every day?
2 Can you get some milk from the supermarket, please?
3 What's the quickest way to get to London?
4 What time do you usually get home?

LANGUAGE FOCUS Phrases with *get*

Get is a very common verb in English, but it can mean different things. Here are some of the different meanings:

- to receive something, e.g. *I get lots of emails.*
- to buy something, e.g. *I get my clothes online.*
- to travel to a place, e.g. *I get to work by train.*
- to arrive somewhere, e.g. *Let's get to the concert early.*

2 Read the Language focus above. What does *get* mean in the sentences below? Write *R* (receive), *B* (buy), *T* (travel), or *A* (arrive).

1 I love your shoes. Where did you get them from? ____
2 I don't want to get home late. ____
3 Let's get an ice cream! ____
4 We got a postcard from Mica today. ____
5 Jan gets the bus to work every day. ____
6 We got to the gym at 4.30 p.m. ____
7 It takes about 20 hours to get to Australia from the UK. ____
8 What did you get for your birthday? ____

3 Complete the sentences with the phrases with *get* below. Use the correct form of the verbs.

get a bus get a ticket get lots of homework
get pizzas get the message get to the park

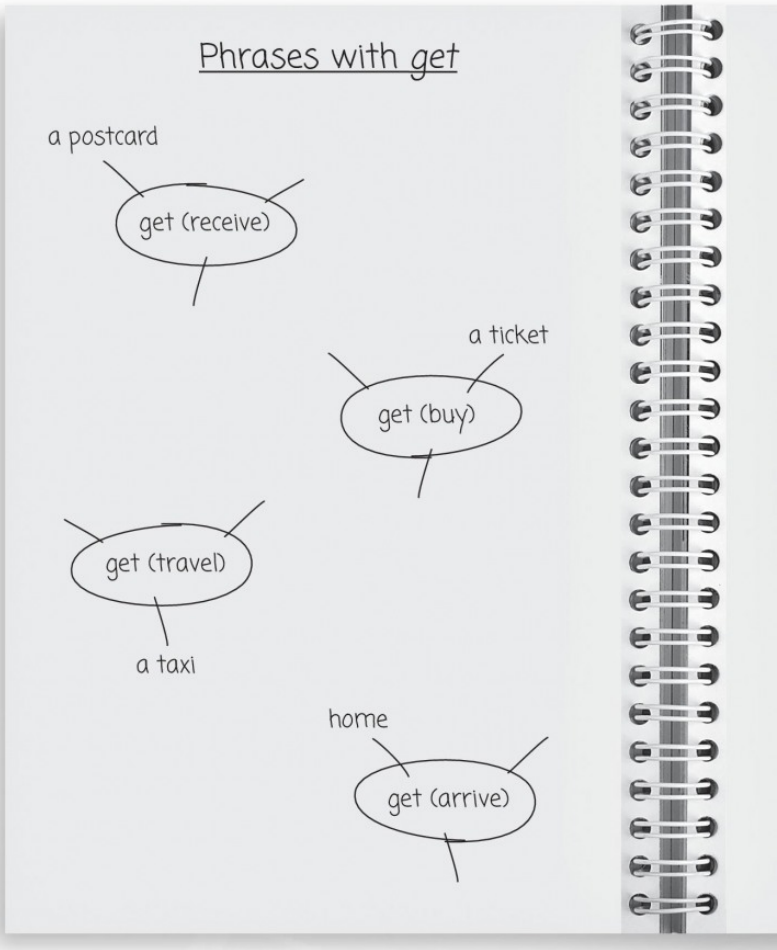
1 You need to _____ to travel by train.
2 When I _____, I saw two of my friends.
3 We _____ for dinner last night.
4 I'll see you soon. I'm _____ right now.
5 Did you _____ I sent yesterday?
6 Students often _____ to do at weekends.

VOCABULARY STRATEGY How to record phrases with *get*

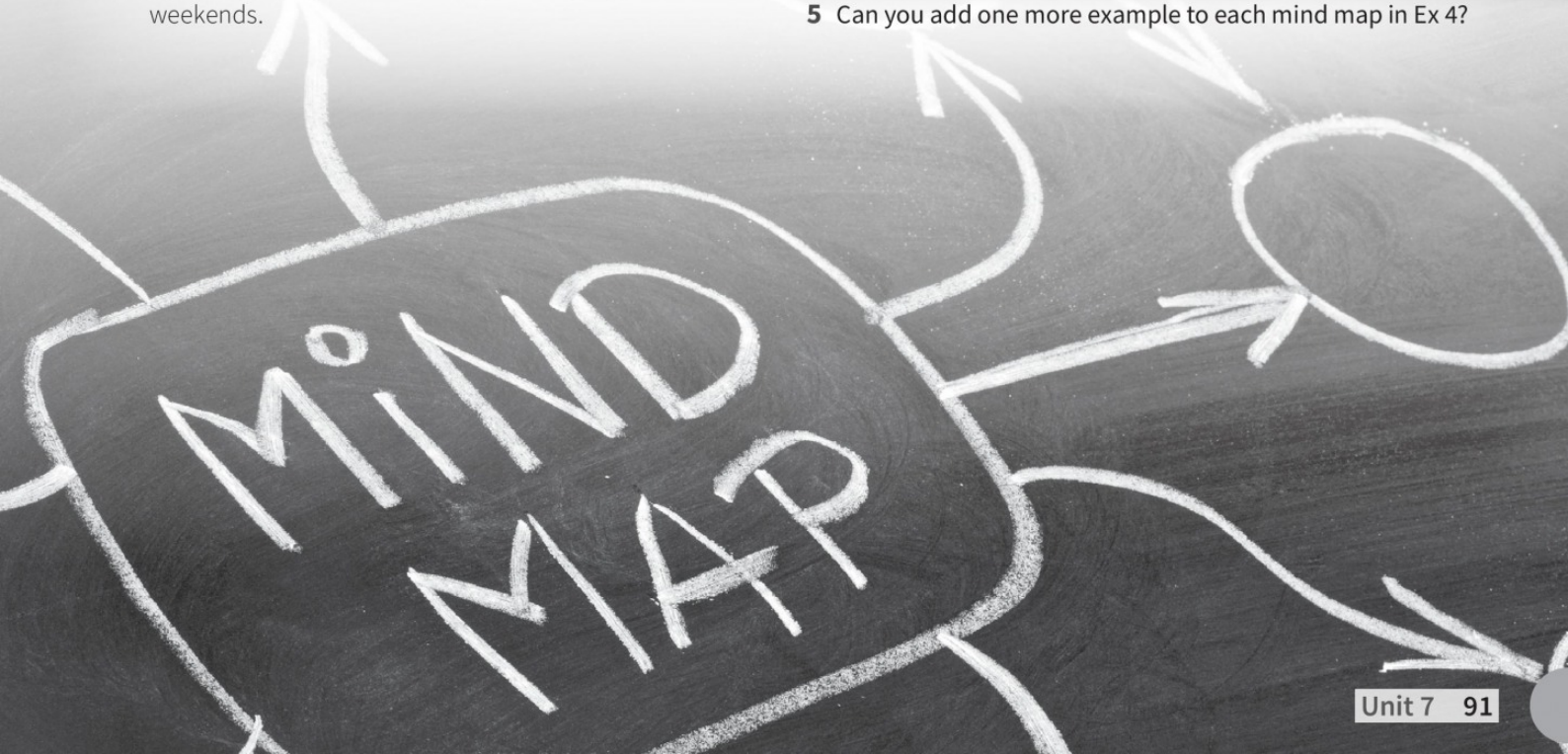
It's a good idea to make mind maps to record the different phrases with *get*. You can organise them in groups with the same meaning of *get*.

4 Read the strategy above. Then add the words and phrases below to the correct mind maps.

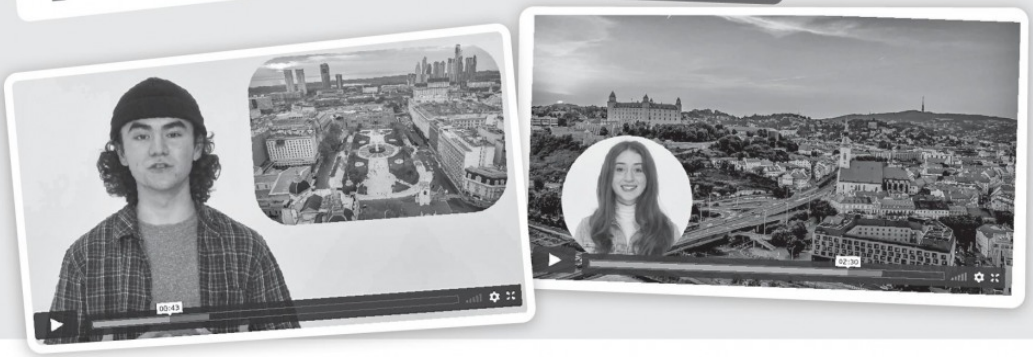
a degree a drink a fast train a letter some lunch
the tram to the party to the theatre



5 Can you add one more example to each mind map in Ex 4?



8 A ticket to ride



1 a What can you remember about the vlog? Complete the summary with the words below.

by city breaks flight foot public transport views

Two new vloggers, Dan and Lily, talk about their favourite holidays and [1]_____. Dan's favourite holiday was in Buenos Aires, but he didn't enjoy the long [2]_____ there – it was over thirteen hours! They used [3]_____ to get around the city and also visited places on [4]_____. Lily talks about visiting Bratislava in Slovakia. They went there [5]_____ boat from Vienna. When they arrived in Bratislava, they went to the Kamzik TV tower. Lily loved looking at the amazing [6]_____ from the top.

b 8.01 Watch or listen again. Check your answers.

2 Match the sentence halves.

1 The fastest way to travel to Australia is by ____	A transport every day.
2 A lot of people use public ____	B taxi.
3 It was a brilliant boat ____	C trip on the river.
4 They went to the station by ____.	D journey to school.
5 I'm going to catch ____	E plane.
6 It's only a short ____	F a flight from New York to Delhi.

3 Choose the correct alternative.

4 REAL ENGLISH Complete the dialogue.

A I really want to go on a city break in the UK next month, but [1]_____ to go?
B What about York?
A York? What can you do there?
C [2]_____, Zoe and I know a [3]_____ about it. We went there last summer.
A Really? [4]_____ to you and Zoe, then!
C Well, it isn't big, so it's easy to see all the [5]_____ in two days. It's famous for its narrow streets and shops. There are also some interesting museums and …
D OK, now it's my [6]_____! In my opinion, the best thing to do there is …

5 Think about the questions.

1 Where would you most like to visit on a city break? Why?
2 Do you prefer to travel by train or by coach on a long journey? Why?

6 VOCABULARY BOOSTER Now practise **Getting around** vocabulary on page 111.

Porto, Portugal

Look at these old [1]**coaches** / **trams** in Porto in Portugal! I think they're beautiful. They're part of the public [2]**transport** / **journey** system in the city. There's a modern [3]**trip** / **underground** system in the city too. It's called the *Porto Metro*.

You can go everywhere [4]**by** / **on** foot in the old town of Porto. But you need to be fit because there are a lot of hills! The cathedral is on one of them and you get some amazing [5]**trains** / **views** of Porto from it. The tourist office is near the cathedral. Go there to find out about [6]**boat** / **car** trips and things to do in the city.

Porto is on the river Douro, not far from the sea. It's a short [7]**journey** / **flight** by tram from the city to the beach. Tourists can enjoy both the city and the beach on a city [8]**plane** / **break**.



1 Read the comments. Underline six present perfect forms.

We're thinking of going on a city break to Prague. Does anyone know what it's like?

Comments

I've been to Prague three times. It's a great place for a city break!

We've walked around Prague's Old Town and it's incredibly beautiful.

My sister has visited Prague. She's seen all the sights there. She says it's a fantastic place to visit.

My cousin has gone to Prague with friends. They're having a great time and they've eaten some great food.

2 Complete the sentences with *'s*, *'ve*, *has* or *have*. Use contractions where possible.

1 My parents _____ travelled round India.
2 I _____ always wanted to go to Canada.
3 My friend Katy _____ stayed in a five-star hotel.
4 You _____ been on a fourteen-hour flight.
5 He _____ gone to Spain for a holiday.
6 We _____ seen the pyramids in Egypt.

3 Complete the table with the past participles of the verbs below.

enjoy live ride swim tell use watch write

Regular verbs	Irregular verbs

4 Complete the sentences with the present perfect form of the verbs in Ex 3. Use contractions where possible.

1 My friend _____ a travel blog for the school magazine.
2 I _____ an interesting TV programme about Mexico.
3 My grandparents _____ in the Indian Ocean.
4 We _____ four different forms of public transport in one day!
5 You _____ a bike across the desert!
6 Some people _____ in lots of different countries.
7 She _____ eating traditional Indian food.
8 Friends _____ me that Turkey is a great place for a holiday.

5 Complete the sentences with the verbs below. Use the present perfect. Use contractions where possible.

eat go hear send snow take visit work

1 I _____ about the beautiful beaches in Greece.
2 Some friends _____ at a summer camp in Italy.
3 Sara _____ snowboarding in Austria twice.
4 You _____ photos of some amazing sights.
5 We _____ sushi in Japan.
6 My uncle _____ me three presents from Brazil!
7 It _____ a lot in New York.
8 My parents _____ Dubai a lot!

6 Complete the text with the verbs in brackets. Use the present perfect. Use contractions where possible.

A journey through Africa



Twenty-year-old Lee Zhang from Dublin [1]_____ (finish) an incredible journey through Africa. It [2]_____ (take) him six months and he [3]_____ (visit) nine different countries: Kenya, Uganda, Rwanda, Tanzania, Malawi, Zambia, Botswana, Namibia and South Africa.

'It [4]_____ (be) my dream to do this and I [5]_____ (have) the most amazing time,' says Lee. 'I [6]_____ (see) some awesome sights.'

During his trip, Lee [7]_____ (climb) Kilimanjaro – the highest mountain in Africa – and flown over the Victoria Falls by helicopter.

Lee's parents [8]_____ (follow) their son's amazing journey on social media. 'We [9]_____ (read) his posts every week and everyone [10]_____ (enjoy) looking at his photos,' they explained.

7 Think about your travel experiences. Write sentences that are true for you and your family. Use the present perfect affirmative and the verbs below.

eat see travel by visit

1 _____
2 _____
3 _____
4 _____

Understand phrasal verbs for travel.

1 What can you remember about the listening in the Student's Book? Choose the correct alternative.

Four people talk about their adventures. The first person has travelled across Russia and China by [1]**train** / **plane**. She got [2]**in** / **on** and off at different places to look [3]**around** / **down**. The second person drove to Turkey with his family. They only had one problem on the way: their car broke [4]**off** / **down** in Hungary. The third person set [5]**off** / **around** from Argentina last August on her bike and did a tour of South America. The fourth person has travelled 28,000 km from London to Sydney. When there was a problem with the flight to Indonesia, he checked [6]**back** / **into** a hotel in Singapore.

2 You are going to listen to Adam talking about a travel adventure. Before you listen, look at his photos and think about the questions.



1 Where do you think Adam went on his adventure?
2 Which form of transport did he use?

3 8.02 Now listen to Adam and check your ideas in Ex 2.

motel (*n*) a hotel on a main road for drivers travelling a long way
state (*n*) an area that is part of a country like the USA

STRATEGY Recognising phrasal verbs for travel

Phrasal verbs consist of a main verb and a particle. You need to listen carefully because the particle often changes the meaning of the verb. Recognising phrasal verbs helps you to understand what you hear.

4 8.02 Read the strategy above. Then listen again and complete the sentences. Use one or two words.

1 Adam uses _____ to go to places in his home town.
2 He knew about _____ from films and books.
3 Adam left London early in _____.
4 He visited tourist places in Chicago for _____.
5 Adam began his journey on Route 66 in _____.
6 He enjoyed stopping to look at the amazing _____ along the way.
7 His motorbike didn't stop working _____.
8 Adam's flight leaves in _____.

5 8.02 Listen again. Choose the correct answer: A, B or C.

