OXFORD



LIFE VISION

Workbook

B1

Intermediate

Neil Wood and Lynne White

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Guide for Classroom Presentation Tool

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Climate change and school

1 Complete the rules with *simple* or *continuous*.

1 We use the present _____ to talk about …
   A our lives and things we do every day, week, etc.
   B how we think or feel about something.
2 We use the present _____ to talk about …
   A things that are happening now.
   B things that are happening around now (today, this week, etc.).

2 Choose the correct alternative. Then match to the rules (1A, 1B, 2A or 2B) in Ex 1.

1 Siri **works** / **is working** very hard at the moment. ___
2 We **travel** / **are travelling** to school by bus every day. ___
3 'Where's Jamal?' 'He **writes** / **is writing** an essay in his bedroom.' ___
4 'Whose bag is that?' 'I think it **belongs** / **is belonging** to Amy.' ___
5 Every year, some students **fail** / **are failing** their exams because they **don't revise** / **aren't revising**. ___
6 A **Do you like** / **Are you liking** netball, Anya? ___
   B No, it's boring. I **prefer** / **are preferring** basketball. ___
7 Our science lessons are always interesting – this week we **study** / **are studying** the water cycle. ___
8 Nasser **wants** / **is wanting** to be a climate scientist when he grows up. ___



3 Complete the interview with the present simple or present continuous form of the verb in brackets.

A So Tariq, what [1]_____ (think) of your new classroom? Having your lessons on a boat seems strange.
B It is a bit strange, but I [2]_____ (like) it. Going to school on a boat is really cool.
A [3]_____ (understand) why the boat is necessary?
B Yes, of course. It's because of climate change. We [4]_____ (learn) about it in our science class this week. The climate [5]_____ (change) and it means there is more water in the river. So we can't get to school by road.
A What is it like to study on a boat?
B It's exciting. At first it was strange, but now it [6]_____ (get) easier. It [7]_____ (have) desks, chairs and whiteboards – just like a normal school. And there are exams soon. Sometimes I [8]_____ (forget) I'm on a boat.
A [9]_____ (work) hard for your exams?
B Yes, I [10]_____ (revise) for my exams at the moment. I [11]_____ (want) to go to university and study climate science, and I [12]_____ (know) it's important to get good grades at school.

4 Choose the correct alternative: A or B.

1 I _____ that climate change is a big problem.
   A believe B am believing
2 We _____ about 20th-century history at the moment.
   A learn B are learning
3 Whose is that book? It _____ to me.
   A doesn't belong B isn't belonging
4 You _____ good grades to get into university.
   A need B are needing
5 The weather is bad this week so we _____ sport.
   A don't play B aren't playing
6 I can't chat now, I _____ for a test tomorrow.
   A revise B am revising

5 Match 1–8 to A–H.

1 assignment ___
2 secondary ___
3 term ___
4 degree ___
5 grade ___
6 primary ___
7 canteen ___
8 pass ___

A the school that children under 12 years old go to.
B a mark you get for a piece of work (e.g. A, B, etc.).
C the school that teenagers go to.
D the place in a school where people buy and eat their lunch.
E be successful in an exam or test.
F what you get after a successful course at university.
G one of three parts of the year at school or university.
H a piece of work you have to do for your studies.

6 Match the words below to the <u>underlined</u> words in the sentences.

essay fail progress qualifications
revise technology

1 When she finishes this course she hopes to <u>move up</u> to the next level. _____
2 It's important to <u>read your notes again</u> before an exam so you remember everything. _____
3 We have to complete one <u>short piece of writing on a particular subject</u> every week. _____
4 You can't be a doctor if you don't have the right <u>exam results</u>. _____
5 If you get less than 50%, then you will <u>not be successful</u> in the test. _____
6 Our school uses solar panels to power all the <u>computers, printers and phones</u>. _____

7 Complete the questions with the verbs in brackets. Then write answers that are true for you.

1 Which subjects _____ you _____ at school this term? (study)
_____
2 What technology _____ you often _____ for studying? (use)
_____
3 What _____ you _____ to do after you finish school? (want)
_____
4 Why _____ you _____ so hard at the moment? (work)
_____

Time flies!

1 Match 1–8 to A–H.

1 Sam's parents got ___
2 Gina was in her early ___
3 Jacob dresses like he's middle- ___
4 Bill and Anna started ___
5 Simran and Julia are going to celebrate ___
6 She lives in the UK now, but she grew ___
7 My father was ___
8 Starting a new career in your late ___

A aged, but he's actually quite young.
B their wedding anniversary with a big party.
C married in a church in London.
D up in Poland.
E born in 1975.
F a family in their twenties.
G thirties can be quite difficult.
H twenties when she qualified as a doctor.

2 Match the words below to the underlined words in the sentences.

childhood elderly mid-seventies
only child relatives twins

1 My mum has to look after her parents because they are both quite old. _____
2 She comes from a big family so she has a lot of aunts, uncles and cousins. _____
3 Ali has lots of friends but he has no brothers or sisters. _____
4 Susy and Nicola are sisters who were born on the same day and look like each other. _____
5 My grandmother is about 74 or 75. _____
6 He spent the years until he was eighteen living in the US. _____

3 Complete the text with the words and phrases below.

celebrate childhood early twenties elderly
got married grew up mid-nineties middle-aged
only child relatives start a family was born

My grandmother [1]_____ in the 1930s, so she's in her [2]_____ now. However, she's still healthy and active, and she seems happy. She [3]_____ on a farm in England where her father was the farm manager. She was an [4]_____ and she spent most of her [5]_____, when she wasn't at school, outside with her dogs. As a young woman, in her [6]_____, she moved to London to work in the health service. There, she met my grandfather. He was already [7]_____, older than her, but they fell in love and [8]_____ in 1959. They decided to [9]_____ immediately, and soon had a daughter and son – the son was my father. My grandmother always seems happy – she likes being [10]_____. She says she enjoys every day, and in a few years' time she hopes to [11]_____ her 100th birthday with all her [12]_____.

4 Match 1–5 to A–E.

1 There's **a** new student in our class this term. ___
2 They live in a small village. **The** village is in Devon. ___
3 **Children** grow up very quickly these days! ___
4 **The** weather has been very bad recently. ___
5 Sarah's father is **an** engineer and her mother is a teacher. ___

We use *a / an* …
A when we talk about something or someone for the first time.
B to say what someone's job is.
We use *the* …
C when we talk about something or someone we talked about before.
D when it's clear what / who we are talking about, or when there is only one person or thing.
We use no article (–) …
E to talk about members of a group in general.

5 Complete the dialogue with *a / an*, *the* or – (no article).

A Are you playing [1]_____ video game?
B No, I'm just looking for something on [2]_____ internet.
A What are you looking for?
B Well, you know I like [3]_____ history? Well, I found [4]_____ website that helps you research [5]_____ history of your family.
A OK. And have you found anything interesting?
B I found an article about my grandfather. He was [6]_____ athlete and he competed for [7]_____ Britain in [8]_____ Olympic Games.
A Wow. Amazing. Did he win [9]_____ medal?
B I don't know – [10]_____ article doesn't say.

6 Complete the questions with the correct article (*a / an*, *the* or -). Then write an answer for each question.

1 Do you have _____ favourite relative?
_____
2 Which _____ anniversaries do people in your family celebrate?
_____
3 What is _____ best thing about being _____ only child?
_____
4 Would you like to be _____ twin? Why?
_____



Use conditionals and talk about becoming an adult.

GRAMMAR BOOSTER SB P130

If I was eighteen ...

1 Remember the expressions from the Student's Book. Match 1–8 to A–H.

Verb	Object
1 get ___	A 18
2 go ___	B your own business
3 open ___	C a credit card
4 pay ___	D a new hobby
5 run ___	E abroad
6 start ___	F bills
7 take up ___	G a bank account
8 turn ___	H a marathon

2 Choose the correct alternative.

1 A What will you do if you **pass** / **start** your final exams?
B I'll **apply** / **get** to university. I want to study economics.
2 C If you **got** / **opened** a job, would you live with your parents?
D No, I'd **leave** / **run** home and **pay** / **rent** a flat.
3 E Hey, Dani, I hear you've started driving lessons.
F Yes. If you **get** / **pass** your driving licence you can **be** / **go** independent – if you have a car!

3 Complete the social media post and comments with expressions from Ex 1 and 2. Then think about which comment you agree with most and why.



LOUIS

Hey, guys. This year, I'll [1] _____ and in the summer I'll leave school. The problem is, I can't decide what to do next. What's your advice?



MEL > LOUIS

Right now, keep studying. If you [2] _____, you'll have some qualifications and that means you have choices. If you enjoy studying, why not [3] _____? If you [4] _____ and go to another town to study, this is usually when you have to [5] _____ for the first time. It's a good idea to [6] _____ and check it regularly, so you know how much money you have.



JACOB > LOUIS

If I were you, I'd start working as soon as you leave school. If you do that, you can [7] _____ rather than living with your parents. You can [8] _____ with friends, or live on your own. Some jobs involve driving, so try to [9] _____ as soon as you can. If you don't want to work for someone else, you can always [10] _____.



NIAMH > LOUIS

Why not take a gap-year? A lot of people travel after they finish school, so you could [11] _____. If you wanted to work, I'm sure you could [12] _____ teaching English, or working in a restaurant or hotel. If you didn't want to travel, you could [13] _____, or do some volunteering.

4 Complete the rules with *first*, *second* or *zero*. Then match each rule to two of the sentences in Ex 5.

1 We use the _____ conditional to talk about situations that are not real or unlikely. ___ ___
2 We use the _____ conditional to talk about causes and results that are always true. ___ ___
3 We use the _____ conditional to talk about possible events and their results. ___ ___

5 Choose the correct alternative: A or B.

1 If you ___ abroad, where would you like to visit?
A will go B went
2 If I get my driving licence, I ___ ask my dad to buy me a car.
A will B would
3 If you ___ to get into university, you have to study hard.
A want B wanted
4 What will you do if you ___ find a job?
A didn't B don't
5 I'd leave home if I ___ enough money to rent a flat.
A had B have
6 If I ___ busy, I get bored.
A am not B was not

6 Write a sentence beginning with *If* that has the same meaning as the first sentence.

1 I hope I pass my exams, because I want to apply to university to study maths.
If I _____
2 You want to speak English fluently? Then you have to practise every day.
If you _____
3 We can't afford to rent a flat, so we live with our parents.
If we _____
4 I want to get a job next summer, then I can save enough money to go abroad.
If I _____
5 She's not an only child, so she's not lonely.
If _____
6 Customers who open a bank account with this new bank also get a credit card.
If you _____

7 Use the notes and the word in brackets to write questions. Then write an answer for each question.

1 Where / you go / go abroad /next summer? (will)
_____
_____
2 You / apply to university / which subject / you study? (would)
_____
_____
3 What job / you do / could do / anything? (would)
_____
_____
4 You / fail your final exams / what / you do? (will)
_____
_____

Helping

1 Match 1–8 to A–H.

1 Dinner is almost ready – can you ___
2 It's Ella's birthday and her brother is ___
3 If you want to help, you can use this cloth to ___
4 After she's finished the washing, I always ___
5 Take these dirty clothes downstairs and ___
6 The cooker is really dirty – you need to ___
7 Can you take this brush and ___
8 Your bookcase needs cleaning – shall I ___

A dry the dishes.
B load the washing machine.
C clean it.
D dust the shelves?
E lay the table, please?
F sweep the floor, please?
G decorating a cake for her.
H iron the clothes.

2 Nina and Otto's parents are going away for the weekend. Their mum has written some instructions for them. Choose the correct alternative to complete the instructions.

You don't have to do all the [1]***dishes / housework,*** *but here are some jobs you can help with.*

First, [2]***clear / empty*** *the washing machine and put your clothes in the dryer. When they are dry,* [3]***clean / fold*** *your clothes and* [4]***put them away / take them out.***

After you finish eating, please make sure you [5]***clear / lay*** *the table and* [6]***load / wash*** *the dishes. Please* [7]***clean / make*** *your bed every morning as usual, and* [8]***wash / tidy*** *your bedroom.*

On Sunday evening, you need to [9]***clean / take*** *out the rubbish. And it's going to be very hot, so please don't forget to* [10]***wash / water*** *the plants!*

Have a great weekend and we'll see you on Monday.

Love, Mum and Dad.

3 Complete the comments with the correct verb.



Sam My brother and I always have to [1]_____ our beds before school. Our parents are always telling us to [2]_____ our bedrooms, and if we don't, sometimes they get angry and shout at us to [3]_____ our clothes away.



Lyra We're a big family so I sometimes help with the washing. I help to [4]_____ the washing machine and then [5]_____ it when the clothes are clean. Sometimes my mum asks me to help her [6]_____ the clothes, but she always [7]_____ them herself.

4 Choose the correct alternative.

1 You **don't need to** / **need to** learn how to iron your own clothes if you want to be independent.
2 In some families, the kids **don't have to** / **mustn't** help with the housework.
3 I **must** / **mustn't** remember to water the plants or they'll die.
4 Most of my friends **have to** / **don't need to** make their beds and tidy their rooms – their parents ask them to.
5 My mum says I **don't have to** / **mustn't** message my friends until I've finished my homework.
6 You **don't need to** / **mustn't** use your smartphone in class.
7 You **don't need to** / **need to** take out the rubbish – I've already done it.

5 Match the sentences in Ex 4 (1–7) to the meanings.

A It's necessary to do this. ___ ___
B It's not necessary to do this. ___ ___
C I think this is really important. ___
D Don't do it! ___ ___

6 Complete the sentences with the correct form of *have to, must* or *need to*, and one of the verbs below. More than one answer is sometimes possible.

do forget get up go out
make phone wear write

1 A Do you want me to help with the dishes after supper?
B No, you _____ that. I can load the dishwasher myself.
2 My mum works late on Thursdays, so I _____ supper for me and my sister.
3 If you ride your bike on the road, you _____ a cycle helmet – it's dangerous not to wear one.
4 Your parents are worried about you – you _____ them and tell them you are OK.
5 It's my sister's birthday on Friday – I _____ to buy her a present.
6 I don't live near the school, so I _____ early if I want to be on time.
7 You _____ a long reply to my email – just send a text.
8 Your room is really messy – you _____ until you have tidied it.



Jenny My sister and I usually help our parents at supper time. While my dad cooks, one of us [8]_____ the table so it looks nice. Then afterwards, we both [9]_____ the table. Then I usually [10]_____ the dishes and my sister [11]_____ them and puts them away.



Oscar In our house, Saturday morning is when the whole family [12]_____ the housework. I don't mind it when I have to [13]_____ the floor or [14]_____ the shelves, but the worst job is if I have to [15]_____ the cooker. When we've finished, I usually [16]_____ the rubbish and put it in the bin.

1 That's entertainment



1 a What can you remember about the vlog? Complete the summary with the correct form of the words from the Student's Book lesson.

In the vlog, Yasmin says they have stopped playing video [1]g_____ and instead are playing social deduction puzzles. These are games you play with a pack of cards. Each card has a different situation. The [2]r_____ are quite simple to follow. The players take [3]t_____ to present a situation. The [4]c_____ for the other players is to [5]g_____ what happened by asking questions. They get some [6]c_____ to help them, but they have to use their [7]s_____ to find the [8]s_____. This makes it difficult to [9]c_____. However, the game can still get quite [10]c_____.

b 1.01 Watch or listen again. Check your answers.

2 Choose the correct alternative.

1 My favourite kind of **challenge / competitive** is playing video games.
2 Speaking a foreign language is a useful **skill / solution**.
3 In chess, the player with white pieces is the first to **make a move / take turns**.
4 If you **cheat / guess** in a test or exam, you will fail.
5 In a crossword puzzle, you have to follow the **clues / rules** to work out the answer.
6 If you don't know the answer, just **cheat / guess**.
7 Thousands of people **take part / take turns** in online games every day.
8 If you can't work out the answer, don't **give up / make a move** – keep trying.

3 Match 1–4 to A–D.

1 Amy always wants to win, ___
2 It's important to take turns ___
3 Asking questions can help you ___
4 Karl is very good at this game ___

A so I'm happy to have him as a teammate.
B to find the solution to a puzzle.
C because she's very competitive.
D and not all speak at the same time.

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

challenges competitive entertainment follow the rules move part puzzle skills solution teammates turns

Posted 4 hours ago

After school, my friends and I play games for [1]_____. Our favourite game at the moment is Dungeons & Dragons. It's not a video game and you don't play online. All you need are some pencils and paper, and your imagination. Usually, around 4–6 people take [2]_____. You play it sitting round a table, but it's not a typical board game and players don't take [3]_____. However, there is a special book to help you [4]_____.

How does it work? Each player becomes an imaginary character and decides on their [5]_____ and abilities, such as strength or intelligence. The players are a team and have to discuss whenever they want to make a [6]_____. In the game they meet a number of [7]_____ and work together to solve a [8]_____, make a decision or find the [9]_____ to a problem. They also roll dice to decide the result of some actions.

I like Dungeons & Dragons because it's not really a [10]_____ game. You work with your [11]_____, not against them.



5 REAL ENGLISH Complete the dialogue with the words or phrases below.

chill Here we go! just for the fun of it Nope munch

A Are you okay?
B [1]_____, I feel nervous.
A Why?
B This is a competition, I usually play chess [2]_____.
A Just [3]_____. You'll be fine.
B That's easy for you to say.
A Here, I got you some chocolate to [4]_____ while you're playing. It might help you to concentrate.
B Thanks. Oh, the game's starting. [5]_____

6 VOCABULARY BOOSTER Now practise **Games and gaming** vocabulary on page **104**.

Use narrative tenses to describe past events and situations.



1 Choose the correct alternative.

1 When I arrived at the café, my friends **had waited** / **were waiting** for me.
2 After they had discussed the situation, they **agreed** / **had agreed** a strategy.
3 I couldn't text you because I **had left** / **was leaving** my mobile at home.
4 **Were you knowing** / **Did you know** about Fortnite before I told you about it?
5 While Anna **hadn't looked** / **wasn't looking**, Sami cheated.
6 When Jas **passed** / **was passing** her exam, she moved up to the next level.
7 **Had you read** / **Were you reading** the rules before you started the game?
8 Toby **hadn't prepared** / **wasn't preparing** for the interview, so he didn't get the job.

2 Complete the sentences with the correct form of the verbs in brackets.

1 When we left home it _____ (not rain), but ten minutes later it _____ (start) to rain heavily.
2 Mo _____ (take) the bus home because someone _____ (steal) his bicycle.
3 Mina _____ (ask) her teacher if she could go home because she _____ (not feel) well.
4 My parents _____ (not allow) me to go online before I _____ (finish) my homework.
5 When Lara _____ (get) 100% in her exam, her teacher thought she _____ (cheat).
6 After we _____ (play) a few games, I _____ (discover) that Suzy was really competitive.
7 I _____ (talk) to Harry yesterday and he _____ (tell) me that someone _____ (break) into his house.
8 While we _____ (wait) for Karim to arrive, we _____ (realise) that we _____ (not tell) him what time to meet us.

3 Complete the sentences with the correct form of the verbs below.

finish forget go leave not listen not see wait

1 I had an appointment at the dentist's this morning, but I _____ to go.
2 Sorry, I _____ so I didn't hear the instructions.
3 After Soroush _____ his homework, he chatted with his friends online.
4 While we _____ for the bus, it started to rain.
5 When the film ended, we _____ the cinema and _____ to a café.
6 Yesterday I got a text from an old friend that I _____ for two years.

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

Last weekend, someone [1]_____ (break) into my friend Maria's house. Maria [2]_____ (go) to the gym and when she [3]_____ (come) home the front door of her house was open. She realised that something was wrong, so she immediately called the police. Then she [4]_____ (wait) outside until the police arrived. She [5]_____ (not go) into the house because the police [6]_____ (tell) her to wait outside. While she [7]_____ (wait) for them, she looked through the window, but [8]_____ (not see) anyone inside. When the police [9]_____ (arrive), they went into the house first. They told Maria that the burglars [10]_____ (make) a terrible mess – clothes and papers [11]_____ (lie) around on the floor. Maria had to smile – she's a very untidy person and the place [12]_____ (not look) messy to her. It was several hours before she [13]_____ (discover) that the burglars [14]_____ (not steal) anything valuable.

5 Choose the correct alternative to complete the questions about the story in Ex 4. Then answer the questions.

1 What **did** / **had** someone do last weekend?
2 Where **had** / **was** Maria been?
3 What **did** / **had** she do when she realised something was wrong?
4 What **did** / **was** she doing when the police arrived?
5 Where **had** / **were** her clothes and papers lying?
6 What **had** / **was** the burglars stolen?

6 Complete the sentences so they are true for you. Use the past simple, past continuous or past perfect.

1 Last weekend _____
2 I met my best friend _____
3 While I was coming to school _____
4 I was late meeting my friends because _____
5 This time last week _____
6 I couldn't go out for pizza _____

Preview a blog post about a gaming experience and make predictions.

1 Read the strategy below. Look at the photo and the title of the text and read the first paragraph.

1 What kind of text is it?
A a newspaper article B a blog post C an email

2 What kind of game is Escape Room?
A a video game B a board game C a real-life game

3 Why do you think the people were locked in the room? How might they escape?

STRATEGY Previewing and predicting

You will understand a text better if you activate your knowledge of the topic. To do this, you can look at pictures, titles, paragraph headings and the first sentence of each paragraph. You can also use your own experience.

2 1.02 Read the text quickly and check your answers to Ex 1. Then choose the best answer to complete the summary. Explain why the other two summaries are not correct.

After a long and busy day, Dan went with his friends to play Escape Room. They enjoyed the game, but they couldn't escape because …

A they had failed to solve all the clues and the manager refused to open the door.
B they had solved all the clues, but the manager had gone home.
C they had failed to solve all the clues and the manager had gone home.

Summary ___ is not correct because _____

_____

_____

Summary ___ is not correct because _____

_____

_____

3 Read the text again and number the events (A–H) in the correct order (1–8).

A Dan and his friends finished their game. ___
B The friends heard a key in the lock. ___
C The other groups left the building. ___
D The manager returned to the building. ___
E Dan and his friends started their game. ___
F Dan and his friends tried to decide what to do. ___
G The manager left the building. ___
H Dan got a text from Remi. ___

4 Answer the questions. Read the text again if necessary.

1 Why had it been a long day for Dan?
2 Why is Escape Room not competitive?
3 What is the challenge in Escape Room?
4 Why did Dan say they were 'doing well' after half an hour?
5 What did they expect would happen at 9.00 p.m.?
6 Why did the manager return to the building?

My blog

Get me out of here!

My adventure in the Escape Room

New post from Dan C. 21 October

It was 9.00 p.m. and I was with three of my friends. We were sitting in a small, dark room. The door was locked and we didn't have a key.

It had been a long day. I had got up at 6.00 a.m. to finish an essay. I had been to all my classes. I had done my homework and then gone to football training. After that, I had had pizza for dinner. Then I had received a text from Remi, my best friend: 'Want an adventure? Meet at 7.45 outside the shopping centre.'

The 'adventure' was a game called Escape Room. It's the latest form of entertainment for parties and groups of friends who want a fun night out. The rules are simple. A group of people are locked in a room. To 'escape' from the room they have to follow clues and find solutions to different puzzles or problems. Unlike most games, it's not competitive – the challenge is to work together to agree a strategy that helps you escape inside a certain time, usually one hour.

We started at 8.00. We took part in pairs and divided the different problems between us. After half an hour we were doing well. We had solved most of the clues and there were just two problems left. We decided to work together on these. After ten minutes, we had found the answer to one of the problems. After another fifteen minutes, we were still trying to work out the final answer and we were all getting very tired. At 8.59 we still hadn't solved the last problem and we were almost ready to give up. We waited for someone to unlock the door. And waited. No one came.

We shouted. We banged on the door. We took turns trying to phone out, but there was no mobile signal. We realised that the manager had forgotten us. Then, while we were trying to decide what to do, we heard the sound of a key in the lock. It was the manager. He explained that it had been a very busy evening and he had made a mistake about the number of people in the building. The other groups had finished their games at 8.30, so at 8.45 he had locked the building and left. Halfway home, he remembered he had left his laptop behind. When he came into the building, he heard us shouting.

Did I enjoy the game? Yes, except that we hadn't solved all the clues, which was disappointing. Will I do it again? Yes … maybe.



1 Complete the online crimes from the descriptions.

1 Breaking into a computer system to steal information is h_____.
2 Copying music, films or programs without paying for them is p_____.
3 Writing unpleasant things about another person is c_____b_____.
4 Deliberately sending a program to damage someone's computer is v_____a_____.
5 Stealing someone's personal details and pretending to be that person is i_____t_____.
6 Making friends with another person to try to steal money from them is f_____s_____.
7 Sending a fake email to try to get someone's personal details is p_____.

2 1.03 Listen to three people talking about something that happened to them online. For each speaker, summarise the negative action and the consequence.

	Negative action	Consequence
Situation 1		
Situation 2		
Situation 3		

3 Think about the advice about online safety in the Student's Book. Which advice would you give in relation to the three situations in Ex 2?

4 Look at the title of the text, the paragraph headings, and the photo. Decide which paragraph, A–D, will contain the following information. Then read the text quickly and check your answer.

1 Advice if someone is bullying you online. ___
2 How to help a friend who is a victim of bullying. ___
3 Reasons why people become cyberbullies. ___
4 A personal experience of cyberbullying. ___
5 A definition of cyberbullying. ___

5 Read the questions and statements sent to a website about cyberbullying. Write one or two sentences replying to each one. Use the information in the text to help you.

1 I'm being cyberbullied by someone at my school. I feel so alone. What can I do?
2 Someone posted rude comments about my photo online. I'm worried that they might be true.
3 I'm so angry. I want to write back and tell them what I think of them.
4 Should I delete all the messages? I just want to forget about them.
5 I feel bad. How can I stop these bullies from sending me any more messages?
6 My best friend is a victim of cyberbullying. I want to help her. What can I do?



ONLINE SAFETY

How I beat the cyberbullies

A What happened to me

I'd just started a new school. At first everything was fine – I did well in lessons and made some new friends. Then I started getting unpleasant text messages and scary comments on social media from people in my class. Although they often sounded like jokes, I was upset. The bullies could reach me anywhere – even at home, a place where I felt safe. I wanted them to stop, but I didn't know what to do.

B What is cyberbullying and why does it happen?

Cyberbullying is when someone uses a mobile phone, email or social media to say bad things about another person to hurt or frighten them. For some bullies, this is entertainment. Others become bullies because they are having a difficult time themselves. It's also easier to bully someone online than face to face, because you don't see how painful it is for the other person.

C What to do if cyberbullying happens to you

Here are five strategies I used.

1 I told my teacher what was happening and asked her to help. But you could speak to your parents or a family friend.
2 I refused to believe what the bullies were saying about me. I knew it wasn't true.
3 I didn't reply to any of the messages, but I didn't delete them either. I kept a list of what they said, who sent them, and when.
4 I changed the security settings on my phone and my laptop to stop any new messages from the bullies.
5 Some of the bullying was on social media so I used the 'report' button to report it.

D What can you do if it happens to a friend?

Send them a positive message to show them you support them. It will help them to know they are not alone. Encourage them to talk to an adult they trust – just talking about the situation can help. And try to do something different with your friend to take their mind off the bullying. Go to see a film, play a sport, or just spend time chatting.

1 Choose the correct alternative.

1 Tom had worked hard so he was **disappointed** / **relaxed** that he hadn't passed the exam.
2 Amy hadn't seen her cousin for ages, so she was **annoyed** / **delighted** to get a text from him.
3 Jess broke her arm last week – she said it was really **cheerful** / **painful**.
4 When Hari and Kiara found they had been to the same school, they were **amazed** / **embarrassed**.
5 I enjoyed the programme on climate change as I'm **delighted** / **fascinated** by science.
6 While I was waiting to see the dentist, I started to feel quite **lonely** / **nervous**.
7 Shona was **annoyed** / **frightened** to find that her sister had borrowed her favourite coat.
8 People say there is no such thing as a coincidence, but I'm not **confused** / **convinced** that's true.

2 1.04 Listen to six people talking about their feelings. Match the adjectives below to one of the speakers.

cheerful confused embarrassed
frightened lonely relaxed

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

3 Rewrite the sentences using the correct adjective from Ex 1 and 2 to replace the underlined words.

1 A Are you anxious and worried about the test tomorrow?
B No, I feel quite calm and comfortable about it, actually.
2 A You must be sad and displeased that your team lost the game.
B Yes, I am – I was completely sure we would win.
3 A Was Antje a little angry that you forgot to go to her party?
B No, she was very nice about it, but I felt really bad and uncomfortable.
4 A You're looking very happy and positive this morning.
B It's my mum's birthday and she was very pleased with the present I gave her.
5 A Were you scared during the storm last night?
B No, but I was very surprised at how loud the thunder was.
6 A I was really interested in your story about finding your old book in Paris.
B Well, I just felt like I didn't understand – I couldn't imagine how it had got there.
7 A Senyo told me you had broken your leg. Is it hurting?
B Yes, but the worst thing is being here in hospital. I feel really alone.

4 Complete the text with adjectives from Ex 1 and 2. Use each adjective once only.

When Ben was a young boy, his parents took him on holiday to Ireland. At first, he was [1]_____ as there was no one else to play with. Then, on the beach he met another boy called Luke. Ben was [2]_____ to find that he and Luke both loved planes and both wanted to be pilots. He was [3]_____ when the holiday ended and he had to say goodbye to his new friend.

Years later, Ben started training to be a pilot. He arrived at the airport for his first lesson feeling a little [4]_____. While he was waiting for the instructor, a young man came up to him. He was smiling and said, 'Hi, Ben – do you remember me?' Ben was [5]_____ because the other man seemed to recognise him; however, he was [6]_____ that they had never met before. The man seemed a bit [7]_____ that Ben didn't remember him. He said, 'Come on! I'm Luke from Ireland.' Ben was [8]_____ when he realised it was the same boy who had wanted to be a pilot, just like him. Now they were both training with the same airline! But he also felt [9]_____ that he hadn't recognised Luke immediately.





5 Complete the sentences so that they are true for you.

1 I was really amazed / embarrassed when …
2 The time I was most frightened was …
3 It makes me really annoyed when …
4 I'm fascinated by …
5 I felt quite nervous when …
6 If I want to feel relaxed, …

6 VOCABULARY BOOSTER Now practise **Feelings adjectives** vocabulary on page **104**.

Use *used to*, *get used to* and *be used to* to talk about habits.

1 Choose the correct alternative.

1 It used to **snow / snowing** every year, but now the winters aren't so cold.
2 When my dad worked in the city, he **wasn't used to / didn't use to** get home until about 8.00 p.m.
3 **Did you / Were you** used to play Minecraft when you were younger?
4 Amelia **is used to / used to** be frightened of water, but now she really enjoys swimming.
5 It rains a lot here, so I **am used to / used to** getting wet.
6 Where **are you / did you** use to live before you moved to this town?
7 Our new teacher gives us a lot of homework – I'm not **use to / used to** working so hard!
8 Felix has a long journey to school, so he's used to **do / doing** his homework on the bus.
9 I'm amazed that Jack goes running – he **didn't / wasn't** use to like exercise at all.
10 Thea's mum usually drives her to school – she **didn't use to / isn't used to** walking.

2 Complete the sentences with *use to* or *used to* and the words in brackets. Add any other necessary words.

Example:
(like / coffee) I *didn't use to like coffee*, but now I drink it every day.

1 (walk / to school) Amol _____, but now he cycles.
2 (like / social media) My dad _____, but now he uses it all the time.
3 (hate / vegetables) Ade _____, but now he really loves them.
4 Emma's parents both work long hours, so she is (be / at home alone) _____.
5 (speak / in public) I _____, so I'm quite nervous about giving a talk to the class.
6 (live / the city) We _____, but we moved to this small town two years ago.
7 (speak / English) They _____ because they go to an international school.
8 (understand / maths) Sara _____, but now she has a really good teacher.

3 1.05 Lara (L) is asking her grandma (G) about her childhood. Complete the questions and answers from their conversation using the correct form of *used to*. Then listen and check.

L Where [1] _____ live when you were a girl, Grandma?
G We [2] _____ on a farm in the country.
L [3] _____ walk to school?
G No, we [4] _____ walk. We [5] _____ get the bus.
L What [6] _____ wear to school?
G I [7] _____ wear a uniform to school. We [8] _____ wear jeans or trainers like you do now.
L [9] _____ have a mobile phone?
G No, I didn't. And we [10] _____ have social media when I was your age.
L What? So how [11] _____ talk to your friends?
G Believe it or not, we [12] _____ talk to each other face to face!

4 Complete the sentences with the correct form of *be used to* or *get used to*.

1 Moving the city was hard at first, but we _____ living there now.
2 Rory didn't like his new smartphone at first, but he _____ it now.
3 It's difficult starting a new school, but you will _____ it after a few weeks.
4 Travelling by train was a new experience for them – they _____ using public transport.
5 Samira loved the food in Japan, but she never _____ eating with chopsticks.
6 Nick _____ early mornings – he never gets up before 8.00 a.m.
7 Have you _____ the new timetable yet?
8 Studying in a second language was hard at first, but I _____ it now.

5 Complete the blog post with the phrases below.

didn't use to 'm getting used to got used to
'll get used to 'm used to 'm not used to used to (x3)

I've just moved to New York to study – I'm sharing a tiny apartment with my new roommate, Tonia. It wasn't easy at first, but I [1] _____ it (slowly!). At home I [2] _____ have my own room and I [3] _____ studying with someone else around. What's nice is that we often cook together. I [4] _____ cooking for myself – I often [5] _____ cook for the family at home. However, I [6] _____ shop for food because my parents always did that. To be honest, I haven't [7] _____ life in the big city yet. I [8] _____ live in a small town and it was very quiet. The city is so busy, and you can hear the traffic all the time, even at night. I'm sure I [9] _____ the noise after a while, though.

6 Complete the sentences so that they are true for you.

1 When I was younger I used to _____ _____, but now I _____ _____.
2 When I was younger I didn't use to _____ _____, but now I _____ _____.
3 I am (not) used to _____ because _____.
4 If I _____ in the future, I'll have to get used to _____.

1.7 LISTENING

Predict events in a story about a bad experience.

1 What do you remember about how to tell a story from the Student's Book? Number the four elements of a story in the correct order (1–4).

The action ___ The consequences ___
The situation ___ The introduction ___

2 You are going to listen to a story about a train journey. Before you listen, think about the questions.

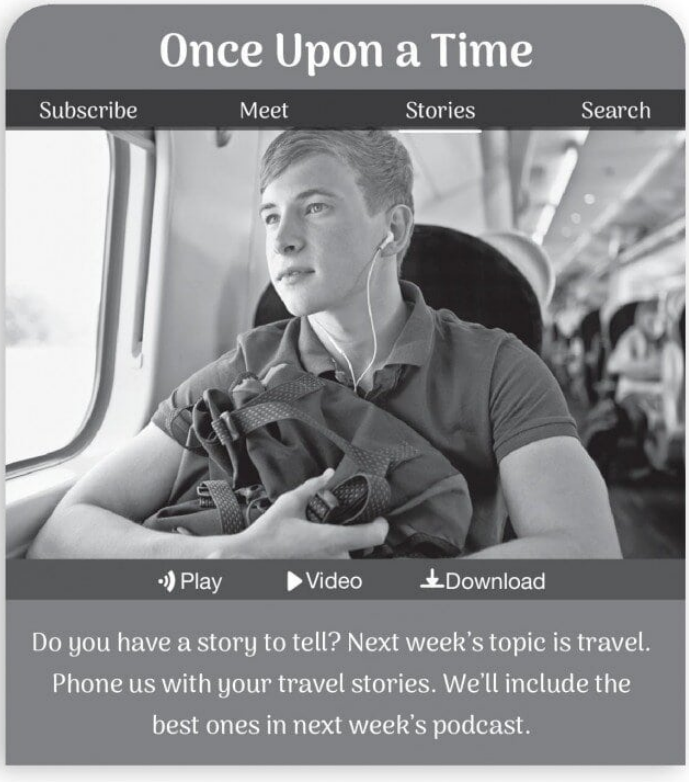
1 How would you feel if you had to travel alone to another country?
2 What would you be most excited about? What would you be most nervous about?

STRATEGY Predicting

Before you listen, think about the context of what you are going to hear. If you understand the context (a story, a conversation, a lecture, etc.), you can use this knowledge to think about the possible content and language you will hear. While you are listening, think about what seems likely to happen next and then see if you are correct. This can help you to understand better.

3 1.06 Read the strategy above. Then read the website extract below and listen to the introduction to Matteo's story. Which questions below do you expect the complete story to answer?

1 Why was Matteo travelling across Europe by train?
2 When did this happen?
3 Where was he going?
4 What was Matteo wearing?
5 How was he feeling?
6 Who was the person he met?
7 How many times did the train stop?
8 What was the scary thing that happened on the journey?



4 1.06 Listen to Part 1 of the story and check your predictions in Ex 3.

5 1.06 Listen to Part 1 again and number the events in the correct order.

A They took a taxi to Gare du Nord. ___
B Matteo returned from the information desk. ___
C The train stopped at Lyon. ___
D Carl disappeared. ___
E Matteo felt more relaxed. ___
F Matteo realised his money and passport were in his bags. ___
G Carl sat down opposite Matteo and introduced himself. ___
H The train arrived in Paris. ___
I Matteo went to the information desk. ___
J The train to London was cancelled. ___

6 Based on the information in Part 1 of the story, make predictions about the following questions. Choose the correct answer: A, B or C.

1 What did Matteo do next?
A He got on the train to London without a ticket.
B He went to the police to ask for help.
C He searched the whole station to try and find his bags.
2 What had happened to Carl and the bags?
A Carl had stolen Matteo's bags and left the station.
B Carl had been worried about Matteo and had gone to look for him.
C Carl had hidden Matteo's bags and gone to take the train to London.

7 1.06 Listen to Part 2 of the story and check your predictions in Ex 6.

8 1.06 Listen to Parts 1 and 2 of the story again.

1 Which of the following was not a consequence of Matteo asking Carl to look after his bags?
A Matteo thought Carl had stolen his bags.
B Matteo went to the police.
C Carl heard an announcement about the train to London.
D Carl hid Matteo's bags behind a kiosk.
2 Which of the following were consequences of Matteo finding his bags?
A He was very happy to get them back.
B He missed the train to London.
C He was annoyed with Carl.
D He learned an important lesson.

9 MEDIATION You have received a text message from a friend who is travelling by train to another part of the country to visit family members. They are nervous about travelling alone for the first time. Using the information in Matteo's story to help you, write a short email back to your friend with advice about …

- looking after their bags.
- where to keep their money and documents.
- talking to strangers.
- (not) trusting people they don't know very well.
- what to do if they need help.

1 What do you remember about how to tell a story from the Student's Book? Complete the tips with the correct verbs.

> Express Finish Give Laugh Learn
> Make Practise Start Talk Tell

1 _____ with a sentence that connects with the audience.
2 _____ your story a structure.
3 _____ notes – use key words and phrases.
4 _____ about something important to you.
5 _____ your feelings; audiences love emotions.
6 _____ a story about change in some way.
7 _____ with a lesson for you or the audience.
8 _____ at yourself, and don't be too serious.
9 _____ your story so you can say it, not read it.
10 _____ so you can be … YOU!

2 1.07 Read the story and complete it with the words and phrases below. Then listen and check.

> After that After that experience As soon as
> at the time I was twelve years old
> I'll never forget the day It was the beginning of
> I was very embarrassed Next Suddenly Then
> There were four of us

Hi, my name's Harry. [1]_____ when I spent 1,000 euros of someone else's money – by accident.

[2]_____ and I was staying with my cousin, Adam, [3]_____. We were the same age and we used to play together a lot. [4]_____ the school holidays and Adam had invited some friends round to his house while his parents were working. [5]_____ in the house and it was raining outside, so we decided to play a new video game that his dad had bought.

We started playing in teams and it soon got quite competitive. [6]_____ we discovered that, although the game was free, you had to pay to get extra things like clothes and equipment to help you win. At first we were disappointed, but Adam said it was OK to buy them because we were using something called 'V-cash', not real money. [7]_____, we bought everything we needed. [8]_____ a message came onto the screen, asking us if we wanted to buy something, we clicked 'Yes'. We played for hours.

[9]_____, at about 4.00 p.m., two things happened. First, the game stopped working with a message that we had reached our limit and couldn't buy anything else. [10]_____, Adam's phone rang. It was his father. He sounded pretty annoyed and Adam looked quite nervous. What had happened? The bank had contacted Adam's dad to say someone was spending money from his account. Without realising it, we had spent 1,000 euros in just a few hours! [11]_____, but in the end Adam's dad was quite relaxed about it. I was amazed that we didn't have to pay him back. [12]_____, I'm much more careful about what I click on.



3 Match the information to each section of the story. Write *introduction*, *situation*, *action*, or *consequences*.

1 They didn't think they were using real money. _____
2 They decided to play a new video game. _____
3 The bank phoned Adam's father. _____
4 Harry was staying with his cousin, Adam. _____
5 They bought extra things during the game. _____
6 Adam's father was annoyed. _____

4 1.08 PRONUNCIATION Listen to these past tense verbs from the story. Choose the correct pronunciation of *-ed* for each one.

1 called	/id/ / /t/ / /d/		5 happened	/id/ / /t/ / /d/	
2 clicked	/id/ / /t/ / /d/		6 invited	/id/ / /t/ / /d/	
3 contacted	/id/ / /t/ / /d/		7 reached	/id/ / /t/ / /d/	
4 decided	/id/ / /t/ / /d/		8 stopped	/id/ / /t/ / /d/	

STRATEGY Making notes

To prepare to speak in public, make a few notes about your main ideas. These notes should just include a few key words or phrases which refer to each idea and help you to move steadily from one idea to the next.

5 Read the strategy above. Complete the notes with key words and phrases from Harry's story. Use one word per space.

The day I spent 1,000 euros of someone else's money.

12 years old – [1]_____ _____ _____, Adam.

Beginning of [2]_____ _____ – at Adam's house – four of us [3]_____ _____ _____.

Playing [4]_____ _____ – pay to get [5]_____ _____ – using 'V-cash', not [6]_____ _____.

Bought [7]_____ _____ _____ – messages asking '[8]_____ _____ _____ _____ buy …? – clicked 'Yes'.

About 4.00 p.m. – game [9]_____ _____ – Adam's dad [10]_____.

Bank said someone [11]_____ _____ from dad's account.

Spent 1,000 euros – didn't [12]_____.

Was very [13]_____ – now more [14]_____.

6 Plan a short story about something interesting that happened to you, or use one of the ideas from the Student's Book. Make notes and organise your material into four sections: the introduction, the situation, the action and the consequences.

7 Now write your story. When you have finished, check you …

- started by connecting with your audience.
- told them when, who, where and why.
- used narrative tenses.
- used functional language for telling a story.

1 Read the newspaper report about a rescue. Match the information below to paragraphs A–D in the report.

1 How people knew something had happened. ___
2 Who helped the boys to escape. ___
3 How the boys became trapped in the cave. ___
4 What happened when the boys were found. ___

WORLD NEWS ≡



Thai boys rescued after 17 days in cave

A In 2018, twelve members of a junior football team went into the Tham Luang cave in Thailand after football practice. While they were inside, it rained heavily and water levels in the cave suddenly increased. The boys were safe, but they were trapped three kilometres underground.

B At first their families weren't worried, but after the boys didn't return in the evening, the team's coach went to the cave entrance. When he found the boys' bikes outside, he knew something had happened and immediately called the authorities. An international operation to rescue the boys began.

C After they'd been in the cave for nine days, two specialist divers finally found the boys. First of all, the divers checked they were all OK and told them that help was coming. They also filmed the boys on their cameras. Next, they returned to the cave entrance and showed their families the video. Later, the video was posted on social media. The story became news around the world.

D Getting the boys out was dangerous, because the cave was full of water and it was still raining. Then, unexpectedly, the rain stopped, and the water levels went down. Following that, the rescue operation started. Rescuers brought the boys out using ropes and diving equipment. This took three days. In the end, everyone got out safely. The boys were amazed to learn the whole world knew their story.

2 Read the report again. Number the events in the correct order.

A The boys did not come home. ___
B The divers made a video. ___
C The divers brought the boys out of the cave. ___
D It stopped raining and the water level went down. ___
E The boys went into the cave. 1
F The rescue operation started. ___
G The head coach found the boys' bikes. ___
H Two divers found the boys. ___
I Someone posted the video on social media. ___
J The head coach called the authorities. ___
K It rained heavily and the water level increased. ___
L The divers showed the boys' families a video. ___

STRATEGY Using sequencing words

When you write a narrative, you usually put the events in the order that they happened. You can make this clearer for readers by using sequencing words such as *first*, *then*, *next*, etc. These words help the reader follow the development of the narrative.

3 Read the strategy above. Look back at the newspaper report in Ex 1 and underline …

- two words / phrases for beginning.
- four words / phrases for ordering events.
- three words / phrases for introducing new events.
- two words / phrases for describing events that happened at the same time.
- two words / phrases for ending.

4 Read the situation. Use the notes and words in brackets to write a summary of what happens next.

1 The weather was very windy.
we were cycling along the street / a tree fell down in front of us (while, suddenly)
While we were cycling along the street, a tree suddenly fell down in front of us.

2 Tom was walking on the beach.
he heard someone shouting for help / he called the emergency services (when, immediately)
___

3 It was nice weather, so they went for a walk.
they were on the mountain / it started to snow (while, unexpectedly)
___

4 We were enjoying the concert.
the fire alarm went off / people started running / I heard everyone got out safely (suddenly, following that, later)
___

5 You are going to write a news report using your own ideas. It can be a true story, or you can invent the story. Before you write, plan your report.

1 Make notes about the important information:
- what happened?
- who did it happen to?
- when did it happen?
- where did it happen?
- how did it happen?
- why did it happen?

2 Organise your ideas into three or four paragraphs. Decide what information you will put into each paragraph.

3 Think about the language you will use to describe the sequence of events.

6 Write your report.

7 ✓ CHECK YOUR WORK Did you …

- include all the important information?
- organise your ideas into paragraphs?
- use narrative tenses?
- use sequence words and expressions?
- use correct spelling and punctuation?

Grammar

1 Choose the correct alternative: A, B or C.

1 While we _____ the other team cheated.
A didn't look **B** hadn't looked **C** weren't looking

2 Had you played this game before you _____ in it today?
A took part **B** had taken part **C** were taking part

3 I couldn't open the door because I _____ my key.
A forgot **B** had forgotten **C** was forgetting

4 Ashu _____ about the clue when her teammate guessed the solution.
A had thought **B** thought **C** was thinking

5 Ivo didn't start the game until he _____ all the rules.
A had read **B** read **C** was reading

6 I had arranged to meet Ben at 4.00 p.m., but he _____ until 5.00 p.m.
A didn't arrive **B** hadn't arrived **C** wasn't arriving

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

1 Jake _____ (spend) all his time gaming, but now he studies every evening.
2 At first it was hard to get up at 6.00 a.m. for work, but I _____ (do) it now.
3 How long did it take you to _____ (study) in English?
4 My mum _____ (cook) for lots of people – she has six children.
5 How _____ (people / communicate) before mobile phones?
6 Fatima _____ (not enjoy) sport, but now she's really competitive.

Vocabulary

3 Choose the correct alternative.

1 I hate to **give up** / **follow the rules**, but I just can't find the solution.
2 It's always better to **cheat** / **guess** the answer to a question than to write nothing.
3 There is often information in the question that gives you a **clue** / **puzzle** to the correct answer.
4 If you want to **take part** / **give up** in this game, you need a good internet connection.
5 Think carefully before you **make a move** / **take turns**, or the game might finish badly.
6 Are we all agreed? Option B is the best **challenge** / **solution** to the problem.

4 Complete the dialogue with the words below.

amazed	annoyed	cheerful
confused	nervous	relaxed

Beth Hi Luca, you look happy.
Luca Well, I feel a lot more [1]_____ than I did a few days ago. I just heard I have a place at university.
Beth Congratulations! You had the interview last week, didn't you?
Luca Yes. I thought I did really badly. Actually, I'm [2]_____ they accepted me.
Beth Were you [3]_____ while you were waiting to go into the interview?
Luca Yes, I was. But after I'd answered the first few questions, I started to feel more [4]_____.
Beth So what happened?
Luca One of the interviewers was talking very quietly, and I asked him to repeat a question. He didn't like that. In fact, he seemed [5]_____. Then he started asking lots of questions really fast and I didn't understand. I got quite [6]_____ and gave the wrong answer. I was embarrassed and afterwards I was convinced I had failed.
Beth But you passed! Well done!

Cumulative review

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

My parents [1]_____ take part in a competition with their friends. This involved driving around the countryside in teams of two, looking for information in different places. At the start, each team got a map and a list of [2]_____ to help them. The first team to find all the information and return to the start were the winners. One year, my parents [3]_____ the competition – by accident! My father [4]_____ his arm, so my mother [5]_____. She was quite [6]_____ because she [7]_____ driving my father around. After two hours they had found all the information, except for the name of a café in a small village called Combe. They were almost ready to give up when my father saw a sign to Combe. He [8]_____ my mother to turn left, but she turned right instead. My father was really [9]_____, but then, quite suddenly, they arrived in Combe – and there was the café! They quickly realised that someone had tried to cheat and [10]_____ the sign so that it was pointing the wrong way. They [11]_____ who the person was that had [12]_____, but they were very happy to be the winners.

1	**A** got used to	**B** used to	**C** were used to
2	**A** clues	**B** skills	**C** moves
3	**A** had won	**B** were winning	**C** won
4	**A** broke	**B** had broken	**C** was breaking
5	**A** drove	**B** had driven	**C** was driving
6	**A** embarrassed	**B** nervous	**C** relaxed
7	**A** didn't use to	**B** hadn't been used to	**C** wasn't used to
8	**A** had told	**B** told	**C** was telling
9	**A** annoyed	**B** disappointed	**C** convinced
10	**A** was turning	**B** turned	**C** had turned
11	**A** weren't discovering	**B** hadn't discovered	**C** didn't discover
12	**A** cheated	**B** guessed	**C** taken turns

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 How can you practise previewing and predicting in your own listening and reading?
4 What three things will you do to ensure your own online safety in future?

Listening

EXAM STRATEGY

In multiple-choice tasks, the incorrect answer options often contain words and phrases that you will hear in the recording. First, read the question carefully, then listen to the whole conversation before you select the correct answer.

1 Read the strategy above. Then read the exam task in Ex 2. Look at question 1 and read the first conversation from the recording below. Choose the correct answer (A, B or C). Why are the other options incorrect?

Man So did you have a good time on holiday?
Woman I did thanks. It wasn't perfect, but I enjoyed myself.
Man Where did you go?
Woman To Spain with some friends. We were at the beach quite a lot. It was beautiful, although it wasn't that sunny every day.
Man Did you stay in a hotel?
Woman Yes we did, and that was pretty good, although I thought our rooms were a bit small. We spent quite a lot of time indoors because it wasn't always warm enough for the beach. Actually, that was a lot of fun because we all got on so well.

2 1.09 You will hear six conversations. For each question, listen and choose the correct answer (A, B or C).

1 You will hear a woman telling a friend about her holiday. What did she like most about it?
   A The rooms at the hotel.
   B Spending time with her friends.
   C The warm weather.
2 You will hear two friends talking about food. Why doesn't the boy eat meat anymore?
   A He thinks it's improved his diet.
   B He never enjoys cooking with it.
   C He prefers fish to any other food.
3 You will hear a boy talking to his mother about their neighbour. What do they agree about?
   A The man has probably broken his leg.
   B The man was quite lucky.
   C The man didn't have a serious accident.
4 You will hear two friends talking about another boy. The girl wants her friend to …
   A tell the boy what he has planned tomorrow.
   B contact her brother on social media.
   C go out with her the next day.
5 You will hear a boy telling his sister about joining the gym. His sister thinks that …
   A he probably won't continue going to it for very long.
   B he won't enjoy it as much as music lessons.
   C he isn't telling her the truth.
6 You will hear two friends talking about finishing school. What do they decide to do?
   A Arrange a party.
   B Visit the new shopping mall.
   C Go out for a bike ride.

Use of English

EXAM STRATEGY

When you do a word formation task, it's important to identify the correct part of speech to fill the gap (e.g. adjective, noun, verb, etc.). Look at the words before and after each gap to help you.

3 Read the strategy above. Then read the exam task in Ex 4 and look at gap 0. What kind of word comes before and after the gap? What type of word (noun, verb or adjective) is needed in the gap?

4 Use a form of the word in capitals at the end of the lines to make a word that fits the gap in the same line. There is an example at the beginning.

Public speaking

Many of us sometimes have to make a 0speech to a large group of people. — SPEAK

It can be a very 1_____ experience, so here are some tips on how to prepare yourself. They will help you communicate 2_____ with your audience. — STRESS / EFFECTIVE

First of all, check that all 3_____ such as laptops, is working properly. — EQUIP

Do a lot of 4_____ before you give your talk and, if possible, practise it with friends. — PREPARE

Remember to make your talk interesting and add a 5_____ touch by including humour. — PERSON

It's important to smile sometimes and to look 6_____. — RELAX

Try to speak at the right speed; don't rush, but don't speak too 7_____ either. — SLOW

8_____, try to enjoy yourself and remember that the next time you do public speaking, it will probably be easier! — FINAL

Writing

EXAM STRATEGY

Before you write, read the instructions carefully and decide what kind of text is needed, and who it is for. This will help you decide whether to use formal or informal language. Read the prompts carefully and make sure that you respond to all of them.

5 Read the strategy above. Then look at the exam task in Ex 6. Who are you writing to? What sort of text do you need to write? Will you use formal or informal language?

6 Write an email to your English friend, Sam, about a special event you went to recently.

In your email …
- tell Sam what the event was.
- say who was there.
- explain why it was special.

-ed and *-ing* adjectives

1 a Underline the adjectives in the sentences.

1 I fell over at the music festival and it was so embarrassing.
2 My brother is so annoying.
3 I love the beach – it's so relaxing.
4 I'm fascinated by history.

b What are the adjectives in Ex 1a describing? Match the sentences (1–4) to the words below.

a person 2
feelings ___
a situation ___
a place ___

2 Read the language focus below. Then choose the correct alternative.

LANGUAGE FOCUS *-ed* and *-ing* adjectives

Remember, you can make adjectives from some verbs by adding *-ed* or *-ing*, but we use them in different ways. Adjectives ending in *-ed* usually describe how you feel. Adjectives ending in *-ing* describe a thing, a place, a person or a situation.
verb: frighten
adjectives: frightened / frightening
*You feel **frightened** because you've watched a **frightening** film.*

1 The exhibition was **fascinated** / **fascinating**.
2 The woman in front of me kept talking during the film. She was so **annoyed** / **annoying**. I felt pretty angry.
3 I really enjoyed the concert. The orchestra were **amazed** / **amazing**.
4 I'm **disappointed** / **disappointing** that I can't go to the play.
5 It was **embarrassed** / **embarrassing** when my mobile rang in the cinema.
6 I'm **surprised** / **surprising** because I didn't think I'd pass the exam and I got 95%.

3 a Complete the table with adjectives ending in *-ed* and *-ing*.

Verb	Adjective to describe a feeling	Adjective to describe a thing, person or situation
astonish		
bore		
challenge		
confuse		
convince		
disappoint		
frighten		
relax		
surprise		
worry		

b Complete the sentences with the correct form of the word in brackets.

1 It's an _____ book. (astonish)
2 We're not _____ she is the right person for the job. (convince)
3 Parents can be so _____ sometimes. (embarrass)
4 I didn't watch the film to the end because it was so _____. (bore)
5 Are you _____ with your results? (disappoint)
6 I feel quite _____. (relax)

VOCABULARY STRATEGY Linking adjectives to your real personal experience

A good way to remember *-ed* and *-ing* adjectives is to link them to your personal experiences. If you think of true experiences, they will be much more memorable.

4 Read the vocabulary strategy above. Then write sentences about your personal experience.

embarrassing
situation: breaking something that wasn't mine
place: _____
person: _____

boring
situation: _____
place: _____
person: _____

relaxing
situation: _____
place: _____
person: _____

fascinating
situation: _____
place: _____
person: _____

5 Look at the example below for *fascinated*. Write true sentences for when you felt the other adjectives.

1 fascinated: I felt fascinated when I visited China a few years ago – everything was so different!
2 worried: _____
3 annoyed: _____
4 pleased: _____
5 disappointed: _____
6 surprised: _____

6 Write more *-ed* and *-ing* adjectives with example sentences.

Talk about friendship and the qualities of a friend.

2 Friends



1 a What can you remember about the vlog? Complete the summaries with phrases from the Student's Book lesson.

A Isobel and Max agree that your friends are the people who are [1]k_____ and [2]t_____ an i_____ in your life outside school.

B Max says that friends are people who [3]g_____ on w_____ each other and have a similar [4]s_____ of h_____. His friend Lewis [5]g_____ him lots of s_____ when he had broken his leg.

C Isobel says Yasmin is her best friend. She is really [6]h_____ with her, although they only [7]m_____ f_____ three years ago.

D Max agrees this [8]s_____ real r_____ as it isn't always easy to [9]t_____ the t_____.

b 2.01 Watch or listen again. Check your answers.

2 Match 1–8 to A–H.

1 Tom and Jasmine **made** ___
2 I didn't use to **get on** ___
3 We're friends because we're **into** ___
4 A good friend should **be honest** ___
5 The best advice my grandmother gave me was **be** ___
6 You should **show everyone** ___
7 I think it's important to **show** ___
8 We laugh a lot because we **have** ___

A **kind** to everyone.
B **with** you at all times.
C **loyalty to** your friends.
D **friends** at basketball club.
E **respect**, even if you disagree with them.
F **the same sense of humour**.
G **well with** my brother.
H **the same things**, like music and TV shows.

3 Complete the sentences with the **phrases** from Ex 2, in their correct form.

1 If you and your friend laugh at the same things, you _____.
2 Our teacher listens to us and is polite to everyone – she _____.
3 I'm quite shy, so I find it hard to _____ with new people.
4 Josh and Will both like hip-hop and skateboarding – they're _____.

4 Complete the dialogue with the other phrases from Ex 2.

A What's your idea of a good friend?
B Someone you like and who likes you.
A So, someone you [1]_____.
B Yes, and I want my friends to [2]_____ and treat each other well.
A I also think friends should [3]_____ with each other – say what they really think.
B I agree. You want your friends to [4]_____, too – to support you even if you do something wrong.

5 Complete the post on an online advice forum. Use words from the previous exercises.

posted yesterday 10.33

I'm worried about my best friend. Usually we [1]_____ well with each other. We are [2]_____ the same things and we laugh a lot together – we have the same [3]_____. Last week we had a big argument. She told me about a problem she was having at home and asked for my advice. Of course, I wanted to give her [4]_____. We've always been [5]_____ with each other, so I told her what I thought. Unfortunately she got really angry. Later, I found out that she had posted some comments about me on social media. She accused me of not showing enough [6]_____ to her. She won't speak to me or answer my texts. I'm really hurt, I don't know what to do!



6 REAL ENGLISH Complete the dialogue with the phrases below.

Come off it! fall out I get you
make fun of someone You can say that again

Ed Anya and Heidi had a big fight at Max's party!
Ava No way! What did they [1]_____ about?
Ed Anya [2]_____ who Heidi likes.
Ava [3]_____. But they're best friends. They'll soon be speaking again.
Ed [4]_____ Heidi has written some really bad stuff about Anya on social media.
Ava Ah … that might make it difficult, then.
Ed [5]_____.

7 VOCABULARY BOOSTER Now practise **Qualities of a friend** vocabulary on page **105**.

1 Choose the correct alternative.

1 My family **came / has come** to the UK six months ago.
2 Sami **didn't make / hasn't made** any new friends yet.
3 When **did you come / have you come** to live in the UK?
4 Jas **never took / has never taken** an interest in maths since he failed his exam three years ago.
5 **Did Imran join / Has Imran joined** the cricket team last year?
6 **I was / I have been** friends with Ko on social media before we met.
7 Petra **arrived / has arrived** home five minutes ago – she has just sent me a text.
8 **Did you ever live / Have you ever lived** in a different country?

2 a Complete the podcast interview with the correct form of the verbs and other words in brackets.

A So, Tonya, tell us about your best friend.
B I [1]_____ (know) Ella for five years. She [2]_____ (be) my best friend since our first day at school.
A How [3]_____ you _____ (do / meet)?
B We [4]_____ (sit) next to each other in class. The teacher [5]_____ (say) something and we both [6]_____ (laugh). We [7]_____ (realise) then that we had the same sense of humour.
A [8]_____ you _____ (have / ever) had an argument?
B No. We get on really well. She [9]_____ (never / lie) to me – she [10]_____ (always / tell) me the truth. And she [11]_____ (be) very kind to me last year when my mum was ill. She [12]_____ (give) me a lot of support then, and I really miss her now.
A Why is that?
B We [13]_____ (just / move) house because of my father's work – he [14]_____ (start) a new job last month.
A [15]_____ you _____ (have / find) a new best friend yet?
B No! I [16]_____ (make) friends with a few people already, but Ella will always be my best friend.

b 2.02 Listen and check your answers.

3 Complete the sentences with the verb in brackets. Use the past simple in one sentence and the present perfect in the other.

1 A I _____ my best friend on holiday last year. (meet)
B _____ you _____ any interesting people yet? (meet)
2 A When _____ your family _____ in London? (live)
B Sam _____ in the same house all his life. (live)
3 A I _____ the piano when I was younger, but I gave up last year. (play)
B Mia loves rugby – she _____ it for years. (play)
4 A That new pizzeria is brilliant. We _____ there three times. (go)
B I _____ to see the new *Avengers* movie on Saturday – I really enjoyed it. (go)

4 Complete the sentences with *for*, *since*, *ever*, *never*, *just*, *already* or *yet*.

1 Leah has played the guitar _____ she was young.
2 Luke has _____ texted me – he's waiting for us.
3 I haven't seen the new *Star Wars* film _____, but I'm going next week.
4 A Have you _____ been to the US?
B No, I've _____ been abroad.
5 Bukayo has been away from school with flu _____ two weeks.
6 Dina is only 15 years old, but she has _____ written her first novel.

5 Complete the text with the words and phrases below.



finished happened has become have had
have never stopped have said haven't watched
helped made ran since told was yet

Friends [1]_____ an American TV comedy series which [2]_____ for ten years. It [3]_____ one of the most popular TV series ever. It [4]_____ the story of six young people living in New York, and the different things that [5]_____ to them. Viewers loved the characters and the series [6]_____ big stars of the main actors – all of them [7]_____ successful film and TV careers [8]_____ the series ended. Although *Friends* [9]_____ in 2004, people [10]_____ watching it. Many people [11]_____ that watching *Friends* [12]_____ them improve their English. If you [13]_____ *Friends* [14]_____, you really should try it.

6 Rewrite the sentences using the present perfect and the word in brackets.

1 Jo lives in Rome. She came to live there six years ago. (for)
Jo _____.
2 Kai's grandfather has not used a mobile phone in his whole life. (never)
Kai's grandfather _____.
3 At any time in the past, have you been really frightened? (ever)
Have you _____?
4 Sara and Leona are both dancers. They started dancing in 2019. (since)
Sara and Leona _____.
5 Ben bought a new jacket a few minutes ago. (just)
Ben _____.
6 My friends are going to the new *Star Wars* movie, but I saw it last week. (already)
My friends are going to the new *Star Wars* movie, but _____.
7 Josh said he would call me before 8.00. It's 8.30 and I'm still waiting. (yet)
Josh _____.

2 Friends

VOCABULARY
Qualities of a friend
Relationships

GRAMMAR
Present perfect and past simple
Present perfect simple and continuous

READING
An online article

LISTENING
A podcast about friendship

GLOBAL SKILLS
Being inclusive

SPEAKING
Giving a presentation

WRITING
A forum post

DOCUMENTARY
Farhana's rafikis

VOCABULARY BOOSTER P114–115
GRAMMAR BOOSTER P134–135



1 Work in pairs. Discuss the questions.

1 Put the words below in order of how important they are for a friend to be.

clever funny good-looking honest kind talkative

2 Why are you friends with some people and not with others?

3 What is special about your friends?

2 2.01 Watch or listen. Which would be the best title for the video: A, B or C? Why?

A How many close friends have you got?
B What does it mean to be a friend?
C How easy is it to make a friend?

3 2.01 Complete the sentences with one or two words, a number, a place or a name. Then watch or listen again and check your answers.

1 _____ thinks that a real friend is somebody who is there all the time.
2 Max has got _____ really good friends and _____ best friend.
3 Max has been friends with Lewis since _____.
4 Max broke his leg _____ of years ago.
5 Isobel has been friends with Yasmin for _____ years.

2.3 LISTENING

Recognise paraphrasing in an interview about friendship.

1 What can you remember about the Student's Book listening? Replace the underlined words with the paraphrases below.

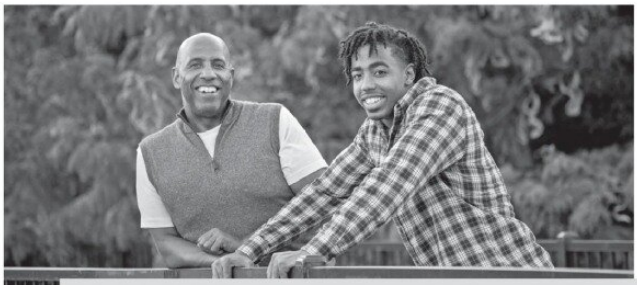
did a part-time job do him a favour earn money
learned an important lesson made a difference to
put your mind to it

Tanner's friend Brandon had a disability and needed an electric wheelchair. Brandon was a good friend so Tanner decided to [1]_____ do something to help him. He wanted to [2]_____ get paid so that he could buy Brandon a new wheelchair. After school, Tanner [3]_____ worked a few hours a week at a local car mechanic's. After two years, he bought the new wheelchair. It has really [4]_____ had a positive effect on Brandon's life, but Tanner has also [5]_____ understood something important: that if you [6]_____ try really hard to do something, you can do anything!

2 Read the website extract and look at the photo. What qualities do you think a good mentor needs?

Home Get to know us Mentoring Get Involved

Friends for Youth is an organisation that matches mentors with teenagers who are going through a difficult time. These mentors have helped thousands of young people and changed their lives for the better.



mentor – someone who gives a younger or less experienced person help or advice over a period of time

3 You are going to listen to interviews with two young people, Jayden and Sarah, who have been helped by Friends for Youth. Tick (✓) the questions you think the interviews will answer.

1 Why did Jayden and Sarah need a mentor? ☐
2 How did Friends for Youth choose their mentors? ☐
3 How have their mentors helped them? ☐
4 What makes a good mentor? ☐
5 Why do people become mentors? ☐

4 2.03 Listen to the interviews and check your predictions from Ex 3.