1 Adam prefers a motorbike to _____.
A a bike
B public transport
C a car
2 Adam _____ university.
A is going to go to
B has finished
C is at
3 Route 66 is _____ long.
A 66 miles
B 2,400 kilometres
C 2,400 miles
4 Adam didn't want to do the road trip _____.
A alone
B quickly
C slowly
5 He enjoyed _____ a different place to stay every night.
A looking around
B checking into
C going back to
6 Adam _____ his bike for the last time in Los Angeles.
A got off
B took off
C looked around
7 He set off on the road trip _____ days ago.
A eight
B nine
C nineteen
8 Adam needs to return to _____ now.
A Chicago
B Los Angeles
C London

6 Answer the questions.

1 What do you think of Adam's adventure? Why?
2 What would you like to do on a travel adventure?



1 Match difficult situations 1–5 to advice A–E.

1 Help! I can't find my phone. ____
2 Oh no! We've missed the bus. ____
3 We've got on the wrong tram! ____
4 The hotel hasn't got our reservation. ____
5 My phone battery is dead. ____

A Don't worry! I'm sure we can find another place to stay.
B Don't panic! Try to remember when you last used it.
C Let's get off at the next stop and think about what to do.
D I'll help you to find a café and you can use my charger.
E Let's check when the next one leaves.

2 How do you think you deal with difficult situations?

A Terribly.
B Not too badly.
C Very well.

3 Do the quiz.

4 Check your answers and find out what sort of person you are. Is your answer still correct in Ex 2?

5 Imagine you are on a city break with friends when there are the problems below. Consider your choices and decide on the best action plan. Then write what you would say to each person.

1 A friend has lost her sunglasses.

2 A friend's backpack has broken.

3 A friend has left his wallet in the hotel.

What do you do when you've got a travel problem?

Answer these questions and find out how you deal with difficult situations.

1 **You're on a city break in another country. You've left the main square and you're lost. You can't use your phone to get around as it's only got 4% battery. What do you do?**



A Text someone to say you're lost and you don't know what to do.
B Continue walking even though you don't know where you're going. You'll probably find the main square soon.
C Stop and think, and then ask someone for directions so you can go back to the main square.

2 **You're doing a coach tour of a foreign country. There's only one coach a day to the next city and you've missed it. What do you do?**

A Get angry with the people at the coach station.
B Wait at the coach station for the next coach.
C Do some research about other ways to travel to the next city. You find out that you can go by train.

3 **You're on a walking tour with friends. It's very hot and one of your friends doesn't feel well. What do you do?**

A Tell everyone that they all need to go back to the hotel immediately and find a doctor.
B Tell your friend they will be OK and suggest wearing a hat and sunglasses.
C Find a place for your friend to take a break out of the sun. Give them the water that you've brought with you.

4 **You and some friends have planned a trip to a museum. When you arrive at the place, it's closed. What do you do?**



A Start shouting at the person who organised the trip.
B Do nothing interesting for the day. You think all the museums in the area will be closed.
C Think about other things to do in the area. Go online and find out opening times of another place.

KEY

Mostly As: You react badly to problems. The worst thing to do is panic. Try to stay calm and think about what to do. There are often more options than you think!

Mostly Bs: You don't panic in a difficult situation, and you are sometimes happy to ask for help. But make sure you think about all the options and then decide on an action plan.

Mostly Cs: Congratulations! You stay calm in a difficult situation and you consider all the options when dealing with the problem. You're a good person to go travelling with!

8.5 VOCABULARY

Talk about types of holidays and places to stay.

1 Think about the questions.

1 Tick (✓) the types of holidays you've been on / you'd like to go on.
beach ☐ camping ☐ adventure ☐
all-inclusive ☐ city break ☐

2 Which type of holiday do you think is the best? Why?

2 Read the comments. Whose comment do you agree with the most?

The Travel Centre
2hrs

There are lots of different types of holidays available these days. Which do you prefer?

4 comments

Dominic
I love going camping. You can book some fantastic campsites in Europe with large, modern tents. They often have swimming pools too.

Eva
All-inclusive holidays are the best. The people at the travel company arrange everything. You can just relax and the tour guides show you the sights!

Chidi
I hate staying in huge hotels. Guest houses are better – they're smaller, cheaper and you can get to know the other guests more easily.

Olivia
I think adventure holidays are fun. It's good to do things that are exciting and maybe a bit dangerous. You'll never forget the experience!

3 Read the comments in Ex 2 again. Find words or phrases for …

1 two types of holidays.
_____ _____

2 two places to stay.
_____ _____

3 two verbs connected to organising a holiday.
_____ _____

4 two types of people you find on holiday.
_____ _____

4 Replace the underlined words with the words and phrases below.

available guest house guests
pack reception tent

1 We've bought a big new thing to sleep in when we go camping. _____
2 I need to put clothes, etc. into a bag for my trip.
_____
3 We're staying in a small family hotel near a lake.
_____
4 Leave your keys at the place you go to when you first arrive at a hotel. _____
5 The people staying in the hotel were all very friendly.
_____
6 Are there any travel guides that I can buy?
_____

5 Complete the text with words from the lesson.



Are you looking for an incredible adventure [1]_____ in Africa? Then come and stay at Wild Lodge, Tanzania. At Wild Lodge, there's a traditional guest [2]_____ with ten bedrooms and a dining room. In the evening, [3]_____ can relax in the comfortable living room. For people who prefer to go [4]_____, Wild Lodge has a campsite with ten large luxury [5]_____. They even have their own bathrooms!



There are lots of exciting activities [6]_____ at Wild Lodge, such as early morning balloon flights over the Serengeti National Park, cycling safaris and canoe trips along the Mara River.

Our experienced tour guides will [7]_____ everything for you. Just don't forget to [8]_____ your camera!

Our [9]_____-inclusive holidays at Wild Lodge are popular, so go online and [10]_____ yours NOW! You'll remember it forever.

6 8.03 **PRONUNCIATION** There is an /eɪ/ sound and an /æ/ sound in each of the sentences. Underline where they are. Then listen and check.

1 Did you pay for the tram?
2 We're travelling by train.
3 I stayed on a campsite.
4 Let's pack for the holiday!
5 Look! That's our plane.

7 Write sentences about holidays and places to stay that are true for you. Use words from the lesson.

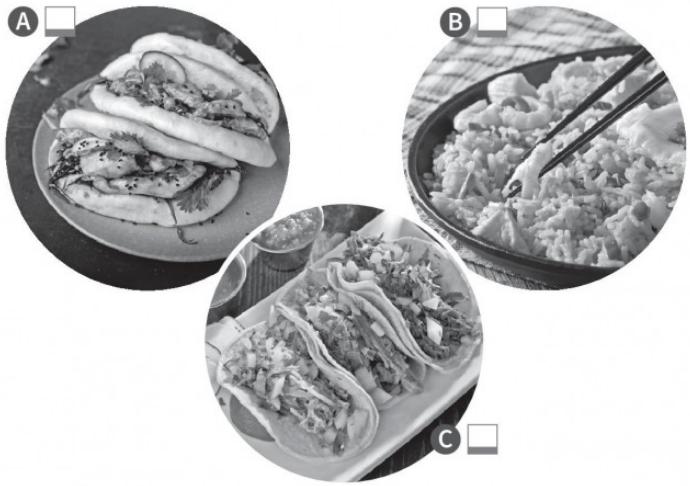
I hate going camping. I don't sleep well in a tent!

1 (something you love / hate doing)
_____
2 (something you've done)
_____
3 (something you're going to do)
_____

8 **VOCABULARY BOOSTER** Now practise **Holidays and places to stay** vocabulary on page 111.

Use the present perfect to ask and answer questions.

8.6 GRAMMAR



1 8.04 Read and listen to the dialogue. Which food is Karl talking about? Tick (✓) A, B or C.

Karl [A]Have you ever eaten Indonesian food?
Max [B]No, I haven't. [C]I've never been to Indonesia. What about you?
Karl [D]I haven't been to Indonesia, but I've eaten an Indonesian rice dish called *nasi goreng*. My dad cooks it.
Max Really? [E]Has he ever been to Indonesia?
Karl [F]Yes, he has. He's travelled a lot.
Max [G]Which countries has he visited?
Karl I don't know exactly – but more than 20!

2 Match 1–5 to A–G in the dialogue in Ex 1.

1 two *yes/no* questions ____ and ____
2 two short answers ____ and ____
3 a *Wh-* question ____
4 a negative sentence ____
5 a sentence with a negative meaning ____

3 Complete the dialogue with the words below.

has (x2) hasn't have (x2) haven't 's

A [1]_____ you ever been camping?
B Yes, I [2]_____. I really like it. What about you?
A No, I [3]_____, but my sister is camping now!
B Where [4]_____ she gone?
A To a big music festival.
B Wow! [5]_____ she ever been before?
A No, she [6]_____ – and it's the first time she [7]_____ slept in a tent too!

4 8.05 Listen to the dialogue in Ex 3 and check.

5 Complete the sentences with the present perfect form of the verbs below. Use contractions where possible.

eat go live meet not read not see play snow

1 How many houses _____ your parents _____ in?
2 _____ you ever _____ a famous person?
3 It _____ never _____ here in July.
4 We _____ any Disney films.
5 I _____ never _____ Chinese food.
6 Which countries _____ Alicia _____ to?
7 _____ Alex ever _____ golf?
8 My best friend _____ any books in another language.

6 Complete the dialogues with the words in brackets. Use the correct present perfect form or a short answer. Use contractions where possible.

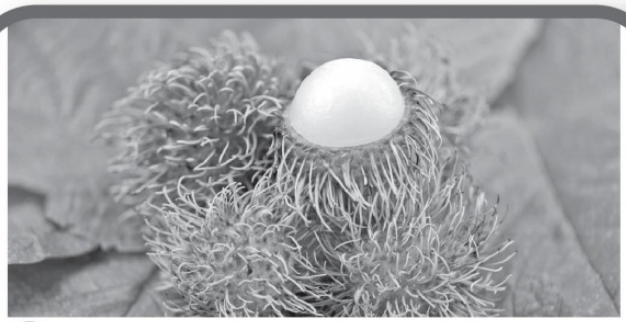
(see)
A [1]_____ (you / ever) an African elephant?
B Yes, I [2]_____. But I [3]_____ an Indian elephant.

(go)
A [4]_____ (your grandma) to the USA?
B No, she [5]_____. She [6]_____ (never) abroad.

(eat)
A [7]_____ (you and your family) pizza?
B Yes, we [8]_____. But we [9]_____ (never) it in Italy.

(have)
A [10]_____ (Rudi / ever) skiing lessons?
B Yes, he [11]_____. But he [12]_____ snowboarding lessons.

7 Choose the correct alternative.



[1]**Has** / **Have** you ever [2]**eat** / **eaten** this fruit? It's called a rambutan and it's a type of tropical fruit from Malaysia and Indonesia. I [3]**'ve** / **haven't** never had it in the UK, but my family and I [4]**has** / **have** eaten it a few times on holiday in Malaysia. It looks a bit like an egg, but it doesn't taste like one – it's the sweetest fruit we've [5]**ever** / **never** eaten. We loved it, and many people have [6]**tell** / **told** us how healthy it is! I'm not sure why the rambutan [7]**has** / **hasn't** become popular here, but we [8]**never have** / **'ve never** seen it in our local supermarket.

8 Write present perfect questions. Then answer for you.

1 (you / ever / cook / Italian food?)
_____
_____

2 (How many films / you / watch / in English?)
_____
_____
_____

3 (Which places / you and your family / go to?)
_____
_____
_____

Understand topic sentences in an article about a travel photographer.

1 What can you remember about the text in the Student's Book? Choose the correct answer: A, B or C.

The text is about a travel [1]_____ called Kevin Faingnaert. At first, photography was just a [2]_____, but then he decided to do it as a job. As a result, Kevin has been on trips to a lot of different [3]_____, like Vietnam and Argentina. When he's there, he likes to travel [4]_____ the typical tourist places. For each project, Kevin does [5]_____ research so he can find incredible views to photograph. But Kevin is most famous for his photos of the [6]_____ he's met on his journeys.

1	**A** photograph	**B** photography	**C** photographer
2	**A** job	**B** hobby	**C** school subject
3	**A** countries	**B** guest houses	**C** cities
4	**A** near	**B** to	**C** far from
5	**A** some	**B** lots of	**C** no
6	**A** places	**B** people	**C** animals

2 Think about the questions.

1 In your opinion, are travel photos interesting to look at? Why? / Why not?

2 What's the best thing about being a travel photographer? What's the worst thing?

Ellie, a young travel photographer, tells her story.

[1]_____ As a child, my hobby was drawing, and I actually wanted to be a fashion designer. Then, when I was fourteen, a travel photographer gave a presentation at my school. I found his photos beautiful, so I started taking photos with my mum's camera.

People thought my pictures were great. [2]_____ I saved money for a really good digital camera and I had some photography lessons. A friend designed a website for me, so now people can see my work online.

[3]_____ I've always been patient and it helps when you're waiting for the 'right' photo. It also helps to be brave, so you can discover places far from all-inclusive resorts!

[4]_____ In Tenerife, for example, I've packed water, suncream and my camera and gone on foot to the top of a volcano! The views of the Canary Islands from the top of Mount Teide were incredible.

[5]_____ It's a way to see the world and explore different cultures and traditions. I want my photos to educate people. I want them to be a window on the world.

STRATEGY Understanding topic sentences

A topic sentence is often, but not always, the first sentence in a paragraph. It introduces the paragraph and tells the reader what it is going to be about. Focusing on topic sentences will help you to understand the structure of the text.

3 Read the strategy above. Then look at topic sentences A–E. Then read the text and match A–E to gaps 1–5.

A Being a travel photographer is important for different reasons.

B So I soon realised that it was more than just a hobby.

C Taking photos hasn't always been my dream.

D Travel photography is a bit like an adventure holiday.

E You need to be a certain character to be a good travel photographer.

4 8.06 Read the text again. Number A–H in the order that Ellie mentions them (1–8).

A She took some photos for the first time. ____

B She travelled to Tenerife. ____

C She started putting photos on the internet. ____

D She drew pictures. ____

E She walked a long way for some amazing views. ____

F She bought her own camera. ____

G She's got big dreams for her photos. ____

H She saw some wonderful travel photos. ____

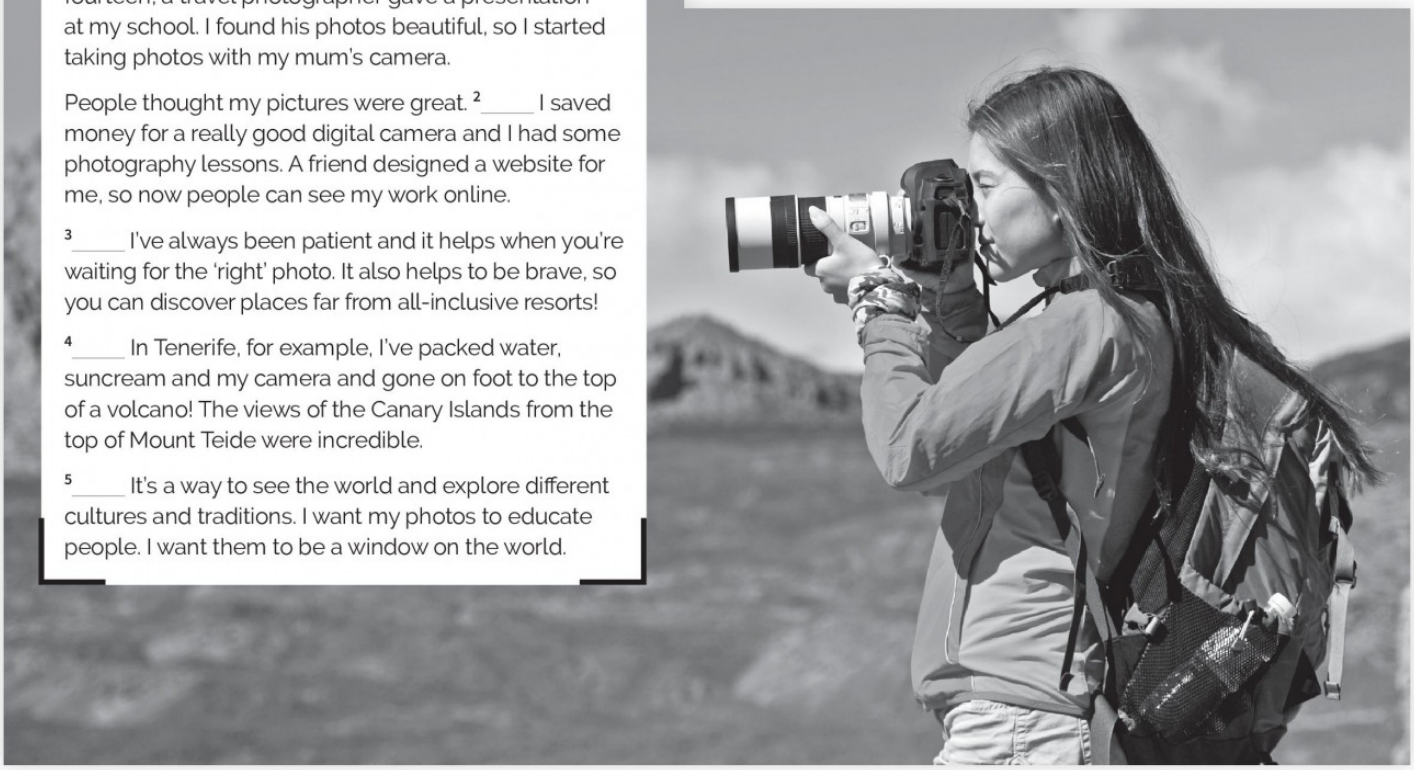
5 MEDIATION Imagine that you posted one of Ellie's photos on a group chat. A friend loved it and texted to ask about the photographer. Use the information in the text to write a message to your friend about Ellie.