5 2.03 Listen again and answer the questions.

1 How long has Stephen been Jayden's mentor?
2 What was Stephen the first person to do?
3 What was the first thing Stephen and Jayden did?
4 What has happened to Jayden's school grades?
5 Why was Sarah angry?
6 Why has having a mentor been great for Sarah?
7 What did Sarah and Lisa do the first time they met?
8 What makes a good mentor, according to Jayden?

STRATEGY Paraphrasing

When you listen to a recording, speakers often use different words and phrases than those used in the task on the page. It is important to recognise different ways to express an idea.

6 2.04 Read the strategy above. Then read and listen to eight extracts from the interviews. Note down the actual phrase the speaker used instead of the underlined words.

1 I was performing badly at school.
_____
2 He has encouraged me to try activities I haven't done before.
_____
3 Fishing is still my favourite activity.
_____
4 Since we started spending time with each other, my grades at school have improved.
_____
5 I needed someone in my life who was reliable.
_____
6 I knew I could be completely honest with her.
_____
7 We've been to the fair – that was really enjoyable.
_____
8 We've always enjoyed each other's company.
_____

7 Rewrite the sentences using the correct form of the phrases below.

be into the same things cheer (sb) up
give support have the same sense of humour
show (sb) respect take an interest in

1 Ash and Tom enjoy similar interests and activities.
Ash and Tom _____
2 My dad and I always laugh at similar things.
My dad and I _____
3 Lisa asks me lots of questions about my hobbies.
Lisa _____ my hobbies.
4 My best friend always makes me feel happier.
My best friend _____
5 Marc has helped Aaron a lot since he broke his leg.
Marc has _____
6 I think you should be polite and treat people well.
I think you should _____

8 a 2.05 PRONUNCIATION Read the sentences out loud to yourself. Underline the sounds you think will be *schwa* sounds. Then listen and check your answers.

1 Lisa's changed my life for the better.
2 Have you ever been to London?
3 I was excited to meet them.
4 I can count on him to support me.
5 Did you go to the cinema yesterday?
6 My mentor never tells me what to do.

b 2.05 Listen again and repeat the sentences.

1 Match the quotes to the adjectives to describe feelings.

ashamed awkward bothered jealous
pleased proud stressed upset

1 'Our teacher was happy and satisfied with our project.' _____
2 'I don't like Laura – but I wish I was as popular as her.' _____
3 'I'm nervous about my exams – I can't relax.' _____
4 'I've lost my favourite jacket – I'm really sad about it.' _____
5 'I find it hard talking to new people – it makes me feel shy and uncomfortable.' _____
6 'I've won the school essay prize – my mum is really happy about it!' _____
7 'I wish I hadn't laughed at Tom – I feel really embarrassed that I hurt his feelings.' _____
8 'I was a little bit annoyed that I didn't get a better score in the test.' _____

2 2.06 Listen to three students talking about a new student in their class.

1 What do the speakers say about …
- how they feel towards their class's new student?
- how their classmates feel towards the new student?

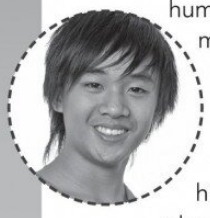
2 Which of the new students had difficulty making friends?

3 Read the next part of the students' comments about each of the people in Ex 2. Write which one of the comments A–D completes them. There is one comment you don't need.

COMMENTS



But somehow, Laura decided that she and I would get on well with each other. She made an effort to talk to me. And slowly, we've become good friends. She is actually a really kind person – not selfish at all. She takes an interest in me and my family, and she has given me a lot of support when I've had problems at school. I know I can ask her anything and she will always tell me the truth. She's extremely honest. Being friends with Laura has made a big difference to my life. I guess from Laura I've learned that … [1]___.



After a few minutes, it was clear that we had the same sense of humour. Kyle is one of the funniest people I've ever met – he can make a joke about anything. He has always cheered me up when I've been sad. And I've given him support when he's needed it, too. It's easy to understand Kyle if you listen carefully, and he's really intelligent. I know some people have bullied him. That's not OK, so we're working on that. But he's always really positive. I've learned from Kyle that … [2]___.



Since then, our teacher has encouraged some of us to take an interest in Mina's culture. We asked her questions about what she liked and discovered that we are into some of the same things, like music and make-up. Mina was so pleased that we wanted to know about her. We've learned that she wasn't rude – she was just shy and her English wasn't very good at first. Also, she's never been in a school with boys before – that's not allowed in her culture. And she's never done any sports or social activities, so she got quite stressed when we invited her to join in. I think that I've learned from Mina that … [3]___

A '… we need to show respect to other cultures and try to understand them. If you take time to get to know someone from another culture, you may find they're not as different as you think.'
B '… people who are different should try harder to fit in with everyone else, and not make other people feel awkward.'
C '… we are not responsible for what happens to us in life – but we are responsible for how we react to it.'
D '… you shouldn't judge people by their appearance – you have to get to know them before you make decisions like that.'

4 Read comments A–D again and decide which ones you agree with.

5 2.06 Listen and read again. Put these pieces of advice into the DO or DON'T column in the table.

ask them questions
be unkind to them
get to know them
ignore them
judge them by their appearance
laugh at them
make quick decisions about them
make them feel awkward
show them respect
take an interest in them
talk to them

DO	DON'T

6 Complete the sentences with advice from Ex 5.

When you meet someone for the first time,

1 you should _____
2 you shouldn't _____
3 it's a good idea to _____
4 it's not a good idea to _____
5 they would appreciate it if you _____
6 they would not appreciate it if you _____
7 the best thing you can do is _____
8 the worst thing you can do is _____
9 I would recommend that you _____

7 MEDIATION A friend has sent you a text saying they have a new student in their class who is very quiet and is not making new friends. Your friend asks you for some advice on how to help them. Reply using the information in this lesson.

Finding friends far from home

Across the world, around 35 million people under the age of 20 have left their home countries for a new life in a different country.

Imran was sixteen when he left Pakistan and moved to the UK.



'I've been here for about a year. We came when my father got a job here. It hasn't been easy. Making friends has been difficult and not everyone has shown me the same respect. But I've loved cricket since I was little and have just joined a local team, and I've started hanging out with some boys there.'

Marta's seventeen. Her family moved to the USA from Spain three months ago.



'When I started school, I decided to make friends by asking my classmates for help with my English. People like that I've taken a real interest in the country, and I've already made a few new friends. Starting a new life can be difficult, but I haven't had any problems yet.'

Present perfect and past simple

1 Look at the photos and the title of the text. Write one question you think the text will answer.

2 Read the text and find out if it answered your question.

3 Find examples of the past simple and present perfect simple in the text. Then complete the rules below with *present perfect* or *past simple*.

Present perfect and past simple

Grammar animation

1 We use the _____ to talk about events that happened at specific times in the past. We often use it with phrases like *last year, two weeks ago, in 2020.*

2 We use the _____ to talk about life experiences, events and situations at times in the past that are not specific.

3 We use the _____ to talk about events in the recent past connected with the present.

4 We use the _____ to talk about the length of time a situation lasts.

GRAMMAR BOOSTER P134

4 Match the examples in the text to the rules above.

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

1 We _____ each other **for** ages. (know)

2 At first, we _____ really _____ with each other. (not get on)

3 We _____ with each other **yet**. (not fall out)

4 **A** Is Rebecca here?
B She was here a minute ago, but I'm afraid she _____ **just** _____. (leave)

5 _____ you **ever** _____ any massive arguments? (have)

6 You aren't into the same things, so how _____ you two _____ friends? (become)

7 **Dad** Can you take the rubbish out, Soroush?
Soroush I _____ **already** _____ it, Dad. (do)

6 Complete the rules below with the words in **bold** from Ex 5.

for / since / just / yet / ever / already

1 We use *since* to talk about when an event or situation started. We use _____ to talk about the length of time of an event or situation.

2 We use _____ to ask about life experiences and *never* to reply negatively.

3 We use _____ when something happened a very short time ago.

4 We use _____ to say something happened earlier than we expected.

5 We use _____ with questions and negative sentences to talk about things we expect to happen.

GRAMMAR BOOSTER P134

7 Choose the correct alternative.

1 **A** Have you **ever** / **yet** met my sister?
B No, I've **never** / **yet** met her, but I met your brother last week.

2 Tim was here a minute ago, but I think he's **yet** / **just** left.

3 I've **never** / **already** finished my maths homework, but I haven't done my science homework **yet** / **already**.

4 We've lived in this house **for** / **since** 2017, but we've lived in this village **for** / **since** ten years.

8 2.05 Listen to a story. Then complete the summary with the past simple or present perfect simple form of the verbs below and the other words.

already visit argue ask just go know meet
not get on not have not visit since think yet

Liz [1]_____ Sarah [2]_____ 2015. They [3]_____ on holiday in Morocco when Liz [4]_____ to borrow Sarah's clothes. At first, they [5]_____ very well and they [6]_____ quite a bit. But they [7]_____ an argument since then. Both Sarah and Liz love travelling and they [8]_____ 20 countries together, although they [9]_____ the USA [10]_____.

They [11]_____ to Paris. Liz had a great time, but she [12]_____ it was really expensive.

9 THINK & SHARE Work in pairs. Talk about a friend you know from school, your neighbourhood or online. Talk about …

- how you met and how long you've known each other.
- a problem you've had in your friendship.
- what you've learned about your friendship since then.

Talk about actions that started in the past and are relevant now.

2.6 GRAMMAR

1 Choose the correct alternative: A or B.

1 I've ___ to give up my Saturday job – I don't enjoy it.
A been deciding B decided
2 She's really hot because she's ___ tennis all afternoon.
A been playing B played
3 Sorry I'm late – have you ___ long?
A been waiting B waited



4 I can't put this novel down – I've ___ it all day!
A been reading B read
5 'How long have you ___ the piano?' 'About three years.'
A been learning B learned
6 I feel bad – I haven't ___ with Lena since she moved away.
A been keeping in touch B kept in touch

2 Tick (✓) the sentences that are correct and correct the ones that are wrong.

1 Pablo has missed the bus, so he'll be late for football training. ☐
2 I've tried to call Megan all afternoon, but there is no reply. ☐
3 They're really tired because they've been working hard all day. ☐
4 I've seen that film already, but I don't mind going to see it again. ☐
5 Lucy met Eva on their first day at school, so she's been knowing her for ten years. ☐
6 Something smells good – have you cooked? ☐
7 Leyla hasn't had her new phone long, and she's still getting used to it. ☐
8 Where is Jan? I haven't been seeing him all day. ☐

3 Complete the dialogues with the present perfect simple or present perfect continuous form of the verbs in brackets.

1 A Has Liam been in touch with you?
B No, and I _____ (try) to contact him all afternoon.
A I hope he remembers to come to band practice tonight.
B I _____ (remind) him three times this week already.
2 A Did you decide on the subject of your project?
B Yes, and I _____ (write) it all week.
A And have you finished it?
B Yes, but I _____ (not send) it to my teacher yet.
3 A Are you enjoying the film?
B To be honest, I _____ (not watch) it.
A Why not?
B Because I _____ (see) it before. I realised that after two minutes.

4 Write complete sentences using the present perfect simple or present perfect continuous.

I / come / to this gym / for over a year.
I've been coming to this gym for over a year.

1 I / catch up / with my friends online / all evening.
_____
2 How long / you / know / Sami and Milo?
_____
3 My dad / not see / any of the *Star Wars* movies.
_____
4 Where have you been? I / try / to call you / for ages.
_____
5 I / not be / in touch with Leila / since the weekend.
_____
6 I / meet / her brother. / He's really nice.
_____

5 Complete the blog post with the present perfect simple or present perfect continuous form of the verbs below.

already take be (×2) explore get go training join just move look for not do not keep not make pass rain spend try



6 Complete the sentences so they are true for you. Write two sentences in the present perfect simple and two sentences in the present perfect continuous.

1 In the past year I have _____
2 Recently I have _____
3 Since I started school I have _____
4 I have just _____

Recognise register in an article about friendship limits.

1 What can you remember about the Student's Book text? Complete the sentences using the words below.

less likely often reduce similar to the same

1 People who spend time with their friends are _____ to get sick.
2 Spending time with friends can help _____ stress.
3 We are more likely to be friends with people with genes that are _____ ours.
4 People who are friends often like _____ smells.
5 People who are friends _____ have very different immune systems.

2 2.07 Read the title of the article and look at the photo. Which of the following would you expect the article to include information about? Read the article quickly and check your ideas.

- Why some animals live in groups and others don't.
- How and why animals form friendships.
- The size of a typical human community.
- The advantages of being in a close community.
- How to make friends online.
- Why social media is bad for real friendships.

Friendship has a limit



You can't have more than 150 friends – your brain isn't big enough!

A ___ According to Professor Robin Dunbar of Oxford University, the total number of friends you can have is 150. Professor Dunbar has spent much of his career studying the behaviour of groups of primates to find out how it is influenced by their biology. He has identified a relationship between the size of the brain and the size of the social group. In simple terms, getting on with lots of other individuals is complex. Therefore, to live in larger social groups, you need a larger brain. In primates generally, there is a natural group size of 150, and this has become known as the 'Dunbar number'.

B ___ Living in a close community, where everyone looks out for each other, means that all members of that community have a better chance of surviving. For most modern humans, 150 is the largest number of people they can have a social relationship with, although these won't all be close friends. Thousands of years ago, when we lived in small, closely connected groups, 150 was also the size of a typical community. People relied on each other for their survival, co-operating to hunt and find other resources. This hasn't changed much throughout history: historical records in Britain have shown that until the 19th century, the average size of a village was still 150.

C ___ With social media, it's possible to keep in touch with more than 150 people online. However, I've been looking at some recent research by an American university, which suggests that the total number of friends hasn't actually increased for many people. It says that online relationships are often less close than personal friendships in the real world. However, they take a similar amount of brain power. So people who spend a lot of time and energy maintaining their online relationships find that they have done this at a cost to their real-life friendships. Also, they have realised that some of the experiences they have in common with real-life friends – like dancing, laughing, eating ice cream or watching a film – keep these friendships strong. As a result, many people – me included – haven't been spending so much time on social media recently!

primates – the group of animals that includes apes, monkeys and humans

3 Match the questions to the paragraphs (A–C) they introduce. There is one question you don't need.

1 Has the situation changed with the internet? ___
2 Why has the Dunbar number changed over time? ___
3 How many people can you have a meaningful social relationship with? ___
4 Why have humans evolved to live in social groups? ___

STRATEGY Recognising register

When you read a text from an unknown source, it's useful to understand the register (how formal or informal it is) and tone. Informal texts are often written in a more personal, 'chatty' style; they use more rhetorical questions, informal words and phrases, personal examples and speak directly to the reader.

Formal texts use fewer personal pronouns, personal opinions and examples, and more formal or academic language.

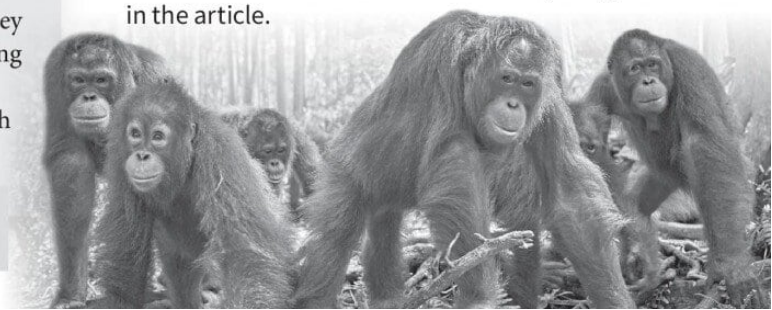
4 Read the strategy above. Then read these sentences from the article. Do you think they are formal (F) or informal (I)?

A Professor Dunbar has spent much of his career studying the behaviour of groups of primates to find out how it is influenced by their biology. ___
B However, I've been looking at some recent research by an American university, which suggests that the total number of friends hasn't actually increased for many people. ___
C As a result, many people – me included – haven't been spending so much time on social media recently! ___

5 Read the article again. Decide if the statements are true (*T*) or false (*F*), according to the writer. Correct the false statements using information from the article.

1 Professor Dunbar has spent his career studying human behaviour. ___
2 Animals that live in large social groups need bigger brains than other animals. ___
3 Humans evolved to live in small social groups as a way to stay alive. ___
4 The size of a typical human community has not stayed the same over time. ___
5 People who use social media often have closer relationships with their online friends. ___
6 Real-life friendships are stronger because of common experiences. ___

6 MEDIATION You have a friend who spends a lot of time on social media. He has written to you saying he's feeling sad because he thinks he doesn't have any real friends. Write to him with two pieces of advice about friends and social media, using ideas in the article.



1 Read the post on a school website. What is the competition about? What do students have to do to enter the competition?

SCHOOL NEWS > COMPETITION

Competition for all students! Fantastic prizes!

Next term we will welcome our first group of exchange students from China. We want your ideas for how to make them feel really welcome here at Hilltop High School. Tell us what you think we need to do to make their visit useful and enjoyable – before they come, while they are here, and after they leave. Prepare a short presentation of your ideas for the teachers and students on the School Exchange Committee. The three best presentations will win a prize and we will post videos of them on the school website for everyone to watch. Good luck!

2 You are going to listen to a presentation by a student called Mia. Look at the possible ideas in her notes.

1 Which ideas do you think Mia will mention?

2 Which ones would happen before, during or at the end of the exchange visit?



3 2.08 Listen to Mia's presentation. Which ideas from Ex 2 did she mention?

4 2.08 Complete the script with one, two or three words. Then listen again and check.

My name's Mia. In this presentation, I'm going to [1]_____ my ideas for next term's visit by Chinese exchange students. First, I'd like to [2]_____ talking about what we could do before the students arrive, [3]_____ ideas for activities while they are here. Finally, I'll talk about what we can do after they have returned home.

[4]_____, let's talk about what to do before our guests come to the UK. It's really important that they know something about life as a teenager in the UK so they can see how similar our lives are. [5]_____, what subjects we study at school and how much homework we have; what kind of things we are into; what family life is like. My idea is to make some short videos in simple English and post these on the school website for the Chinese students to watch. We've [6]_____ what to do before they arrive, so let's [7]_____ to ideas for while they are here. Firstly, we could have a welcome party so that we all get to know each other. Also, it's important that we take an interest in their culture, so we could ask them to teach us some typical Chinese things – for [8]_____, some phrases in their language, or how to cook their favourite Chinese dish.

[9]_____, at the end of the exchange, we could set up a social media group to keep in touch with them after their visit. We can also ask them what they think of their experience, and how we could improve it for the next group of students.

[10]_____, there is a lot we can do to welcome our Chinese guests to our school. We just need to decide what is most important to make them feel welcome. So, those are my ideas. Thank you for listening.

STRATEGY Planning a presentation

Start off by brainstorming ideas for your presentation. Make notes of the three best ideas you want to include and then plan the order of your talk. Don't forget to include an introduction and summary.

5 Read the strategy above. You have decided to make a two-minute video for exchange students coming to your school from the UK. You want to show them what school life is like for you and your friends.

1 Decide on the most important information you want to include.

2 Decide the order in which you want to present the information.

3 Make notes in the table.

4 Decide which signposting phrases from the Student's Book you want to use and add these to the table.

	Your ideas	Phrases
Introduction		
Point 1		
Point 2		
Point 3		
Summary		

6 Now write your script. When you have finished, check that you have included …

- a short introduction that explains the topic.
- three separate ideas, with examples where suitable.
- a summary of your ideas and concluding sentence.
- signposting phrases.

Use paragraphs and linking words in a blog post about life experiences.

1 How do you think life was different for your grandparents when they were your age? Think about things such as friendships, communication, relationships with their family and money.

2 Read the blog post quickly and check if any of your ideas in Ex 1 are mentioned.



FORUM

How has life changed from when your grandparents were young?

3 5

A When my grandmother was a teenager, she used to go to an all-girls school – she didn't know any boys, and she wasn't allowed to go out with her friends. She had to show her parents a lot of respect as she relied on them for everything. Her sisters were older and she didn't have a lot in common with them.

B Things have changed a lot. My parents take an interest in my social life and enjoy getting to know my friends, but they still worry about me, as well as doing a lot for me – for example, helping with my homework. However, they've always respected my privacy and I rarely fall out with them. I definitely have more freedom than my grandmother.

C For instance, it wasn't easy for her to keep in touch with friends because there were no mobile phones. We can just send a text if we want to catch up. Also, I have friends of both sexes – I get on well with the boys in my school, although my best friends are all girls. My grandmother had to ask her parents for money if she needed anything – I can look after myself since I have a Saturday job.

D To sum up, I feel very lucky to be a 21st-century teenager. My parents have always supported me and I know I can turn to them if I have a problem.

3 Read the strategy below. Then match the writer's notes to paragraphs A–D.

STRATEGY Using paragraphs

When you write a text, use paragraphs to give your writing a clear structure. Use this structure for a text about how experiences in life have changed.
Paragraph 1: start with a description of the experience in the past.
Paragraph 2: explain how things changed.
Paragraph 3: provide an example to support the idea in paragraph 2.
Paragraph 4: finish with a summary and end on a positive note.

1 Paragraph ___ examples of some of the ways that teenagers today have more freedom – friendships, communication, having own money.
2 Paragraph ___ summary – feel very lucky to have so much freedom and supportive parents.
3 Paragraph ___ description of grandmother's life – where she lived, school, friendships, relationships with family.
4 Paragraph ___ changes or differences between my life as a teenager and my grandmother's experience – more freedom.

4 Think about the linking words in the Student's Book. Find examples of these in the blog post.

5 Rewrite the sentences using the words in brackets.

1 I don't ask my parents for money. I have a Saturday job. (since)

2 Teenagers had less freedom in the past. They were probably safer. (however)

3 Tom's mum does everything for him. She always checks his homework. (for instance)

4 Jaz relies on her friends for support. Her family don't help her. (because)

5 Chloe doesn't play football. She enjoys watching it. (although)

6 Leo and Ed are best friends. They are brothers. (as well as)

6 You are going to write a forum post in answer to the question below. Read the strategy again and make notes in the table to plan your post and organise your ideas into paragraphs.

How have your parents' lives changed since they were kids?

Paragraph A	
Paragraph B	
Paragraph C	
Paragraph D	

7 Write your forum post.

8 CHECK YOUR WORK Did you …

- organise your ideas into paragraphs?
- include linking words from this lesson?
- use vocabulary from this unit?
- use the past simple and present perfect correctly?

Grammar

1 Choose the correct alternative.

1 Toni and I met when we were in primary school. We **have been** / **were friends** ever since.
2 George and Ewan never got on well with each other. They **didn't have** / **haven't had** the same sense of humour.
3 **Did you ever play** / **Have you ever played** Call of Duty? It's a really competitive game.
4 I **have made** / **made** friends with Maria online six months ago, but we've never actually met.
5 When Bako was younger, his parents **always took** / **have always taken** an interest in his school work.
6 I got a message from my sister last night, but I **didn't reply** / **haven't replied** yet.

2 Complete the sentences with the verb in brackets in the correct form: present perfect simple or continuous.

1 That phone looks really old. How long _____ you _____ (have) it?
2 I'm sorry my hands are so dirty – I _____ (mend) my bicycle.
3 Tonya _____ (revise) for her exams all week and now she's really tired.
4 They _____ just _____ (come) back from holiday. They had a great time.
5 I don't know Zahra very well – I _____ only _____ (meet) her a couple of times.
6 They _____ (clean) the house all morning and they still haven't finished.

Vocabulary

3 Match 1–6 to A–F.

1 Ebba's parents have always given her ___
2 It's important to get on well ___
3 My two best friends showed me ___
4 We're friends because we're both into ___
5 I know I can rely on Kat to be ___
6 My grandmother says people should always be ___

A loyalty by texting me every day when I was ill.
B honest with me and always tell me the truth.
C kind to everyone, whoever they are.
D support with her school work.
E the same things, like music and dancing.
F with everyone if you can.

4 Complete the text with the phrases below. Use each expression once only. There are two phrases you don't need.

catch up co-operate with fall out fond of get on with
get to know have a lot in common rely on

I've just been on a team-building course for my summer job. To be honest with you, I wasn't looking forward to it because I'm not very [1]_____ training courses like this. I always worry that I'll be stuck with a group of people that I don't [2]_____ with. However, I've been thinking about the course since I got home, and I've realised that I quite enjoyed it. For a start, everyone made an effort to be friendly and [3]_____ each other. Taking part in the first day's activities really helped us [4]_____ each other better – and ourselves, maybe. For example, in one activity we had to work in teams to move some equipment across a river. I had to [5]_____ my teammates to find a solution to the problem, and it made me realise that it's OK to [6]_____ other people sometimes. I don't have to do everything myself.

5 Write two sentences using the two phrasal verbs you didn't use in Ex 4.

Cumulative review

6 Choose the correct alternative: A, B or C.

Will Hi Katy, you look really tired. What's up?
Katy I [1]_____ well recently. The problem is, I [2]_____ something stupid and I'm really worried about it.
Will I see. So what [3]_____?
Katy There was a party last Saturday. Everyone was having a really great time. I took some photos of my best friends dancing. The next day I [4]_____ the photos with a couple of people who weren't at the party, and someone posted them on social media.
Will Who did that?
Katy I don't know – it wasn't me. But people [5]_____ rude comments about my friends for the last few days. They're really upset.
Will Do they know it was you that took the photos?
Katy No, I haven't spoken to them [6]_____ the party. I'm too frightened – I don't want to [7]_____ out with them. They're my oldest friends – I [8]_____ them for years.
Will Well, you've [9]_____ said it wasn't your fault the photos ended up online. I think you need to [10]_____ with your friends and tell them the truth. I'm sure they'll understand.

1	**A** didn't sleep	**B** haven't slept	**C** haven't been sleeping
2	**A** did	**B** 've done	**C** 've been doing
3	**A** happened	**B** has happened	**C** has been happening
4	**A** 've shared	**B** shared	**C** 've been sharing
5	**A** made	**B** have made	**C** have been making
6	**A** since	**B** for	**C** ever
7	**A** get	**B** fall	**C** keep
8	**A** knew	**B** 've known	**C** 've been knowing
9	**A** already	**B** never	**C** yet
10	**A** co-operate	**B** be honest	**C** catch up

REFLECT Think about the following questions.

1 Which lesson in this unit did you find most interesting? Why?
2 Which of the grammar points did you find most difficult?
3 What can you do to help you practise giving advice?
4 What did you find easiest about giving a presentation? What did you find most difficult?

Reading

EXAM STRATEGY

When you have a reading task with multiple-choice comprehension questions, some questions will be about the whole text, and others will be about details. Make sure that you can skim (read a text quickly for the main ideas) and scan (find specific information quickly). These are important skills which will help you in the exam.

1 Read the strategy above. Then read the exam task in Ex 2 and look at questions 1–5. Which questions are about the whole text? Which questions are about details? Which questions will you skim the text for? Which questions will you scan the text for?

2 Read the text about a Social Centre. For each question, write the correct answer (A, B, C or D).

Social Centre for Teenagers

Are you interested in taking up a new hobby? Do you want to learn a new skill? Maybe you just want to meet people and make new friends? Well, the Milltown Teen Social Centre may be exactly what you're looking for.

Come along to the centre at any time – you don't need to make a special arrangement to visit. We're open every day except Monday, from 6.00 p.m. until 10.00 p.m.
One of our team of friendly staff will talk to you and explain how things work. They'll ask you to fill in a questionnaire so that we can find out a bit about you and what you're interested in. We offer a wide variety of different activities, so there's sure to be something that will appeal to you.

Our regular weekly classes include photography, cooking, art and music. Each class lasts for two hours with a fifteen-minute break. We offer music lessons for the guitar, drums, piano and violin. You need to bring your own ingredients for the cookery classes, and we provide a shopping list of what you'll need the week before. Don't worry if you've never done these activities before – we have classes aimed at beginners as well as those with more experience.

Every month we have a talk from an expert speaker and twice a year we have an open day for the public. This includes an exhibition of the art and photography that the teenagers have produced over the last few months, as well as concerts. It's always a great day and lots of fun for everyone.

We also organise weekend trips. Some of these are local, for example to museums or art galleries, but we also arrange minibus trips to other towns for daytime walks or evening concerts. You can find details of weekend trips in our monthly magazine, which is also available online. While we don't have suitable spaces or equipment for playing sport or doing exercise, we can recommend other clubs and organisations for anyone who's interested.

And if you or someone you know has a skill to share, we really want to hear from you! We're always looking for new people with new ideas to come along and give a talk about a subject they know about. You just have to be enthusiastic!

We look forward to meeting you soon!

1 What is the aim of the text?
- **A** To explain the history of the centre.
- **B** To encourage people to join the centre.
- **C** To provide information for students studying at the centre.
- **D** To recruit more staff to work at the centre.

2 To join the social centre, you should first …
- **A** make an appointment.
- **B** visit the centre.
- **C** complete a questionnaire online.
- **D** call the centre.

3 For the cookery class, you will …
- **A** need some previous experience.
- **B** need to bring a shopping list to the class.
- **C** need to go shopping before the class.
- **D** not need to do any preparation.

4 What can you NOT learn at the centre?
- **A** How to play basketball.
- **B** How to use a camera.
- **C** How to play the violin.
- **D** How to draw and paint.

5 How often does the centre have an exhibition of students' work?
- **A** Every month.
- **B** Every two months.
- **C** Every two years.
- **D** Two times a year.

Speaking

EXAM STRATEGY

When you talk about a photo, only talk about ideas or things connected with what you can see. Don't talk about ideas or things outside the photo.

3 Read the strategy above. Then look at the photo in Ex 4. Which two of these things should you <u>not</u> talk about?
1. who the people are
2. where the people are
3. the benefits of owning a pet
4. how much it costs to own a pet
5. what the people are wearing
6. how cats communicate with each other
7. the relationship between the people
8. how the people are feeling

4 Work in pairs. Take it in turns to talk about the photo below.



Phrasal verbs

1 Look at the sentences. Is the meaning of *eat* the same in each one?

This cake is delicious! I'm going to **eat** it all.
Shall we **eat** out tonight? There's nothing in the fridge.

LANGUAGE FOCUS Literal and non-literal phrasal verbs

A phrasal verb consists of a verb and one or two particles. A particle can be a preposition (e.g. *after, by, with*) or an adverb (e.g. *away, down, out*).

Sometimes it's possible to guess the meaning of a phrasal verb by looking at the verb and the particle(s). We call these literal phrasal verbs.
eat – to have a meal
out – not at home
eat out – to have a meal in a restaurant

Sometimes it's not possible to guess the meaning. We call these non-literal phrasal verbs.
look – to turn your eyes to see
after – following in time, place or order
look after – to take care of

2 Read the language focus above. Then look at the phrasal verbs below. Do you know what they mean? Check them in a dictionary if necessary. Then tick (✓) the ones that are non-literal.

cheer up ☐
fall out ☐
fall down ☐
find out ☐
get on ☐
help out ☐
put up ☐
stand up ☐

3 Now replace the underlined words in the sentences below using the phrasal verbs from Ex 2.

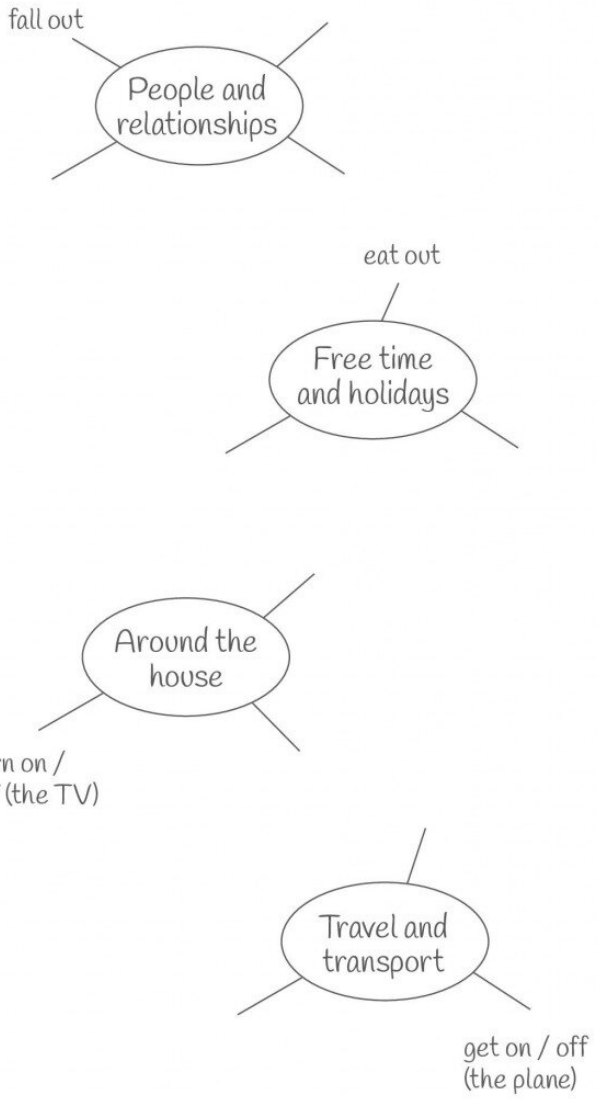
1 Be careful! There is a lot of ice on the ground and you might <u>suddenly stop standing</u> _____ and break a leg.
2 We couldn't <u>build</u> _____ the tent in the dark.
3 I like to <u>get on my feet</u> _____ and move around when I'm thinking.
4 Does Dave ever <u>have arguments and get angry</u> _____ with his friends?
5 Alberto doesn't <u>have a very friendly relationship</u> _____ with his brother.
6 Come on, it's not so bad. Try to <u>become less sad</u> _____!
7 It's going to be difficult to <u>discover</u> _____ who did that.
8 My aunt likes to <u>give her time, money and energy to</u> _____ people who need it.