6 Think about the questions.

1 How often do you take photos?

2 What do you enjoy taking photos of?

3 What's the best photo you've ever taken?



1 Imagine you want to find a place to stay for a city break. Put the things in order of importance for you (1 = the most important, 5 = the least important).

size of the rooms ____
price of the rooms ____
distance from the airport / station / underground ____
distance from things to see and do ____
tours available ____

STRATEGY Preparing to talk

Before you ask for information on the phone, e.g. about a place to stay, think of some of the things you want to know. Then write a list of useful questions, e.g. *How far is it from the airport?* This will help you to speak more fluently and understand answers better.

2 Read the strategy above. Then match A–F to gaps 1–6 in the dialogue.

A Have you got any rooms free on 6 July for three nights?
B Do you arrange tours?
C Where exactly are you in Edinburgh?
D How much is a room with twin beds?
E I'd like some information about the Castle Guest House.
F How far is it from the airport?





Reception Castle Guest House. Can I help you?
Customer Hello. We're looking for a place to stay in Edinburgh. [1]____
Reception Certainly. What would you like to know?
Customer [2]____
Reception We're in the Old Town, not far from all the sights. You can go everywhere on foot.
Customer [3]____
Reception It's really easy to get here from the airport. There's a tram every fifteen minutes and the journey takes half an hour.
Customer [4]____
Reception It's £55 a night.
Customer [5]____
Reception Yes, we have.
Customer OK. [6]____
Reception No, we don't. But you can book tours at the tourist office near the guest house.
Customer Great. Thanks for your help.

3 8.07 Listen to the dialogue and check.

4 Read the dialogue again and answer the questions.

1 Did the conversation provide all the information in Ex 1?
2 Did the customer book a room?
3 Do you think the Castle Guest House is a good place to stay? Why? / Why not?

5 Complete the sentences with the words below.

buses double Friday how minutes station two

Reception

1 We're two kilometres away from the _____.
2 There are _____ which leave every ten minutes.
3 It takes about 20 _____ on foot.
4 We have a _____ room available. It costs £75.

Customer

5 We're thinking of coming on _____ and going back on Sunday.
6 There are _____ of us.
7 _____ much does it cost?

6 8.08 Choose the correct alternative. Then listen and check.

1 I've been to Edinburgh **two** / **twice**.
2 Trains leave every **fifth** / **half** an hour.
3 The journey takes about **20** / **20th** minutes.
4 There's a **half** / **single** room available.
5 A double room costs **£15** / **£50**.
6 We're coming on the **nine** / **ninth** of June.

7 Imagine you are phoning the Manor Hotel. Complete the dialogue.

A Manor Hotel. How can I help you?
B I'd like some information, please. [1]_____ exactly [2]_____ the hotel?
A We're 10 km away from the station.
B How [3]_____ does the journey [4]_____?
A It takes about 20 minutes by tram, or ten minutes by taxi.
B We'd like to see all the sights. What [5]_____ do you arrange?
A There are lots of tours available. You can book them at reception.
B How [6]_____ do the rooms [7]_____? There are three of us.
A Single rooms cost £40 each a night and a family room costs £80.
B A family room sounds good. [8]_____ you got any rooms [9]_____ on 20 March for two nights?
A Let's see … 20 March for two nights … Yes, we have a family room available then.
B That's great. Can I book it, please?
A Certainly.

Decide what to include in a postcard.

[1] _____,

It's the third day of our city break in Madrid. We're staying at a fantastic guest house near the Plaza Mayor. That's Spanish for 'main square'. [2] _____, but it's warmer than the UK! We haven't used the underground because [3] _____. We've been to the Prado Museum and I've seen some amazing paintings. We've walked round El Retiro Park and [4] _____. Have you heard of them? They're awesome! [5] _____ tomorrow and see Madrid's street art.

[6] _____.

Talia x

P.S. I loved this painting by Goya!

1 Read Talia's postcard quickly. Tick (✓) the correct picture: A, B or C.



STRATEGY Deciding what to include

When you write, think about what you need to include and who you are writing for. For example, when you write a postcard, consider who you're writing to and what they're interested in. Then follow these steps to help you write a postcard.

1 Say hello.
2 Say where you're staying.
3 Say what the weather's like.
4 Say what you've done.
5 Say what you're going to do next.
6 Finish your postcard and say goodbye.

2 Read the strategy above. Then match A–F to gaps 1–6 in the postcard.

A It hasn't been very sunny
B I've eaten *churros con chocolate*
C Hi Grandma
D See you next week
E We're going to go on a graffiti tour
F we've been everywhere on foot

3 Answer the questions about Talia's holiday.

1 Which country is Talia visiting?
2 Where is she staying?
3 What's the weather like?
4 How is she getting around?
5 What has she done so far?
6 What is she going to do next?

4 Complete the phrases with the words below.

best dear hi love regards see thinking wish

1 Hi / Hello / _____ …
2 Say _____ to …
3 Give my _____ to …
4 _____ you were here!
5 _____ of you!
6 _____ you soon / next week.
7 _____ from, …
8 _____ wishes, …

5 Look at the phrases in Ex 4 again. Find examples of the things below.

1 a formal greeting _____
2 an informal greeting _____ / _____
3 an informal way to say goodbye _____
4 a formal way to say goodbye _____

6 What is the best style to use for the people? Write *F* (formal) or *I* (informal).

1 your best friend ____
2 a neighbour ____
3 a teacher ____
4 your brother or sister ____

7 Imagine you are on a European city break. Complete the mind map with the ideas below or your own ideas.

a small hotel Amsterdam eat Dutch cakes
go on a bike tour go on a boat trip
see the paintings in the Van Gogh museum
sunny but cold walk round Vondelpark



8 Write a postcard to a friend or your teacher. Use the strategy and the mind map in Ex 7 to help you.

9 ✓ CHECK YOUR WORK Did you …

- use the correct greeting / ending for the person you're writing to?
- include everything in the strategy?
- use the correct tenses?

Grammar

1 Complete the text with the present perfect form of the verbs below.

arrive be eat go not do not go ride visit

My cousin Frank is crazy about travel. This summer, he [1]_____ on a five-week tour of Europe with two friends. It's week three and they [2]_____ in Vienna in Austria. They [3]_____ some museums, and Frank [4]_____ *sachertorte* – Vienna's famous chocolate cake. They [5]_____ on a boat trip on the Danube because it was very expensive. But they [6]_____ bikes along the river instead. I [7]_____ anything interesting this summer, but it [8]_____ fun reading all Frank's message posts!

2 Complete the dialogues. Use the present perfect form of the verbs in brackets or a short answer.

A [1]_____ (you / ever / sleep) in a tent?

B No, I [2]_____. I [3]_____ (never / stay) at a campsite.

A Which South American countries [4]_____ (Mia / visit)?

B She [5]_____ (travel) through Peru and Bolivia, but she [6]_____ (not visit) Chile or Argentina.

A [7]_____ (you and Finn hear) of Kevin Faingnaert?

B Yes, we [8]_____. He's a travel photographer and we [9]_____ (see) his pictures online.

Vocabulary

3 Complete the sentences with the words below.

all-inclusive available flight guest house journeys public transport reception views

1 How often do you use _____?
2 I've never stayed at a _____.
3 Let's catch a _____ from London to Paris!
4 There are some amazing _____ from the top of the mountain.
5 I think long _____ are really boring.
6 Have you ever stayed at an _____ hotel?
7 Guests can leave a message with _____.
8 Is free Wi-Fi _____ in the hotel?

4 Choose the correct alternative.

1 You can book a **tour** / **city** guide at the hotel reception.
2 We love going on short city **holidays** / **breaks**.
3 Don't forget the **tram** / **tent** when you go camping!
4 We **arranged** / **booked** to meet at reception at 9.30.
5 My grandparents travelled to the north of the country by **coach** / **foot**.
6 Oh no! I haven't **packed** / **arranged** my toothbrush.
7 Did you find out the times of the **boat** / **underground** trips?
8 Let's go to the station by **taxi** / **plane**! It won't take long.

Cumulative review

5 Choose the correct answer: A, B or C.

Visit Singapore

[1]_____ **ever been to Singapore? It's actually one of the 20 smallest countries in the world, but it's a fantastic place to visit. Whatever you're looking for – from all-inclusive resorts to an exciting adventure** [2]_____ **– Singapore has it all.**

Getting around Singapore

Singapore's public [3]_____ system is excellent. The fastest way to get around is [4]_____ train. You'll find stations near all the popular sights. A special tourist ticket is [5]_____ at most of them. With a three-day tourist ticket, you can have as many [6]_____ as you like on the train for three days.

Singapore Visitor Centres

Visit any of the seven visitor centres to find out all kinds of information. You can book hotels and guest houses there and [7]_____ to go on tours to see all the sights.

Reviews

We [8]_____ the most amazing holiday here in Singapore. I don't want to go back to the UK!

There are some brilliant things to do in Singapore. I [9]_____ never visited a place like it! It's rained every day, but it [10]_____ been cold. The average temperature is 26°C!

Singapore has got lots of green spaces. My family and I [11]_____ visited a rainforest and climbed Jelutong Tower. The [12]_____ from the top are incredible.

1	**A** You've	**B** Have you	**C** Did you
2	**A** holiday	**B** break	**C** campsite
3	**A** coach	**B** flight	**C** transport
4	**A** on	**B** by	**C** in
5	**A** amazing	**B** available	**C** all-inclusive
6	**A** journeys	**B** flights	**C** trams
7	**A** visit	**B** pack	**C** arrange
8	**A** 's had	**B** 've had	**C** haven't had
9	**A** hasn't	**B** 've	**C** haven't
10	**A** hasn't	**B** haven't	**C** 's
11	**A** have	**B** has	**C** 've
12	**A** tours	**B** tents	**C** views

REFLECT Think about the questions.

1 Which is your favourite lesson in this unit? Why?
2 Which grammar points are difficult? Why?
3 What comes after the main verb in a phrasal verb?
4 Which four things do people usually write about in a postcard?

Reading

EXAM STRATEGY

When you do a task with options for *True* or *False* make sure you understand exactly why you chose each option. Look for clues in the text. Don't guess based on what you think the answer should be, or on your general knowledge.

1 Read the strategy above. Then look at the text and the statements below it. One of the answers is incorrect. Which one? Why is it wrong?

Maria is from Italy. She lived in Rome for the first ten years of her life. Then she moved to the UK because her parents found new jobs. They're both teachers in a school.

1 Maria is Italian. ____
2 She lives in the UK. ____
3 Her parents work at a university. ____

2 Read the interview with a tour guide. For each statement, write *T* (true) or *F* (false).

Become a tour guide

Have you ever wanted to live and work in a different country? Where would you go? What would you do? This week, we talk to tour guide, Amelia Heart, to find out what her life is like.

Why did you become a tour guide?

When I was a child, I lived in London, but my parents loved to travel. Every year, we visited a new country in Europe. My mother was a manager in a hotel and my father worked in a restaurant. When I was ten, we moved to Bratislava and my parents bought a hotel. They wanted to start their own business. I loved living at the hotel. The guests came from all around the world. After school and in the holidays, I helped my parents in the hotel. I sometimes cooked the breakfast and often talked to the guests. It was fun. I dreamed of travelling around the world when I was older and decided to become a tour guide. I left school and applied for a job in Switzerland. I've never studied tourism. I learned everything at that job.

You've worked in many different countries now. What's your favourite place and why?

That's a very difficult question because I've been to so many places and I've seen so many wonderful things. Every country has a different kind of beauty. Right now, I'm working in Iceland. This is such a fantastic place, but I've seen many other fantastic countries too. I love Bratislava, of course, because I have a lot of happy memories, and I love London because that's my home. I've never been to Norway. I've heard that's amazing. I'd like to travel across Norway by train, and in winter I'd love to see the Northern Lights.

1 Amelia often travelled to other places with her parents. ____
2 Amelia's father had a job in a restaurant in Bratislava. ____
3 Amelia enjoyed working at the hotel in Bratislava. ____
4 She got a degree before she went to Switzerland. ____
5 She loves Iceland more than anywhere else. ____
6 She would like to explore Norway by train. ____

Speaking

EXAM STRATEGY

Don't worry if you don't know the word for something in a picture. Try to explain what you mean by using other words or longer explanations.

3 Read the strategy above. Then match what the people say in 1–4 to words A–D that they are trying to describe.

1 'There are lots of people in the place where you ask about rooms in a hotel.' ____
2 'I can see a lot of people who are staying at the hotel.' ____
3 'You can see amazing things from the window … the sea and boats.' ____
4 'These people are staying in a place with lots of tents.' ____

A the view
B guests
C a campsite
D reception

4 In pairs, compare the photos. Talk about …

- what kind of holidays they show.
- how the places are different.
- which place you would prefer to go to and why.





Phrasal verbs

1 Look at the sentences. What do you notice about the underlined words?

1 Sit down, please! The film is starting.
2 I always turn off my phone at night.
3 It's easy to get around the town by bus.



LANGUAGE FOCUS Understanding phrasal verbs

Phrasal verbs are very common in English. A phrasal verb is a verb + a particle, e.g. *sit* + *down* = *sit down*.

We often use verbs like *go*, *get*, *find*, *look* and *turn* in phrasal verbs.

We use particles like *on*, *off*, *up*, *down*, *back* and *around* with these verbs. Sometimes you can find out the meaning of a phrasal verb by looking at the particle, for example:

Stand up. ↑

Sit down. ↓

2 a Read the Language focus above. Then underline the phrasal verbs in the sentences below. Can you guess the meaning by looking at the particle?

1 Can you turn up the music? I can't hear it. ____
2 I'm bored. Let's go out this afternoon. ____
3 What time do you get up at weekends? ____
4 My parents want to look around the art exhibition. ____
5 We had a great meal at that restaurant. We want to go back next week! ____
6 Look at the website to find out what time the library opens. ____

b Match phrasal verbs 1–6 to definitions A–F.

A to visit a place or building to see what is there
B to get some information
C to make something louder
D to leave your bed
E to leave your house
F to return to a place

VOCABULARY STRATEGY Recording phrasal verbs in context

It's a good idea to put phrasal verbs into a context when you record them in your vocabulary notebook. You can write a short story using a few of the phrasal verbs, or you can write a short paragraph about something in your life instead. This connects you and the phrasal verbs, so it's easier to remember them.

3 Read the strategy above. Then complete the paragraphs with the correct form of the phrasal verbs below.

| sit down | stand up | turn down |

Yesterday, I got on the bus and [1]_____ next to a woman wearing headphones. I started to read my book, but it was impossible to concentrate. I asked the woman to [2]_____ the music, but she couldn't hear me! In the end, I [3]_____ and found a quieter seat.

| get up | go back | look around | set off |

What a bad morning! I [4]_____ late, so I didn't have time for breakfast before I [5]_____ for school. I ran to school because I didn't want to be late. When I arrived I [6]_____ outside, but nobody was there. That's when I realised it was Saturday! I walked home quickly and [7]_____ to bed!

4 Choose three or four phrasal verbs from the lesson. Write a short story using the phrasal verbs. Use the pictures to help you if necessary. If it is a funny story, it can be easier to remember!







Daily routines and Free-time activities

1 **PRACTISE** Read the pairs of sentences. Choose the correct answer: A, B or C.