VOCABULARY STRATEGY Mind maps

There are hundreds of phrasal verbs in English. Try to notice phrasal verbs when you are reading. Decide if you can guess the meaning, or need to look them up in a dictionary. Once you have learned a lot of multi-word verbs like this, it's a good idea to revise them by making mind maps. You can organise these around useful topics that frequently come up in exams.

4 Read the vocabulary strategy above. Then add the phrasal verbs below to the mind maps.

be off (somewhere) check in / out of (a hotel)
clear up eat out fall out (with someone)
get along (with someone) get into / out of (a taxi)
get on / off (a plane) look up to (someone)
put up (a tent) rely on (someone)
take (the rubbish) out turn on / off (the TV)



5 Do you know any other phrasal verbs related to the topics in Ex 3? If you do, add them to the mind maps.

6 Make more mind maps for other topics and add the phrasal verbs you notice when you are reading.

3 Fake news!



1 a What can you remember about the vlog? Complete the summaries with words from the Student's Book lesson.

You can find out if a news story is true by [1]g_____ it and [2]a_____ the information.

The story about cotton shopping bags was [3]t_____ by Max's friend, Sam, after someone he [4]f_____ had [5]b_____ about it.

Isobel thought the story had a [6]r_____ of t_____ to it and thinks it must be true after seeing an [7]u_____ on the story from the Danish government.

Isobel did some more [8]g_____ and found that a fact-checking website had [9]c_____ the professor responsible for the rosemary and memory study. Websites had [10]c_____ and p_____ the wrong figure. It was 7.5% not 75%!

b 3.01 Watch or listen again. Check your answers.

2 Choose the correct alternative.

1 I must reply to Eva – she's been **blogging / messaging** me all morning.
2 Oh no! I've just **updated / deleted** that email I was writing!
3 Don't write the whole email again – just **copy and paste / analyse** the bits you need.
4 If you want to know about the company, why don't you just **google / troll** them?
5 I hate it when people **blog / post** pictures of their dinner on social media.
6 It's easy to waste time just **streaming / browsing** the internet.
7 Some celebrities have millions of fans who **delete / follow** them on Twitter.
8 The easiest way to **contact / follow** me is by text, not email.

3 Rewrite the sentences replacing the underlined words with the verbs below in the correct form.

blog browse stream troll update

1 They haven't put the latest information on their website yet.
_____
2 Shona has been writing an online diary about her gap year.
_____
3 I had to search for and read a lot of websites to find the information I needed.
_____
4 Someone posted unpleasant comments about Katya after she uploaded photos of her holiday to social media.
_____

4 Complete the online comments with a verb from Ex 1, 2 and 3 in the correct form.

Your comments

I read somewhere that over 100 million people [1]_____ Jamie King on Twitter. I'm not a fan, but I think he mostly [2]_____ about his music.

Sometimes it's hard to know what's true and what's fake. It seems like anyone can [3]_____ whatever comment they want online, and no one bothers to [4]_____ the data or check the facts.

I used to [5]_____ about my hobbies, but it was too much work to [6]_____ my webpage every week. In the end, I decided to [7]_____ it.

Some people use information in their essays that they've found while [8]_____ the internet looking for ideas. They just [9]_____ it without checking if it's true. It's not difficult to check something – just [10]_____ it!

If someone attacks you or [11]_____ you on social media, you shouldn't [12]_____ them back. You should [13]_____ the website directly and report them.

I was [14]_____ the internet last night and I found a website that was [15]_____ a live video of baby birds in their nest. It sounds boring, but I was fascinated!

5 REAL ENGLISH Complete the dialogue with the phrases below.

check it out far-fetched ring of truth
see that coming spot

Ari How did you enjoy the film?
Ben It was OK, but I didn't believe the story – it seemed a bit [1]_____ to me.
Ari But it's based on a real event. You can [2]_____ online.
Ben Well, I suppose some parts did have a [3]_____.
Ari Did you [4]_____ the clues about who the woman really was?
Ben No, and I was really surprised by the ending – I didn't [5]_____ at all.

6 VOCABULARY BOOSTER Now practise **Going online** vocabulary on page **106**.

1 Read the dialogue. Are the sentences (1–5) true (*T*) or false (*F*)?

Jon I read that Facebook has deleted almost 3.4 billion fake accounts in the last six months.
Leo That can't be true – Facebook only has around two billion users worldwide.
Jon Actually, it might be true, if the accounts were created automatically.
Leo Yes, you're right. They could be created by computers, not real people.
Jon Exactly.
Leo That must be a problem for Facebook.
Jon It may not be a major problem – if they have very good systems for identifying fake accounts.

1 Leo thinks it's impossible that Facebook deleted 3.4 billion accounts. ___
2 Jon says it's certain that it's true. ___
3 Leo says it's possible that the accounts were created by computers. ___
4 Leo is certain that this is a problem for Facebook. ___
5 Jon thinks it's a big problem for Facebook. ___

2 Choose the correct alternative.

1 **A** This 5-star rating is really difficult to believe.
B I see what you mean. It **can't** / **might** be a fake review.
2 **A** Did you hear that Cara was trolled on social media?
B I know – it's awful. She **could** / **must** be really upset.
3 **A** Oh no! My phone isn't working!
B It **can't** / **could** be the battery – did you remember to charge it?
4 **A** Kaheem says he has 5,000 followers on Twitter.
B Ha! He **might** / **must** have 500, but I'm not even sure about that!
5 **A** I don't believe his story.
B I agree it's a bit unlikely. He **can't** / **may not** be telling the truth.
6 **A** It's 30 degrees and she's wearing a sweater!
B I know – she **may** / **must** be really hot.



3 Rewrite the sentences using *can't, could, may, might* or *must*.

1 'I'm sure that Kris's story is true.'
___
2 'It's possible that the fake accounts are from bots.'
___
3 'We're certain that they're not real people.'
___
4 'They aren't sure if the data is correct.'
___
5 'I'm certain that Lydia's the person who posted the story.'
___
6 'It's impossible that those bad reviews are all real.'
___
7 'Donald is possibly posting as a different name on the website.'
___
8 'That video definitely isn't a fake.'
___

4 Complete the conversation with *can't, could, may, might* or *must*. Sometimes more than one answer is possible.

Amy Have you seen this news story? It says that spending more than two hours a day on your mobile phone [1]_____ make you ill.
Jim Yes, I saw it on social media. I don't believe it. It [2]_____ be fake news.
Amy I'm not so sure. I googled 'Can your phone make you ill?'. There's a lot of information out there. So it [3]_____ be true.
Jim You [4]_____ be serious! Where's the evidence to support the claim?
Cal Come on, Jim. Lots of news websites have posted the story.
Jim Well, they [5]_____ be stupid, then, because they haven't checked the facts. Look, if you analyse the text, you can see they've just copied and pasted it.
Dev That doesn't mean it's fake news. They [6]_____ all be correct.
Jim What? Surely I [7]_____ be the only person who thinks this is ridiculous. There [8]_____ be someone who agrees with me!

5 Read the three headlines and decide if you think they are true or fake news. Then complete the sentence about each headline using *can't, could, may, might* or *must* and your own ideas.

A GOVERNMENT MAKES EATING FOOD OUTDOORS ILLEGAL

B Woman discovers her dog can speak English

C The last ten summers have been the hottest since records began

1 Headline A _____ because _____
___
2 Headline B _____ because _____
___
3 Headline C _____ because _____
___

Use skimming to understand an article about fake information.

1 What can you remember about the Student's Book text? Complete the sentences with the phrases below.

5-star ratings facts and figures
fact-checking website review checker
online influencers web robots

1 Fake news uses more emotional language – real news uses more _____.
2 To find out if a story is true or false, go to a _____.
3 If you see a lot of reviews with _____, paste the review address into a _____.
4 Some _____ create thousands of fake followers using _____.

2 Read the definition and the headline of the article below. Which of the questions below do you think will be answered in the article?

media literacy training (n.) training to help people analyse and understand information in different kinds of media, such as newspapers, TV, the internet and social media

1 Why is there is a need for media literacy training?
2 Why is fake news a problem for UK students?
3 What is happening in schools in Ukraine?
4 How could Ukrainian schools help UK students?

3 3.02 Read the article quickly and check if you chose the correct questions in Ex 2. Then read the article again and write the answers to those questions.

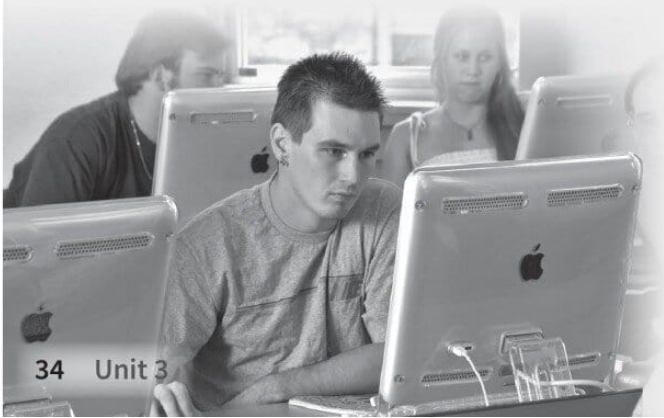
NEWS

Ukraine schools help British kids to spot fake news!

10 September

A recent survey by the British government shows that a very small number of school children have the necessary skills to spot fake news. According to the survey, only two per cent of children are able to analyse a news story and say if it is real or fake. Almost half (49.9%) of students in the survey said they were worried about not spotting fake news. And over 60% said that they trust news media less because of fake news. Teachers are also worried – two-thirds said they believe that fake news has made children more anxious, while over half (53.5%) think that current school programmes do not provide the skills that students need to identify fake news.

This must be a difficult situation for teachers, students and parents. But 50 schools in Ukraine may have a solution. They have completed a *Learn to Discern* programme, which aims to build up students' understanding of what is fake news and hate speech. It teaches strategies for analysing and thinking about news stories – another term for this is 'media literacy'. A team of teachers, journalists and fact-checkers included media literacy in 15 different lessons for students aged 13-15.



Teachers have used different strategies in different lessons. Students in a literature class might discuss why a writer chose to use particular words or expressions. An art class might look at a photo or video and consider how it could be changed or used to communicate a particular message. Sometimes students don't even realise they are receiving media literacy training. As one teacher said, 'We just want students to be able to say, "wait a minute, that can't be right. Where is the evidence?"'.

According to a report on *Learn to Discern*, students who took part in these lessons were 18% better at spotting fake news, and twice as good at identifying hate speech. They also became better at important analysis, including telling the difference between fact and opinion, and noticing when information was missing.

This kind of training will be used more. Ukraine plans to take the programme to another 650 schools in the next few years. It must be possible to do the same in other countries, like Britain – so that everyone gets better at spotting fake news.

discern – to recognise or understand something
hate speech – things someone says or writes which express hate or encourage violence against a person or group of people

4 Number the pieces of information in the order in which they appear in the text.

A How Ukrainian teachers use media literacy training. ___
B What British teachers think are the effects of fake news. ___
C The results of the *Learn to Discern* programme. ___
D The future of media literacy training in schools. ___
E How British school children feel about fake news. ___
F A description of the *Learn to Discern* programme. ___

STRATEGY Skimming

You skim to get an overview of a text. This means reading the text quickly to understand the main ideas, instead of specific details. You can do this by reading the title, the first and last paragraph, and the first sentence of the other paragraphs. Also look for key nouns, verbs and adjectives.

5 Read the strategy above. What do the following numbers in the article refer to?

1 over 60% 2 two-thirds 3 over half
4 15 5 18% 6 650

6 Find the following information in the article.

1 The number of UK school children able to spot fake news.
2 The people who taught media literacy to Ukrainian students.
3 The age of the Ukrainian students.
4 Two lessons which use media literacy training.
5 Two other important analytical skills that Ukrainian students became good at.

7 MEDIATION Imagine you are a school student in Ukraine. A friend in Britain has sent you a message asking about *Learn to Discern*. Write a reply, using information in the article.

Hi, I heard about your media literacy lessons. What did you do? Was it only in one subject? Did it change the way you read things?

1 Match the numbers to the ways of saying them.

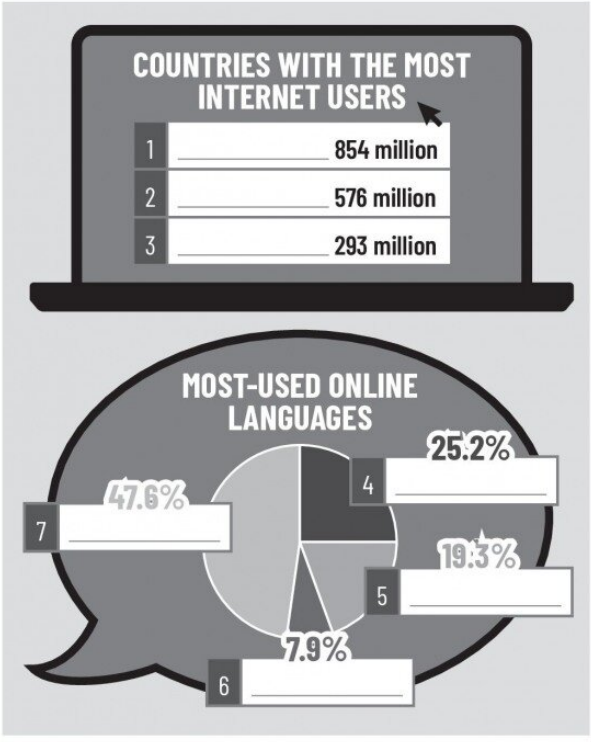
29.75% 99.8% 2.45m

48.9% 2.95m **30.6%**

51.2% **1.1bn**

1 a little more than 50% _____
2 about / around three million _____
3 almost 30% _____
4 approximately two and a half million _____
5 just over one billion _____
6 just under 50% _____
7 nearly 100% _____
8 roughly 30% _____

2 Look at the infographics below and think about the questions.



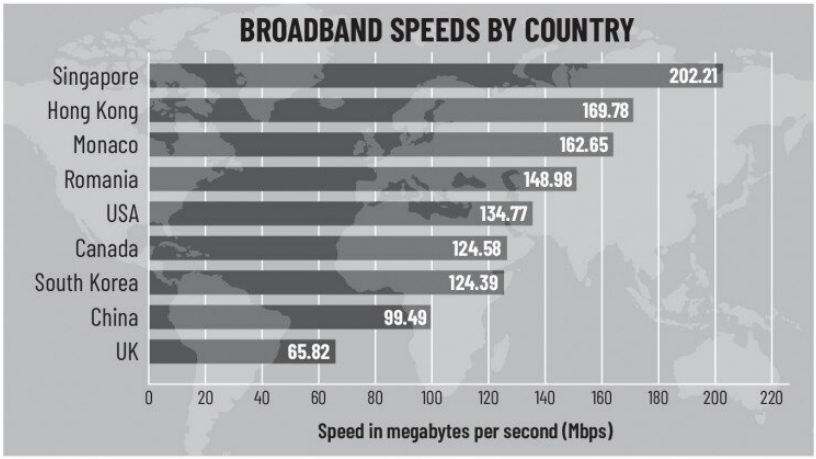
1 Which three countries have the most internet users?
2 Which three languages are used most online?

STRATEGY Talking about numbers

When you do maths or science, or go shopping, you have to talk about and write exact numbers. However, in many other situations it is not necessary to give exact numbers, especially when they are big. You can give approximations and say more or less what a number is.

3 3.03 Read the strategy above. Listen to part of a presentation and complete the infographic in Ex 2.

4 Look at the bar chart and complete the next part of the presentation with the words or phrases below. Use each word or phrase once only. More than one answer is sometimes possible.



a little more than about almost approximately
around just over just under nearly roughly

This year, the country with the fastest broadband is Singapore with [1]_____ 200 Mbps, followed by Hong Kong with [2]_____ 170 Mbps. South Korea used to have the fastest speed in Asia, but it now has [3]_____ 124.4 Mbps. Meanwhile, China has [4]_____ 100 Mbps. In Europe, Monaco has the fastest speed, [5]_____ 160 Mbps, while Romania is next with [6]_____ 150. The USA is not as fast as you might expect at [7]_____ 135 Mbps – that's slower than Sweden or France, but faster than Canada which has [8]_____ 125. What might be surprising is the UK – its average speed is only [9]_____ 66 Mbps.

5 Write a sentence to describe each of the statistics below, using words and phrases to give approximations.

1 Number of Facebook users around the world **2.26 bn**
2 Average broadband speed in Brazil **49.96 Mbps**
3 Homes in the Americas with internet access **71.8%**
4 Number of mobile apps downloaded **204 bn**
5 Average time spent on mobile devices per day **122 minutes**
6 UK teenagers who have a social media profile **69%**

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

6 Imagine you have to present this infographic. Write a short script of your presentation.

Digital users around the world

Total world population **7.676 billion (100%)**	Mobile phone users **5.112 bn / 66.6%**	Internet users **4.388 bn / 57.2%**
Social media users (all devices) **3.484 bn / 45.4%**	Social media users (mobile devices) **3.256 bn / 42.4%**	People with no internet access **3.288 bn / 32.8%**

3.5 VOCABULARY

Talk about flexible learning and describe technology.

1 Choose the best alternative to complete the definitions of the underlined adjectives.

1 Interactive courses allow communication **in one direction / in two directions**.
2 If something is **operated by hand / there when you need it**, we say it is handy.
3 A powerful computer **has a lot of features / can do a lot of things very quickly**.
4 If something is **right for your needs / nice to look at**, it is suitable.
5 Advanced technology is usually the **most difficult to use / most recently developed**.
6 A remote device can be used to control other kinds of technology **at a distance / only in the same room**.
7 A wireless device operates **anywhere in the world / without a physical connection**.
8 Things like **smart watches and VR headsets / computer-designed clothes and shoes** are known as wearable technology.

2 Match the quotes to the adjectives below. Use each adjective once only.

convenient efficient portable reliable
smart time-saving virtual wireless

1 'This new laptop is really easy to carry around.' _____
2 'Ed's doing a great course at the moment – all the teaching is online.' _____
3 'Tori's car is fast, but it uses very little energy.' _____
4 'I love this app – it helps me do things really quickly.' _____
5 'My new phone always works perfectly when I need it to.' _____
6 'Soraya's fitness tracker can operate independently – it gives her lots of information without her asking for it.' _____
7 'My tablet doesn't need a physical connection, so I can use the internet wherever I am.' _____
8 'This app lets me control all my home tech from my smartphone, and it's really easy to use.' _____

3 Which adjectives in Ex 1 and 2 …

- describe a device or technology, or how it operates?
- describe a benefit of a technology or device?
- can be used to describe both?

Write the adjectives in the correct part of the table.

Describing a device or technology	
Describing benefits	
Describing both	

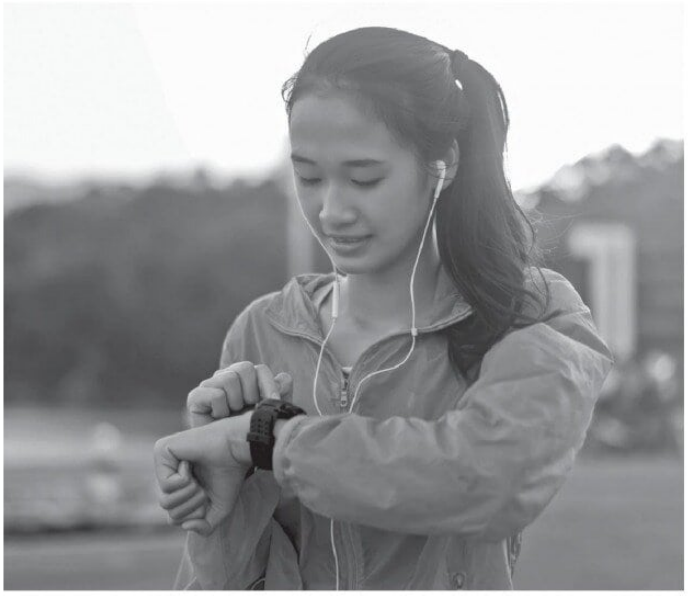
4 Complete the texts with the adjectives below.

convenient interactive time-saving
virtual wireless

A I'm doing a course with a(n) [1]_____ university. All the materials are online and the course is [2]_____. That means I can fit studying around my job and home life, which is really [3]_____. It's also a(n) [4]_____ way to learn because you only spend time on things you're interested in. I can study anywhere – all I need is a(n) [5]_____ internet connection.

advanced efficient powerful reliable suitable

B My grandad has bought a new motorbike. It uses the latest, most [6]_____ technology, so it's easy to ride and very [7]_____ – it never goes wrong. He says it's more [8]_____ than a car, because it uses less energy. It's also really [9]_____ – it will do over 200 km/h! My mum doesn't think that's [10]_____ for a man in his sixties, but I think it's cool.



handy portable remote smart wearable

C It's a [11]_____ watch so it can tell me how far and fast I've run. This is the best piece of [12]_____ tech I've ever had. It has GPS navigation, which is really [13]_____ when I get lost! It can 'speak' to my other [14]_____ devices, like my phone and laptop, and I can use it like a [15]_____ control to control all of the technology in my house.

5 Think of a device or an app that you own or use. Write three sentences about it. Describe what it is and what you think is good about it. Try to use at least one adjective from the lesson in each sentence.

6 VOCABULARY BOOSTER Now practise **Flexible learning** vocabulary on page **106**.

1 Complete the sentences with the correct comparative form of the adjective or adverb in brackets.

1 The course was much _____ than I expected. (interesting)
2 Always buy _____ computer you can afford. (powerful)
3 Please speak _____ – I'm trying to concentrate. (quiet)
4 Our new car isn't _____ the old one. (reliable)
5 Mika is a lot _____ at maths than anyone else in the class. (good)
6 To save money, we bought the _____ software. (expensive)
7 This app will help you study _____. (efficient)
8 This is _____ pizza I've ever eaten. (bad)

2 Match sentences 1–12 to the tablets in the table.

The latest tablets reviewed – which is the best?			
	Tablet A	**Tablet B**	**Tablet C**
Price (euros)	1,100	850	500
Screen size (cm)	26.5	28	33
Memory size (GB)	128	64	32
Weight (g)	485	675	800
Battery life	15 hours	10 hours	8 hours
Easy to use?	★★★★★	★★★★	★★★
Screen quality	★★★★★	★★★	★★★
Sound quality	★★★	★★★★	★★
Reliability	★★★★★	★★★★	★★★
Test score	**89%**	**84%**	**75%**

1 This is a powerful tablet and the most expensive we tested. ___
2 It's not the best tablet we tested, but it's not the worst either. ___
3 It has the lowest score for reliability and being easy to use. ___
4 It has the smallest screen size, but the best screen quality. ___
5 Because it's heavier, it's less portable than the other models. ___
6 This model has the highest sound quality. ___
7 At just under 500g it's much lighter than its competitors. ___
8 It has the smallest memory of all the models on test. ___
9 The sound quality was not as good as one model, but better than the other. ___
10 With four stars, it's more reliable than the cheapest model. ___
11 At less than 1,000 euros, it's cheaper than the best in the test and its sound quality is better. ___
12 Its screen quality is as good as the more expensive model. ___

3 Choose the best alternative to complete the sentences.
According to the test …

1 Tablet A's screen quality is **considerably** / **slightly** better than the other two tablets.
2 Tablet C is **a bit** / **much** less expensive than Tablet A.
3 Tablet B's screen **is far** / **isn't much** bigger than Tablet A's.
4 You can use Tablet A **far** / **a little** more easily than Tablet C.
5 Tablet C is **a lot** / **hardly** heavier than the other models.
6 Tablet B's battery lasts a **little** / **lot** longer than Tablet C's.
7 Tablet C is a **bit** / **great deal** better than you might expect for a tablet of this price.
8 Tablet B's test score was **slightly** / **much** lower than Tablet A's.

4 Put the words in the correct order to make sentences.

1 are / considerably / video games / in the past / more interactive / than
_____
_____
2 less frequently / we / much / used to / social media / use / than / we
_____
_____
3 easier than / studying online / I / had expected / a great deal / was
_____
_____
4 than / my next / is / a bit / online course / more interesting / this one / I hope
_____
_____
5 hard / wasn't / to use / a VR headset / I / as / had imagined / learning / as
_____
_____
6 cheaper / is / slightly / this / than / the old one / new phone contract
_____
_____

5 Complete the advert with the words and phrases below.

a little more safely as clean as
considerably more powerful than
far less clean than healthier more portable than
much more easily than the dirtiest
the most advanced

The quality of the air in our cities is [1]_____ it should be. But with the new **In-hale 2.0** wearable air purifier, you can breathe [2]_____ ever before. The **In-hale 2.0** is [3]_____ the competition, thanks to its use of [4]_____ technology. It cleans the air around your face, so even in [5]_____ city streets, you can walk around [6]_____. The new **In-hale 2.0** is lighter and [7]_____ before, and its 32-hour battery life means when you wear it, you will stay [8]_____ for longer.

Get the new In-hale 2.0 and breathe air that is [9]_____ possible – all the time.

3.7 LISTENING

Listen for specific information in an interview about robots.

1 What can you remember about the listening in the Student's Book? Are the sentences true (*T*) or false (*F*)?

1 An android is a machine that looks and behaves like a human being. ___
2 Androids in videos control themselves without the help of humans. ___
3 Video companies have made robots that think and act independently. ___
4 Scientists know how the human brain works and are able to create artificial brains. ___
5 Robots can do some things more accurately than humans. ___
6 Robots might control our planet in the near future. ___

2 You are going to hear an interview about robots with Dr Helen Zielinski, a computer scientist. Before you listen, think about these questions and write down some of your ideas.

1 What are some of the main uses of robots?
2 How do you think robots might develop in the future?

3 3.04 Listen to Part 1 of the interview. Which two areas of work that use robots do they mention?

STRATEGY Listening for specific information

When listening for details, you are interested in finding out specific information. In this case, you should listen for specific words and phrases as well as ideas. The words that you should listen for are often nouns or verbs.

4 3.04 Read the strategy above. Listen to Part 1 again. Answer the questions.

1 According to Helen, what do most robots not have?
2 What kind of jobs do car-makers use robots for?
3 Why are robots more reliable than humans for some tasks?
4 How do doctors use robots for some kinds of operations?
5 Where is the robot Moxi helping nurses?
6 What are two examples of things that Moxi collects and delivers?



5 3.04 Listen to Part 2 of the interview. Choose the best summary.

The computer industry is …

1 creating new and better ways to program robots and make them easier to control.
2 looking at ways to make robots more efficient and adaptable, and to act more independently.
3 developing robots that can learn to do a variety of jobs that ordinary people don't want to do.

6 3.04 Listen to Part 2 again. Complete the extracts with specific information.

A

There's a lot of [1]_____ into helping robots learn. For example, it's possible for a person to control a robot using just their [2]_____. … You wear a special [3]_____ on your head. You watch the robot performing a simple task and if the robot [4]_____ a _____, your brain automatically [5]_____. You don't have to say or do anything. Your brain creates an [6]_____ _____. Then the cap sends a [7]_____ to the robot to stop and wait for [8]_____.

B

And [9]_____ _____ in America are also working on a [10]_____ to teach robots to do housework by [11]_____ _____ of a person doing the same job. They break each job down into [12]_____ _____. Like, making coffee would start with '[13]_____ cupboard' and '[14]_____ _____ mug'.

C

Medicine again. Imagine swallowing a [15]_____ that's actually a tiny robot, which can [16]_____ its [17]_____, depending on the job it has to do, or where it's sent. Scientists think it could act like a mini-doctor to [18]_____ small operations inside your [19]_____. … They haven't done this yet, but they have [20]_____ the robot. And they think it might be possible in the future.

7 Complete the sentences with the correct option to form compound nouns.

1 People write programs in special computer **hardware / languages**.
2 Some robots have human **features / rights** to make them seem more friendly.
3 Computer **behaviour / science** is the study of data, equipment and programming.
4 The human **brain / language** is more complex than any machine.
5 A set of computers connected together is a computer **network / terminal**.
6 Education and free speech are both examples of human **emotions / rights**.
7 Things like keyboards, monitors and disk drives are called computer **hardware / terminals**.
8 Scientists study human **behaviour / rights** to make androids seem real.

8 Look back at the questions in Ex 2. Did the ideas in the interview match your answers? Did anything surprise you?

1 Look at the photo and think about the questions.

1 Do you have lessons at school that involve using a computer? Which lessons?

2 Do you think this is a good way of learning in the classroom? Why? / Why not?



2 Think about how you would describe the photo.

Which of these things would you talk about?

- who the people are
- where they are
- what they are doing
- what they are wearing
- the time of day
- how they are feeling

What are some advantages and disadvantages of using computers in the classroom?

3 3.05 Listen to someone describing the photo.

1 Which of the points that you thought about in Ex 2 does she mention?

2 What advantages and disadvantages of learning on screens in this situation does she mention?

4 3.05 Listen again and complete the extracts with expressions from the Phrasebook in the Student's Book.

1 Well, this _____ _____ a group of young people … _____ _____ _____ about fifteen years old.

2 It _____ _____ they're in a school classroom, so they _____ _____ students.

3 I think _____ _____ _____ a school in Britain, _____ they're all wearing the same clothes … like a uniform.

4 I don't know what they're studying … _____ something like maths or computer science.

5 The two people _____ _____ _____ … the boy and the girl … are looking at a screen together.

6 In the _____ of the picture, there's also a man. He _____ _____ the teacher _____ he's talking to these two students and showing them something on the screen. _____ _____ interested in what he is saying.

7 In the _____, there's a boy sitting looking at his screen, and there's a girl beside him – it _____ _____ _____ they are also studying something on screen.

8 In fact, the thing you really notice is that everyone in this picture is working … _____ _____ _____ they are interested _____ no one is just chatting or looking at their phones.

5 Read the strategy below and look at the photos below. Choose one of the photos and make notes about the people, the place, what is happening and how the people look. Also think about the advantages and disadvantages of this way of learning.

STRATEGY Planning

Before you speak, you should spend a few minutes thinking about your ideas and the vocabulary and functional language that will help you talk about the picture. If you have time, make a note of these words and phrases.





6 Use your notes from Ex 5 to write a description of the picture. Think about what you are going to describe in the picture and what you will need to make guesses about. Use some of the expressions from the Phrasebook in the Student's Book.

7 When you have finished writing your description, check that you have …

- described and made guesses about the picture.
- used expressions from the Phrasebook.
- given your opinion about the advantages and / or disadvantages of this way of learning.

3.9 WRITING

Talk about similarities and differences in a product review.

1 Read the definition of an e-scooter and look at the picture. Have you ever thought about buying an e-scooter? Why? / Why not?

> An e-scooter is a scooter with an electric motor. It is powered by a battery which you have to charge before riding.



2 Which of the following would you want to know before buying an e-scooter?

battery life colour
difficulty / ease of charging the battery
how comfortable it is price size and weight
the quality of the materials where it was made
who it is suitable for

3 Read the review of an e-scooter quickly. Which information in Ex 2 was included in the review?

Latest review ...

Roadrunner EV ★★★★



A It's not easy to find a good quality, stylish e-scooter for less than €300, but the Roadrunner EV is comparable with more expensive models in a number of ways – so it's great for anyone on a budget.

B The EV has some cool features and feels really well built. Thanks to the high-quality tyres, it's just as comfortable as models from more expensive brands. The battery is easy to remove and charge, better than some more expensive e-scooters. In fact, the battery-charging process is very efficient and there's a convenient display that tells you when it needs charging.

C However, although the EV is similar to other models in build quality, it's different from them in several ways too. For example, in contrast to most e-scooters, the EV has a weight problem – at just over 14 kg, it's considerably heavier than its nearest competitor. In addition, the battery life is quite short. In 'fast' mode it has a range of about 10 km, although the 'economy mode' is slightly better at 14 km.

D On balance, the Roadrunner EV e-scooter is great value. The build quality is identical to more expensive models and the weight and battery life aren't serious problems. After riding the EV for a month, I'd definitely recommend it to anyone considering buying their first e-scooter.

4 In which paragraph (A–D) does the writer ...

1 mention negative points about the e-scooter? ___
2 describe some of the features of the e-scooter? ___
3 say who they think the e-scooter is suitable for? ___
4 explain how the e-scooter is as good as more expensive products in some areas? ___
5 present their opinion that the e-scooter is a good purchase overall? ___
6 give the name of the e-scooter and the price? ___

5 Which of the following are expressed as similarities (S) with other more expensive e-scooters, and which as differences (D)?

1 the Roadrunner EV as a good quality, stylish e-scooter ___
2 removing and charging the battery ___
3 comfort ___
4 weight ___
5 battery life ___
6 build quality ___

STRATEGY Expressing similarities and differences

You can use a number of phrases to talk about similarities and differences between things and people as well as comparative forms. Use these phrases to add variety to your writing.

6 Read the strategy above. Complete these extracts from product reviews with the expressions below.

comparable with different from identical to
in contrast to just as good as on balance
similar to unlike

1 If you analyse the e-Active 3.0 features, you'll see it's almost _____ the previous model. In fact, it's only _____ the 2.0 in terms of price – it's around €50 cheaper.
2 The picture quality on the XB400 is _____ many more expensive TVs, such as the XB2000. However, _____ the XB2000, the sound quality is quite poor.
3 This cheaper smart watch has many positive features and is _____ many top brands. It has a few small negative points, but _____ I would recommend it to everyone.
4 In size and shape this looks _____ many other smartphones, but _____ most models it has a very long battery life.