1 Tim ____ his teeth after breakfast.
Margarita ____ her hair before she goes out.
A takes **B** gets **C** brushes

2 I don't ____ to school at the weekend.
I ____ to bed early on Sunday evening.
A get **B** go **C** take

3 Kate always ____ breakfast before she goes to school.
Carlos ____ lunch at 2 p.m.
A takes **B** goes **C** has

4 Nestor ____ up late on Sundays.
Leyla always ____ dressed quickly on school days.
A gets **B** takes **C** goes

5 We ____ home after we finish our lessons.
They ____ for a run three times a week.
A take **B** go **C** get

6 Geeta ____ the bus to the leisure centre on Mondays.
Chris ____ lots of photos of animals.
A takes **B** brushes **C** goes

2 Complete the text with the correct form of the verbs below.



draw listen make play ride watch

Every summer, all my cousins, aunts and uncles meet together for a weekend. I have a very big family! We all go to my grandparents' house and do lots of fun things together. The smaller children [1]_____ their bikes in the garden, and the teenagers chat together and [2]_____ to music. If it's raining, we often read comics because my grandfather has lots in the house. He loves them! Nobody [3]_____ TV because my grandparents haven't got one! In the evenings, we all [4]_____ lots of board games and sometimes we have an art competition. Everybody [5]_____ a picture and my grandparents choose the best one. My grandmother always [6]_____ a really big cake and we have it on the last day before we go home. It's my favourite weekend of the year!

3 Choose the correct alternative. Then write short answers for you.

1 What do you do to **draw** / **relax** after school or at the weekend?
2 Do you **play** / **vlog** about your day?
3 When do you usually **do** / **take** your homework?
4 What languages do the children in your country **learn** / **listen** at school?
5 Do your parents ask you to **do** / **tidy** your room every day?

4 **EXTEND** Match the sentence halves.

1 At the weekend, my brother doesn't get out ____
2 My mother sometimes has a lie- ____
3 Nadia often wakes up ____
4 After I go to the gym, I take it ____
5 We always hang out with ____
6 Simon is a good singer, but he doesn't play ____
7 You can't go ____
8 Amira checks her ____

A our friends at the weekend.
B of bed until lunchtime.
C online because there isn't any Wi-Fi.
D in on holiday when she doesn't need to get up early.
E easy and watch TV or read a book.
F social media four or five times a day.
G late and misses the bus to school.
H a musical instrument.

5 Complete the words in the sentences.

1 Arthur often listens to a p___ ___ ___ ___ ___ t when he's on the bus.
2 Helen does y___ ___a to keep fit.
3 Xavier goes to the l___ ___ ___ ___ ___y to get books because they're too expensive to buy.
4 It's late. I need to get ready for t___ ___ ___ ___ ___ ___w before I go to bed.
5 My grandfather always has a r___ ___t after lunch. He sits in his chair and sleeps for half an hour.
6 Carol checks her t___ ___ ___ ___ ___ ___ ___e every day because she needs to bring the right books to school.

6 Do a short project. Ask friends and family about …

- three things they do before school or work.
- three things they do after school or work.
- three things they do at the weekend.

7 Write a short report and prepare to give a presentation to the class.

Crazy about sport and How to eat well

1 **PRACTISE** Complete the words in the sentences.

1 My older brother likes d___ ___ ___ ___g in the sea, but I don't. The water's too cold!
2 Walking fast is a good way to keep f___t.
3 You can go s___ ___ ___ ___b___ ___ ___ ___ ___ ___g in the skatepark, but not in the street.
4 You can't go s___ ___ ___b___ ___ ___ ___ ___ ___g in the mountains in the summer.
5 It's great to go s___ ___f___ ___g in the sea when it's windy and the waves are really big.
6 You can play lots of ball games at our school. My favourites are f___ ___ ___ ___ ___l, t___ ___ ___ ___s and v___ ___ ___ ___ ___ ___ ___ ___l.
7 When it's raining, I often go to the g___m and do a w___ ___ ___ ___ ___t.
8 My uncle goes s___ ___ ___ ___ ___ ___g in the river every morning, even in winter!
9 The teacher usually plays pop music or hip-hop in my d___ ___ ___e c___ ___ ___s.

2 Do the food quiz. Choose the correct answer: A, B or C.

Food quiz

1 People often think that tomatoes and avocados are vegetables, but like strawberries and apples, they are a type of ____.
A fruit **B** fat **C** fish



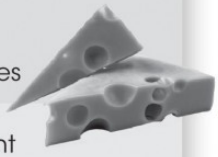
2 You get ____ from milk.
A meat **B** ice cream **C** water





3 Lettuce, broccoli and carrots are types of ____.
A fat **B** vegetables **C** sugar

4 There's lots of energy in ____.
A cheese **B** oranges **C** potatoes



5 Avoid eating too much ____ if you want to maintain a healthy diet.
A fish **B** sugar **C** yoghurt

6 There is a lot of ____ in chocolate and ice cream.
A fruit **B** bread **C** fat



7 It isn't healthy to drink lots of ____.
A cola **B** water **C** chocolate

3 **EXTEND** Choose the correct alternative.



Summer Camp

In winter, we usually go [1]**windsurfing** / **skiing** at weekends in the mountains near our home. But every year, we go to summer camp for two weeks in August. It's a fantastic place where you can make friends and do lots of sports and activities. Everybody goes [2]**diving** / **hiking** in the mountains two or three times a week, and we often spend the whole day outside. We also do lots of sport. There are lots of tennis [3]**rackets** / **sticks** we can use, so we can have a game of tennis every day. We can play team sports like football and [4]**skateboarding** / **hockey** too. There's a [5]**match** / **play** most afternoons we can watch or play. Once a week, if we want to, we can do a more relaxing activity – [6]**surfing** / **fishing** by the river! When it's raining, we often go indoors and [7]**play** / **go** table tennis. This year, I want to learn to [8]**do** / **play** golf. They have classes three times a week, so I think I can become quite good. I can't wait to go to summer camp again!

4 Complete the sentences with the words below.

biscuits honey jam lamb lemon nuts melon toast

1 For breakfast, I have tea and a piece of _____. with butter and something sweet like _____ or _____.
2 I usually have fruit after lunch, and today I had _____ because there are lots in the shops in summer.
3 Lots of people can't eat _____ because it makes them very ill.
4 People often eat different meats at different times of the year. It's common to eat _____ in spring.
5 In my family, we like our fish cooked in a little olive oil and before we eat it, we put some _____ juice on it.
6 When I go to my grandparents' house, they always give me a cup of tea and a piece of cake or some chocolate _____. My grandfather makes them and they are awesome!

5 Do a short project. Find out what three friends or members of your family …

- do to stay fit.
- eat / don't eat to stay healthy.

Write a short report and prepare to give a presentation to the class.

Name	What he/she does to stay fit	What he/she eats to stay healthy	What he/she doesn't eat
1			
2			
3			

What's your style? and Describing character

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

beautiful colourful cream dark short

1 Amina's top is pink, blue, red, green and yellow. She always wears very _____ clothes.
2 'Is it OK to wear a _____ skirt to the party?'
'Yes, but the party is outside and it's cold. Jeans would be a better idea!'
3 Thomas wears _____ blue or black trousers to work.
4 'Is that a white shirt?'
'No, it looks like that in the photo, but it's actually _____.'
5 'Do you like this coat?'
'Yes, I think it's really _____.'

2 Complete the words in the sentences.

1 During the winter, I need my warm coat and a h___ ___.
2 Vera never wears t___ ___ ___ ___ ___ ___s or jeans. She only ever wears skirts or dresses.
3 You can't wear a T-___ ___ ___ ___t to an important business meeting.
4 Oh no! I didn't bring a shirt. Can you lend me a t___ ___?
5 You can't wear boots to work. You need to wear black s___ ___ ___ ___ instead.
6 I'm wearing dark trousers, and a j___ ___ ___ ___t and tie because I'm going to a wedding.
7 You can't wear colourful s___ ___ ___ ___ or shoes to school. They have to be black or dark blue.
8 My dad always wears trousers, a white or light blue s___ ___ ___ ___ and a jacket to work.

3 Tick (✓) the sentences that are true for you. Correct the false sentences.

1 I usually wear dark trousers and a light top. ☐
2 I never wear cream trousers. ☐
3 I wear a long coat and a hat in winter. ☐
4 I wear red socks and black shoes to school. ☐
5 At the weekend, I wear a T-shirt or a colourful top. ☐

4 Choose the correct alternative.

1 Syed doesn't feel afraid when he does something dangerous. He's very **brave** / **polite**.
2 Camilla never lies. She's very **honest** / **funny**, and when she says something, you know it's true.
3 George is the opposite of his brother, Josh. George is very **kind** / **quiet** and Josh talks all the time.
4 Fatima is really **clever** / **popular**. She's got lots and lots of friends.
5 Don't be so **friendly** / **serious** all the time. Try to have fun and laugh a bit more!
6 Henry isn't very **patient** / **quiet**. He hates waiting.

5 Complete the text with the words below.

clever friendly kind polite

This is my cousin Agnes. When she visits, we all want to be with her because she's always nice and [1] _____, and she's lots of fun. People say she's very [2] _____ because she thinks about other people. She helps her parents in the house and her brothers with their homework. She's also very [3] _____ and learns quickly. Her teachers like her because she's always [4] _____, and she says 'please' and 'thank you' in class. Agnes is amazing!

6 **EXTEND** Look at the photos and complete the words. Tick (✓) the clothes you are wearing now.



1 t_____ ☐



2 s_____ ☐



3 a c_____ ☐



4 g_____ ☐



5 a s_____ ☐



6 a b_____ ☐



7 a u_____ ☐



8 a s_____ ☐

7 Choose the correct alternative.

1 Betina isn't very **caring** / **hard-working**. She prefers to watch TV and relax on the sofa.
2 Everything is tidy in Jorge's office. He's very **organised** / **shy**.
3 Helena is a **brilliant** / **confident** cook. Her food is great.
4 Jamal is a **caring** / **creative** grandson. He visits his sick grandmother every day.
5 I would like a **creative** / **shy** job in film or theatre.
6 Daria is quite **brilliant** / **shy** and doesn't like meeting new people.
7 Luca doesn't usually worry about anything. He's very **caring** / **relaxed**.

8 Do a short project about somebody in your family. Write about their clothes and their character.

9 Write a short report and prepare to give a presentation to the class.

Come on in and Places in the world

1 **PRACTISE** Complete the text with the words below.

balcony bathroom bedroom dining room flat
floor fridge kitchen living room sofa



I live with my family in a [1]_____ near the town centre. We're on the third floor. We don't have a garden, but there's a lovely [2]_____ with lots of plants, and a table and chairs. It's a really nice place to sit when it's warm outside. Then inside, we have a [3]_____ with a huge TV, a beautiful carpet on the [4]_____ and a big [5]_____ – I love relaxing and watching TV on it. We also have a [6]_____, but we don't eat in there very often. We usually have all our meals in the [7]_____. My parents say it's easier for them to cook and eat all together in the same room. I really like it because it's modern and sunny. I also do my homework there because I like working at a big table. The only problem is that the [8]_____ is there so it's very easy to eat too many snacks! I share a [9]_____ with my brother, but my sister has her own room. My parents have a big bedroom with their own [10]_____ next to it. It's got a bath and a shower. I share a bathroom with my brother and sister. We don't have a bath, but that's OK because I prefer showers anyway! I think I'm very lucky to live in such a nice flat.

2 Complete the words in the sentences.

1 The Danube is a very long r___ ___ ___r in Europe. It starts in Germany and reaches the Black Sea in Ukraine and Romania.
2 The Pacific and the Atlantic are both o___ ___ ___ns.
3 There are more plants and animals in r___ ___ ___ ___ ___ ___ ___ ___ts like the Amazon and the Congo than any other place in the world.
4 Antarctica and the Sahara are both d___ ___ ___ ___ts. There's almost no rain in both places, but one is very cold and the other is very hot.
5 Bondi, Copacabana and Waikiki are all famous b___ ___ ___ ___es.
6 The city of Geneva in Switzerland has a very famous l___ ___e with the same name. Many tourists take a boat trip on it when they visit.
7 Greenland is the biggest i___ ___ ___ ___d in the world.
8 Egypt is famous for its ancient a___ ___ ___ ___t___ ___ ___ ___re, especially the pyramids. They're about 4,500 years old!
9 Saint Peter's in Rome, Tiananmen in Beijing, Plaza Mayor in Madrid and Trafalgar in London are all the names of famous s___ ___ ___ ___ ___s.
10 Over 50% of Sweden is covered in f___ ___ ___ ___ts, with many different types of trees.
11 The tallest b___ ___ ___ ___ ___ ___g in London is the Shard. It has 87 floors and it's 310 metres high.
12 There are lots of well-known s___ ___ ___ ___ts where you can walk, but you can't drive, for example, Via Dante in Milan, Rue Mouffetard in Paris and Carnaby Street in London.

3 **EXTEND** Choose the correct alternative.

1 Can you turn on the **basin** / **lamp**? It's a bit dark in here.
2 You don't need to wash those plates because they can go in the **cooker** / **dishwasher**.
3 You need to buy some **bins** / **furniture** because there isn't anything in the flat.
4 You can wash your face and hands in the **basin** / **bin** in the bathroom.
5 Put all your dirty clothes in the washing **machine** / **basin** and I'll wash them later.
6 You can put your rubbish in the **bin** / **dishwasher** in the kitchen.
7 We can't make any hot food tonight because the **cooker** / **lamp** isn't working. It's broken.
8 'Where's the bathroom, please?'
'Up the **floor** / **stairs**, on the right'.

4 Match the words below to the pictures.

a field a valley a stream a waterfall
a wood hills the coast the countryside










5 Do a short project about different places. Ask three friends or family members about the best places to …

- go on holiday.
- study or work.
- cook a meal.
- have a party.
- go for a long walk at the weekend.

Ask them to describe their favourite places and tell you why they chose them.

6 Write a short report and prepare to give a presentation to the class.

I'm into art and Entertainment

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

| concerts hip-hop incredible artist

1 My favourite _____ singer is Lauryn Hill. I went to one of her _____ in Denmark and she was fantastic. I think she's an _____.

| drums festival rock

2 Matt Helders plays the _____ in the _____ band the Arctic Monkeys. We saw them at a _____ in 2019. They were fantastic!

| crowded show screen

3 I couldn't get tickets for the concert last week, but we saw it on a big _____ outside the theatre, and it was really fun. The street was _____ and everybody was dancing. It was a brilliant _____!

| cultural events shows street theatre

4 One of the most interesting _____ in Portugal is an international _____ festival called Imaginarius. It happens every year and artists from all over the world come to perform their _____ in the streets and squares of Santa Maria da Feira, not far from the city of Porto.

| crowded exhibition painting

5 The Summer Exhibition at the Royal Academy of Arts happens every year in London. You don't have to be a famous artist to enter a _____ in the exhibition. Anybody can send one, and the Royal Academy chooses the best ones for the _____. It's a popular event and always very _____.

2 Complete the text with the words below.

| ending original film performances
| reviews songs wonderful show

Beauty and the Beast is a 2017 musical film with actors Emma Watson as Beauty and Dan Stevens as Beast. They both give excellent [1]_____. There are brilliant [2]_____, wonderful dancing and a romantic [3]_____ that makes everybody feel happy. The [4]_____ by Walt Disney came out in 1991. Both films were very successful and had great [5]_____ in all the newspapers. There was also a musical of *Beauty and the Beast* in London and New York. It was a [6]_____! I hope it comes back to the theatre soon.

3 Choose the correct alternative.

A Did you start watching that TV [1]**film** / **series** I told you about?
B Yes, but I don't really like it. It's [2]**nothing** / **something** special, so I stopped watching it.
A I'm so surprised. I think it's fantastic.
B Really? But the characters are so [3]**boring** / **interesting** and the acting is [4]**brilliant** / **terrible**, and my parents really didn't like the [5]**loud** / **quiet** rock music!
A That's so strange. Everybody in my family loves it – even my grandad!

4 **EXTEND** Complete the words in the sentences.

1 There's an exhibition of paintings at the art g___ ___ ___ ___ ___y in the town centre.
2 Lola started learning b___ ___ ___ ___t when she was five.
3 I love listening to c___ ___ ___ ___ ___ ___ ___l m___ ___ ___c. 'The Four Seasons' by Vivaldi is great.
4 My mother really likes p___p m___ ___ ___c from the 1970s.
5 My favourite f___ ___m s___ ___r is Audrey Hepburn. I love all her movies.
6 Nico plays the piano in a j___ ___z band and his brother, Jake is the s___ ___ ___ ___ r.
7 I'd love to go to the o___ ___ ___a one day to see Verdi's 'La Traviata'.
8 Leonardo da Vinci wasn't only a p___ ___ ___ ___ ___r; he was also a scientist and an engineer.

5 Match sentences 1–8 to A–H.

1 I liked the book, but the story is a bit slow. ____
2 I really hated that film. The acting was so bad and the story was boring. ____
3 I was very sad because I missed the **beginning** of the film. ____
4 I really like the cars in US films from the 1960s. ____
5 We saw a film that made us all feel good. ____
6 I loved this book because it's so different from the ones I usually read. ____
7 I went to the ballet last week and I loved it. ____
8 I stopped reading when I got to the **middle**. ____

A They were so **cool** and I'd love to drive one!
B The music and the dancing were **marvellous**.
C In the **end**, the two main characters fall in love and get married, and everybody is happy.
D It was **all right**, but not great.
E We arrived late at the cinema.
F I wasn't enjoying it because it was so long and boring!
G It was really **awful**.
H The story is really **unusual** and interesting.

6 Do a short project. Find out about the films, books, music and cultural events your friends and family enjoy. Talk to three people and complete the table.

Name	Films	Books	Music	Cultural events
1				
2				
3				

7 Write a short report and prepare to give a presentation to the class.

Phone zombies and Everyday items

1 **PRACTISE** Complete the sentences with the words below. Which sentences are true for you? Change the false sentences to make them true for you.

> battery Bluetooth speaker check my messages
> digital camera digital devices group chats laptop
> music library scroll through turn

1 When I have a problem with my computer, I often _____ it off and on again. That usually works.
2 I don't _____ my social media too often – just once a day.
3 My brother often watches films on his _____ instead of the TV because nobody else in my family likes the films he likes.
4 I post messages to my friends on _____ every day.
5 I never buy music CDs because I have a big _____ on my phone with all my favourite songs.
6 When my friends come to my house, I connect my phone to my _____ so we can all listen to music together.
7 I don't have a _____ because I use my phone to take photos.
8 I need to charge my laptop because the _____ is dead again. I need to get a new one.
9 My dad only has a phone. He doesn't have any other _____.
10 I _____ every day during breaks and after school.

2 Complete the words in the sentences.

1 'I lost my b___ ___ ___ c___ ___ ___ and I need to pay for my coffee.'
'Don't worry. I can give you some c___ ___ ___.'
2 'Oh no! I need to t___ ___t my mum to tell her I'm here, but my phone is dead.'
'Don't worry. You can use my c___ ___ ___ ___ ___r.'
3 'I don't know what this word means …'
'You can use my d___ ___ ___ ___ ___ ___ ___ ___y to check it. Here you are.'
4 'My hair looks terrible!'
'You can use my c___ ___b, and there's a m___ ___ ___ ___r in the bathroom.'
5 My sister Bella usually wears m___ ___ ___ - ___p when she meets her friends.
6 I always carry a w___ ___ ___r b___ ___ ___ ___e with me because it's so hot and I get very thirsty.
7 'Oh no! I can't find my w___ ___ ___ ___t. It's got all my money and cards in it.'
It's here! It was under all your books.'

3 **EXTEND** Choose the correct answer: A, B or C.

1 I always forget my _____. I need to write them down!
A click **B** passwords **C** type
2 Companies often _____ conversations when you call them on the phone about a problem with an order.
A record **B** click **C** shut down
3 My dad hates typing on a screen so he has a Bluetooth _____ to use with his phone and tablet.
A type **B** keyboard **C** record
4 You need to _____ on this link to go to the home page.
A save **B** passwords **C** click
5 I forgot to _____ my document and I lost all my work. I need to type it all again!
A shut down **B** save **C** passwords
6 It's important to _____ your computer at the end of every day to save energy.
A shut down **B** save **C** click
7 My mum _____ all her messages with just one finger. It's very funny!
A records **B** shuts down **C** types

4 Complete the sentences with the words below.

> a backpack a calculator a hairbrush ID card
> notebooks purse scissors toothbrush

1 I need to cut this piece of paper. Have you got any _____?
2 In class, we use _____ to take notes.
3 You need _____ to do this maths exam.
4 I need my _____ to go into the building.
5 I have a small _____ and I always keep my money in it to pay for the bus home.
6 Most people take their books to school in _____.
7 I always carry _____ in my bag because I have very long hair.
8 My dentist says I need a new _____ so I can clean my teeth better.

5 Do a short project. Find out about the most essential everyday items. Ask five friends and family about …

- what they take to work or school every day.
- what they always carry with them when they leave the house, even at weekends.
- which item is the most important one for them.

6 Write a short report and prepare to give a presentation to the class.

Dream big and Career choices

1 **PRACTISE** Complete the words in the sentences. Which sentences are true for you? Change the false sentences to make them true.

1 First, I'm going to l___ ___ ___n to d___ ___ ___e, then I'm going to buy a car.
2 When I go to u___ ___v___ ___ ___ ___ ___y, I'm going to s___ ___ ___e a h___ ___ ___e with other students. I'm not going to live at home.
3 Before I leave home, I'm going to l___ ___ ___n to c___ ___k so I can prepare my own meals at university.
4 I'm going to go to dr___ ___a sc___ ___ ___l because my dream is to b___ ___ ___ ___e an a___ ___ ___r. I want to b___ ___ ___ ___e fa___ ___ ___s one day like Millie Bobby Brown and Caleb McLaughlin.
5 First, I'm going to get a d___ ___ ___ ___e in business. Then I'm going to w___ ___k for a c___ ___ ___ ___ ___y and become a m___ ___ ___ ___ ___r. I want to have lots of people working for me.
6 Everybody would like to have a job they love, but for me it's more important to e___ ___n a lot of m___ ___ ___y. I want to b___ ___ ___ ___e r___ ___h so I can live in a nice big house.
7 I think it's very important to s___ ___e m___ ___ ___y so you can buy the things you want in the future, like a house or a car.

2 Choose the correct alternative.

1 **Lawyers** / **Police officers** help people win in court.
2 When you need help with your computer, call the **designer** / **IT technician**.
3 When you have a problem with your teeth, you need to visit the **dentist** / **doctor**.
4 I want to become a **businessperson** / **journalist** and have my own company.
5 When my grandmother was in hospital, the **designers** / **nurses** looked after her really well.
6 My dream is to become **an engineer** / **a pilot** and fly planes all over the world.
7 My mother is a newspaper **journalist** / **lawyer** and often interviews important people.
8 Katie studied art and fashion at college. Now she wants to be a clothes **engineer** / **designer**.
9 I want to become an **engineer** / **IT technician** and build roads and bridges.
10 My aunt is a **businessperson** / **police officer**. She helps solve crimes.
11 I want to be a **doctor** / **lawyer** and help sick people get better.
12 I'd like to become a **police officer** / **farmer** and work outside growing food and looking after animals.

3 **EXTEND** Match the sentence halves.

1 Next year, I want to play for ____
2 When I finish university, I'm going to start my own ____
3 I'm going to take up ____
4 I really need to get a better ____
5 Not many young people get ____
6 Lots of children move to ____
7 I'm going to write ____
8 You need to pass all your ____

A phone. This one is really old!
B a book about the history of my town.
C married before they finish university and find a good job.
D the football team at school.
E exams to get a place at university.
F a new hobby making art from old wood.
G a new school when they are eleven or twelve.
H business selling clothes.

4 Match the jobs below to the photos.

an architect ☐ a boss ☐ a builder ☐
a cook ☐ a hairdresser ☐ a personal assistant ☐
a programmer ☐ a receptionist ☐



5 Do a short project. Write a questionnaire about jobs. Interview three people and make notes about their answers. Use the ideas below or your own ideas to write your questions.

What do you think are the best jobs for people who like …

- to be outside?
- to work alone?
- helping other people?
- studying?
- being in a group?

6 Write a short report and prepare to give a presentation to the class.

Getting around and Holidays and places to stay

1 **PRACTISE** Complete the text with the words below.

coaches flight foot journeys trams transport underground views



Getting around Lisbon

It's very easy to travel around the city. Public [1]_____ is very good. There are lots of buses and electric [2]_____ as well as an [3]_____ system called *Metropolitano de Lisboa* or just *o Metrô*. You can also go everywhere on [4]_____, but there are many hills in the city so people often get quite tired walking in Lisbon. But that doesn't stop many visitors from climbing the hill to the castle. The [5]_____ from the top are amazing! It's easy to go on [6]_____ to other parts of the country by car or on comfortable, modern [7]_____. And don't forget, it's easy to catch a [8]_____ to Lisbon because it has a busy, international airport!

2 Complete the texts about holidays with the words below.

A

adventure holiday available camping campsite packed tents



Last summer, we went on a [1]_____ holiday in France. First, we [2]_____ everything we needed and put it in the car. Then we drove to the [3]_____. We cooked all our meals outside and slept in [4]_____. It was like an [5]_____ because we did so many fun things, like hiking in the mountains and sailing on the lake. The only problem was that Wi-Fi wasn't [6]_____, so we couldn't go online all the time. But we still had a fantastic time.

B

boat trip book city break guest house tour guide



Next weekend, we're going on a [7]_____ to Amsterdam. We're going to stay in a lovely [8]_____ and our plan is to go on a [9]_____ along the canals. We also want to get a local [10]_____ to take us everywhere and tell us about the city. I'll probably try to [11]_____ one online before we go to save time. It's going to be great to see all the sights! I really hope the weather is good.

C

all-inclusive arranged boat trip guests reception



We went on an [12]_____ holiday to Thailand a few years ago. We stayed in a fantastic resort by the sea. We paid for everything before we went, and when we wanted to go on a [13]_____ from the resort, they [14]_____ it for us at the hotel [15]_____. All the other [16]_____ were really nice and we made lots of new friends. It was such a good holiday, and I'd like to go again!

3 **EXTEND** Match the sentence halves.

1 This is the **bus stop** to go to the city centre – ____
2 Sorry we're so **late**. We **got lost** ____
3 'Where do we catch our train?' ____
4 It's a good idea to be early for your tour ____
5 The holidays start very **soon** – ____
6 The tram was very crowded, ____

A in just a few days' time.
B 'It usually leaves from **Platform** 10.'
C I hope we don't need to wait too long for the bus to come.
D so we couldn't get a **seat**.
E because the tour guide always leaves **on time**.
F because we didn't know **the way** to the restaurant.

4 Complete the sentences with the words below. Which sentences are true for you? Change the false sentences to make them true.

accommodation apartment day trips passport reservation suitcase visitors youth

1 You can't travel to other countries without a _____.
2 Before I go to university, I'm going to travel around the world and stay in _____ hostels because they are cheaper than hotels.
3 I would like to live in student _____ in my first year at university.
4 A lot of restaurants in my town are very popular and you can't get a table without making a _____.
5 We live in London, so in summer we go on _____ to the beach by car. We love the sea and come home very tired.
6 Lots of _____ come to my house most weekends, usually friends and family.
7 On our last city break, we stayed in an _____, not in a hotel, because we wanted to cook our own meals.
8 When I travel, I take a small backpack, but my sister always takes a huge _____!

5 Do a short project about holidays. Write a questionnaire to find out …

- where people go.
- where they stay.
- who they go with.
- how they get there.
- what they usually do.

Interview family and friends and make notes of their answers.

6 Prepare to give a short presentation to the class.

FUNCTIONS BANK

All page numbers refer to the Student's Book

Unit 1

Talking about likes and dislikes p.16	
I love football. Me too./ So do I.	U1 Speaking
I don't like singing. Me neither./Neither do I.	U1 Speaking
I can't stand reading. Me neither./Neither can I.	U1 Speaking
I love cooking. Really? I don't.	U1 Speaking
I don't like drawing. Really, I do!	U1 Speaking
I can't stand orchestra. Really? I love it!	U1 Speaking

Unit 2

Talking about food labels p.26	
It's good for you.	U2 Global skills
It's bad for you.	U2 Global skills
What's it got in it?	U2 Global skills
Is it low in sugar?	U2 Global skills
It's high in salt.	U2 Global skills
It's got a lot of fat.	U2 Global skills
Ordering food and drink p.30	
Can we have a table for (two), please?	U2 Speaking
Can we have the menu, please?	U2 Speaking
Are you ready to order?	U2 Speaking
I'd like the (soup) to start, please.	U2 Speaking
And for your main course?	U2 Speaking
Can I have the (chicken), please?	U2 Speaking
And for you, sir?	U2 Speaking
I'd like the (salad) followed by a (curry), please.	U2 Speaking
Would you like anything to drink?	U2 Speaking
The same for me, please.	U2 Speaking
Paying for your meal p.30	
Would you like any tea or coffee?	U2 Speaking
No, thanks. I don't want anything else.	U2 Speaking
Can we have the bill, please?	U2 Speaking
How much is it?	U2 Speaking
It's £25. I'd like to pay for this.	U2 Speaking

Unit 3

Describing photos p.42	
This photo shows a group of (five) people.	U3 Speaking
The girl in the foreground / background …	U3 Speaking
She's got (long, dark, curly) hair.	U3 Speaking
She looks quiet and serious.	U3 Speaking
Maybe she's talking to her parents.	U3 Speaking
In the background there are two boys and a girl.	U3 Speaking
The boy in the middle / on the right / on the left …	U3 Speaking
I think they're friends / classmates / in a dance group.	U3 Speaking

Unit 4

Problem-solving p.52	
I find (groupwork) difficult.	U4 Global skills
Why don't we … ?	U4 Global skills
How about (choosing three colours)?	U4 Global skills
I'm not so sure. Maybe … is a better idea?	U4 Global skills
Good / Great idea!	U4 Global skills
I agree! Let's (buy) …	U4 Global skills
Directions p.56	
Asking for directions	
Excuse me, I'm looking for (the hall).	U4 Speaking
Giving directions	
Go along the corridor.	U4 Speaking
Go past the library.	U4 Speaking
Go down / up the stairs.	U4 Speaking
Turn right.	U4 Speaking
Go through the doors.	U4 Speaking
It's on the right.	U4 Speaking

Unit 5

Telling a personal story p.68	
The introduction	
A few days / years / months ago, I was (in middle school) …	U5 Speaking
The beginning	
I was in a school theatre show … It was *Beauty and the Beast* …	U5 Speaking
The main events	
First / Then / After that / As soon as I (arrived) …	U5 Speaking
While I was there, something terrible / amazing happened.	U5 Speaking
The end	
And, amazingly, … / It's funny now, but it wasn't at the time.	U5 Speaking

Unit 6

Shopping p.82	
How can I help you?	U6 Speaking
I'm looking for (a tablet).	U6 Speaking
How much is it / are they?	U6 Speaking
It costs / They cost £20.	U6 Speaking
Can I pay by card?	U6 Speaking
Can I pay in cash?	U6 Speaking
Here's your change.	U6 Speaking
Do you want a bag?	U6 Speaking
How to talk about prices p.82	
50p = fifty p / fifty pence	U6 Speaking
£5.99 = five pounds ninety-nine / five ninety-nine	U6 Speaking
£250 = two hundred and fifty pounds	U6 Speaking

Unit 7

Giving a presentation p.90	
Good morning / afternoon, everybody.	U7 Global skills
Today I'm going to talk to you about …	U7 Global skills
First, we're going to look at …	U7 Global skills
I chose this (photo) because …	U7 Global skills
Next, I want to talk about (these two pictures)	U7 Global skills
In this picture / photo, we can see …	U7 Global skills
In the other (picture), we can see …	U7 Global skills
Finally, I'm going to end my talk with …	U7 Global skills
Thank you for listening. Are there any questions?	U7 Global skills
Comparing and contrasting photos p.94	
A Describe	
In the first photo, there are …	U7 Speaking
In the second photo, I can see…	U7 Speaking
B Describe the similarities	
Both photos are quite similar because …	U7 Speaking
Both photos show (people working together).	U7 Speaking
C Describe the differences	
The first photo shows … but the second photo shows …	U7 Speaking
The two photos are different because …	U7 Speaking
D Give your opinion	
In my opinion, it is easier to be a …	U7 Speaking
I think being (a police officer) is better because …	U7 Speaking

Unit 8

Talking about numbers p.108	
Reception	
We're … km (kilometres) away from …	U8 Speaking
There are buses which leave every … (half an hour).	U8 Speaking
It takes about … (minutes) on foot / by (train).	U8 Speaking
We have a double room available. It costs …	U8 Speaking
Customer	
There are (five) of us.	U8 Speaking
We're thinking of coming on … and going back on …	U8 Speaking
How much does it cost?	U8 Speaking

A personal profile

In a personal profile you write a description of a person, e.g. for a website or social media.