7 Think about the products in the Student's Book. Choose one that you have not written about, or another product or app that you know about, to write a review of. Make notes about the following points and include a personal opinion / recommendation.

- a comparison with similar products.
- what's good / bad about the product.
- how the product looks.
- difficulty / ease of using the product.
- price.
- who the product is for.

8 Plan your work.

- Use the information in the e-scooter review and Ex 4 to organise your ideas into four paragraphs, labelled A–D.
- Decide which words and phrases for expressing similarities and differences to use.

9 Write your review.

10 ✓ **CHECK YOUR WORK** Did you ...

- include all the points in the task?
- use vocabulary and language from this unit?
- check your spelling and grammar?

Grammar

1 Complete sentence B with a modal verb so that it means the same as sentence A. Sometimes more than one answer is possible.

1 A I'm certain that painting is fake – there's no way it's by Picasso.
B I'm certain that painting is fake – it _____ be by Picasso.

2 A It's possible that the website uses robots to create reviews.
B The website _____ use robots to create reviews.

3 A This new smartphone gets a five-star rating – I'm certain it's really good.
B Five-stars is the highest rating – it _____ be good.

4 A I'm certain it's not healthy to spend so much time online.
B It _____ be healthy to spend so much time online.

5 A I'm sure it's really convenient to live so close to your school.
B It _____ be really convenient to live so close to your school.

6 A Don't answer that email – it's possible that it's a friendship scam.
B Don't answer that email – it _____ be a friendship scam.

2 Complete the review comments with the correct comparative or superlative form of the word in brackets.

A I'm doing an online course in web design. It's [1]_____ (enjoyable) than I expected, but it's not [2]_____ (difficult) I thought it might be. The [3]_____ (good) thing about it is that it's a lot [4]_____ (interactive) than any course I've done before. In fact, it's probably one of the [5]_____ (interesting) courses I've ever done.

B I really enjoyed this game. It's not [6]_____ (violent) many other games, so it's suitable for younger kids to play. It's also a bit [7]_____ (advanced) than other games, so you can learn the rules far [8]_____ (quickly). If you are new to gaming, I think it's one of [9]_____ (easy) games to start with.

C This new tablet is fantastic. It's barely [10]_____ (powerful) than my old one, but it's much [11]_____ (simple) to use. Also, the old one was a little [12]_____ (heavy). Another good thing is that the battery lasts a great deal [13]_____ (long), which means I have to charge it a lot [14]_____ (frequently) than I used to.

Vocabulary

3 Choose the correct alternative: A, B or C.

1 The easiest way to find information online is to _____ the key words.
A browse B google C message

2 Erin is backpacking around Australia and _____ about her journey.
A blogging B following C surfing

3 I've never _____ a photo online – can you show me how to do it?
A browsed B posted C streamed

4 Chidi's band played a concert and _____ the video at the same time.
A blogged B deleted C streamed

5 Which celebrities do you _____ on social media?
A analyse B follow C tweet

6 Here's my number in case you need to _____ me.
A contact B follow C troll

4 Complete the sentences with the adjectives below.

advanced handy powerful
virtual wearable wireless

1 Some people study at _____ universities which deliver their courses online.
2 The most _____ gaming laptops often have up to 32 GB of memory.
3 This model is very _____ and uses the latest technology.
4 Having a _____ connection means you can work or study anywhere.
5 This is a _____ fitness tracker that I have on my arm when I'm working out.
6 This solar-powered phone charger is really _____. I can use it everywhere I go!

Cumulative review

5 Choose the correct alternative.

The internet makes our lives much [1]**easier** / **more easy** in many ways. If we need information about something, we can just [2]**browse** / **google** it. We can play games, watch films and listen to music online. And social media is a [3]**convenient** / **suitable** way to keep in touch with friends and family. But imagine how different life [4]**can't** / **must** be for people without the internet. According to a recent report, [5]**considerably** / **slightly** more than half the world's population (around 53%) don't have access to the internet. Europe has the [6]**highest** / **most high** number of internet users (82.5%), while in Africa the figure is much less (under 30%).

There are reasons why people choose not to go online even if the internet is available. That [7]**can't** / **could** be because they don't understand technology, because they don't have a [8]**handy** / **reliable** connection, or they simply [9]**might** / **must** prefer to go shopping and catch up with friends in person. But in our busy modern world, the internet is often a [10]**more** / **most** efficient way of doing these things. We are used to getting our news and entertainment online, and many of us [11]**blog** / **post** photos and videos on social media. Overall, I think our lives are [12]**barely** / **far** better with the internet than without it.

REFLECT Think about the following questions.

1 Which lesson in this unit did you find most useful? Why?
2 Which vocabulary from this unit do you think you will use the most in future?
3 How can you apply the strategy of scanning / listening for specific details to your own listening and reading?
4 What things did you find difficult and easy when you wrote your product review?

Listening

EXAM STRATEGY

In a picture matching task, first look at the pictures and identify the differences between them. This will help you to listen for the key information so that you can choose the correct picture.

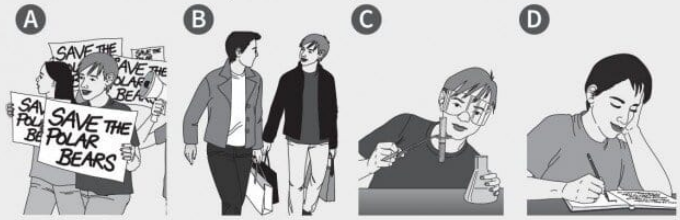
1 Read the strategy above. Then read the exam task in Ex 2 and look at question 1. What are the differences between the pictures?

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

1 What does the girl's hair look like?



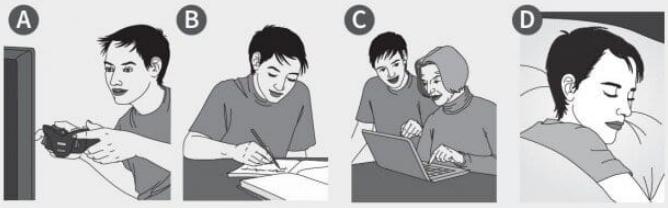
2 What has the boy been doing?



3 How has the boy decided to go to school?



4 What has the boy been doing all morning?



Use of English

EXAM STRATEGY

When you complete a text with missing words, first read the title and the text quickly, ignoring the gaps, to get a general idea of what it is about. Then read the text again more slowly and think about what words might fill each gap.

3 Read the strategy above. Then look at the exam task in Ex 4. Read the text quickly to get the general idea. What is the text about?

A Why robots are better than humans.
B A competition to improve technology.
C A football competition.

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

The Robot World Cup

The Robot World Cup – called the Robocup for short – is [1]_____ international competition to develop robots that [2]_____ been taking place since 1996. A group [3]_____ university professors originally came up with the idea. They wanted [4]_____ promote robotics and research into artificial intelligence in a way that was popular with the public.

The main project is a competition [5]_____ develop a team of robots which can play football. The goal is that the robots will [6]_____ able to win a match against [7]_____ professional football team in the future. Another project develops intelligent machines which can do useful tasks in the home by [8]_____, without direct human control.

Writing

EXAM STRATEGY

When you write an article, you need to cover all of the points specified. Think of ideas that you could mention for each of the points. Then organise your writing into paragraphs, one for each of the points in the task.

5 Read the strategy above. Then read the exam task in Ex 6. How many paragraphs should you write? Make brief notes for each paragraph.

6 Write an article for the advertisement below.

Articles wanted!

Technology ...

- What device couldn't you live without?
- Why is it so important to you?
- Do you think technology is always a good thing?

Write an article answering these questions and we'll put it on our website!

Prefixes and suffixes

1 Read the language focus below. Add letters to each of the words below to make new words. How many new words can you make?

1 fashion fashionable, unfashionable
2 view _____
3 agree _____
4 do _____
5 organise _____
6 create _____
7 social _____
8 wear _____
9 care _____
10 move _____

LANGUAGE FOCUS Prefixes and suffixes

We can often make new words by adding a prefix (*un* + *employed* = *unemployed*) or a suffix (*help* + *ful* = *helpful*) to a word. Prefixes don't usually change the part of speech, but suffixes often do (*help* is a noun or a verb, *helpful* is an adjective). When you're looking at new words, it helps to know the meaning of different prefixes and suffixes. Here are some examples.

Prefixes

dis-	not, opposite of
mis-	bad, wrong
pre-	before
re-	again
un-	not

Suffixes

-able	that can be done
-ful	full of
-ise	to cause or to become
-ive	having the quality or nature of
-ment	the action or result of

2 a Read the language focus above. Make new words using a prefix and the words below.

1 behave misbehave
2 make _____
3 respect _____
4 usual _____
5 historic _____

b Make new words adding a suffix to the words below.

1 achieve _____
2 attract _____
3 comfort _____
4 modern _____
5 use _____

c Use the words in Ex 2a and b, and the prefixes and suffixes in the language focus, to make more words. Check them in the dictionary.

_____
_____
_____
_____

VOCABULARY STRATEGY Parts of speech

Write new words in your notebook, along with the part of speech of each word (verb, noun, adjective, etc). Understanding prefixes and suffixes and parts of speech can help you to guess the meaning of new words. For example, if the word ends in *-able*, you know it's probably an adjective; if it ends in *-ment*, it's probably a noun.

A good way to practise and remember words is to write short stories with as many forms of the word as you can make.

rely (verb)
reliable (adj)
unreliable (adj)

When I go shopping, I always rely on my friend. She is a very reliable friend, always honest and always on time. My other good friend, Susie, is fun to be with, but she often says what she thinks you want to hear. She's also always late. She's very unreliable.

3 Read the vocabulary strategy above. Complete the sentences with different forms of the words in brackets.

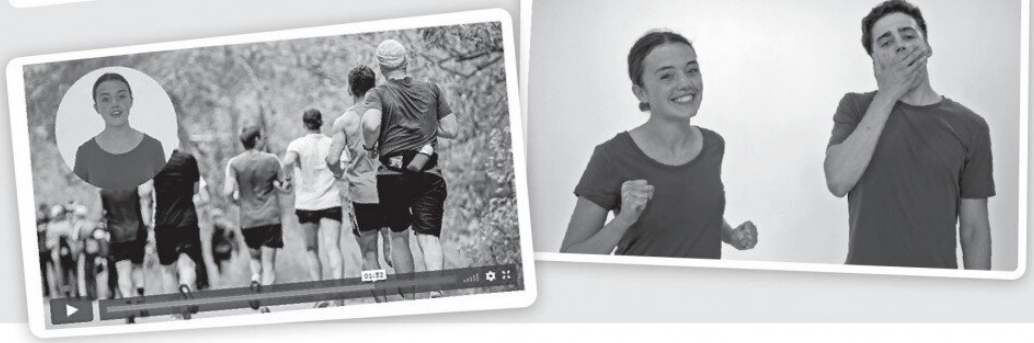
1 My mother loves parties and meeting friends. She's very _____. My father is the opposite. He's very _____. He never wants to _____ with anyone. (social)
2 My brother and I can never agree about anything. If I say something is good, he always _____ with me. We have a lot of _____ every day. He can be very _____ sometimes! (agree)
3 Those shoes were so _____ I couldn't walk in them. I need to buy a more _____ pair of shoes. (comfort)

4 Choose one of the words below. Write your own story, using as many different forms of the words as you can.

appear enjoy like present

5 When you find words with prefixes and suffixes, write them in your notebook. Include the part of speech and write an example sentence or short story.

4 Get active



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

Yasmin and Lewis are up early on Saturday morning to [1]j_____ i___ with a Parkrun. Since Parkrun started in 2004, over 5 million runners have [2]s_____ u___. Why? Yasmin says it has [3]b_____ a_____ big changes in her life. Lewis is worried he can't [4]k_____ up w_____ other runners.

Yasmin tells him it's fun, everybody [5]w_____ up together, and you can [6]d_____ o_____ if you can't [7]c_____ on.

Lewis tries to [8]c_____ up with Yasmin as she runs off … he asks us to wish him luck!

b 4.01 Watch or listen again. Check your answers.

2 Match 1–6 to A–F.

1 Sara was injured so she had to **drop** ___
2 Do you want to **join** ___
3 Mo is so fast – no one can **keep** ___
4 Nic's going to **take** ___
5 Daisy has decided to **take** ___
6 It's a good idea to **warm** ___

A **part** in his first Parkrun tomorrow.
B **up** before you do any exercise.
C **up** cycling to help her to get really fit.
D **out** of the race.
E **up with** him for long.
F **in** with our game of football

3 Choose the correct preposition.

1 Doing exercise can bring **about** / **on** positive changes in your health.
2 Matt is very fit – he works **in** / **out** every day.
3 If you like yoga, you can sign **on** / **up** for a class at the local gym.
4 Don't stop, carry **on** / **out** with what you were doing.
5 If you run, you might catch **on** / **up** with your friends at the bus stop.

4 Match two of the phrasal verbs from Ex 2 and 3 to the underlined words in each sentence.

1 If she wants to be healthy, she should stop smoking and start doing a sport instead. _____ _____
2 My dad has registered for a charity swimming event – this will be the first time he's been involved in something like that. _____ _____
3 Before you do any physical training, always prepare your body for about ten minutes. _____ _____
4 Rob couldn't move at the same speed as the other runners, so he left without finishing the race. _____ _____
5 I need to make a phone call – you continue without me and I'll try to reach you later. _____ _____
6 For Sam, doing Parkrun with other people has caused a number of positive changes in his life. _____ _____

5 4.02 Complete the conversations with the correct form of phrasal verbs from Ex 1, 2 and 3. Then listen and check.

Conversation 1

A 'This is the first time I've _____ in a Tough Mudder event. Any advice?'
B 'Start slowly. Don't try to _____ with other people. Go at your own speed.'
A 'Thanks. That's helpful. Anything else?'
B 'Remember to _____ before you start. If you don't, it could _____ an injury.'

Conversation 2

A 'I can't _____ with the race – I'm too tired.'
B 'But there's only one km to go – you can't _____ now!'
A 'OK, but don't wait for me – I'll _____ with you at the finish.'
B 'Right. You can do it – don't _____!'

Conversation 3

A 'Hi, Joe. I didn't know you'd _____ for this event.'
B 'Yeah, some friends were coming and asked if I wanted to _____.'
A 'But you're not a runner, are you?'
B 'No, I _____ at the gym sometimes. But who knows? If I enjoy this, I might _____ running full time.'

6 REAL ENGLISH Match 1–5 to A–E.

1 Hang in there! ___
2 I can't get enough of it. ___
3 I know what you're saying. ___
4 A good vibe. ___
5 You know what, … ___

A I understand.
B It feels right.
C Don't give up.
D In fact, …
E I really like it.

7 VOCABULARY BOOSTER Now practise **Exercise** vocabulary on page **107**.

1 Complete the rules with the types of noun below.

a plural countable noun a singular countable noun
an uncountable noun

1 We use *each* and *every* + _____
2 We use *all, any, both, few, a few, many, most, no, some, several* + _____
3 We use *all, any, a little, little, most, much, no, some* + _____

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

1 I don't have _____ time to play sports during the week.
A many **B** most **C** much
2 Sam has two sisters and they are _____ good at tennis.
A all **B** both **C** each
3 She read the research, but she wasn't convinced by _____ of it.
A any **B** many **C** none
4 My friends all play sport, but _____ of them enjoy running.
A any **B** every **C** none
5 How _____ times have you taken part in a Parkrun?
A any **B** many **C** much
6 My dad counts the number of calories he eats _____ day.
A each
B most
C some



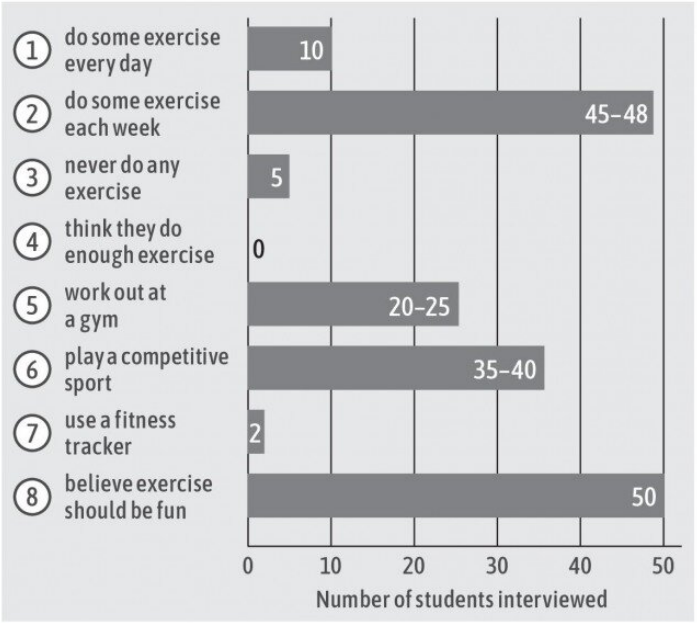
7 Ed spends _____ of his free time working out at the gym.
A any **B** many **C** most
8 Your computer remembers _____ website you visit.
A all **B** every **C** most
9 _____ of my friends have given up sport because it's too competitive.
A A little **B** Every **C** Some
10 Did your fitness tracker help you to reach _____ of your targets?
A all **B** every **C** none

3 Complete the sentences with *few, a few, little* or *a little*.

1 Most people finished the race, but _____ dropped out before the end.
2 Jack stayed up late studying so he got very _____ sleep last night.
3 I need _____ more time to finish my essay.
4 The gym is so expensive that _____ students can afford to work out there.
5 Only _____ schools have a swimming pool these days.
6 Doing _____ exercise every day is important for staying healthy.
7 _____ sports are as dangerous as mountain climbing.
8 Suzi needed _____ help from her friends to complete her project.

4 Look at the bar chart. Write a sentence for each activity using one of the quantifiers below.

a few all few many most none ~~several~~ some



1 Several students do some exercise every day.
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

5 Complete the news article, reporting on the information in Ex 4, using the words below.

all both each every (×2) few a few a little
many most much none several some (×2)

HEALTHNEWS

We interviewed 50 students in London about their weekly exercise routine. [1]_____ of the people we interviewed said they did [2]_____ exercise each week. [3]_____ people said they played sports regularly. However, [4]_____ one of them admitted that they could do more. Unfortunately, for [5]_____ teenagers, there are [6]_____ opportunities to exercise in their local area. Others say they don't have [7]_____ free time because of school work.

[8]_____ of this information shows that young people need to do more. The advice from experts is clear. Try to take [9]_____ exercise [10]_____ day. Doing just [11]_____ exercise is better than doing [12]_____, even for just [13]_____ minutes.

The good news is that 'exercise' includes walking fast and taking the stairs instead of the lift. Doing [14]_____ of these two things [15]_____ day could be the first step to a healthier lifestyle!

4.3 READING

Recognise topic sentences in an essay about health and fitness.

1 What do you remember about the Student's Book text? Are the sentences true (*T*) or false (*F*)?

1 Most young people play organised sport after the age of 13. ___
2 Most teenagers give up sport when it stops being fun. ___
3 There is little opportunity these days to play sport just for fun. ___
4 Teenagers have plenty of free time to do sports training. ___
5 Sport can help teenagers deal with stress. ___

2 Before you read, think about the following questions.

1 Do you and your friends do enough exercise?
2 If so, what do you think are the advantages of physical activity?
3 If not, what are the reasons you don't do more exercise?

3 4.03 Read the article on this page quickly. Match topics 1–4 to paragraphs A–D.

1 Why teenagers should exercise regularly. ___
2 How teenagers can do more exercise. ___
3 How teenagers exercise around the world. ___
4 Why teenagers don't exercise. ___

4 Read the strategy below. Identify the topic sentence in each paragraph of the article.

STRATEGY Recognising topic sentences

A paragraph usually contains a topic sentence and some supporting details. The topic sentence states the main idea or argument of the paragraph. To quickly understand the meaning of a paragraph within a text, it is important to identify the topic sentence.

5 Read the article again.

1 Which two facts does the writer use to support the main point in paragraph A?
2 What examples does the writer give to explain why teenagers don't get enough exercise?
3 Why does the writer say exercise can help you feel 'more relaxed and less stressed'?
4 What other skills can playing sport help young people develop?
5 What suggestions does the writer make for people who don't like competitive sports?
6 How can students combine exercise with their social life?

6 MEDIATION Your teacher has asked you to write a report on teenage health and fitness. Using the ideas in the article, write a short report in your own words, including …

- two reasons why teenagers don't get enough exercise.
- two reasons why exercise is important.
- one way that teenagers can take more exercise.

7 Complete the sentences so that they are true for you.

1 I get / don't get enough exercise because _____
_____
2 I agree / don't agree that doing exercise every day is important because _____
_____
3 The activities I enjoy most are _____
_____

Health and fitness >

A Do you exercise enough? A recent report led by the World Health Organisation (WHO) suggests that 80% of teenagers in 146 countries do not take enough exercise, including in the UK. The WHO recommends that teenagers take part in some kind of exercise for at least one hour each day – for example, walking, jogging, cycling or dancing. But the research into the lifestyles of students aged 11–17 found that four out of five students fail to do the recommended amount of exercise. The report also says that in 142 countries, girls do less exercise than boys.

B There are several possible reasons why teenagers don't get enough exercise. Spending more time on their phones, computers or gaming devices means that teenagers sit down for longer each day, and do more digital activities than physical ones. In addition, teenagers living in cities often have few open spaces in which to exercise and play sport; it can also be less safe to walk or cycle. In some countries, there is a lot of pressure to achieve academic success, which means more homework and less time for physical activity.

C What does this mean? Taking regular physical exercise as a teenager is important for a number of reasons. Firstly, of course, it keeps you fit and means you are likely to carry on being active and healthy later in life. Exercise can also make you feel more relaxed and less stressed because it produces endorphins, chemicals in the brain which bring about feelings of happiness and well-being. There is also evidence that doing physical activity gives you more energy, not less. Being physically fit can also improve concentration, so regular exercise may actually improve academic performance. And finally, doing all kinds of sports can help teenagers develop social skills such as communication skills and team-building, and increase their self-confidence.

D There are a number of things that most teenagers can do to stay active and healthy. If you are one of those students who gave up sport because it was too competitive, there are other options you can take up such as cycling, yoga, karate, skateboarding or aerobics. Between school work and seeing friends, it can feel like you have very little time for exercise, but try to work out as part of your daily routine – just doing a little exercise a few times a week will make a difference. And joining in with friends when they are doing their favourite activity can help you combine exercise with your social life.



1 Complete the dialogues with the words below.

fair feel feeling important know something sorry stronger world yourself

1 **A** I failed the exam – I only got 49%!
B I _____ how much work you did. But it's _____ to remember that you did your best.

2 **A** I can't believe it! Ben dropped the ball and we lost the game.
B It isn't _____ to blame Ben. How would you _____ if it was you who dropped the ball?

3 **A** Tonya doesn't want to be my friend any more.
B I guess you must be _____ hurt right now. But I'm sure you'll come out of it _____.

4 **A** I didn't get the part in the school play. They said I'm not right for it.
B I'm really _____ they rejected you. It's just _____ you have to go through.

5 **A** My dad has a new job. We're moving abroad.
B It's not the end of the _____ – we can still talk online. Put _____ in his shoes – it's a great opportunity.

2 4.04 Listen to three short conversations. In which conversation did someone …

A not perform well enough?
B lose a competition?
C get injured in a sporting activity?

3 4.04 Listen again and tick (✓) the things the other person did in each conversation. Which expressions from Ex 1 did they use?

	Conversation		
	1	2	3
Show sympathy	☐	☐	☐
Stay positive	☐	☐	☐
Encourage understanding	☐	☐	☐

4 Read the social media post below.

1 What happened last week?
2 What happened today?
3 Why was Laura amazed?
4 How does she feel now?



Laura B
23 March

Last week, our athletics coach said he wanted me to be on the team to take part in the national championships. I was really happy – there are so few opportunities like that. But today, in training, we were warming up and he came over to me and said, 'Laura, I'm really sorry – you have to drop out of the team.' I asked him why and he said something about me not making much effort, and not keeping up with my training. I was amazed, because I train every day and I even signed up for extra coaching. Later, I found out he'd asked my best friend Jess to be on the team instead of me. I'm really upset and angry at both of them. I don't know what to do – I just feel like giving up athletics altogether.

12

5 Complete the comments with phrases from Ex 1–3.

Comments



A **Marco P > Laura B**
Hey Laura, I [1] _____ pretty bad right now. I can understand that you feel like giving up, but take a little time to think about it. It's [2] _____ stay positive and remember that you're a really good athlete. We've all had a disappointment like this at some time in the past. You just have to carry on and focus on the next competition. If you do, I'm [3] _____ this stronger.



B **Cat1902 > Laura B**
I'm [4] _____ this has happened, but you know what? It's not [5] _____. So you didn't make the team – well, unfortunately, most people don't. Disappointment is part of life. It's just [6] _____ and learn from. You'll get other chances to compete. I mean, how [7] _____ if you couldn't run at all? Stop complaining.



C **Ruby Collins > Laura B**
Oh, Laura, this is really disappointing for you. I [8] _____ training you do – you're a fantastic sportswoman and a really hard worker. Try to stay positive – there will be other competitions. Also, I understand that you feel angry with Jess right now, but [9] _____ her shoes. The coach has given her an opportunity, and [10] _____ to blame her for taking it. Hang in there, Laura.

6 Which comment do you think is less sensitive than the others? Give reasons for your answer.

7 Read the social media post below. Write a comment for Dylan. Make sure you use phrases to express sympathy, stay positive and encourage Dylan to understand the other people's position.

Dylan N, 7 June

I'm in a band with three of my school friends. I sing and play guitar. We've played a few concerts at school and it's a lot of fun. But now my band mates have told me they've found a new singer, a guy called George. They want me to give up being the singer. I know George told them he has a better voice than me. It might be true, but I also know his father works in the music business. I love being in the band but I don't want to carry on if I can't sing. I'm really disappointed and I feel angry that George has made this happen.

Add a comment

4.5 VOCABULARY

Talk about different sports.

1 Match the words below to the definitions.

course court dive net pitch
score shoot track train

1 to win points or get a goal _____
2 the place where you play tennis _____
3 what players must hit the ball over in tennis _____
4 what people play football on _____
5 what runners or horses race on _____
6 what sportspeople do to prepare for an event _____
7 to kick or hit a ball towards a goal _____
8 the route of a race _____
9 to enter water head-first _____

2 Complete the definitions with the words below.

coach competitor defeat opponent
race referee rules spectator

1 The person who helps you with your training is your _____.
2 If you _____ someone else, you to try to run, swim or cycle faster than them.
3 A _____ is someone who takes part in a sport or race.
4 The instructions that say what you can and can't do in a sport are the _____.
5 In a competition, one team tries to _____ the other.
6 The person who controls a football match is the _____.
7 Your _____ is someone you compete against.
8 A person who watches a sport is a _____.

3 Choose the correct alternative.

1 **Competitors / Spectators** at a cycling race often stand very close to the **pitch / track**.
2 In volleyball, players **score / shoot** points by hitting the ball over the **court / net** with their hands.
3 If you want to **score / train** seriously, you need a **coach / referee** to help you.
4 In football, if the **coach / referee** shows you a red card you must leave the **court / pitch**.
5 In the Tough Mudder, people **defeat / race** each other over a 10 km **course / track** with different obstacles.
6 The **referees / rules** of the marathon say that all **competitors / opponents** must be over 18.
7 Learning to **dive / train** well can help you **defeat / score** your opponents in a swimming race.
8 The best basketball players can **score / shoot** the ball into the basket from the other end of the **court / pitch**.

4 Complete the short descriptions of three sports with the words below. In each case there is one word you don't need.

course defeat dive opponents race track

A I like running in the countryside. I prefer it to running on a [1]_____. Usually, I don't [2]_____ against anyone else. I don't see the other runners as [3]_____ and I'm not interested in trying to [4]_____ them. The [5]_____ can often be wet and muddy, especially in winter, but I don't mind.

court net rules score shoot spectators

B In the summer, I play beach volleyball with my friends. The [6]_____ of beach volleyball are different from indoor volleyball. For example, the [7]_____ is smaller, although you still [8]_____ points by hitting the ball over the [9]_____. Also, the ball is lighter and there are fewer people on each team. Also, there are a few [10]_____ – they always give us a lot of support.

coach net pitch referee shoot train

C I play in a girls' football team. Our [11]_____ is called Britta and she is brilliant. We [12]_____ twice a week and play a game on Sundays. The [13]_____ is sometimes a woman, sometimes a man. We don't have our own [14]_____ – we share with the boys and often watch each other's games. I play in attack – I love it when you [15]_____ at the goal and score.

5 Complete the two blog posts with words from Ex 1–3 in the correct form. You can use the words more than once.

A *My Blog*

I've just been on holiday in the UK. My host family took me to see a game of cricket in their village. The [1]_____ are complicated – one of the other [2]_____ explained them to me, but I soon gave up trying to understand him. Basically, there are two teams of eleven players, and they play on a big field called a [3]_____. A player from one team throws the ball and a player from the other team hits it. If you hit it a long way you [4]_____ more points, although these are called 'runs', like in baseball. If you get more runs than your [5]_____, that means you've [6]_____ them.

B ▼ **NEW POST**

I took part in my first triathlon this weekend. 'Triathlon' is a Greek word meaning 'three competitions'. The [1]_____ was really tough – a 1.5 km swim, then a 40 km bike ride and finally a 10 km run. But from the moment I [2]_____ into the water, I loved it. As you know, I [3]_____ for months but I didn't have a [4]_____ to help me. The other [5]_____ were very good, and it was difficult not to try to [6]_____ everyone. We finished in the local sports stadium and I'll never forget the cheer from the [7]_____ as we ran round the track to the finish. It was awesome!



6 VOCABULARY BOOSTER Now practise **Sport** vocabulary on page **107**.

Use modals to talk about abilities in the past, present and future.

4.6 GRAMMAR

1 Read the sentences and write if they are about *present*, *past* or *future* ability.

1 Sam could say some words in two languages when he was four. _____
2 Jay is able to speak three languages fluently. _____
3 Do you think Jon will be able to play today? _____
4 Zoe can't dive, but she's a great swimmer. _____
5 Were you able to read my email? _____
6 I can't come to training this evening. _____
7 Alisha didn't manage to get a seat on the train. _____
8 We won't be able to offer coaching this year. _____

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

1 My brother ___ walk until he was two.
A can't **B** couldn't **C** doesn't manage to
2 If they arrive too late, they ___ get a seat.
A can't **B** couldn't **C** won't be able to
3 We need Jess on our team – she ___ play well.
A can **B** could **C** managed to
4 It's his first 10 km race. I hope he ___ finish it.
A could **B** manages to **C** being able to
5 I'm looking for a new bike, but so far I ___ find one I like.
A couldn't **B** didn't manage to
C haven't been able to
6 I ___ phone you last night – there was no signal.
A can't **B** couldn't **C** haven't been able to
7 Joe ___ play in the team because he won't be here.
A isn't able to **B** couldn't **C** hasn't managed to
8 Until 1953, no one ___ run a mile in under four minutes.
A had managed to **B** has managed to
C has been able to

3 Complete the sentences with the correct form of *can*, *could*, *manage to* or *be able to*. More than one answer is sometimes possible.

1 The lecturer's microphone wasn't working – we _____ hear a word she was saying.
2 Leah doesn't earn much money, but she still _____ save 50 euros each month.
3 My brother _____ ride a bike by the age of five.
4 She isn't _____ sign up for this event until she's eighteen.
5 _____ you take part in a training session this weekend?
6 Aziz isn't a good tennis player – he hasn't _____ defeat his opponent once this season.
7 I enjoyed watching the game, but I still _____ understand the rules.
8 Will you _____ come to the party on Saturday?

4 Complete the second sentence so that it has the same meaning as the first. Use the correct form of *can*, *could*, *manage to* or *be able to*.

1 In my family, everyone learned to read before they went to school.
All of my family _____.
2 I bought a copy of that book online, even though it's hard to find.
That book is hard to find, but I _____.
3 If it doesn't snow this week, we'll have to cancel our skiing weekend.
I hope it snows this week, or we _____.
4 The car was moving too fast for me to see the number plate.
The car was moving so fast that I _____.
5 I'm really happy that I can cycle to school.
I really enjoy _____.
6 There wasn't anyone who was fast enough to keep up with Kris.
None of the other cyclists _____.

5 Complete the two short texts with the words and phrases below.

could has been able to managed to
was able to wasn't able to will manage to

A Alex Honnold is a free climber. In 2018, he [1]_____ free climb solo (alone and without a rope) the 900-metre rock called El Capitan in California. Alex [2]_____ do this because he trained hard and prepared carefully. He [3]_____ practise climbing without safety equipment because it was too dangerous. However, he practised the route using a rope until he [4]_____ remember every move exactly. So far, no one else [5]_____ repeat Alex's climb, but it's not impossible that another climber [6]_____ do so in future.

being able to can has managed to
is able to manage to

B Freedivers dive without breathing equipment. In competitions, freedivers score points depending on how deep they [1]_____ dive, and how long they [2]_____ hold their breath. Raghda Ezzeldin is an Egyptian free diver. She [3]_____ hold her breath for more than five minutes and [4]_____ reach a depth of 45 metres on a single breath. For Raghda, [5]_____ forget about everything else and feel completely free is one of the best things about free diving.

6 Complete the sentences with the correct form of *can*, *could*, *manage to* or *be able to*. Use the prompts in brackets and your own ideas.

Andrea is good at languages, but … (present, negative)
he can't speak Japanese.