Example task: A personal profile of a creative person you know for a website.

Get ideas

- Think of a person you know who is creative at home, school or work.
- Make a list of all the creative activities they do. For example:

Amira:
- studies art and design, and music.
- is good at singing.
- cooks dinner and makes cakes.
- plays the guitar.
- draws pictures.
- writes comics.
- designs websites.

Plan

- Choose the best ideas from your notes.
- Organise your ideas into three paragraphs.

Paragraph 1
- Introduction – Personal information. Explain who the person is, giving their name, age and nationality. You can include details about their family, and where they live and where they study / work.

Paragraph 2
- Include information about the creative activities in their daily life. This could be subjects they study or their job, and parts of their daily routine.

Paragraph 3
- Include information about their creative hobbies and interests, and when they do these activities.

Write

Give a general introduction to the topic in the first sentence of each paragraph.

Use the conjunction *and* to link similar ideas.

Use the conjunction *but* to contrast ideas.

Use a variety of verbs for talking about likes and dislikes.

Use prepositions of time to give your profile a structure.

Use pronouns and adverbs to avoid repeating the subject or object in a sentence.

Use the conjunction *or* when there are two things to choose from.

Use the conjunction *or* to link negative ideas.

Creative people Home Profiles Search

About:

My friend Amira is sixteen and she's Indian. She has a sister and a brother. She goes to school in Mumbai, India, but she doesn't live there. She lives in a city called Vasai.

Life:

Amira is really creative at school and at home. She loves studying art and design, and music at school. She likes singing in music class and she's very good at it. In the evening, she cooks dinner or makes cakes for her family.

Interests:

Every morning, Amira plays the guitar before school. On the school bus, she draws pictures or writes comics. She doesn't have a computer or the internet at home, but she enjoys designing websites at computer club in the afternoon.

Tips for writing a personal profile

- Use affirmative and negative present tenses to give information. Use the correct form of third person singular verbs.
- Make sure the heading matches what you write about.
- Include only good points about the person, not bad points.
- Don't include too much information. Choose a few interesting facts and focus on these.
- Don't give personal information (address or phone number).

An informal email

In an informal email you write an email to a friend or family member about a personal topic.

Example task: Write an informal email about your school to a penfriend from another country.

Get ideas

- Think of three school topics to write about. For example: after-school clubs, uniform, friends.
- Think of a photo you could include in your email. Write notes describing the photo.
- Draw a mind map or write a list of ideas for each topic. For example:



Plan

- Choose the most important ideas from your notes.
- Organise your ideas into three paragraphs.
- Decide where to include the description of your photo.

Beginning Start with an informal greeting, e.g. *Hi / Hello* (name). Then thank your penfriend for their email, e.g. *Thanks for your email! It's nice to hear from you!*

Paragraph 1 Introduction. Describe yourself, e.g. your age and where you live. Write about your first school topic and ask your penfriend a question.

Paragraph 2 Write about your second school topic (and describe the photo). Ask your penfriend a question.

Paragraph 3 Write about your third school topic (and describe the photo). Ask your penfriend a question.

Ending End with an informal phrase, e.g. *Love / Regards* (your name). Write *P.S.* and include any extra information.

Write

Use fixed phrases for informal emails.

Use the present simple to talk about facts and things that always, often, or never happen.

Include examples with *for example*, *like*, or *such as* to give more information.

Include questions for your penfriend about the topics you have chosen. Use question words (*What*, *Who*, etc.).

Use the present continuous to talk about something happening now or to describe a photo.

Use a variety of adjectives to describe clothes.

Use different adjectives to describe character.

Use linking words (*because*, *and*) to write your sentences.

From: f.ahmed@ukmail.com
To: t.souza@brmail.com
Subject: My school

Hi Thiago,

Thanks for your email! It's really interesting to have a new penfriend! ☺

How are you? I'm fifteen and I live in Nottingham, in the UK. I love school because I go to some really fun after-school clubs with my friends. I like keeping fit. For example, I go to tennis club and swimming club every week. What activities do you like doing at school?

Here's a photo of me and my friends, Geeta and Ollie. We're walking home from school in our school uniform. It isn't very pretty or colourful! We're all wearing a white shirt and a dark blue jumper with grey trousers. What do you wear for school?

Geeta and Ollie are brilliant friends. Geeta is really kind and patient – she always has time to help other people. Ollie is very funny and honest – he makes us laugh and always tells us what he thinks! They say I'm the clever one because science and maths are my favourite subjects. Who are your school friends? What are they like?

Write soon!

Freya x

P.S. Send a photo!

Tips for writing an informal email

- Include a subject line with the topic of your email.
- Use contractions (*I'm*, *Here's*, *We're*), not full forms, to make your email sound friendly.
- Use exclamation marks, emojis / emoticons or a kiss (*x*) to make your email friendly.
- Check your use of the word *like* is correct.
- Use P.S. to add a friendly comment or question at the end.

A story from picture prompts

In a story from picture prompts you write a short narrative based on three pictures.

Example task: Look at the three pictures. Write the story shown in the pictures.







Get ideas

- Look at the three pictures and identify the three main events.
- Make three short lists about what you can see in each picture. For example:

Picture 1:
- an older woman finds a wallet in a city centre
- she gives it to a police officer
- there's a young woman there who looks worried

Picture 2:
- the police officer opens the wallet
- it's got a credit card, cash and two tickets
- the young woman is now smiling

Picture 3:
- the two women meet in front of an art gallery
- the young woman gives the older woman a ticket to an art exhibition and some pretty flowers

Plan

- Think about the order in which things happened.
- Organise your ideas into a short story.

Write

Use the past simple to tell the story.

Use time sequencers, e.g. *Firstly / First, Next / Then / After that, Finally / Lastly*, to show the order in which things happened.

Describe what happened in the first picture.

Use linkers, e.g. *so, and, when*, to make your story clear.

Describe what happened in the second picture.

Describe what happened in the third picture.

First, Mrs Lynn found a wallet in the city centre. Then, she took the wallet to a police officer in the street. She saw a young woman who looked very worried next to him. Next, the police officer opened the wallet. There was a credit card, cash and two tickets inside it. Sofia felt very happy when she saw her lost wallet, so she invited Mrs Lynn to the art exhibition. After that, Mrs Lynn met Sofia in front of the art gallery. Lastly, Sofia gave her a ticket and some pretty flowers to say thank you.

Tips for writing a story from picture prompts

- Choose names for the characters in the story.
- Begin the story with where it took place, e.g. *Mrs Lynn found a wallet in the city centre.*
- Include all the information you can to make the story clear.
- Describe the pictures using the correct vocabulary, e.g. *city centre, wallet, police officer, next to, street, credit card, cash, tickets, art exhibition, in front of, art gallery.*

An informal invitation and reply

In an informal invitation, you invite a friend or family member to do something in an email.
In an informal reply you write an email to give your response.

Example task: An invitation to an outdoor concert and your friend's reply.

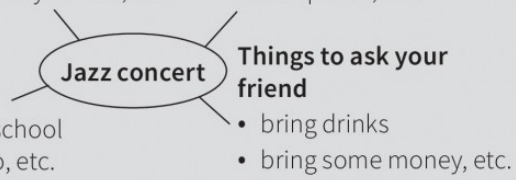
Get ideas

Invitation

- Think of a type of outdoor concert to go to and who to invite.
- Draw a mind map and complete it with your own ideas. For example:

Reply

- Decide if you can go to the concert. If you can't go, think of a reason why.
- Think of a reply to each of your friend's questions and any other information to ask.



Plan

- Organise your ideas into three paragraphs.

Invitation

Beginning Start with an informal greeting, e.g. *Hi / Hello / Hey* (name).

Paragraph 1 Introduction. Explain what the event is and why you're planning it. Give details and invite your friend to come.

Paragraph 2 Give any other information, plans, or predictions. Make any requests for your friend, e.g. *Are you free?*

Paragraph 3 Finish with a fixed phrase and ask for confirmation, e.g. *Hope you can come!*

Ending End with an informal phrase, e.g. *Love / Regards* (your name).

Reply

Beginning Start with an informal greeting, e.g. *Hi / Hello / Hey* (name).

Response Thank your friend for the invite, e.g. Thanks for inviting me! Then accept or say no to the invitation, e.g. *I'll definitely be there!* or *I'm sorry, but I won't be able to come / make it.*

Reply to your friend's questions and ask for any other information OR explain why you can't go to the event.

Ending Include a fixed phrase, e.g. *Looking forward to it!* End the email with an informal phrase, e.g. *Love / Take care* (your name).

Write

Use the present continuous to say what you're doing now and the present simple for facts.

Use the correct future time expressions.

Use *will* to make predictions and guesses about the future. Use *probably*, *certainly*, *definitely* or *I (don't) think* with *will*.

Use *be going to* to talk about plans for the future.

Use fixed expressions to end your email and ask for confirmation.

Use fixed expressions to express thanks.

From: a.egbe@mymail.com
To: ash.singh@msn.com
Subject: Jazz concert

Hi Ash,

It's my birthday in two weeks and I'm planning to celebrate it at the Central Park Jazz Concert on Saturday 19 Feb! It'll be really fun!! Would you like to come? My cousins will be there too. I'm going to book the tickets this weekend. The concert starts at 2 p.m. so we're going to have a picnic there. I'm going to make pizzas and my cousins are going to bring snacks. Can you bring the drinks? There'll probably be some cool T-shirts at the concert, so bring some money! Hope you can make it! Please let me know by this Friday.

Speak soon,

Ade

From: ash.singh@msn.com
To: a.egbe@mymail.com
Subject: Re: Jazz concert

Hey Ade,

I didn't know it was your birthday soon! Thanks for the invitation to the concert! It sounds great and I'd love to come. ☺

I can meet you at 2 p.m. outside Central Park. I'll bring some cola and water, and some money. What time does the concert finish?

Can't wait to see you!

Ash

Tips for writing an invitation and reply

- Use contractions (*It's*, *I'm*, *There'll*), not full forms, to make your email sound friendly.
- Use capital letters for proper nouns (*Central Park*, *Saturday*).

A short note

In a short note you write a quick message to give someone some information.

Example task: Write a short note to a family member to tell them where you are.

Get ideas

- Decide where you are going and who the note is for.
- Think about what information the person needs to know. Write a short list, for example:

note for sister
- where I have gone
- who I am with
- why I'm writing the note
- how to contact me
- what time I'll be home

Plan

- Organise your ideas into short sentences.
- Think of an extra comment or question to add at the end.

Write

Start with the name of the person the note is for.

Write in note form, e.g. *Gone* for *I've gone*, *cinema* for *the cinema* – full sentences aren't necessary.

Use short forms of words, e.g. *&* or *+* for *and*, *no.* for *number*, *probs* for *probably*.

Use contractions, e.g. *battery's*, *can't*, instead of full forms.

End with your name.

Use *P.S.* to add extra information at the end.

Priyanka

Gone to cinema with Pablo & Hugo.

Phone battery's dead – can't find charger!

Text me on: 15 1234 5678 (Pablo's no.)

Probs be home at 7 for dinner.

Manu x

P.S. Is my charger in your bedroom?

Tips for writing a short note

- Keep the note short but clear.
- Write in note form, but check your choice of tenses is correct.
- You can put extra information in brackets.

A description of an event

In a description of an event you describe a past event to a reader.

Example task: Describe a festival or cultural event that you have been to.

Get ideas

- Choose a cultural event that you've been to and think about what makes it special.
- Make notes on where and when it took place and who you were with.
- Make a mind map of the different things you did or saw and choose some adjectives to describe them. For example:



Plan

- Think of a title for your description.
- Think about the order in which things happened.
- Organise your ideas into four paragraphs.

Paragraph 1 Introduction. Explain what the event is, where it takes place and what is special about it in one or two sentences.
Paragraph 2 Say when you went to the event and who was with you. Describe what you did first and give your opinion.
Paragraph 3 Describe what you did next and give your opinion.
Paragraph 4 Describe what you did last and give your opinion of the whole experience.

Write

Use a variety of adjectives and superlative adjectives, e.g. *most important*, *biggest*, to explain why the event is special.

Use the present simple in your introduction to give facts about the event.

Use the past simple to talk about what happened at the event.

Use time sequencers, e.g. *Firstly* / *First*, *Next* / *Then* / *After that*, *Finally* / *Lastly*, to show the order in which things happened.

Use different adjectives to give more details and to show your opinions.

Use verbs for talking about likes and dislikes, e.g. *love*, *hate*, *(not) like*, *can't stand*, to give your opinions.

Explain how your experience ended and how everyone felt.

Use the phrase *I'll never forget* / *I'll always remember* to describe something that was special to you about the event.

The world's biggest carnival

The famous Rio de Janeiro Carnival is an incredible festival and Brazil's most important cultural event. With two million people on the streets each day, it's the biggest carnival in the world.

I went to the Rio Carnival last February with my family and we had a wonderful time. First, we went to the enormous Sambadrome stadium and watched excellent performances by the talented samba dancers.

After that, we went to the pretty Santa Teresa neighbourhood to have something to eat and drink. The streets were very crowded with artists and visitors, so it was easy to get lost. I've never seen so many people! The music was very loud, but I loved the sound of the drums!

Finally, we visited Ipanema Beach to see the beautiful views and more shows. Then, we went back to our hotel. At the end of the day, we were all really hot and tired, but it was an amazing experience. I'll never forget the brilliant songs and colourful costumes!

Tips for describing an event

- Choose an interesting title for your description.
- Include important facts about the event in your introduction, e.g. *two million people on the streets each day.*
- Describe how you felt during and after the event.
- Check your use of time sequencers.
- Use the present perfect with *never* to describe something that surprised you, e.g. *I've never seen so many people!*

= in the Oxford 3000 wordlist
All page numbers refer to the Student's Book

Introduction

An English exam p.4

11	/ɪ'levn/
12	/twelv/
46	/ˌfɔ:ti 'sɪks/
56	/ˌfɪfti 'sɪks/
64	/ˌsɪksti 'fɔ:(r)/
72	/ˌsevnti 'tu:/
88	/ˌeɪti 'eɪt/
99	/ˌnaɪnti 'naɪn/
100	/ˌwʌn 'hʌndrəd/
150	/ˌwʌn ˌhʌndrəd ən 'fɪfti/
China (n)	/'tʃaɪnə/
Chinese (adj)	/ˌtʃaɪ'ni:z/
the Czech Republic (n)	/ðə ˌtʃek rɪ'pʌblɪk/
Czech (adj)	/tʃek/
the UK (n)	/ðə ˌju: 'keɪ/
British (adj)	/'brɪtɪʃ/
France (n)	/frɑ:ns/
French (adj)	/frentʃ/
Hungary (n)	/'hʌŋgəri/
Hungarian (adj)	/hʌŋ'geəriən/
Mexico (n)	/'meksɪkəʊ/
Mexican (adj)	/'meksɪkən/
Peru (n)	/pə'ru:/
Peruvian (adj)	/pə'ru:viən/
Poland (n)	/'pəʊlənd/
Polish (adj)	/'pəʊlɪʃ/
Portugal (n)	/'pɔ:tʃʊgl/
Portuguese (adj)	/ˌpɔ:tʃʊ'gi:z/
Slovakia (n)	/slə'vækiə/
Slovak (adj)	/'sləʊvæk/
Spain (n)	/speɪn/
Spanish (adj)	/'spænɪʃ/
Switzerland (n)	/'swɪtsələnd/
Swiss (adj)	/swɪs/

Everyday objects p.5

blue (adj)	/blu:/
book (n)	/bʊk/
box (n)	/bɒks/
chair (n)	/tʃeə(r)/
diary (n)	/'daɪəri/
drink (n)	/drɪŋk/
fast (adj)	/fɑ:st/
food (n)	/fu:d/
headphones (n)	/'hedfəʊnz/
key (n)	/ki:/
mobile phone (n)	/ˌməʊbaɪl 'fəʊn/
new (adj)	/nju:/
old (adj)	/əʊld/
orange (adj)	/'ɒrɪndʒ/
purple (adj)	/'pɜ:pl/
slow (adj)	/sləʊ/
sunglasses (n)	/'sʌnglɑ:sɪz/
umbrella (n)	/ʌm'brelə/