1 I'm really happy that … (present, positive) _____
2 The music was so loud that … (past, negative) _____
3 If the weather doesn't improve … (future, negative) _____
4 When I was younger, … (past, positive) _____
5 I hope that next year … (future, positive) _____

4.7 LISTENING

Identify the purpose of different recordings.

1 What do you remember about the Student's Book listening? Which **one** of the following statements is not true?

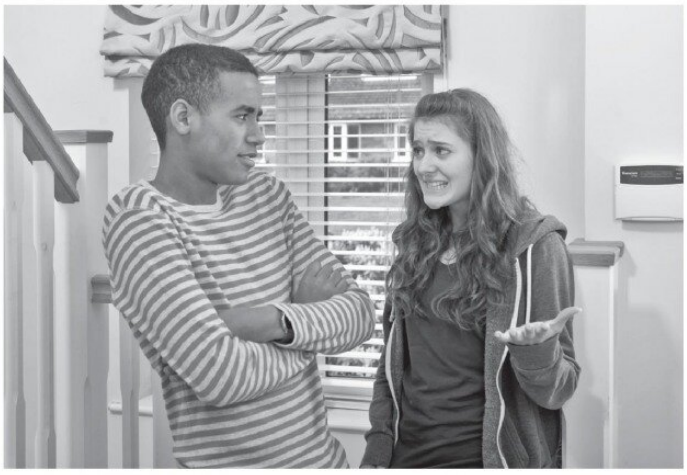
1 The world's blue zones are where more people than average live to a very old age.
2 Most people living in blue zones eat a healthy diet which protects them from a number of diseases.
3 All the people who live in blue zones do lots of exercise.
4 People in blue zones often live longer because they are obsessed with their health.
5 People in blue zones act in a similar way to early humans regarding diet and exercise.

2 Before you listen, think about these questions.

1 Would you join an after-school fitness club with your friends? Why? / Why not?
2 Why do people in some parts of the world live longer than others?
3 How can people stay healthy and happy into old age?

STRATEGY Identifying purpose

When you listen to a recording, knowing the reason the speaker is talking will help you better understand the text. Is it describing something, advertising a product, trying to persuade you to do something, giving you information or advice about something, or just trying to entertain?



3 4.05 Read the strategy above. Then listen to three extracts.

1 Which extract is from …
A a radio interview? ___
B a conversation between friends? ___
C a podcast report? ___
2 Match extracts 1–3 to the speaker's main purpose (A–C).
A giving information ___
B giving advice ___
C persuading someone to do something ___

4 4.05 Listen again to Extract 1.

1 What would Hannah like Ryan to join in with?
2 What happens in the class?
3 What are Ryan's two reasons for not joining in?
4 What does Hannah think Ryan will do this evening?
5 Why does Hannah say, 'Seriously, it would be good for you'?

5 4.05 Listen again to Extract 2. Choose the best answer: A or B.

1 Thousands of years ago, most people lived …
A around 30 years.
B longer than 35 years.
2 In the early 19th century, some children died before the age of five because they …
A were poor, worked hard, and were often hungry.
B didn't have drugs to protect them from illnesses.
3 Many women today …
A will probably live longer than men.
B probably won't live longer than men.
4 You are more likely to live longer if you live in …
A a European country.
B parts of Asia and Africa.

6 4.05 Listen again to Extract 3. Complete the statements according to Magda.

1 If you take a little exercise every day, _____
2 If you want to stay healthy, _____
3 Eating less sugar and salt can _____
4 It's important to have _____

7 Combine a verb and a preposition to complete the sentences.

addicted learn listen obsessed protect someone spend money suffer talk

about from (x3) on to (x2) with

1 Hannah is my best friend – I can _____ anything with her.
2 Sean is always taking selfies – he's _____ how he looks.
3 Jenna _____ stress, so exams are difficult for her.
4 My dad hates watching TV – he prefers to read or _____ music.
5 I'm _____ playing this computer game – I can't stop playing it.
6 American footballers wear a helmet to _____ them _____ injury.
7 Some people _____ a lot of _____ expensive sports clothes.
8 It's OK to make mistakes, but it's also important to _____ them.

8 4.06 **PRONUNCIATION** Underline the sounds that you think will be left out. Then listen and check.

1 I think you're addicted to your laptop.
2 Eating the right things can protect you from illness.
3 Life expectancy in most parts of the world was very short.
4 Women can expect to live slightly longer than men.
5 If you want to stay healthy, you have to stay interested in everything.
6 Eating less sugar and salt can bring about real changes.



1 Look at the two photos and think about the questions.

1 Do you enjoy cycling? Why? / Why not?
2 When was the last time you rode a bicycle?
3 Why do you think the people in the photos choose to go cycling?

These photos show people cycling in different situations. Compare the photos and say which kind of cycling you'd prefer to do, and why.

2 4.07 Read the comparison task above. Listen to a student doing the task and answer the questions.

1 What similarities between the photos does she mention?
2 What differences does she mention?
3 Which kind of cycling would she prefer to do? Why?

3 4.07 Listen again and complete these extracts with the correct expressions. The extracts are not in order. Write one word in each gap.

1 The most obvious _____ _____ the photos is that the people in photo A are riding ordinary bicycles and wearing everyday clothes, _____ the man in photo B is wearing special clothes and riding a hi-tech bike … _____ _____ _____ the man in photo B, the family group look much happier and more relaxed.
2 _____ _____ _____, it's much more fun to do activities like this with other people. So for that reason, _____ _____ _____ cycle in a group.
3 There are _____ _____ between the photos. Obviously, the main thing _____ _____ have in common is that they show people riding bikes, and wearing cycle helmets. _____ _____ also shows how cycling can be a good way to take exercise and keep fit.
4 _____ _____ _____ show people taking part in cycling, but in different situations. In photo A, _____ _____ a group of people … it looks like a family … cycling in the countryside. Photo B _____ a man cycling on the road, or it may be a racing track.
5 _____ _____ _____ _____, riding a bike fast for long distances will probably keep you much fitter. However, if I had to choose, _____ _____ _____ it would be as enjoyable … and certainly not as sociable … as going for a cycle ride with a few friends or my family.

STRATEGY Giving structure to the task

When comparing photos, it's a good idea to follow a clear structure to make sure you include everything you need to in the limited time.

- Start with a very short description of the photos and a summary of the theme.
- Then talk about similarities between the photos, and then talk about the differences. Remember to use comparative structures.
- Finish by answering the question asked in the task and giving your opinion.

4 Read the strategy above and match each extract in Ex 3 to the functions below.

a Give a brief description of the photos and a summary of the theme. ___
b Talk about the similarities. ___
c Talk about the differences. ___
d Give a personal opinion. ___
e Answer the question. ___

5 Read the task and prepare to compare the two pictures below. Make notes to help you …

- give a brief description of the photos and a summary of the theme.
- talk about the similarities and differences between the photos.
- talk about your experience and give your personal opinion to answer the question.

These photos show people doing sport in different situations. Compare the photos and say which kind of activity you would enjoy doing more, and why.





6 Use your notes from Ex 5 to write a comparison of the two photos. When you have finished, check that you have …

- described the pictures in detail and identified the theme.
- structured your comparison appropriately.
- used expressions from the phrasebook in the Student's Book to talk about the similarities and differences.
- given your opinion in answer to the question.

Support arguments in a for and against essay about girls and boys doing sport together.

1 What do you remember about the Student's Book lesson? Think about these questions.

1 What are some examples of competitive sports and non-competitive sports?
2 Make a list of two positive and two negative things you could learn from competitive and non-competitive sports.

2 Read the essay. Does the writer agree or disagree with the statement in the title?

Home New Spell check View >>

All sports can teach important life skills

A It is true that doing competitive sport can prepare young people for life in several ways. However, not everyone enjoys competition, and teenagers can learn important skills while taking part in non-competitive activities. I believe they should be able to join in with the sports they feel most comfortable with.

B Most people would agree that activities like running, hiking or rock-climbing can help young people stay fit and healthy, without the stress of being a competitor. If they feel more relaxed about an activity, they are more likely to enjoy it and less likely to drop out. It is also true that non-competitive sports can teach young people how to rely on themselves, manage their time and work hard to achieve their goals. These are valuable skills for later in their lives.

C On the other hand, competitive sports can help teenagers develop skills such as teamwork and co-operation. If they learn these skills at school, they will be able to use them more easily later in life. It can also be argued that life is a competition and not everyone can be a winner all the time. Being able to accept failure and not give up is an important part of growing up.

D In conclusion, there are clearly some advantages to competitive sport. Having said that, in my opinion, if young people can have fun doing non-competitive activities, they will be able to keep fit and healthy, and also develop some useful life skills.

Page 1 of 1 100 words – + 50%

3 In which paragraph (A–D) does the writer …

1 present arguments for the statement in the title? ___
2 summarise their arguments and repeat their opinion? ___
3 present arguments against the statement in the title? ___
4 make a general statement about the topic and give their overall opinion? ___

STRATEGY Supporting your arguments

When you are presenting arguments in an essay, it will be more convincing if you support each argument or idea with a supporting statement or an example.
Students who just want to win all the time may have problems getting on with other students. They may argue more and not be able to accept losing.

4 Read the strategy. Then read the essay again and identify …

1 the writer's two arguments for the essay title and two supporting statements / examples.
2 the writer's two arguments against the essay title and two supporting statements / examples.



5 You are going to write a for and against essay. Read the title below. Then make notes about the main arguments for and against the statement, using your own ideas.

Girls and boys should be allowed to compete in sports together.

Arguments for

Argument 1: _____

Supporting statement / example 1: _____

Argument 2: _____

Supporting statement / example 2: _____

Arguments against

Argument 1: _____

Supporting statement / example 1: _____

Argument 2: _____

Supporting statement / example 2: _____

6 Plan your work.

1 Decide what you will say in each paragraph.
2 Make notes for an introduction and a conclusion.
3 Decide which phrases for presenting arguments you want to use.

7 Write your for and against essay.

8 ✓ CHECK YOUR WORK Did you …

- give and support arguments for and against the statement?
- use phrases for presenting arguments?
- include vocabulary and grammar from this unit?
- check your spelling and grammar?

Grammar

1 Choose the correct alternative.

1 **Most / Much** of my friends enjoy playing football, but **any / few** of them really like playing rugby.
2 Syed studies hard and has **every / several** part-time jobs, so he has very **few / little** free time.
3 It's better to take **a little / little** exercise **a few / few** times a week than a lot of exercise once a week.
4 How **many / much** times do you message your friends **any / each** day?
5 Cara and Lily **all / both** love playing tennis, but our school doesn't have **any / some** tennis courts to practise on.
6 **All / Every** of my friends can play basketball, but **no / none** of them can play as well as Josef.

2 Complete the conversation with the words and phrases below.

> be able to can could managed to
> wasn't able to will manage to

Amy Do you think anyone will ever [1]_____ run a marathon in under two hours?
Ben Why not? For years people thought no one [2]_____ run a mile in under four minutes or 100 metres in under ten seconds – but someone did.
Josh Actually, in 2019 the Kenyan runner Eliud Kipchoge [3]_____ run a marathon distance in 1:59:40.
Ben Well, yes, but that wasn't an actual race, so he [4]_____ claim it as a world record.
Josh Does that matter? He's proved that he [5]_____ run 42.2 km in less than two hours.
Amy Yes, so maybe one day he [6]_____ do it again in normal race conditions.

Vocabulary

3 Choose the correct alternative: A, B or C.

1 Hasan left home late, but he _____ with his friends before they arrived at school.
A kept up B carried on C caught up
2 If you don't _____ properly before you exercise, you may get injured.
A join in B warm up C work out
3 There's a new aerobics class starting next week – are you going to _____ it?
A sign up for B join in C take up
4 Tori has never _____ a sports competition in her life.
A carried on with B taken part in C given up
5 If you can't _____ with the other students, perhaps you should join an easier class.
A keep up B carry on C work out
6 Taking up exercise can _____ real changes in your health.
A give up B take up C bring about

4 Choose the correct alternative.

A 'And now the [1]**competitors / opponents** are warming up for the start of the 1,500 m. They have to [2]**defeat / race** each other four times around the [3]**pitch / track**. Everyone is very excited and the [4]**coaches / spectators** are making a lot of noise.'
B 'The [5]**referees / rules** of this tennis competition say that a player must win a game by at least two points to [6]**defeat / score** their opponent. Their [7]**coach / train** is allowed to watch from the side of the [8]**court / net**, but they mustn't give any instructions.'

Cumulative review

5 Complete the blog post with the words and phrases below.

> a few are able to both bring about can't
> could each every one gave up learned
> little managed to scored

Oakwood School HOME BLOG CONTACT

I'm really pleased to report that our school football team has [1]_____ win the schools championship this year. At the beginning of the season, no one thought we [2]_____ win anything because in the previous two years we'd had very [3]_____ success.

However, this year we had a new coach, Miss Ferguson. She introduced regular training two nights a week and made [4]_____ important changes to how we play. We [5]_____ to think in a new way. Before, if another team [6]_____ a goal against us, we often [7]_____ and expected to lose the game. But Miss Ferguson taught us to learn from our mistakes and to believe in ourselves. Now we start [8]_____ game thinking that we [9]_____ win it.

This was especially important in the final game of the season when we played the Royal High School. [10]_____ teams really wanted to become this year's champions. In the end, though, I think we wanted it more. [11]_____ of our players was determined to win and made a big effort to [12]_____ the result that we needed. It worked – we won the game 3–2. I know that we [13]_____ expect to win every game we play in the future, but for now, we are the champions! **Jess Sterling (team captain)**



REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 How can you practise identifying topic sentences in your own reading?
4 What things did you find difficult and easy when you wrote your for and against essay?

Reading

EXAM STRATEGY

When you complete a text with missing sentences, you will need to look for both general clues and specific information. Look at the topic of the sentences either side of the gap, key words, pronouns and use of tenses.

1 Read the strategy above. Then look at the exam task in Ex 2 and read the first paragraph of the article. Read the sentences before and after the first gap – are they about humans or animals? Which words give you clues about the missing sentence?

2 Five sentences have been removed from the article. Choose from sentences A–H the one which fills each gap (1–5). There are three extra sentences which you do not need to use.

Humans vs animals

Humans are highly competitive creatures and we are always trying to break records, particularly in sport. But how do we compare to animals – who is stronger and faster? Over long distances, we actually perform surprisingly well. Scientists believe this may be because we don't suffer from the heat as much as some animals. [1]___ Therefore, less of our body is exposed to the sun. In addition, humans, unlike many animals, lose heat through sweating.

It's possible that we originally developed this ability to run over long distances in order to hunt for food and to escape from danger. We used our big toes to push us off the ground quickly, and our longer legs allowed us to cover longer distances when hunting. [2]___ Another advantage that humans have is our ability to store energy in the muscles we use for running, enough to travel just over 30 kilometres.

But how fast can we run over long distances compared to animals? In 2019, Kenyan runner Eliud Kipchoge completed a marathon in less than two hours, an extraordinary achievement for a person. [3]___ This means that they should be able to cover the same distance in a much shorter time. And there are even faster creatures. An ostrich, for example, has a maximum speed of around 80 kilometres an hour and could therefore complete a marathon in around 45 minutes.

Over shorter distances, animals are the clear winners every time. The Olympic gold medal winner, Usain Bolt, ran 100 metres in under ten seconds, while a greyhound has done it in 5.8 seconds. [4]___ That's much faster than Bolt's current world record of 19.19 seconds. And humans take over twice as long as horses to run 400 metres.

So how do we compare to animals when it comes to physical strength? It makes sense that larger animals are stronger than humans because their bodies are heavier to carry than ours. Elephants are the strongest land animals – they can carry the weight of around 130 adult humans. [5]___ But there are different kinds of animal strength. For example, the tiny leafcutter ant can lift around 50 times what it weighs using its mouth. That's the same as you or I picking up a truck in our teeth!

A However, a horse's maximum speed is around 86 kilometres an hour, nearly twice as fast as a human's.
B In the same way, we're generally more powerful than smaller animals.
C On the other hand, animals need to take regular breaks to get food and water.
D We stand on two legs, not four.
E A cheetah can complete twice that distance in less than seven seconds.
F That's why we have shorter toes and longer legs than, for example, great apes.
G This is because there isn't enough scientific research about it.
H Another example from the bird world is the peregrine falcon, which is the fastest bird in the sky.

Speaking

EXAM STRATEGY

When you compare photos, you should describe what is happening in each one and talk about their similarities and their differences.

3 Read the strategy above. Then look at the sentences below. Do they describe similarities or differences? Underline the words and phrases used to talk about similarities and differences.

1 In both photos people are using technology.
2 In the first photo, people are watching a film at the cinema rather than at home.
3 The first photo shows people outside, while the second photo shows people inside.
4 The topic the photos have in common is sport.

4 Look at the two photos of people shopping. Compare the two photographs and say how you think the people feel. Where do you prefer to shop? What are some of the advantages and disadvantages of shopping in different places?





Word building

1 Look at the word families below. Circle the verbs and underline the nouns. What letters can you add to a verb to make nouns? Which do you use for people?

1 compete competitor competition
2 employ employer employee employment
3 manage manager management
4 translate translator translation
5 organise organiser organisation
6 create creator creation creativity
7 depend dependent dependence

LANGUAGE FOCUS Word building: suffixes that form nouns

You can often make nouns from verbs or adjectives by adding a suffix. Sometimes, you can just add the suffix, but other times you might need to change the spelling or add a few letters before the suffix. For example:
able *ability*
important *importance*

2 Read the language focus above. Complete the table showing some of the different ways of changing adjectives to nouns.

Type A *-ity* or *-ty*	
_____	possibility
responsible	_____
generous	_____
_____	stupidity
Type B *-ness*	
kind	kindness
_____	happiness
sad	_____
mad	_____
fit	_____
Type C *-ence* or *-ance*	
_____	independence
silent	_____
_____	distance
different	_____

3 Read the sentences and choose the correct alternative.

1 My sister has been ill and she still says she feels **weak** / **weakness** and tired most of the time.
2 I'm so embarrassed I got that question wrong – I can't believe how **stupid** / **stupidity** I was.
3 I don't use paper dictionaries – I think online ones are much more **useful** / **usefulness**.
4 You'd better stop driving and have a rest because **tired** / **tiredness** can be very dangerous.
5 I really don't like **violent** / **violence** in films.

4 Complete the sentences with the correct form of the words below.

able curiosity distant fit generous happiness importance kindness mad possible sadness silent

1 It's very _____ to remember your passport when you go to the airport.
2 The thing I notice most about the countryside is the _____ – there is no noise of traffic at all.
3 I've got some _____ news! Emma's cat has died, and she's very upset.
4 Money doesn't make people _____, but I think it can help.
5 They bought expensive presents for everyone, so I thanked them for their _____.
6 Shakespeare often shows love as a kind of _____ – lovers do crazy things.
7 My brother's a _____ fanatic – he goes to the gym every day.
8 What's the _____ between Madrid and Seville by road? Is it about 500 km?
9 I think there's a small _____ that it might snow tomorrow. It's getting quite cold.
10 I like people who are _____ to animals; I can't stand people who treat them badly.
11 My little sister is so _____. She asks so many questions and she wants to know everything.
12 Marcus shows great _____ as a footballer – he could even be a professional one day.

VOCABULARY STRATEGY Word building in exams

There will often be word-building questions in exams. For example:

Gap fill
You are a great musician, and you have the _____ to become a concert pianist. (able)
You are a great musician, and you have the ***ability*** to become a concert pianist.

Sentence transformation
What other people think is not important to me. (no)
What other people think ***is of no importance*** to me.

A good way to remember word families is to write example sentences.
*My teacher's favourite sound is **silence**. She loves it when the classroom is **silent**.*

5 Read the vocabulary strategy above. When you record new words, leave a space to add more words in the same word family. Add example sentences or funny, personal short stories to help you remember.

5 Making sense of food





1 a What can you remember about the vlog? Complete the summary with the correct form of words or phrases from the Student's Book lesson.

In the vlog, Yasmin is talking about food experiments. Lewis agrees to take part. Yasmin says the senses are [1]b_____ when we taste food. Lewis wears an eye mask, so he cant see what he is tasting. He worries that the food will be very [2]s_____ or [3]r_____. His first item is quite [4]s_____, a melon. He thought it was a wet potato!

Lewis takes off his eye mask and looks at a [5]p_____ pink food which he thinks will be [6]s_____ and [7]s_____. But it is really [8]s_____! Yasmin explains that we think bright and [9]v_____ colours will taste sweet.

Yasmin gives Lewis two cups with the same drink. He thinks they are different, because he hears a [10]d_____ sound when he tastes one of them, which makes him think it is [11]b_____.

b 5.01 Watch or listen again. Check your answers.

2 Match one of the adjectives below to each sentence.

blurred deafening rotten
sticky sweaty tasty vivid

1 Let me close the window – the traffic is so noisy I can't hear what you're saying. _____
2 Don't eat those eggs – they're very old and they smell bad. _____
3 It's a terrible photo – none of the faces are in focus, so you can't recognise anyone. _____
4 Mmm, this soup is delicious. I didn't realise you were such a good cook. _____
5 Look at the colours in that painting – those bright reds and yellows are amazing. _____
6 I've got fruit juice all over my hands – I need to wash them before I touch anything. _____
7 I've been playing football all afternoon, so I'm really hot and my shirt is wet – I need a shower! _____

3 Choose the correct alternative.

1 How much sugar did you put in this tea? It's extremely **sweet** / **sticky**!
2 This coffee must be quite old – it tastes really **bitter** / **rough**.
3 Josh loves **salty** / **spicy** food, so he often goes out for an Indian meal.
4 My mum's been washing dishes and her hands are really **rotten** / **rough** when you touch them.
5 I don't really like anything that tastes **bitter** / **sour**, like yoghurt or lemons.
6 These nuts are very **salty** / **sweaty** – they're making me quite thirsty.
7 You need to stir the butter, flour and milk together to make a nice **smooth** / **sweet** sauce.
8 That café is painted a very **pale** / **vivid** pink colour that looks almost white.

4 5.02 REAL ENGLISH Complete the dialogues with the phrases below. Then listen and check your answers.

gross Fire away haven't got a clue
seeing is believing what are you up to

1 A Hi Jo, _____ this morning?
B It's my mum's birthday. I'm making a cake for her.
2 A Do you know the answer to exercise 4?
B Sorry, I _____. Why don't you ask Phoebe?
3 A Excuse me, can I ask you a few questions?
B Of course. _____!
4 A Did you hear that Tomas has entered the school cookery competition?
B Tomas? He hates cooking. I bet his food tastes _____!
5 A Look at Ella. I thought she was joking when she said she could skateboard – but she's brilliant.
B I know. We're all surprised, but _____.

5 VOCABULARY BOOSTER Now practise **Senses** vocabulary on page **108**.

1 5.03 Listen to six short conversations. Which dialogue (1–6) was about …

A an event that is part of a timetable? ___
B a planned future event? ___
C a decision that someone makes at the moment of speaking? ___
D a prediction that someone makes based on present evidence or facts? ___
E an arrangement someone has already made? ___
F a prediction that someone makes without present or past experience of something? ___



2 5.03 Listen again. Complete the sentences.

1 The train _____ until 5 o'clock.
2 OK, I _____ you as soon as I get there.
3 I _____ Mia at the shopping centre. She _____ with her older brother – he's really nice!
4 I'm pretty sure Anna _____ top again.
5 I expect _____ sometime next week or the week after.
6 He _____ it at his house. His parents _____ away for the weekend.

3 Choose the best response: A or B.

1 There's someone at the door.
A I'll see who it is.
B I'm going to see who it is.
2 When does the concert start?
A It'll start at 7.30.
B It starts at 7.30.
3 Have you decided which trainers to buy?
A Yes, I'll buy some new Nikes.
B Yes, I'm going to buy some new Nikes.
4 Who's going to win the match on Saturday?
A I'm pretty sure Barcelona are winning.
B I'm pretty sure Barcelona are going to win.
5 Paul eats a lot of junk food, doesn't he?
A Yes, I expect he'll start putting on weight.
B Yes, I expect he starts putting on weight.
6 What are your plans for the weekend?
A I'll play tennis with my cousins on Saturday.
B I'm playing tennis with my cousins on Saturday.

4 Use the words in brackets to write sentences using the correct future form. More than one answer may be possible.

I'm really tired. (I / think / I / go / to bed)
I think I'll go to bed.

1 Those bags look really heavy. (I / help / carry / them.)
_____
2 I can't come to the cinema this evening. (I / meet Sofia / revise for / our English exam.)
_____
3 Daria has scored more points than anyone else. (I / pretty sure / she / win / the competition.)
_____
4 It's Ivo's birthday next week. (He / invite / everyone / to a party / at the pizzeria.)
_____
5 We need to go. (The concert / start / in 15 minutes.)
_____
6 I don't know what Freddie plans to do after school. (I / expect / he / go / to college.)
_____

5 Complete the sentences with the most likely future tense form of the verb in brackets. More than one answer may be possible.

1 **A** Here's the book I was talking about. I think you _____ (enjoy) it.
B Thanks. I _____ (give) it back to you next week, if that's OK.
2 **A** I need to get home quickly, so I _____ (take) a taxi. Do you know how much it will cost?
B I'm really not sure, but I guess it _____ (not be) more than twenty euros.
3 **A** OK, we've got the boarding passes. The plane _____ (leave) at 12.15, so we don't need to hurry.
B Yes, we do – look at the queue for departures. It _____ (take) a long time to get through security.
4 **A** Omar has decided he _____ (cook) dinner for everyone on Saturday night. Do you want to join us?
B I'm sorry, I can't. I _____ (visit) my cousins at the weekend.

6 Answer the questions so they are true for you using a future tense form.

1 What are your plans for the weekend?
_____
2 What time do you start and finish school?
_____
3 What are you going to do to celebrate your next birthday?
_____
4 Who do you think will be the next president or prime minister of your country?
_____
5 You've missed the bus. How will you get home?
_____

5.3 LISTENING

Listen for gist in a podcast about future life.

1 What can you remember about the listening in the Student's Book? Are the statements true (*T*) or false (*F*)?

According to futurologists:

1 They are usually 85% correct when they predict what will happen in the next five or ten years. ___

2 No one alive in 2020 will still be alive in 2150. ___

3 People don't want to live forever, even in good physical and mental condition. ___

4 In the future, we'll be able to connect our brains to android bodies and travel the world. ___

5 Science gives us new technology but it doesn't think about how technology will change society. ___

2 5.04 Read the strategy below and the information about a podcast. Listen to Part 1 and choose the best title for the podcast: A, B or C.

A How life will be different in 2050

B Using technology to solve the problems of the future

C New ways to feed the world's population



STRATEGY Listening for gist

When you listen for gist, you listen for the general meaning of what someone is saying. You listen for key words and phrases so that you can understand the main points that the speaker is making.

3 5.04 Listen again to Part 1.

1 What does Alex say the biggest problem is going to be?

2 What will need to change to solve this problem?

3 What are some companies in China and Japan doing to produce more food?

4 Does Alex think the changes are a good thing or a bad thing? Why?

4 5.04 Listen to Part 2 of the podcast. Note down the two problems they discuss and the solutions.

Problem 1: _____

Solution 1: _____

Problem 2: _____

Solution 2: _____

5 5.04 Complete the extracts from Part 1 with the key words and phrases. Listen again and check if necessary.

biggest problem	food supply	forecast
need to change	not easy to feed	

A … scientists [1]_____ that the world's population will increase by 25 per cent in less than 30 years. … So the [2]_____ is going to be [3]_____. It's [4]_____ everyone in the world now, so food production will [5]_____ in the future.

grow food	inside buildings
new ways of producing	really important

B The good news is, there are already [6]_____ more food which will be [7]_____ in the future. … In China and Japan, they're starting to [8]_____ crops [9]_____, like big factories.

in rows	large amounts	small space

C They grow the plants [10]_____, one on top of the other. That means they'll be able to produce [11]_____ of food in a [12]_____.

build the factories	predict which cities	very important

D Also, the companies can [13]_____ will need the food and [14]_____ close to them. … I think it's going to be a [15]_____ way of producing food in the future.

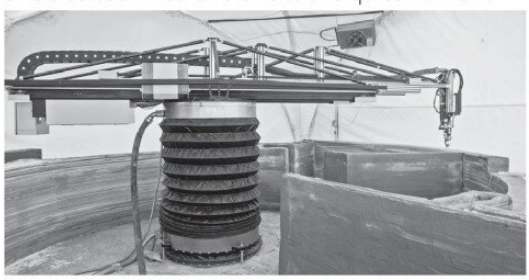
6 Read these extracts from Part 2. Underline key words and phrases that help you understand the speaker's main points.

A … we need to make sure that all those extra people have somewhere to live. At the moment, we can't build houses fast enough and that problem is going to get worse, especially in developing countries.

B … one solution is 3D printing. There are companies in China, Europe and the US which have created huge 3D printers that can build a small house in as little as 24 hours. … 3D printing will make it possible to build more houses more cheaply, so everyone can have a home.

C … by 2050, many people will live longer, so there will be more old people. Many of them will live alone and might find it difficult to manage.

D One idea is that robots could support older people who need help in their everyday lives. For example, in Japan, they've designed a robot that can keep people company. She's called Erica and she looks quite human.



7 Think about the questions.

1 What surprised you about the idea of vertical farming?

2 What changes do you think would work best in your country?

3 Do you think you will change what you eat in the future?

1 Choose the correct alternative.

1 Our sports coach is used to **dealing with / getting over** problems during practice sessions.
2 Monica was upset when she failed the exam. It took a long time to **go through / get over** it.
3 This rain **gets me down / puts me down**. I can't wait for the summer.
4 George had to **go through / get over** two long interviews before he got a place at university.
5 Ari suggested we **get through / try out** the new exam practice app.
6 Chloe is always **putting herself down / getting her down**. She doesn't realise how clever she is.

2 Complete the sentences using the words below.

accept avoid face focus share take

1 Sometimes it's hard to _____ you've made a mistake.
2 When you're an adult you have to _____ responsibility for your actions.
3 Some people _____ danger in their everyday jobs: for example, fire fighters or police officers.
4 Mike needs to _____ on what is making him unhappy, so he can start to get over it.
5 When I was younger, I had to _____ a bedroom with my sister, but now I have my own space.
6 It's a good idea to _____ people who complain a lot. They'll get you down.



3 Look at the photo. Think about the questions.

1 What do you think a food bank does?
2 Why do people use food banks?
3 What help can food banks offer people?

4 5.05 Listen to someone talking about a food bank and compare the information to your answers in Ex 3. What other information does the speaker include?

5 5.06 Listen to three people talking about their experiences of using a food bank. For each speaker, make notes about …

1 the obstacle they had to overcome.
2 how they felt about this.
3 how the food bank helped them.

Liam
1 _____
2 _____
3 _____

Amy
1 _____
2 _____
3 _____

Rob
1 _____
2 _____
3 _____

6 MEDIATION A friend who is studying in the UK has written to you. She has some free time and wants to do some work that helps people. Write to her telling her about the food bank in your own words and giving two reasons why you think she would like it.

7 Read what three food bank volunteers say about helping others. Use the correct form of the words below.

accept ask avoid deal face focus get go listen over put share take try

John When Liam came to us, he didn't have a place to live or any money. It was [1]_____ him down, but he obviously didn't know who to [2]_____ for help. At first, he didn't want to [3]_____ to advice, but I suggested a few things he could [4]_____ out to help him find somewhere to live. I think it made him realise he needed to [5]_____ responsibility for changing his life. I'm glad I was able to help him.

Samira Amy feels bad that she can't afford to feed her kids during the holidays. That's not easy to [6]_____ with, but we've talked about it, and she [7]_____ that she can't do everything. I've told her, 'Don't [8]_____ yourself down – you're doing an amazing job of looking after your kids'. And I've introduced her to other mums so she can [9]_____ her experiences with them, because they understand what she's [10]_____ through. She seems much happier now.

Alex Rob was embarrassed about using our food bank and was [11]_____ his family and friends.It was a difficult time for him. I tried to explain that if he wanted to get [12]_____ it, he needed to [13]_____ the obstacles in his life, not run away from them. Yesterday he sent me a text saying he's really trying to [14]_____ on the positive things, like his lovely daughter. He says things are getting better and he thanked me. That's really nice to hear.

8 Read the comments. Write a reply to each one using words and phrases from the lesson.

A I'm trying to revise for my exams, do a part-time job and look after my mum, who is ill. I can't deal with everything and I'm feeling really stressed. **Anya**

R I really want to apply to university, but my grades aren't good enough. My teacher has offered to help me improve, but I'm afraid I'm going to fail my exams. Everyone will be so disappointed. **Ryan**

N My sister is more popular than me. She has a lot of friends and she's always going out and doing fun things. We get on really well, but I'm jealous of her. I wish I didn't feel like this. **Naz**

5.5 VOCABULARY

Talk about food.

1 Choose the correct alternative to complete the definitions.

1 Most healthy foods contain **a lot of** / **very little** sugar or salt.
2 A kebab is a dish made from pieces of meat, fish or vegetables **on a stick** / **in bread**.
3 A meal that you cook **indoors** / **outdoors** over an open fire is called a barbecue.
4 The food you eat **most of the time** / **a few times a year** is your diet.
5 Meatballs are pieces of meat which are **large and flat** / **small and round**.
6 The meat we get from **cows** / **sheep** is called beef.
7 A room where **cooks create dishes** / **scientists do experiments** is called a laboratory.
8 The plants that farmers usually grow in **large** / **small** amounts are called crops.

2 Choose the correct alternative to complete the sentences.

1 Before you start cooking, make sure you have all the **additives** / **ingredients** that you need.
2 That bread smells **delicious** / **nutritious** – is it ready to eat yet?
3 I'm not very hungry, so just give me a small **diet** / **portion** of food.
4 Amy doesn't eat **crops** / **red meat or chicken**, but she likes fish.
5 To stay healthy, you should eat more green vegetables – they're very **delicious** / **nutritious**.
6 Junk food often has a lot of **additives** / **portions** to make it taste better.
7 My brother wants to do **farming** / **laboratory** as a career.

3 Complete the dialogues with words from Ex 1 and 2.

1 A As it's nice weather, shall we have a _____ in the garden this evening?
B Great idea. I'll make some vegetable _____ for people who don't eat meat.
2 A _____ methods are becoming more environmentally friendly these days.
B That's true. And some farmers are starting to grow new kinds of _____.
3 A That was a great meal. My food was really _____.
B So was mine, but the _____ were very small. I'm still hungry.
4 A Are you a vegetarian, Shona?
B No, but I rarely eat _____, like _____ or lamb. I prefer chicken or fish.
5 A Do you have a healthy _____?
B I think so. I don't always eat _____, but I try to avoid food with a lot of _____ like salt.
6 A Did you know it's possible to produce meat in a _____?
B No, I didn't. Is it as _____ as real meat?
7 A These _____ taste amazing! How do you make them?
B The main _____ are beef and onions, and a little Italian cheese.



seaweed (*noun*) [U] a plant that grows in the sea.

4 Read the blog post and answer the questions.

Food news

People in many countries are living longer than in the past. They're also growing taller. This is usually the result of a healthier diet. However, it also means that millions of people are eating more and the portions of food they eat are also increasing. People in richer countries can afford to eat more. In the future, people living in poorer countries might have to eat food that is cheap to produce, but also less nutritious.

There is always a need for cheaper and more nutritious food. This is especially true of health foods, such as berries, seaweed or alternatives to milk from cows. Scientists in laboratories all over the world are researching ideas for new ingredients, such as material from plants to make 'fake' meat. At the same time, companies are trying to make their food healthier by reducing additives like salt and sugar.

We think the world's population is going to increase dramatically in the next twenty or thirty years. In the future, we will have to find new ways to grow crops which make better use of the land and use less water and energy. What we eat will depend on how good future farming methods are.

According to the writer:

1 Why are people in many countries living longer and growing taller?
2 What two things are also happening as a result?
3 What is the problem with the food people in poorer countries might have to eat?
4 What are berries, seaweed and alternatives to milk examples of?
5 What are scientists around the world researching?
6 How are food companies trying to make their food healthier?
7 What will we have to find new ways to do?
8 What will the food we eat in the future depend on?

5 Write answers to the questions. Try to use vocabulary from the lesson in each answer.

1 Which kinds of food do you like most / least? Why?

_____

_____

2 Do you have a healthy diet? If not, what can you do to eat more healthily?

_____

_____

6 VOCABULARY BOOSTER Now practise **Food** vocabulary on page **108**.

1 Write sentences in the passive using the words below and the prompt in brackets.

1 Yoghurt / make / from / milk. (present simple)

2 Veggie burgers / sell / in / my local supermarket. (present continuous)

3 This beef / produce / in / Scotland. (past simple)

4 Last year / we / tell / to eat / less sugar. (past continuous)

5 The word 'natural' / use / to describe / many health foods. (present perfect)

6 The vegetables / not be / wash. (past perfect)

7 More food / need / in / the future. (future simple)

8 Food production / may / affect / by / climate change. (present modal verb)

9 Most research / do / scientists / in / laboratories. (present/future simple *by* + agent)

2 Complete the sentences with the correct passive form of the verb. More than one answer is sometimes possible.

1 Leah was very happy with the present she _____ by her sister. (give)
2 It is likely that the sea _____ in the future to increase food production. (farm)
3 When we arrived at the hotel, the rooms _____ by the staff, so we had to wait. (clean)
4 I _____ to Thomas's birthday party because we aren't close friends. (not invite)
5 Beth has applied to study at four universities, and she _____ a place by three of them. (offer)
6 I'm really surprised that the vegan food _____ in the same part of the kitchen as meat. (prepare)
7 Milo arrived very late at the party, and all the cake _____. (eat)
8 Some people believe that pineapple _____ to a pizza. (should not / add)

3 Complete the sentences with either the active or passive form of the verb.

1 Some new meat-free burgers _____ in our research laboratory, but they still _____ quite right. (develop / not taste)
2 Ayesha wanted to go home as soon as she _____ the cooking competition _____ by someone she didn't like. (discover / win)
3 The house we live in _____ in 1950. It _____ by a famous architect, but I can't remember his name. (build / design)
4 Maths _____ in schools since Ancient Greek times, but they _____ teaching science in high school until the 19th century. (teach / not start)
5 The new *Superhero* film _____ next month, but none of the original actors _____ in it. (release / be)
6 Jo _____ that animals _____ in zoos. She wants to free all of them. (believe / should not keep)
7 The risotto _____ very nice because Delia _____ to add the cheese. (not taste / forget)
8 In the latest news, hundreds of people _____ by the snow and can't get home. Some trains _____ and many roads _____. (affect / cancel / block)

4 Complete the text about pizza with the phrases below.

Pizza is one of the most popular fast foods and [1]_____ (eat) all over the world. It is thought that the first pizzas [2]_____ (make) in Italy some time in the 16th century, soon after tomatoes [3]_____ (bring) to Europe from the Americas.

We know that pizzas [4]_____ (sell) in Naples since 1738, when the first pizza restaurant opened. The modern pizza [5]_____ (create) by Raffaele Esposito in 1899 for the queen of Italy. He made a topping of tomato, mozzarella and basil to look like the colours of the Italian flag.

Pizza [6]_____ (bring) to the USA by immigrants in the early 20th century. These days, it's estimated that around five billion pizzas [7]_____ (eat) around the world every year.

As pizza has become more popular, different kinds of toppings [8]_____ (invent). New and unusual toppings, like Chinese or Indian sauces, [9]_____ (add) to pizza menus all the time. It's possible that toppings with new and usual ingredients [10]_____ (create) by chefs in the future, perhaps including insects! *Buon appetito!*

5 Complete the sentences with your own ideas and the verb in brackets.

1 For my birthday, I … (give)

2 My favourite dish … (make)

3 In the future, some food … (grow)

Understand reference words in an article about fast food.

1 What can you remember about the text in the Student's Book? Which two pieces of information are not mentioned in the text?

1 How people used to eat before they lived in villages.
2 How the desire for sweet food is used by the food industry.
3 Which healthy foods do not contain sugar.
4 The effect of sugar and salt on our brains.
5 How the food industry makes consumers want to buy their products
6 How we can eat food with fewer additives.



2 Look at the photos. Which of the foods …

A are healthy and nutritious?
B have a lot of sugar, salt or fat?

3 5.07 Are the sentences below true (*T*) or false (*F*)? Then read the text quickly and check your answers.

1 Fast food is as healthy as many other types of food. ___
2 Fast food companies spend a lot of money on advertising to children. ___
3 Children aren't affected by advertisements. ___
4 There may be a link between eating fast food and having health problems. ___
5 Limiting advertising to children has reduced the amount of fast food eaten in most countries. ___

STRATEGY Understanding reference words

In a text, words like *it, them, this, that, these, those, one(s)*, etc. are used to avoid repetition. Understanding which words, or groups of words, these refer back to will help you understand the text.

4 Read the strategy above. Decide if reference words 1–9 in the text refer to A, B or C.

1	A fast foods	B additives	C calories
2	A fast food	B dopamine	C the brain
3	A research	B children	C advertisements
4	A millions of dollars	B fast food	C happy meals
5	A TV programmes	B advertisements	C children
6	A TV programme characters	B songs	C kids

7 A fast food advertising aimed at children
B an increase in childhood obesity
C the link between fast food and childhood obesity

8 A the changes made in Quebec, Chile and Norway
B rules to limit advertising to children
C limits on calories and additives in fast food

9 The fact that …
A governments want us to eat more healthily
B we are eating large amounts of fast food
C we enjoy fast food

5 Replace the underlined words with a suitable reference word.

1 Dopamine is a chemical in the brain. Dopamine makes us feel happy. ___
2 Sugar and salt are added to many foods, especially the foods aimed at children, like biscuits and breakfast cereals. ___
3 Many food products contain additives and the additives must be listed on the label. ___
4 Children often don't realise that the advertisements they see online are aimed at children. ___
5 It is possible to become addicted to sugar, but fast food companies don't want people to know it is possible to become addicted to sugar. ___

YOUR HEALTH

HOME ARTICLES SUBSCRIBE SIGN IN

FAST FOOD: TOO MUCH OF A GOOD THING?



As a society, we love fast food. Given the choice, many kids prefer to eat a burger and fries, cakes or sweets, rather than healthy and nutritious foods like fish, a salad or fruit. Fast food is often high in calories, and contains additives like fat, sugar and salt. [1]**These** make it taste delicious, and are known to increase dopamine, the chemical in the brain which makes us feel good. But is that the only reason why [2]**it** is so popular?

A lot of money is spent each year on advertising different kinds of fast food, particularly to children. Recent research has shown that children see advertisements for fast food many times each day, most of [3]**them** online. The fast food restaurant McDonald's spends millions of dollars on advertisements for its 'happy meals'. It spends [4]**that** because advertisements aimed at young kids are often very successful. This is particularly true of the [5]**ones** which include songs, or a character from popular TV programmes. Even very young children can often sing the songs and remember what [6]**they** are advertising.

obesity (*noun*) [U] being too heavy in a way that is unhealthy

Some health experts have expressed concern about a possible link between fast food advertising aimed at children and certain health problems. For example, eating too much fast food has been linked to an increase in childhood obesity. Because of [7]**this**, many countries have introduced rules to limit advertising to children, particularly of food high in sugar, fat and salt. In Quebec, in Canada, advertising aimed at children has been limited since the 1980s. As a result, children in Quebec eat around 13% less fast food than they did before. In 2012, Chile put limits on what types of food can be advertised. In Norway no advertising of food or drinks is allowed if it is aimed at children under 18 on TV or radio. However, [8]**these** are very small changes compared to the $1billion dollars that is spent in the US on advertising aimed at children. And at the moment there is little evidence that the amount of fast food eaten is reduced by rules about advertising.

Although governments are trying to get us to eat more healthily, it seems that we are still eating large amounts of fast food – not just because of advertising, but because we enjoy it. And [9]**that** is something which it may be difficult to change.

1 Read the notice from a school webpage. Do you think these are all good ideas? Which ideas would be the easiest and most difficult to introduce?

SCHOOL NEWS



To all students

We want to make sure that you are provided with the healthiest, tastiest food, but we also want to help to protect the environment. We'd like to hear your ideas for how we can do this. Herve are a few ideas from us:

1 List the ingredients in the food we serve – so you know how much salt, sugar and fat it contains.
2 Stop serving fast food like burgers and chips – only serve fresh food with no additives.
3 Stop selling water in plastic bottles and coffee in paper cups – students should bring their own bottles and reusable cups.
4 Include a cheap vegan dish in every meal – to encourage everyone to eat less meat, fish and dairy products.

Email us @ the kitchen with your ideas.

Best wishes,
The kitchen staff

2 5.08 Listen to three students discussing two of the ideas in Ex 1.
1 Which ideas do they discuss?
2 Are they mainly for, or mainly against, each idea?

3 5.08 Listen to Part 1 of the discussion again.
1 What does James think about Maya's decision to become a vegan?
2 Why does Bella say being a vegan 'makes sense'?
3 What two reasons does Caro give for agreeing with Maya's decision?
4 What is James's argument against being a vegan?
5 What example does Bella give of vegan food being bad for the environment?

4 5.08 Listen to Part 2 again.
1 How does James feel about the school not selling water in plastic bottles? Why?
2 What is Bella's opinion?
3 What reason does Bella give to support her opinion?
4 What fact about plastic bottles does Caro share?
5 What does Bella say about this fact?

5 5.08 Complete extracts A–D with the words and phrases below. Then listen again and check.

completely agree concerned convinced
do you mean do you stand do you think honest
opinion point of view reckon think that

A **James** Did you hear that Maya has become a vegan? … I [1]_____ she'll find it really difficult.
Bella Why do you [2]_____? I think it makes sense.
B **James** Well, Bella, I'm not [3]_____ that meat is bad for the environment. Or for your health. What [4]_____ about it, Caro?
Caro To be [5]_____, I think Maya's right.
C **Caro** What's your [6]_____ of this idea, James?
James From my [7]_____, it's a bit annoying.
D **Caro** OK … Bella, where [8]_____ on this?
Bella As far as I'm [9]_____, it's a good thing to do. Look at the huge amount of plastic that is thrown away after it has been used once. It's a problem and we need to deal with it.
Caro I [10]_____. Also, …
James What [11]_____ by 'deal with' it?

6 Which expressions (1–11) in Ex 5 are …
A asking for an opinion? ___ ___ ___
B giving an opinion? ___ ___ ___ ___
C responding to an opinion? ___ ___ ___ ___

STRATEGY Taking turns effectively

It is important in a discussion to take turns to speak. Use phrases to show that you want to speak and to ask people whether they want to say something.

7 Read the strategy above. Match 1–5 to A–C.
1 Can I just finish? ___
2 I'd like to say something else, though. ___
3 How do we all feel about that? ___
4 I'm sorry, but I haven't finished. ___
5 So, does anyone want to add anything … ? ___

A 'Let me speak.'
B 'Please speak.'
C 'Don't interrupt.'

8 Plan a similar discussion between three friends (A, B and C). Use an idea from the webpage in Ex 1 and the notes below to organise your discussion, or use your own ideas.
A Introduces the subject. Invites other people to speak.
B Gives their opinion with a reason. Asks Person C for their opinion.
C Gives their opinion.
A Responds and gives a reason.
C Interrupts Person A.
A Stops Person C interrupting.
B Wants to take part in the discussion. Gives their opinion.
A Responds to Person B. Invites other people to speak.

9 Now write your discussion. When you have finished, check that you have included useful language for expressing opinions and taking turns.

5.9 WRITING

Expand on main points in an informal email about exciting news.

1 Have you ever been picked to represent your school or club in a competition?

If yes, what changes did you have to make to your everyday life?

If no, what changes might someone have to make to her / his everyday life?

2 Read the email below. What is Emma's purpose in writing to Sophie? What changes will she have to make to her lifestyle?

To: Sophie Jones
From: Emma Banks
Subject: Exciting news!

Hi there Sophie,

Why don't we write more often!? How are things? OK, here's my news! **I've** been picked for the school gymnastics team in the regional competition in May. **That's awesome!** I'm really excited.

Of course, I'll have to start taking my gymnastics extremely seriously and **I'll** need to be very careful what I eat. So, although I love them, no more tasty burgers and chips till after the competition. My diet for the next eight weeks will be healthy and nutritious – **so that's** lots of fruit and vegetables, fish and chicken. I'll have to **give up** cakes, chocolate and ice cream! I know **that's** going to be quite hard!

I'll have to get fitter and **work out** every day. Mrs Davies, our coach, is going to **sort out** a timetable for practicing the exercises that we aren't so good at – **like** floor exercises! – I need loads of practice to get better at these!

We have to **turn up** at school one hour early every day to train, then stay late after school. I need to get a bit more organised, so **there's** time to do my school work and train with the team. **It'll** be pretty tough, but I don't want to **let them down**.

Let me know how you are.

Take care,
Emma

3 Look at the words in **bold** in the email. Which are …

A contractions?
B phrasal verbs?
C informal expressions?
D informal greetings?

4 Rewrite the sentences using contractions, phrasal verbs, informal expressions and informal greetings.

1 We will need to organise a training programme soon. Can I suggest that we share ideas?
_____ need to _____ a training programme soon. _____ share ideas?

2 I would like to experiment with some ideas for eating healthily – for example, eating less meat and more fruit and vegetables.
_____ like to _____ some ideas for eating healthily – _____, eating less meat and more fruit and vegetables.

3 Dear Petra,
Are things going well for you? It would be nice to arrange a meeting soon.
_____ Petra, _____? _____ be nice to _____ soon.

4 Can you tell me what time you are planning to arrive? Please look after yourself, Asma.
_____ what time _____ planning to _____. _____, Asma.

STRATEGY Expanding on main points

You usually write to someone for a reason, for example to make a request, persuade or complain. To make your reasons for writing clear, expand on the main points by writing descriptions, and giving explanations and examples.

5 Read the strategy above. Read the email again and underline an explanation, a description and an example.

6 Choose the best adverb to complete the sentences.

1 Don't touch the plates. They're **a bit** / **very** hot and you could burn yourself.
2 The film was OK, but not fantastic. I'd say it was **fairly** / **very** enjoyable.
3 I can't drink this lemon juice – it's **really** / **a bit** bitter.
4 I don't mind running, but it's not my favourite activity – I find it **a bit** / **extremely** boring.
5 That book was **quite** / **really** interesting, but it's not the best one I've read.
6 This curry is **fairly** / **extremely** spicy – I don't think I can eat it.

7 Write an informal email to a family member or friend to tell them about some exciting news. Use the task below or your own ideas.

You have been chosen to appear on a TV cooking show, *Junior Masterchef*. It's a competition and the first prize is to cook a meal for some famous chefs. You will have to invent new recipes, practise cooking new dishes and appear on TV. You will also have to combine this with your school work.

8 Plan your email.

- Make notes on the main points in your email.
- Expand on the main points. Try to include at least one explanation, one description and one example.
- Organise your material into paragraphs.
- Use the appropriate language for an informal email to a friend.
- Use adverbs to make your descriptions more precise.

9 Write your email.

10 CHECK YOUR WORK Did you …

- organise the email into paragraphs, and expand on the main points?
- use appropriate language for an informal email?
- include vocabulary and grammar from this unit?
- check your spelling and grammar?

Grammar

1 Complete the sentences with the correct future form of the verbs in brackets. Use contractions where possible.

1 I_____ some milk on the way home from school. (get)
2 Senyo _____ chicken curry for dinner tonight. He bought the ingredients yesterday. (cook)
3 I've read all the information, and I_____ that camera. (buy)
4 That's your third biscuit. You _____ weight if you don't stop eating so many. (put on)
5 The film _____ at 6.30 so we should leave now to be on time. (start)
6 In my opinion, people _____ to other planets in the future. They're too far away (not travel)
7 I_____ you with that maths problem. (help)
8 Paul and Jane _____ at 6.30 p.m. so we _____ dinner around 7.00 p.m. (come / have)

2 Make the active sentences passive. Use *by* where necessary.

1 We should tell the younger children where they can play safely.
_____
2 They pick the fruit and then they freeze it.
_____
3 The supermarket lowered the price of eggs so it could sell more.
_____
4 They will announce the result of the competition tomorrow.
_____
5 They are calling veggie food 'burgers' or 'meatballs', so that people recognise the names easily.
_____
_____
6 The teacher gave the students a lecture on the history of farming.
_____
7 An international food company has added natural ingredients to their food to make it healthy.
_____
_____

Vocabulary

3 Complete the sentences with the adjectives below. There are two you don't need.

bitter rotten rough sour spicy
sticky sweet tasty vivid

1 I don't drink coffee. The taste is too _____ for me.
2 I've been eating an orange and my hands are _____.
3 When she buys fruit, she looks at it carefully to make sure it is fresh and hasn't gone _____.
4 I don't like _____ food. Let's go to a burger restaurant.
5 That was a very _____ meal. You are a good cook!
6 I don't like wearing wool next to my skin. It's too _____ and makes me feel uncomfortable.
7 Andy didn't drink my homemade lemonade because he thought it tasted _____.

4 Choose the correct alternative.

1 Have we got all the **ingredients** / **additives** to make a carrot cake?
2 My **diet** / **healthy food** contains less red meat than it used to.
3 I am very careful about the size of the **portions** / **vegan food** I eat. They shouldn't be too big.
4 Scientists working in laboratories have changed how we grow some **crops** / **additives** like vegetables and fruit.
5 We love cooking outside on a **barbecue** / **kebab**.
6 Meat created in a laboratory may be **delicious** / **nutritious** but I don't think it will taste **delicious** / **nutritious**.

Cumulative review

5 Complete the sentences with one word. Choose the correct alternative: A, B or C.

In the past, when people had to do a lot of hard physical work they needed to eat a lot of [1]_____ to give them the energy they needed. Today this is not true. We know we should eat healthy [2]_____ with fewer [3]_____, like fresh fruit and vegetables, plus some meat or fish. However, we often have a [4]_____ that contains things we shouldn't eat, containing too much sugar or salt. Fast food is often too sweet or [5]_____ and served in bigger [6]_____ than we need.

What about the future? Scientists are trying [7]_____ new ways to improve food production. Farming [8]_____ be less damaging to the environment; vegetarian food will [9]_____ more popular; and less meat [10]_____ eaten to look after both our animals and our planet.

1	**A** chemicals	**B** ingredients	**C** calories
2	**A** diet	**B** foods	**C** nutrition
3	**A** additives	**B** fat	**C** sugar
4	**A** portion	**B** diet	**C** food
5	**A** salty	**B** sour	**C** bitter
6	**A** sizes	**B** plates	**C** portions
7	**A** on	**B** out	**C** over
8	**A** will have to	**B** won't have to	**C** is having to
9	**A** have become	**B** become	**C** is becoming
10	**A** be	**B** will be	**C** is

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 When you wrote replies to people overcoming obstacles, which situation did you think was the most difficult to give advice for? Why?
4 What did you think was the most interesting part of the discussions about food?

Listening

EXAM STRATEGY

When you complete a summary or a set of notes for a listening task, first read through the summary or notes to get an idea of what the recording will be about.

1 Read the strategy above. Then look at the exam task in Ex 2. Choose the correct focus (A or B) of the recording.

A What eating in restaurants is like for blind people.

B Information about an unusual type of eating experience in restaurants.

2 5.09 Listen and write the correct answer in each gap in the summary. Write no more than three words that you hear.

Eating in the dark

The idea of dark dining started more than [1]_____ ago in France. The first restaurant, which was set up by a blind man, was opened in [2]_____.

Sometimes there are special dark dining events where you can listen to [3]_____.

Some restaurants employ blind guides or [4]_____, and some restaurants give money to [5]_____.

Some customers feel [6]_____ eating in the dark, but others say the [7]_____ is a positive one.

Critics disagree about whether food actually tastes [8]_____ without the benefit of sight.

Some think that focusing on taste and [9]_____ will improve the meal, others think a big part of enjoying a meal is how it looks and admiring its [10]_____.

Use of English

EXAM STRATEGY

When you do a multiple choice task for a text with missing words, first choose a word to fit a gap. Then look at the other options again and decide why they don't fit.

3 Read the strategy above. Then look at the first question in the exam task in Ex 4. What is the correct answer? Why are the other options wrong?

4 Choose the correct alternative: A, B, C or D.

How often have you come back from a holiday feeling that you need another one? [1]_____ people think that a successful holiday means visiting as many destinations as possible in a short time. But there's a new approach.

The Slow Movement began in Italy as a reaction to the opening of a McDonald's restaurant in Rome. It led to a way of thinking with values [2]_____ focus more on connections with people, places and things. Slow travel encourages people to be travellers not tourists and to enjoy the [3]_____ as much as the destination.

Slow travellers don't spend valuable time taking selfies in front of famous buildings. Instead, they appreciate [4]_____ a place looks, feels, sounds – and perhaps even smells! This form of travel is [5]_____ more environmentally friendly, too. Many people prefer to go by train, not plane. Once they've arrived, they [6]_____ the area by walking, cycling, or even horse-riding, rather than travelling [7]_____ by car.

Slow travel means you can get to know a place as the locals do and appreciate the natural surroundings and culture. By staying local, rather than rushing to [8]_____ nearest big city, you can buy food from the local markets, try new and interesting recipes in local restaurants, and perhaps practise a foreign language by [9]_____ to the local people.

Your slow travel holiday can have a positive impact on others, too. Staying, shopping and eating locally is not only cheaper for you, it's good [10]_____ smaller communities. So why not try a slower form of holiday next time?

1	**A** Much	**B** Many	**C** Most of	**D** More than
2	**A** what	**B** that	**C** those	**D** who
3	**A** tour	**B** travel	**C** journey	**D** arrival
4	**A** how	**B** why	**C** when	**D** where
5	**A** rarely	**B** never	**C** ever	**D** usually
6	**A** search	**B** explore	**C** research	**D** ask
7	**A** anywhere	**B** somewhere	**C** everywhere	**D** nowhere
8	**A** this	**B** a	**C** the	**D** an
9	**A** talking	**B** discussing	**C** asking	**D** telling
10	**A** about	**B** by	**C** with	**D** for

Writing

EXAM STRATEGY

When you write a message, note or email, use an informal writing style, and keep the message simple and direct.

5 Read the strategy above. Then look at the exam task in Ex 6. Rewrite these sentences in an informal style.

1 I am writing to inform you that you are invited to my picnic.

2 I would be extremely pleased if you were able to bring some drinks.

3 I hope that you will be able to attend.

4 I am looking forward to seeing you.

6 Write a message to your English friend, Jo, inviting her to a picnic. Give details of the time and place and say what she should bring.

Compound nouns

1 a Underline four compound nouns in the sentences.

1 I'll have a fry-up with eggs, sausages, tomatoes and mushrooms for breakfast.

2 There wasn't any pineapple in the fruit salad.

b Look at the underlined words in Ex 1a. Which sentence (A–C) is true?

A Compound nouns are always two separate words.

B Compound nouns can be hyphenated.

C Compound nouns never have a space between the individual words.

LANGUAGE FOCUS Compound nouns

A compound noun is formed from two or more words. Compound nouns can be made from different parts of speech, for example:

Parts of speech	Example
noun + noun	fruit salad
verb + noun	breakfast
adjective + noun	green beans
verb + adverb	fry-up

2 Read the information above. Make compound nouns with these words.

beef (×4) burger (×2) potato (×3) salad (×3)

1 baked _____

2 _____ chips

3 mashed _____

4 fruit _____

5 Greek _____

6 _____ dressing

7 _____ steak

8 roast _____

9 minced _____

10 _____ burger

11 veggie _____

12 cheese _____

3 Complete the sentences with compound nouns and adjectives formed from the words below.

First word:

bed note
washing week

Second word:

book end
machine room

1 What are you doing at the _____?

2 I usually do my homework in my _____.

3 Please put your dirty clothes in the _____.

4 Don't forget to write new words in your _____.

VOCABULARY STRATEGY Recognising compound nouns

The second part of a compound noun usually says what it is:

- A **blueberry** is a type of berry.
- A **veggie burger** is a type of burger.

The first part tells us what type it is:

- A **blueberry** is a berry that is blue. You can eat blueberries.
- A **veggie burger** is a burger made from vegetables. Vegetarians can eat veggie burgers.

To better understand the meaning of a compound noun, first look at the **second** part.

4 Read the vocabulary strategy and work out the meaning of these compound nouns.

headache: _____

stomach ache: _____

tooth ache: _____

earache: _____

key ring: _____

curtain ring: _____

wedding ring: _____

earring: _____

5 Complete the B sentences below with a compound noun. Make the compound noun from nouns in the A sentence.

1 A This is my coursebook for English.
B This is my _____

2 A Would you like to drink some chocolate? Do you want it to be hot?
B Would you like a _____?

3 A I've got a job. I do it every Saturday.
B I've got a _____

4 A Would you like an egg? Do you want it boiled?
B Would you like a _____?

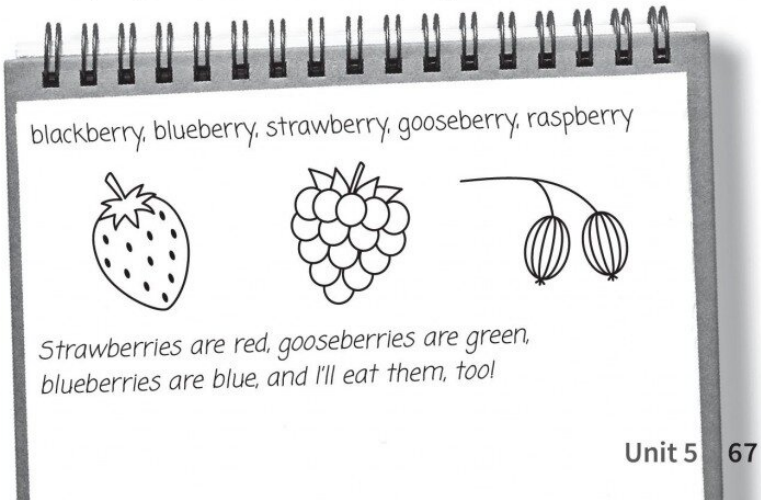
5 A I like juice. My favourite flavour is orange.
B I like _____ best.

6 A We go to a class every Wednesday. We do cookery there.
B We go to a _____ every Wednesday.

7 A Have you got a cup for my tea?
B Have you got a _____?

6 Write down as many compound nouns as you can think of. Make more compound nouns with the same second part. Remember you can draw pictures next to them or add little example stories or funny sentences to help you remember them.

Use these words as the second part of the compound nouns: *diet*, *nut*, *fruit*, *cake*. Or use words of your own choice.



6 On the road



1 a What can you remember about the vlog? Choose the correct phrases to complete the summary.

In the vlog, Isobel and Max talk about people's obsession with travelling and posting photos online. They show photos of people [1]g_____ b_____ in India, [2]s_____ the s_____ in Europe and [3]s_____ at a l_____ r_____.

They say tourists want to [4]m_____ l_____ p_____ and [5]e_____ l_____ c_____ when they visit places all over the world. They are worried about the travel industry destroying the environment. They say you don't have to spend money, [6]b_____ t_____ or [7]m_____ r_____ before you go … you don't even have to [8]g_____ a_____.

Instead they [9]s_____ off on a j_____ down a local shopping street and [10]e_____ the l_____ a_____ where they find bread from Poland and sweets from Turkey.

They also say you can use technology to see virtual sights, like the Pyramids. With a VR headset [11]y_____ already a_____ at your destination!

b 6.01 Watch or listen again. Check your answers.

2 Complete the travel collocations with one or two words.

1 I've made a mistake! I booked a single ticket and I need to book a _____ ticket. I'm coming back later.
2 When you _____ at a _____, it's a good idea to get information at the tourist office.
3 We went to a folk night in Dublin. It's a great way to _____ the local _____.
4 Before you _____ _____ on a journey abroad, make sure you have your passport.
5 My grandparents never _____ _____. They have always stayed in this country.
6 I'm looking forward to staying at the ski _____. The hotel looks fabulous.
7 I got up very early and went into the centre of Rome to _____ the area before it got busy.
8 Nowadays it's easy to _____ _____ online – just find a hotel, give your information and pay by credit or debit card.
9 Many young people on holiday carry everything with them and go _____ round exotic places.
10 We went on an open-topped bus ride around London and _____ all the _____ like Buckingham Palace and Big Ben.
11 That night tour of Edinburgh is very popular, so I think we should make _____ to be sure we get on it.
12 One way you can meet _____ _____ is to eat in small inexpensive cafés away from the tourist area.

3 Think about your dream holiday. Write answers for the questions below.

- Would you think about what Yasmin and Lewis said in the vlog? Why? / Why not?
- Who would you go with?
- Where would you stay?
- How would you travel?
- What activities would you do?
- What would be the best memory of the holiday?

4 REAL ENGLISH Complete the dialogues using the expressions below.

> Chances are don't get me wrong
> going on about Is it just me or … Nice one!

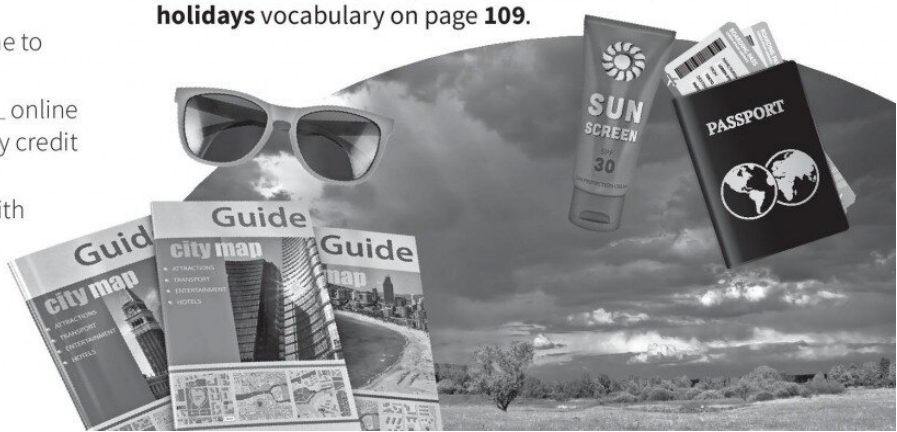
1 A [1]_____ or is it cold in here?
B Cold? No, in fact it's a bit warm. Why, do you feel cold?
A Yes. [2]_____ I've caught Suzie's cold. She was coughing and sneezing yesterday.

2 A Did you hear Tom talking about football again this morning?
B Yeah, he's always [3]_____ how awesome Liverpool are. [4]_____ I like football, but I'm going to ask for 20p every time he talks about them.
A [5]_____, Sarah. I'm sure we'll be able to use that to buy a big cake for everyone on Friday.

5 Write five pieces of advice for someone who is travelling abroad for the first time. Use phrases from the lesson.

If you're travelling abroad it's a really good idea to book accommodation before you go.

6 VOCABULARY BOOSTER Now practise **Travel and holidays** vocabulary on page **109**.



Use relative clauses to define a person, place or thing.