Families p.6

aunt (n)	/ɑ:nt/
baby (n)	/'beɪbi/
brother (n)	/'brʌðə(r)/
child (n)	/tʃaɪld/
cousin (n)	/'kʌzn/
dad (n)	/dæd/
grandfather (n)	/'grænfɑ:ðə(r)/
grandmother (n)	/'grænmʌðə(r)/
grandparent (n)	/'grænpeərənt/
mum (n)	/mʌm/
only child (n)	/ˌəʊnli 'tʃaɪld/
pet (n)	/pet/
sister (n)	/'sɪstə(r)/
twins (n)	/twɪnz/
uncle (n)	/'ʌŋkl/

School subjects p.7

computer science (n)	/kəmˌpju:tə 'saɪəns/
engineering (n)	/ˌendʒɪ'nɪərɪŋ/
geography (n)	/dʒi'ɒgrəfi/
history (n)	/'hɪstri/
language (n)	/'læŋgwɪdʒ/
maths (n)	/mæθs/
P.E. (n)	/ˌpi: 'i:/
play (v)	/pleɪ/
run (v)	/rʌn/
science (n)	/'saɪəns/
solve (v)	/sɒlv/
technology (n)	/tek'nɒlədʒi/

Unit 1

Real English p.9

awesome (adj)	/'ɔ:səm/
congratulations	/kənˌgrætʃə'leɪʃnz/
don't worry about it	/ˌdəʊnt 'wʌri əˌbaʊt ɪt/
guys (n)	/gaɪz/
lots of	/'lɒts əv/
Why not … ?	/'waɪ nɒt/

Daily routines p.9 and p.112

brush my teeth / hair	/ˌbrʌʃ maɪ ˈtiːθ/ /ˌbrʌʃ maɪ ˈheə(r)/
do my homework	/ˌduː maɪ ˈhəʊmwɜːk/
get up / dressed (phr v)	/ˌget ˈʌp/ /ˌget ˈdrest/
go home / to school / to bed	/ˌgəʊ ˈhəʊm/ /ˌgəʊ tə ˈskuːl/ /ˌgəʊ tə ˈbed/
have a shower / breakfast / lunch / dinner / guitar lessons	/ˌhæv ə ˈʃaʊə(r)/ /ˌhæv ˈbrekfəst/ /ˌhæv ˈlʌntʃ/ /ˌhæv ˈdɪnə(r)/ /ˌhæv gɪˈtɑː ˌlesnz/
relax with my sister	/rɪˌlæks wɪð maɪ ˈsɪstə(r)/
take the bus	/ˌteɪk ðə ˈbʌs/
watch TV / music videos	/ˌwɒtʃ ˌtiː ˈviː/ /ˌwɒtʃ ˈmjuːzɪk ˌvɪdiəʊz/
check your timetable	/ˌtʃek jə ˈtaɪmteɪbl/
drink (v)	/drɪŋk/
eat (v)	/iːt/
get out of bed	/ˌget ˌaʊt əv ˈbed/
get ready for tomorrow	/ˌget ˌredi fə təˈmɒrəʊ/
have a lie-in	/ˌhæv ə ˌlaɪ ˈɪn/
have a rest	/ˌhæv ə ˈrest/
meet my friends	/ˌmiːt maɪ ˈfrendz/
sleep (v)	/sliːp/
study (v)	/ˈstʌdi/
wake up late	/ˌweɪk ˌʌp ˈleɪt/
work (v)	/wɜːk/

Managing your time p.12

daily (adj)	/ˈdeɪli/
homework (n)	/ˈhəʊmwɜːk/
minute (n)	/ˈmɪnɪt/
notes (n)	/nəʊts/
routine (n)	/ruːˈtiːn/
task (n)	/tɑːsk/
week (n)	/wiːk/

Free-time activities p.13 and p.113

design a website	/dɪˌzaɪn ə ˈwebsaɪt/
draw a picture	/ˌdrɔː ə ˈpɪktʃə(r)/
go for a run	/ˌgəʊ fər ə ˈrʌn/
go for a walk	/ˌgəʊ fər ə ˈwɔːk/
learn a language	/ˌlɜːn ə ˈlæŋgwɪdʒ/
listen to music	/ˌlɪsn tə ˈmjuːzɪk/
make a cake	/ˌmeɪk ə ˈkeɪk/
play a board game	/ˌpleɪ ə ˈbɔːd geɪm/
read a comic	/ˌriːd ə ˈkɒmɪk/
ride a bike	/ˌraɪd ə ˈbaɪk/
take a photo	/ˌteɪk ə ˈfəʊtəʊ/
tidy your room	/ˌtaɪdi jə ˈruːm/
check your emails	/ˌtʃek jər ˈiːmeɪlz/
check your social media	/ˌtʃek jə ˌsəʊʃl ˈmiːdiə/
cook your favourite meal	/ˌkʊk jə ˌfeɪvərɪt ˈmiːl/
do yoga	/ˌduː ˈjəʊgə/
go for a coffee	/ˌgəʊ fər ə ˈkɒfi/
go online	/ˌgəʊ ɒnˈlaɪn/
go shopping	/ˌgəʊ ˈʃɒpɪŋ/
go to the library	/ˌgəʊ tə ðə ˈlaɪbrəri/
hang out with your friends	/ˌhæŋ ˌaʊt wɪð jə ˈfrendz/
learn a musical instrument	/ˌlɜːn ə ˌmjuːzɪkl ˈɪnstrəmənt/
listen to a podcast	/ˌlɪsn tu ə ˈpɒdkɑːst/
listen to the radio	/ˌlɪsn tə ðə ˈreɪdiəʊ/
read a book	/ˌriːd ə ˈbʊk/
take it easy	/ˌteɪk ɪt ˈiːzi/
talk to a friend	/ˌtɔːk tu ə ˈfrend/
write a letter	/ˌraɪt ə ˈletə(r)/

Unit 2

Real English p.22

be crazy about	/bi ˈkreɪzi əbaʊt/
just for fun	/ˌdʒʌst fə ˈfʌn/
nice one	/ˈnaɪs wʌn/
pretty (adv)	/ˈprɪti/
run on the spot	/ˌrʌn ɒn ðə ˈspɒt/
work on (phr v)	/ˈwɜːk ɒn/

Crazy about sport p.23 and p.114

athlete (n)	/ˈæθliːt/
dance class (n)	/ˈdɑːns klɑːs/
diving (n)	/ˈdaɪvɪŋ/
fit (adj)	/fɪt/
football (n)	/ˈfʊtbɔːl/
gym (n)	/dʒɪm/
skateboarding (n)	/ˈskeɪtbɔːdɪŋ/
snowboarding (n)	/ˈsnəʊbɔːdɪŋ/
surfing (n)	/ˈsɜːfɪŋ/
swimming (n)	/ˈswɪmɪŋ/
tennis (n)	/ˈtenɪs/
volleyball (n)	/ˈvɒlibɔːl/
windsurfing (n)	/ˈwɪndsɜːfɪŋ/
workout (n)	/ˈwɜːkaʊt/
basketball (n)	/ˈbɑːskɪtbɔːl/
cycling (n)	/ˈsaɪklɪŋ/
fishing (n)	/ˈfɪʃɪŋ/
game (n)	/geɪm/
golf (n)	/gɒlf/
hiking (n)	/ˈhaɪkɪŋ/
hockey (n)	/ˈhɒki/
horse-riding (n)	/ˈhɔːs raɪdɪŋ/
match (n)	/mætʃ/
racket (n)	/ˈrækɪt/
rugby (n)	/ˈrʌgbi/

running (n) /ˈrʌnɪŋ/
skiing (n) /ˈskiːɪŋ/
sport (n) /spɔːt/
table tennis (n) /ˈteɪbl tenɪs/
team (n) /tiːm/

How to eat well p.27 and p.115

apple (n) /ˈæpl/
avocado (n) /ˌævəˈkɑːdəʊ/
banana (n) /bəˈnɑːnə/
bean (n) /biːn/
bread (n) /bred/
broccoli (n) /ˈbrɒkəli/
carrot (n) /ˈkærət/
cheese (n) /tʃiːz/
chicken (n) /ˈtʃɪkɪn/
chocolate (n) /ˈtʃɒklət/
cola (n) /ˈkəʊlə/
egg (n) /eg/
fish (n) /fɪʃ/
ice cream (n) /ˈaɪs kriːm/
lettuce (n) /ˈletɪs/
meat (n) /miːt/
milk (n) /mɪlk/
oil (n) /ɔɪl/
orange (n) /ˈɒrɪndʒ/
pasta (n) /ˈpæstə/
potato (n) /pəˈteɪtəʊ/
rice (n) /raɪs/
strawberry (n) /ˈstrɔːbəri/
tomato (n) /təˈmɑːtəʊ/
water (n) /ˈwɔːtə(r)/
yoghurt (n) /ˈjɒgət/
beefburger (n) /ˈbiːfbɜːgə(r)/
biscuit (n) /ˈbɪskɪt/
butter (n) /ˈbʌtə(r)/
cake (n) /keɪk/
cheesecake (n) /ˈtʃiːzkeɪk/
cheeseburger (n) /ˈtʃiːzbɜːgə(r)/
coffee (n) /ˈkɒfi/
fruit (n) /fruːt/
fruit salad (n) /ˌfruːt ˈsæləd/
honey (n) /ˈhʌni/
jam (n) /dʒæm/
juice (n) /dʒuːs/
lamb (n) /læm/
lemon (n) /ˈlemən/
lunch box (n) /ˈlʌntʃ bɒks/
lunchtime (n) /ˈlʌntʃtaɪm/
melon (n) /ˈmelən/
milk chocolate (n) /ˌmɪlk ˈtʃɒklət/
nut (n) /nʌt/
olive oil (n) /ˌɒlɪv ˈɔɪl/
orange juice (n) /ˈɒrɪndʒ dʒuːs/
salad (n) /ˈsæləd/
sandwich (n) /ˈsænwɪtʃ/
sugar (n) /ˈʃʊgə(r)/
tea (n) /tiː/
toast (n) /təʊst/
vegetable (n) /ˈvedʒtəbl/

Unit 3

Real English p.35

gorgeous (adj) /ˈgɔːdʒəs/
lucky (adj) /ˈlʌki/
Oh no! /ˌəʊ ˈnəʊ/
See you later! /ˌsiː jə ˈleɪtə(r)/
Sorry to interrupt. /ˌsɒri tu ɪntəˈrʌpt/
you see /ˌjuː ˈsiː/

What's your style? p.35 and p.116

beautiful (adj) /ˈbjuːtɪfl/
big (adj) /bɪg/
black (adj) /blæk/
colourful (adj) /ˈkʌləfl/
cream (adj) /kriːm/
dark (adj) /dɑːk/
dress (n) /dres/
hat (n) /hæt/
jacket (n) /ˈdʒækɪt/
jeans (n) /dʒiːnz/
long (adj) /lɒŋ/
pink (adj) /pɪŋk/
pretty (adj) /ˈprɪti/
red (adj) /red/
shirt (n) /ʃɜːt/
shoes (n) /ʃuːz/
short (adj) /ʃɔːt/
skirt (n) /skɜːt/
sock (n) /sɒk/
tie (n) /taɪ/
top (n) /tɒp/
trousers (n) /ˈtraʊzəz/
T-shirt (n) /ˈtiː ʃɜːt/
bag (n) /bæg/
belt (n) /belt/
boots (n) /buːts/
brown (adj) /braʊn/
cap (n) /kæp/

coat (n)	/kəʊt/
gloves (n)	/glʌvz/
green (adj)	/gri:n/
grey (adj)	/greɪ/
jumper (n)	/'dʒʌmpə(r)/
scarf (n)	/skɑ:f/
shorts (n)	/ʃɔ:ts/
swimsuit (n)	/'swɪmsu:t/
trainers (n)	/'treɪnəz/
uniform (n)	/'ju:nɪfɔ:m/
white (adj)	/waɪt/

Being safe online p.38

delete (v)	/dɪ'li:t/
download (v)	/ˌdaʊn'ləʊd/
information (n)	/ˌɪnfə'meɪʃn/
post (v)	/pəʊst/
share (v)	/ʃeə(r)/
social media (n)	/ˌsəʊʃl 'mi:diə/

Describing character p.39 and p.117

brave (adj)	/breɪv/
clever (adj)	/'klevə(r)/
friendly (adj)	/'frendli/
funny (adj)	/'fʌni/
honest (adj)	/'ɒnɪst/
kind (adj)	/kaɪnd/
patient (adj)	/'peɪʃnt/
polite (adj)	/pə'laɪt/
popular (adj)	/'pɒpjələ(r)/
quiet (adj)	/'kwaɪət/
serious (adj)	/'sɪəriəs/
bad (adj)	/bæd/
boring (adj)	/'bɔ:rɪŋ/
brilliant (adj)	/'brɪliənt/
caring (adj)	/'keərɪŋ/
confident (adj)	/'kɒnfɪdənt/
creative (adj)	/kri'eɪtɪv/
friendly (adj)	/'frendli/
good (adj)	/gʊd/
happy (adj)	/'hæpi/
hard-working (adj)	/ˌhɑ:d 'wɜ:kɪŋ/
horrible (adj)	/'hɒrəbl/
interesting (adj)	/'ɪntrəstɪŋ/
noisy (adj)	/'nɔɪzi/
nice (adj)	/naɪs/
organised (adj)	/'ɔ:gənaɪzd/
relaxed (adj)	/rɪ'lækst/
sad (adj)	/sæd/
shy (adj)	/ʃaɪ/

Perfect selfies p.41

eye (n)	/aɪ/
face (n)	/feɪs/
hair (n)	/heə(r)/
skin (n)	/skɪn/
straight (adj)	/streɪt/
wavy (adj)	/'weɪvi/

Unit 4

Come on in p.49 and p.118

balcony (n)	/'bælkəni/
bathroom (n)	/'bɑ:θru:m/
bedroom (n)	/'bedru:m/
clean (adj)	/kli:n/
comfortable (adj)	/'kʌmftəbl/
cupboard (n)	/'kʌbəd/
dining room (n)	/'daɪnɪŋ ru:m/
dirty (adj)	/'dɜ:ti/
flat (n)	/flæt/
floor (n)	/flɔ:(r)/
fridge (n)	/frɪdʒ/
hall (n)	/hɔ:l/
huge (adj)	/hju:dʒ/
kitchen (n)	/'kɪtʃɪn/
large (adj)	/lɑ:dʒ/
living room (n)	/'lɪvɪŋ ru:m/
narrow (adj)	/'nærəʊ/
oven (n)	/'ʌvn/
sink (n)	/sɪŋk/
small (adj)	/smɔ:l/
sofa (n)	/'səʊfə/
basin (n)	/'beɪsn/
bath (n)	/bɑ:θ/
bed (n)	/bed/
bin (n)	/bɪn/
cooker (n)	/'kʊkə(r)/
desk (n)	/desk/
dishwasher (n)	/'dɪʃwɒʃə(r)/
door (n)	/dɔ:(r)/
furniture (n)	/'fɜ:nɪtʃə(r)/
lamp (n)	/læmp/
shower (n)	/'ʃaʊə(r)/
stairs (n)	/steəz/
table (n)	/'teɪbl/
toilet (n)	/'tɔɪlət/
washing machine (n)	/'wɒʃɪŋ məʃi:n/
window (n)	/'wɪndəʊ/

Real English p.49

Check it out. (phr v)	/ˌtʃek ɪt 'aʊt/
Come on in. (phr v)	/ˌkʌm ɒn 'ɪn/
guess (v)	/ges/
hang on (phr v)	/ˌhæŋ 'ɒn/
I'm not a fan of	/aɪm ˌnɒt ə 'fæn əv/
not too bad	/ˌnɒt ˌtu: 'bæd/

Places in the world p.53 and p.119

busy square	/ˌbɪzi 'skweə(r)/
deep ocean	/ˌdi:p 'əʊʃn/
dry desert	/ˌdraɪ 'dezət/
famous beaches	/ˌfeɪməs 'bi:tʃɪz/
island (n)	/'aɪlənd/
large, ancient lake	/ˌlɑ:dʒ ˌeɪnʃənt 'leɪk/
longer river	/ˌlɒŋgə 'rɪvə(r)/
modern architecture	/ˌmɒdn 'ɑ:kɪtektʃə(r)/
rainforest (n)	/'reɪnfɒrɪst/
tall building	/ˌtɔ:l 'bɪldɪŋ/
thick forest	/ˌθɪk 'fɒrɪst/
wide street	/ˌwaɪd 'stri:t/
bank (n)	/bæŋk/
car park (n)	/'kɑ: pɑ:k/
cinema (n)	/'sɪnəmə/
city (n)	/'sɪti/
coast (n)	/kəʊst/
countryside (n)	/'kʌntrisaɪd/
field (n)	/fi:ld/
hill (n)	/hɪl/
hospital (n)	/'hɒspɪtl/
restaurant (n)	/'restrɒnt/
road (n)	/rəʊd/
shop (n)	/ʃɒp/
stream (n)	/stri:m/
supermarket (n)	/'su:pəmɑ:kɪt/
valley (n)	/'væli/
village (n)	/'vɪlɪdʒ/
waterfall (n)	/'wɔ:təfɔ:l/
wood (n)	/wʊd/

Unit 5

Real English p.61

all over the place	/ɔ:l 'əʊvə ðə ˌpleɪs/
all kinds of	/ɔ:l 'kaɪndz əv/
be into	/bi 'ɪntu/
Big mistake!	/'bɪg mɪˌsteɪk/
don't miss	/ˌdəʊnt 'mɪs/

I'm into art p.61 and p.120

concert (n)	/'kɒnsət/
crowded street	/ˌkraʊdɪd 'stri:t/
cultural event	/ˌkʌltʃərəl ɪ'vent/
drum (n)	/drʌm/
exhibition (n)	/ˌeksɪ'bɪʃn/
festival (n)	/'festɪvl/
hip-hop (n)	/'hɪp hɒp/
incredible artist	/ɪnˌkredəbl 'ɑ:tɪst/
painting (n)	/'peɪntɪŋ/
rock (n)	/rɒk/
screen (n)	/skri:n/
show (n)	/ʃəʊ/
street theatre (n)	/'stri:t θɪətə(r)/
act (v)	/ækt/
art gallery (n)	/'ɑ:t gæləri/
ballet (n)	/'bæleɪ/
band (n)	/bænd/
classical music (n)	/ˌklæsɪkl 'mju:zɪk/
dance (v)	/dɑ:ns/
film star (n)	/'fɪlm stɑ:(r)/
jazz (n)	/dʒæz/
movie (n)	/'mu:vi/
opera (n)	/'ɒprə/
paint (v)	/peɪnt/
painter (n)	/'peɪntə(r)/
pop music (n)	/'pɒp mju:zɪk/
sing (v)	/sɪŋ/
singer (n)	/'sɪŋə(r)/
story (n)	/'stɔ:ri/
ticket (n)	/'tɪkɪt/

Street art p.63

empty (adj)	/'empti/
homeless (adj)	/'həʊmləs/
wild (adj)	/waɪld/

Researching and evaluating information p.64

author (n)	/'ɔ:θə(r)/
evaluate (v)	/ɪ'væljueɪt/
high-quality (adj)	/ˌhaɪ 'kwɒləti/
purpose (n)	/'pɜ:pəs/
research (v)	/rɪ'sɜ:tʃ/
source (n)	/sɔ:s/

Entertainment p.65 and p.121

boring character	/ˌbɔ:rɪŋ 'kærəktə(r)/
brilliant song	/ˌbrɪliənt 'sɒŋ/
excellent performance	/ˌeksələnt pə'fɔ:məns/

loud rock music	/ˌlaʊd ˈrɒk ˌmjuːzɪk/
nothing special	/ˌnʌθɪŋ ˈspeʃl/
original film	/əˈrɪdʒənl fɪlm/
review (n)	/rɪˈvjuː/
romantic ending	/rəʊˌmæntɪk ˈendɪŋ/
terrible acting	/ˌterəbl ˈæktɪŋ/
TV series (n)	/ˌtiː ˈviː ˌsɪəriːz/
wonderful show	/ˌwʌndəfl ˈʃəʊ/
all right (adj)	/ɔːl ˈraɪt/
awful (adj)	/ˈɔːfl/
beginning (n)	/bɪˈgɪnɪŋ/
cool (adj)	/kuːl/
dangerous (adj)	/ˈdeɪndʒərəs/
end (n)	/end/
exciting (adj)	/ɪkˈsaɪtɪŋ/
great (adj)	/greɪt/
have a cup of tea	/ˌhæv ə ˌkʌp əv ˈtiː/
have fun	/ˌhæv ˈfʌn/
long (adj)	/lɒŋ/
marvellous (adj)	/ˈmɑːvələs/
middle (n)	/ˈmɪdl/
relaxing (adj)	/rɪˈlæksɪŋ/
short (adj)	/ʃɔːt/
take care	/ˌteɪk ˈkeə(r)/
take a picture	/ˌteɪk ə ˈpɪktʃə(r)/
unusual (adj)	/ʌnˈjuːʒuəl/

Unit 6

Real English p.75

chat face to face	/ˌtʃæt ˌfeɪs tə ˈfeɪs/
couldn't wait to go online	/ˌkʊdnt ˈweɪt tə ˌgəʊ ɒnˈlaɪn/
digital detox (n)	/ˌdɪdʒɪtl ˈdiːtɒks/
feel left out	/ˌfiːl ˌleft ˈaʊt/
Nightmare!	/ˈnaɪtmeə(r)/
phone zombie (n)	/ˈfəʊn ˌzɒmbi/

Phone zombies p.75 and p.122

battery (n)	/ˈbætəri/
Bluetooth speaker (n)	/ˈbluːtuːθ ˌspiːkə(r)/
check your messages	/ˌtʃek jə ˈmesɪdʒɪz/
digital devices	/ˌdɪdʒɪtl dɪˈvaɪsɪz/
laptop (n)	/ˈlæptɒp/
music library (n)	/ˈmjuːzɪk laɪbrəri/
post on group chats	/ˌpəʊst ɒn ˈgruːp ˌtʃæts/
scroll through	/ˈskrəʊl ˌθruː/
text (v)	/tekst/
turn off (phr v)	/ˌtɜːn ˈɒf/
turn on (phr v)	/ˌtɜːn ˈɒn/
app (n)	/æp/
click (v)	/klɪk/
computer (n)	/kəmˈpjuːtə(r)/
email (n)	/ˈiːmeɪl/
internet (n)	/ˈɪntənet/
keyboard (n)	/ˈkiːbɔːd/
message (n)	/ˈmesɪdʒ/
password (n)	/ˈpɑːswɜːd/
phone (n)	/fəʊn/
radio (n)	/ˈreɪdiəʊ/
record (v)	/rɪˈkɔːd/
save (v)	/seɪv/
shut down (phr v)	/ˌʃʌt ˈdaʊn/
smartphone (n)	/ˈsmɑːtfəʊn/
type (v)	/taɪp/

Goodbye to technology p.77

a simple life	/ə ˈsɪmpl ˌlaɪf/
community (n)	/kəˈmjuːnəti/
modern technology	/ˌmɒdn tekˈnɒlədʒi/
the environment (n)	/ðiː ɪnˈvaɪrənmənt/

Everyday items p.79 and p.123

bank card (n)	/ˈbæŋk kɑːd/
cash (n)	/kæʃ/
charger (n)	/ˈtʃɑːdʒə(r)/
comb (n)	/kəʊm/
dictionary (n)	/ˈdɪkʃənri/
digital camera (n)	/ˌdɪdʒɪtl ˈkæmrə/
make-up (n)	/ˈmeɪk ʌp/
mirror (n)	/ˈmɪrə(r)/
wallet (n)	/ˈwɒlɪt/
water bottle (n)	/ˈwɔːtə ˌbɒtl/
backpack (n)	/ˈbækpæk/
calculator (n)	/ˈkælkjuleɪtə(r)/
clock (n)	/klɒk/
cup (n)	/kʌp/
glass (n)	/glɑːs/
glasses (n)	/ˈglɑːsɪz/
hairbrush (n)	/ˈheəbrʌʃ/
ID card (n)	/ˌaɪ ˈdiː kɑːd/
knife (n)	/naɪf/
newspaper (n)	/ˈnjuːzpeɪpə(r)/
notebook (n)	/ˈnəʊtbʊk/
paper (n)	/ˈpeɪpə(r)/
pen (n)	/pen/
pencil (n)	/ˈpensl/
plate (n)	/pleɪt/
purse (n)	/pɜːs/
scissors (n)	/ˈsɪzəz/
toothbrush (n)	/ˈtuːθbrʌʃ/

Unit 7

Real English p.87

dream big (phrase)	/ˌdriːm ˈbɪg/
kid (n)	/kɪd/
like (n)	/laɪk/
living the dream (idm)	/ˌlɪvɪŋ ðə ˈdriːm/
not anytime soon (phrase)	/ˌnɒt ˌenitaɪm ˈsuːn/
not at all (phrase)	/ˌnɒt ət ˈɔːl/

Dream big p.87 and p.124

become a manager	/bɪˌkʌm ə ˈmænɪdʒə(r)/
become an actor	/bɪˌkʌm ən ˈæktə(r)/
become famous	/bɪˌkʌm ˈfeɪməs/
become rich	/bɪˌkʌm ˈrɪtʃ/
earn some money	/ˌɜːn səm ˈmʌni/
get a degree	/ˌget ə dɪˈgriː/
go to university	/ˌgəʊ tə ˌjuːnɪˈvɜːsəti/
learn to cook	/ˌlɜːn tə ˈkʊk/
learn to drive	/ˌlɜːn tə ˈdraɪv/
save some money	/ˌseɪv səm ˈmʌni/
share a house	/ˌʃeər ə ˈhaʊs/
work for	/ˈwɜːk fə(r)/
do a course	/ˌduː ə ˈkɔːs/
get a better phone	/ˌget ə ˌbetə ˈfəʊn/
get a good job	/ˌget ə ˌgʊd ˈdʒɒb/
get married	/ˌget ˈmærid/
have a big family	/ˌhæv ə ˌbɪg ˈfæməli/
have children	/ˌhæv ˈtʃɪldrən/
leave home	/ˌliːv ˈhəʊm/
leave school	/ˌliːv ˈskuːl/
live in a different country	/ˌlɪv ɪn ə ˌdɪfrənt ˈkʌntri/
move to a new school	/ˌmuːv tu ə ˌnjuː ˈskuːl/
pass an exam	/ˌpɑːs ən ɪgˈzæm/
play for a team	/ˌpleɪ fər ə ˈtiːm/
start my own business	/ˌstɑːt maɪ ˌəʊn ˈbɪznəs/
take up a hobby	/ˌteɪk ˌʌp ə ˈhɒbi/
travel around the world	/ˌtrævl əˌraʊnd ðə ˈwɜːld/
write a book	/ˌraɪt ə ˈbʊk/

Career choices p.91 and p.125

businessperson (n)	/ˈbɪznəspɜːsn/
dentist (n)	/ˈdentɪst/
designer (n)	/dɪˈzaɪnə(r)/
doctor (n)	/ˈdɒktə(r)/
engineer (n)	/ˌendʒɪˈnɪə(r)/
farmer (n)	/ˈfɑːmə(r)/
IT technician (n)	/ˌaɪ ˈtiː tekˌnɪʃn/
journalist (n)	/ˈdʒɜːnəlɪst/
lawyer (n)	/ˈlɔɪə(r)/
manager (n)	/ˈmænɪdʒə(r)/
nurse (n)	/nɜːs/
pilot (n)	/ˈpaɪlət/
police officer (n)	/pəˈliːs ɒfɪsə(r)/
teacher (n)	/ˈtiːtʃə(r)/
bus driver (n)	/ˈbʌs draɪvə(r)/
chef (n)	/ʃef/
cleaner (n)	/ˈkliːnə(r)/
factory worker (n)	/ˈfæktri wɜːkə(r)/
office worker (n)	/ˈɒfɪs wɜːkə(r)/
photographer (n)	/fəˈtɒgrəfə(r)/
shop assistant (n)	/ˈʃɒp əsɪstənt/
waiter (n)	/ˈweɪtə(r)/
architect (n)	/ˈɑːkɪtekt/
boss (n)	/bɒs/
builder (n)	/ˈbɪldə(r)/
cook (n)	/kʊk/
hairdresser (n)	/ˈheədresə(r)/
programmer (n)	/ˈprəʊgræmə(r)/
personal assistant (n)	/ˌpɜːsənl əˈsɪstənt/
receptionist (n)	/rɪˈsepʃənɪst/

Unit 8

Real English p.101

a bit (adv)	/ə ˈbɪt/
actually (adv)	/ˈæktʃuəli/
now it's my turn	/ˌnaʊ ɪts ˈmaɪ ˌtɜːn/
over to you	/ˌəʊvə tə ˈjuː/
see all the sights	/ˌsiː ɔːl ðə ˈsaɪts/
Where to go?	/ˌweə tə ˈgəʊ/

Getting around p.101 and p.126

amazing view	/əˌmeɪzɪŋ ˈvjuː/
boat trip (n)	/ˈbəʊt trɪp/
by car	/baɪ ˈkɑː(r)/
catch a flight	/ˌkætʃ ə ˈflaɪt/
city break (n)	/ˈsɪti breɪk/
by coach (phrase)	/baɪ ˈkəʊtʃ/
on foot (phrase)	/ɒn ˈfʊt/
by plane (phrase)	/baɪ ˈpleɪn/
public transport (n)	/ˌpʌblɪk ˈtrænspɔːt/
short journey (phrase)	/ˌʃɔːt ˈdʒɜːni/
by taxi (phrase)	/baɪ ˈtæksi/
by tram (phrase)	/baɪ ˈtræm/
underground system (n)	/ˈʌndəgraʊnd ˌsɪstəm/

airport (n)	/ˈeəpɔːt/
bike (n)	/baɪk/
bus (n)	/bʌs/
bus stop (n)	/ˈbʌs stɒp/
drive (v)	/draɪv/
get lost	/ˌget ˈlɒst/
late (adj)	/leɪt/
on time	/ˌɒn ˈtaɪm/
platform (n)	/ˈplætfɔːm/
seat (n)	/siːt/
soon (adv)	/suːn/
station (n)	/ˈsteɪʃn/
the way (n)	/ðə ˈweɪ/
ticket (n)	/ˈtɪkɪt/
train (n)	/treɪn/
walk (v)	/wɔːk/

Holidays and places to stay p.105 and p.127

adventure holiday (n)	/ədˈventʃə hɒlədeɪ/
all-inclusive (adj)	/ˌɔːl ɪnˈkluːsɪv/
arrange (v)	/əˈreɪndʒ/
available (adj)	/əˈveɪləbl/
book (v)	/bʊk/
camping (n)	/ˈkæmpɪŋ/
campsite (n)	/ˈkæmpsaɪt/
guest house (n)	/ˈgest haʊs/
guest (n)	/gest/
pack (v)	/pæk/
reception (n)	/rɪˈsepʃn/
tent (n)	/tent/
tour guide (n)	/ˈtɔː gaɪd/
accommodation (n)	/əˌkɒməˈdeɪʃn/
apartment (n)	/əˈpɑːtmənt/
beach holiday (n)	/ˈbiːtʃ hɒlədeɪ/
bed (n)	/bed/
day trip (n)	/ˈdeɪ trɪp/
fly (v)	/flaɪ/
hotel (n)	/həʊˈtel/
passport (n)	/ˈpɑːspɔːt/
pool (n)	/puːl/
problem (n)	/ˈprɒbləm/
reservation (n)	/ˌrezəˈveɪʃn/
room (n)	/ruːm/
sea (n)	/siː/
suitcase (n)	/ˈsuːtkeɪs/
summer holiday (n)	/ˌsʌmə ˈhɒlədeɪ/
visitor (n)	/ˈvɪzɪtə(r)/
youth hostel (n)	/ˈjuːθ hɒstl/

A travel photographer p.107

be full of emotion	/biˌfʊl əv ɪˈməʊʃn/
become successful	/bɪˌkʌm səkˈsesfl/
get to know the people	/ˌget təˌnəʊ ðə ˈpiːpl/
the best decision he has ever made	/ðəˌbest dɪˌsɪʒn hi həzˌevə ˈmeɪd/

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