1 Read the blog post and underline the relative pronouns.

I'm not sure many people could find this place on a map, but it has a name that means 'Lion City'. It's a city where you hear people speaking languages as different as Malay, Chinese and English in the street. It has an airline whose slogan is 'A Great Way To Fly' and which has been voted one of the best airlines in the world. People who visit the city notice how clean and well organised it is. I was surprised when my guide told me I couldn't buy any chewing gum because it is illegal to sell it there. Can you guess which city is it? Look at the photo!

2 Match the relative pronoun (1–6) to the types of nouns they are defining (A–F).

1 which ___	A place
2 who ___	B possession
3 that ___	C time
4 where ___	D people
5 when ___	E people and things
6 whose ___	F things

3 Complete the sentences with the correct relative pronoun. Sometimes there are more than one possible answer.

1 The family _____ live next door have a pet bird _____ sings in the morning.
2 I don't want to live in a place _____ there are no shops and cinemas. It would be very boring.
3 On the news there was a story about a girl _____ hair is 190 centimetres long.
4 I don't like food _____ is very hot and spicy.
5 Do you remember _____ we first met? It was our first day at primary school.
6 Did you know that people _____ exercise regularly often live longer?
7 The city _____ my parents grew up is in the north of Scotland.
8 The boys ate all the cakes _____ you bought.

4 Write the two sentences as one sentence using the correct relative pronoun. Sometimes there is more than one possible answer.

1 Alice lives in a house. It is 300 years old.
2 That's the shop. I bought my new laptop there.
3 She's the woman. Her car is a red sports car.
4 Donald didn't get the job. He applied for it.
5 We met a nice family on our holiday. They came from Liverpool.
6 Anne is a friend. I text her most days.
7 Barcelona is a city. Most people live in apartments there.
8 Frank works in a company. It makes video games.

5 Match 1–6 to A–F. Then add the correct relative pronoun.

1 I found the keys ___
2 I used to work in a company ___
3 Rio de Janeiro is a city ___
4 I work for a woman ___
5 That's the boy ___
6 My grandmother remembers ___

A is famous for its fabulous carnival.
B used to be a champion swimmer and started his own company.
C I was looking for this morning.
D very few people had a telephone or television.
E the boss never spoke to his workers.
F sister was on TV last week.

6 Think of six places, people or objects. Write definitions using a defining relative clause. You can choose from the ideas below or think of your own.

carrot chocolate dentist egg horse
key swimming pool tennis court
the North Pole toothbrush

A horse is an animal that can run very fast.

6.3 READING

Scan for specific information in an article about volunteering.

1 Read the strategy below. Underline the key words in the questions. Then scan the blog post to choose the correct answer: A, B or C.

1 How long did the writer spend volunteering in Thailand?
A Six months B Six days C Six weeks

2 Who set up the WWOOF?
A Sue Coppard
B The writer of the blog post
C A local organic farmer

3 Where did the writer do her volunteer work?
A An organic farm
B A community garden
C A school garden

4 In what year was the WWOOF set up?
A 1981 B 1971 C 2001

STRATEGY Scanning for specific information

Scanning is reading a text quickly and looking for specific information, e.g. a number, a date or a fact. To help you find the answer to a question in a text, underline key words in a question then read the text quickly until you find a word that is similar. Then read the sentence carefully.

2 6.02 Read the blog post again. Write A–E as headings (1–5) in the blog post paragraphs.

A A typical day
B What volunteers do
C My memories
D Some good advice
E How WWOOF started

3 Are the sentences true (*T*) or false (*F*)? Correct the false ones.

1 The writer asked her brother for advice. ___
2 The writer did some research before she volunteered. ___
3 Sue Coppard started her own farm in 1971. ___
4 WWOOF doesn't have any farms in the UK. ___
5 The families they stay with pay the volunteers. ___
6 The children don't spend all day working in their gardens. ___
7 The children sold their extra fruit and vegetables. ___
8 The writer quickly got used to the heat in Thailand. ___

4 MEDIATION A friend of yours is interested in travel and organic food. He wants to travel and work abroad for a few months. Write to him about the blog post you read, telling him:

- What WWOOF does.
- How it's good for everyone involved.
- What the writer of the blog post enjoyed most about it.

5 Think of ideas to help your local community act in a more sustainable way. Try to think of five things you, your friends and other people in your town could do to help your local environment.

Posted yesterday 3.11 p.m.

Learning in Thailand

1 ___

Last year I decided I wanted to become a volunteer. I'm very interested in how we grow our food, so when I saw the website for WWOOF (World Wide Opportunities on Organic Farms), I thought it looked perfect for me. My cousin, who has volunteered abroad, advised me to get as much information as possible before I applied – then choose the project carefully. I followed his advice and that's how I came to spend six weeks volunteering in a school garden in Thailand.

2 ___

WWOOF is a volunteer organisation that works in many different countries. It was set up in 1971 by Sue Coppard, who was a secretary in London. She offered a local organic farmer help in exchange for food and a place to sleep. The idea was a success and in a short time other people were doing the same thing in the UK and all over the world. Now, farmers who need help can ask WWOOF for information and advice about running their farm in a sustainable way.

3 ___

WWOOF volunteers work on organic farms, in community or school gardens, and on many other projects. They stay with local families, and also learn about local culture and life. They don't pay for accommodation or food, but they don't get paid either. The host families teach them about sustainable agriculture, growing food, looking after animals and improving the community. The project I volunteered to work on was a school garden in Thailand and my experience was quite typical.

4 ___

Our routine was similar every day. Each morning before class, the children checked how their vegetables and fruit were growing. They spent the morning in class learning school subjects, and the afternoon working in their garden with the volunteers. Everyone who worked there – children, teachers and volunteers – ate the food from the garden. Any food that was left over was sold to pay for school fees and materials. That way, the children learned how to grow and sell food at the same time.

5 ___

Overall, it was a great experience. Thailand is very hot and it took time to get used to that. The work was hard, about six hours a day, so we were tired in the evening. But in our free time, we explored the local area and met local people. The sights, smells and sounds were very different to the UK. When I look back on my six weeks there, I remember the places that we went to, the people I met and the friends that I made. I picked up some good ideas to use in our family garden, too.



organic (*adj*) producing food and looking after animals in a natural way, not using chemicals
sustainable (*adj*) using natural products and methods, not damaging the environment

6.4 GLOBAL SKILLS



1 Look at the photos of British things. What do you think they are? What are they used for?

2 Read the blog post. Write three things Sofia thinks about British people.



Sofia's blog

new entry posted earlier today

Hi, I'm Sofia. I'm from Argentina. Last summer I finished school and decided to go to the UK to study English before my university course. I had a fantastic time, but I found some British customs and habits quite different from what I'm used to.

I had read lots about British stereotypes, you know, the red buses, people queuing and people drinking tea. I can report that while some of these things are true, there's a lot more to learn about Britain. Traditionally there was a belief in Britain that the answer to every problem was 'a nice cup of tea', but nowadays more people drink coffee.

One mistake I made was while I was travelling on a train to Oxford. I tried to speak to the other people in the carriage. I didn't know British people don't speak to strangers on trains, usually their attitude is 'I'm reading or listening to my phone, please don't talk to me!' I soon learned to bring a book or tablet with me. I was surprised at people's behaviour at the bus stop, too. Everyone queued in a polite order, and if they spoke to each other, it really was about the weather or the traffic!

I also learned that British people are very polite, or they seem to be. They say 'sorry' all the time. I hadn't realised you could say 'sorry' and mean 'I did something wrong', or 'you did something wrong or stupid', or even, 'I'm quite annoyed with you'! It depends how they say it. You also have to be very careful using gestures as they can mean different things in Argentina and England.

During my stay in the UK I made friends from many countries. I know I made lots of mistakes with my use of the English language and the way I did things. It is true that the British are often too polite to laugh at you or tell you if you make a mistake, but I think we learn better if people correct us.

3 Answer the questions.

1 What mistake did Sofia make when she got on the train?
2 What attitude do British people usually have in trains?
3 How do people behave at bus stops?
4 When do British people say 'sorry'?
5 Is it always good when British people are very polite?
6 What did Sofia learn about gestures?
7 What don't British people do if you make a mistake? Does Sofia think that's a good thing?

4 Look at the words below and complete the sentences about life in the UK. You may need to use the plural form of the words.

attitude behaviour belief ceremony custom gesture law respect sacred

1 Visitors to Britain are often surprised because people don't always show _____ for politicians or the royal family.
2 There are many different religions in the UK so there are many _____ buildings, churches, mosques and temples.
3 People in the UK sometimes have a different _____ to people, depending on how they speak.
4 Unfortunately in the past it was true that the _____ of English football fans abroad was terrible, but I'm pleased to say it seems to be improving.
5 It is against the _____ in the UK to watch television without a TV licence.
6 Nowadays you can have your wedding _____ anywhere you like, in a castle or in a forest.
7 When you visit someone's home it's a _____ to bring a small gift, for example some chocolates or flowers.
8 In the UK, the _____ for something good or to agree to something is to put your thumb up.
9 There is a _____ that a huge and scary animal lives in a huge lake in Scotland called Loch Ness, but it isn't true!

5 Think about the sentences in Ex 4. Which three surprised you the most? Why?

6 Which habit or custom in your country do you think foreign visitors might find strange or hard to understand? Why?

6.5 VOCABULARY

Use a variety of adjectives to describe a place.



1 Look at the photos. What three words could you use to describe each one?

breathtaking busy charming crowded
dangerous depressing disappointing dull
extraordinary mysterious

2 Choose the correct alternative in the two texts below: A, B or C.

Text 1: I had read a lot about King Arthur so I wanted to see his famous castle at Tintagel. The castle is built high above the sea and the location is [1]_____. The tour was [2]_____ and we learned a lot from the guide. However, I thought Tintagel would be a [3]_____ and peaceful English village, but it was [4]_____ with people like any busy tourist resort. There are cafés and gift shops everywhere. I'll always remember my visit to the castle – it was [5]_____ – but I thought the town was a bit [6]_____.

1	A dangerous	B depressing	C breathtaking
2	A dull	B well organised	C overpriced
3	A charming	B mysterious	C polluted
4	A crowded	B lively	C extraordinary
5	A peaceful	B unforgettable	C overpriced
6	A extraordinary	B polluted	C disappointing

Text 2: The Great Pyramid near Cairo isn't like anything you have seen before – it is truly [7]_____. Near it is the Sphinx, which always seems quite [8]_____ because no one knows for sure what it is or why it's there. However, the area around the pyramids is full of people selling T-shirts, [9]_____ souvenirs and camel rides. I found all this activity quite [10]_____. In contrast, the city itself is crowded and noisy – it's always [11]_____ and never dull. However, there is a lot of traffic, so the air is quite [12]_____.

7	A crowded	B peaceful	C extraordinary
8	A mysterious	B charming	C dull
9	A dull	B dangerous	C overpriced
10	A breathtaking	B depressing	C charming
11	A disappointing	B lively	C well organised
12	A polluted	B dangerous	C extraordinary

3 Complete the sentences using words from Ex 2. Then say whether the statement is positive (P) or negative (N).

1 **A** Do you like shopping in Oxford Street?
B No I don't. it's very _____. There are too many people. ___
2 Watching the sun rise over Grand Canyon was _____, I will always remember it. ___
3 Climbing mountains can be _____ if you don't take the right equipment. ___
4 We had a wonderful trip, everything was so _____ that we had no problems on the journey. ___
5 **A** Teenagers often don't like living in small towns.
B True, they think the towns are _____ because nothing ever happens. ___
6 We stayed in a _____ little hotel in a village. The room was beautiful and it had a view over the sea. ___
7 I don't want to stay long in the resort because everything's _____ and I don't have much money. ___
8 We arrived at the attraction but it was closed. It was so _____ for the children. ___
9 We got to the beach and watched the sunset. It was so _____ because we were the only people there. ___
10 I don't want to swim in the sea here because it's too _____, you can see plastic and rubbish floating in the water. ___
11 My friend from Brazil says English weather is _____. It's always grey and raining! ___
12 Standing at the top of St Paul's Cathedral you get _____ views of London. ___

4 Choose an alternative and then complete the sentences with your own ideas.

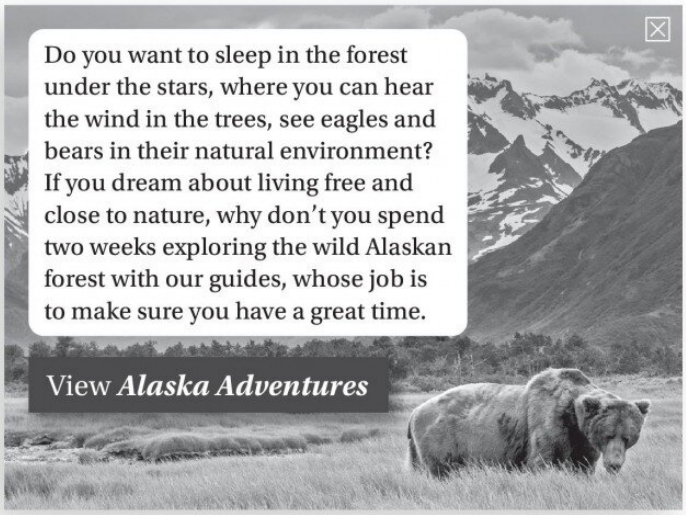
1 This area of the city is **dangerous** / **depressing** …
This area of the city is depressing because all the shops are closed and no one comes here any more.
2 The resort is very **lively** / **crowded** …
3 The beach near the hotel was **polluted** / **breathtaking** …
4 The paintings in the gallery were **extraordinary** / **disappointing** …
5 The tour of the city was **overpriced** / **well organised** …
6 The holiday was **unforgettable** / **dull** …
7 The views over the old part of the city are **charming** / **crowded** …

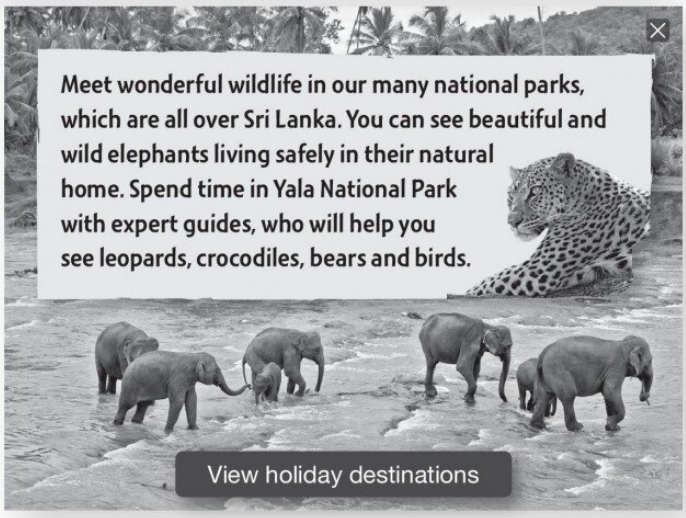
5 Write a short report about a place you have visited or would like to visit. Use positive and negative adjectives from the lesson.

One place I thought was unforgettable was Granada in Spain. The atmosphere in the city is very lively and never boring. I spent three days exploring the city, listening to fantastic music and visiting extraordinary buildings, like the Alhambra palace.
Public transport is well organised, but it can be very crowded. Some of the modern buildings are not as beautiful as the old ones – all that glass and concrete can be quite dull.

6 VOCABULARY BOOSTER Now practise **Describing places** vocabulary on page **109**.

1 Read the advertisements. Underline the non-defining relative clauses.





Which relative pronouns do we use for …

1 people? _____
2 things? _____
3 possession? _____
4 places? _____

2 Put the words in order to make a sentence with a non-defining relative clause. Add commas where necessary.

1 is / a / brother / lives / Birmingham / my / in / who / dentist

_____

2 ate / Italy / where / stayed / in / ice cream / I / much / too / I / summer / last

_____

3 cost / trainers / she / sale / which / €20 / the / bought / a / online / only / in

_____

4 Mount / same / who / John / Everest / me / as / climbed / went / to / the / school / just

_____

5 wife / is / works / the BBC / a / film / the / Stephen / for / whose / director

_____

6 century / the / Shakespeare / alive / when / was / dangerous / 16th / time / a / was / live / to

_____

3 Rewrite each pair of sentences as one sentence with a non-defining relative clause.

1 The Great Barrier Reef is the largest coral reef in the world. It is in Australia.

_____

2 I spent six months in Argentina. I learned traditional dances there.

_____

3 I got sick and had to spend a week of my holiday in bed. It was very disappointing.

_____

4 My aunt has gone on a 'Round the World' Cruise. We are looking after her dog.

_____

5 My best friend is living in New York. She is studying English.

_____

6 Let's go to Istanbul. We can visit our friend Mehmet there.

_____

4 Rewrite the sentences, including one of the pieces of information (A–H) in the correct place in the sentence. Use *where*, *which*, *who* or *whose*.

1 After queueing up for an hour, I was impatient to get onto the London Eye.
After queueing up for an hour, I was impatient to get onto the London Eye, which is situated beside the River Thames. (D)

2 My grandfather is 80 and goes running every day.

_____

3 The Élysée Palace in Paris was built in 1722.

_____

4 Blue coats are worn by official tourist guides.

_____

5 The museum will open again next year.

_____

6 The Grand Canyon is one of America's most popular tourist destinations.

_____

A he ran the New York marathon last year
B it is closed for building work
C it is in Arizona
~~D it is situated beside the River Thames~~
E the French president lives there
F their job is to take people on tours of the city

5 Think of two facts about …

- a famous person or a person you know.
- a town or city.
- a building or a tourist destination.
- your national culture.

6 Write notes and then a true sentence about each one of your facts in Ex 5, using a non-defining relative clause.
My brother: 1) plays electric guitar, 2) loves rock music
My brother, who plays the electric guitar, loves rock music.
OR
My brother, who loves rock music, plays the electric guitar.

6.7 LISTENING

Identify attitudes and feelings when people talk about experiences.

1 Match 1–10 to A–J.

1 anxious ___
2 arrogant ___
3 ashamed ___
4 bad-tempered ___
5 enthusiastic ___
6 fair ___
7 hopeful ___
8 impatient ___
9 pessimistic ___
10 relieved ___

A feeling unhappy because you have done something wrong
B treating people in the right way
C feeling happy because a problem or danger has gone away
D worried and afraid
E thinking something you want will happen
F thinking that bad things will happen
G often angry
H thinking they are more important than others
I not wanting to wait for something
J having a strong feeling of wanting to do or liking something

STRATEGY Identifying attitude and feeling

Listen to how people speak as well as what they say. Do they sound hopeful or pessimistic? Anxious or relieved? Recognising a speaker's mood and attitude will help you understand them better.

2 6.03 Read the strategy above. Listen to five people describing events and choose the best adjective from Ex 1 to describe each speaker's attitude or feelings.

1 _____
2 _____
3 _____
4 _____
5 _____

PRONUNCIATION Intonation

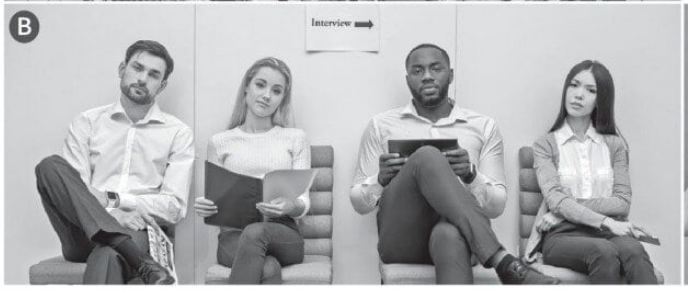
Intonation is the rising and falling in a person's voice. For example, a person's voice often goes up and down more if they are expressing strong feelings.

Listening for intonation will help you understand better.

3 6.04 Listen to four speakers talking about recent situations. Match the speaker to the photos (A–D) below.

Speaker 1 ___ Speaker 2 ___
Speaker 3 ___ Speaker 4 ___









4 6.04 Listen again. Which speaker (1–4) sounds …

A hopeful ___
B arrogant ___
C fair ___
D ashamed ___

5 6.04 Listen again. Are the sentences true (*T*) or false (*F*)? Correct the false ones.

1 Speaker 1 made a mistake because she was in a hurry. ___
2 Speaker 1 discovered the mistake when she got home. ___
3 Speaker 2 was able to speak the language at the attraction. ___
4 Speaker 2 and his brother hated the experience. ___
5 Speaker 3 has prepared well for the situation. ___
6 Speaker 3 won't travel for his work. ___
7 Speaker 4 likes the way the place that she is in is decorated. ___
8 Speaker 4 doesn't think the local people in the place are interesting. ___

6 Read three short dialogues and complete them using the responses below (A–C). Then answer the questions with adjectives from Ex 1.

1 **Anna** Wait a minute – where's my phone? Oh, I can't lose my phone, my life is on my phone.
Piotr You had it at the café. What did you do with it?
Anna ___
How does Anna feel? _____

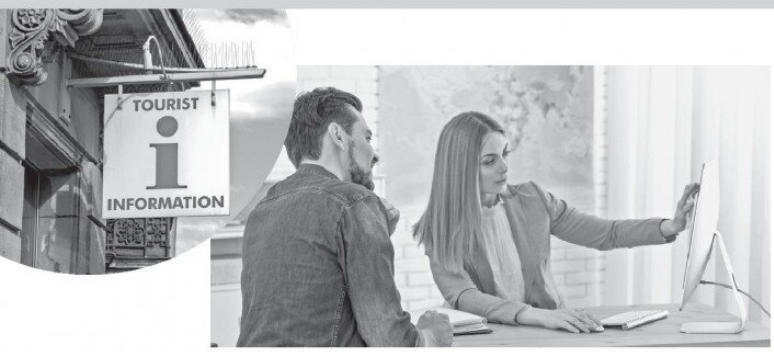
2 **Damien** Would you like some cereal? What about a cup of coffee?
Bea ___
How does Bea feel? _____

3 **Sarah** Did you see them? I've never been so close to a real wild animal. Did you get a photo?
Eilidh ___
Sarah Your photos are great. Let me see the one of the baby again.
How do Eilidh and Sarah feel? _____

A Yes, I think today is the best day of my life. Wait till I tell my sister I was close to an elephant and its baby.
B Got it! It was in my coat pocket all the time.
C Don't talk to me. I hate getting up early. Leave me alone. You're always asking me questions.

7 Read the situations below and choose two that interest you, or use situations of your own. Write a short dialogue where one of the speakers talks about the experience, using the adjectives in Ex 1 to express their feelings.

- An experience you had on holiday that you didn't enjoy.
- A place you visited that you'd always wanted to see.
- A time when you volunteered to help.



1 6.05 Look at the photos. Listen to the conversation and note down …

1 what the visitor wants information about.
2 what the travel agent recommends.
3 what the price includes.
4 any other advice the travel agent gives.

2 6.05 Complete the extracts with the expressions below. Then listen again and check.

> Can you tell me if could you repeat that
> Could you tell me about I don't understand what you
> I'd like to find out included in the price
> That sounds great That's good to know What should

Extract 1

Paul Hi, there. [1]_____ some of your sports tours in the UK?

Alice Of course. What would you like to know?

Paul My brother and I are real fans of English football. [2]_____ a bit more about the football grounds we can visit.

Extract 2

Alice You stay in a four-star hotel in the city centre.

Paul [3]_____. Is travel [4]_____?

Alice Yes, the price includes direct flights from London to Manchester, two nights' accommodation, transport to the grounds, and an exclusive tour of one of the grounds.

Paul Sorry, [5]_____? You said, only <u>one</u> of the grounds?

Extract 3

Paul I have another question. [6]_____ it's possible to watch a match?

Alice Actually, I'm afraid it's the end of the season.

Paul I'm sorry, [7]_____ mean.

Extract 4

Paul Oh, yes, of course. Oh well, … [8]_____ we wear? Do we need to dress smart?

Alice No, jeans are fine. But I think you should take a raincoat or an umbrella. It rains a lot in Manchester – even in summer!

Paul [9]_____. Thanks …

3 Match the expressions in Ex 2 (1–9) to A–E.

A Asking for general information ___ ___
B Asking for specific information ___ ___
C Clarifying something ___ ___
D Asking for advice ___
E Responding to an answer ___ ___

4 Match 1–7 to the categories (A–E) in Ex 3.

1 That's really useful. ___
2 Could you be more specific, please? ___
3 Is it possible to … ? ___
4 Do you think we should … ? ___
5 I'm interested in … ___
6 That's a shame. ___
7 What would you … ? ___

STRATEGY Using modal verbs

In spoken English, we use modal verbs such as *can*, *could*, *would* and *should* to make polite requests, suggestions and offers, to give advice and to talk about ability and possibility. They often sound more polite.

Could *I ask you about the accommodation?*
We ***can*** *pick you up from the airport.*

5 Read the strategy above. Rewrite the sentences using modal verbs to make them sound more polite.

1 Tell me about the holiday in Greece.
_____
2 Say that again.
_____
3 What do you want to know?
_____
4 I don't understand exactly what you mean.
_____
5 Advise me about accommodation and when to book it.
_____
6 Give me more advice about the clothes I need.
_____
7 Will you come to the airport and take us to the hotel?
_____
8 Do you think we need holiday insurance?
_____

6 Plan a similar conversation between a tour organiser and a visitor in your country. Think of a tour or experience in a city or region you know well.

1 Make notes about …
- where the tour is.
- what the price includes.
- what visitors can and can't do.
- what visitors need to wear / bring with them.

2 Think of three or four questions the visitor can ask, and what the answers could be.
3 Decide which Phrasebook expressions from the lesson to use. Remember to also use modal verbs.

7 Now write a script of the conversation. When you have finished, check that you have used …

- phrases for requesting and giving information.
- modal verbs to sound more polite.
- the correct spelling and grammar.

Use descriptive vocabulary in a blog post about a visit to Havana.

TRAVEL BLOG

I always dreamed of visiting this exciting and beautiful city which links Europe and Asia across the famous Bosphorus strait. It is a UNESCO World Heritage Site. It is Istanbul, of course.

We packed our cases, got our tickets and passports and set off. My brother and I had a list of landmarks we had to see – including the breathtaking Blue Mosque and the magnificent Topkapı Palace.

Istanbul is a huge city of around 15,000,000 people. Millions of tourists visit each year to see its cool mix of East and West. One of the most enjoyable journeys was to cross one of the bridges and move from Europe into Asia. We did this several times and each time was exciting. Its friendly people never seem to sleep, the crowded streets are full of wonderful shops and cafés, where you can drink strong Turkish coffee and eat delicious baklava at any time.

One of the most interesting places we visited was the 14th-century Grand Bazaar. It is the oldest and largest indoor market in the world. You can buy wonderful things there. My brother, who can argue with anyone, managed to get really good prices.

If you're going to Istanbul, it's much better in the spring when it's not too hot. If you have already been to Istanbul, do you want to go back? I do!



1 Read the blog post from Katarina, who has just visited Istanbul. What do you find out about …

- who travelled with Katarina?
- the number of tourists?
- Istanbul's streets?
- tourist attractions?
- when to visit?

STRATEGY Using descriptive vocabulary

When you are writing a description of a place, it is important to use a variety of vocabulary to make your writing more interesting. Using descriptive adjectives will give the reader a better idea of what a place is really like.

2 Read the strategy above and the description below. Add some of the adjectives from the unit to make the sentences more interesting.

I went to school in a town in the north of Ireland, where just over 20,000 people live. There are lots of shops in the centre of the town. There are many streets that lead to a square in the middle of the town. Near the town, to the north, there are two seaside resorts. The resorts have sandy beaches where children enjoy playing. Visitors can walk through the forest and get to the River Bann.

3 You are going to write a blog post describing a visit to Havana, Cuba. Look at the information. Choose two of the headings below and decide on two or three interesting things you want to write about for each topic. Use the information here or research more for yourself.



Basic facts

- *population 2 million +*
- *La Habana in Spanish*
- *largest city in the Caribbean area*
- *summer temperatures around 30° / winter temperatures 25°*
- *main industries: farming, sugar production, manufacturing and tourism*
- *most popular sports: baseball, boxing, volleyball, basketball*

Local landmarks and historical centres

- *Old Havana – the original city, now a UNESCO World Heritage Site, from 16th century*
- *Plaza Vieja – a square in Old Havana, cafés and restaurants, fountains*
- *El Morro castle – at the entrance to Havana Bay to stop pirates in the 17th and 18th centuries*

Tourist attractions

- *old architecture, including castles*
- *modern architecture*
- *Malecón – 7 km long sea drive, meeting place for everyone*
- *fantastic 1950s and 1960s American cars everywhere*

Entertainment

- *live music, dancing (salsa, rumba).*
- *dancing classes*
- *food tasting tours – walking or by bike*
- *visit famous baseball teams, like Matanzas or Industriales*

4 Write a plan for your description of Havana using the information in Ex 3.

5 Write your blog post.

6 CHECK YOUR WORK Did you …

- use defining and non-defining relative clauses?
- use travel collocations and adjectives for describing places where appropriate?

Grammar

1 Complete the sentences with the correct relative pronoun.

1 It is the country _____ people first ate pizza.
2 I travelled on a bridge _____ crosses from Asia to Europe.
3 It's the piece of paper you need _____ you want to travel on a plane.
4 My friend Jan, _____ has lived in five different countries, speaks four languages.
5 The festival will take place in June _____ the weather is warmer.
6 The film, _____ was about explorers, was very exciting.
7 He or she is the person _____ you go to when your teeth hurt.
8 Sami, _____ brother you met yesterday, is swimming in the competition tomorrow.

2 Rewrite each pair of sentences as a single sentence with a non-defining relative clause.

1 I met my best friend when we went to secondary school. She's called Francesca.
2 I don't like travelling on the London Underground. It is very crowded most of the time.
3 I spent the day exploring Athens. Many of the buildings there are very old.
4 Industriales is a Cuban baseball team. It has won the Cuban League 12 times.
5 Australia is an island. It has different animals from other countries.
6 It has a big indoor market. You can buy everything in it.
7 He is a tour guide. His company runs tours of Rio de Janeiro.
8 Amy is a girl. She works in a luxury resort.

Vocabulary

3 Complete the sentences. Use only one word in each gap.

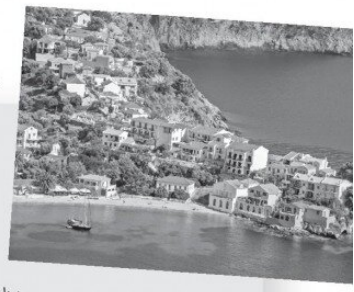
1 **A** Do you think I should book a single ticket, Mum?
B No, get a _____ ticket. It's cheaper than two singles.
2 I decided to stay at a _____ on the coast, near Valencia. Our room had a sea view.
3 We went on a cycling holiday. We stayed in a different hostel every night and met _____ people in the cafés, where we ate.
4 Let's get up really early tomorrow morning to _____ the area. I hear there are lots of things to see.
5 I'm definitely going to book _____ before I go. I don't want to get there and have nowhere to stay.
6 When Hasan travelled to India he wanted to _____ the local culture, so he stayed with a local family.

4 Choose the correct alternative.

1 When there is a red flag on the beach, it means it's **dangerous / dull** to go swimming.
2 From the top of the tower you get an **overpriced / extraordinary** view of the city. You can see for miles.
3 I didn't enjoy that at all. I found the meal very **depressing / disappointing.**
4 Travelling through the country by horse was **lively / unforgettable**. It was like living 100 years ago.
5 In the evenings, all we could hear were the sounds of the birds and the wind in the trees. I thought it was very **polluted / peaceful** but the children thought it was **dull / charming**.
6 My dad complained that all the things in the shops in the hotel were **crowded / overpriced.**

Cumulative review

5 Complete the sentences with one word. Choose the correct alternative: A, B or C.



Hi Dani

I'm so excited. Mum has just [1]_____ the accommodation and flights for our holiday. We're going to stay at a luxury [2]_____ on a Greek island. We'll have two weeks of sun, sea and fun for all the family.

We'll arrive at our [3]_____ by taxi from the airport. The hotel, [4]_____ is between the beach and the mountains, has a swimming pool, gardens and a tennis court. My brother, Harry and I can spend the day beside the pool, playing tennis or [5]_____ the local area. We can see the [6]_____, like the local markets or little churches with blue roofs.

The photos of the island show [7]_____ little villages, with painted white walls. I can't wait to explore the seaside villages, [8]_____ I'll experience the local culture. We'll stop for lunch in a little café, listen to music and watch the fishing boats going in and out of the bay. We'll walk along the cliffs above the sea, there are [9]_____ views over the sea.

I can't wait to go. I know it'll be a(n) [10]_____ holiday because I've never been abroad before and I've always wanted to go to Greece.

I'll send you lots of photos on Instagram.

Annie

1	**A** booked	**B** made	**C** met
2	**A** area	**B** sight	**C** resort
3	**A** holiday	**B** destination	**C** sight
4	**A** where	**B** which	**C** whose
5	**A** arriving	**B** exploring	**C** going
6	**A** sights	**B** area	**C** abroad
7	**A** dull	**B** depressing	**C** charming
8	**A** where	**B** which	**C** when
9	**A** dangerous	**B** breathtaking	**C** disappointing
10	**A** overpriced	**B** peaceful	**C** unforgettable

REFLECT Think about the following questions.

1 Which of the grammar points did you find most difficult?
2 Which lesson did you enjoy most? Why?
3 What can you do to practise asking for information?
4 What things did you find most difficult when you wrote your description of a place?

Reading

EXAM STRATEGY

When you have to decide whether a statement is true or false, make sure you can find evidence in the text to support your answer. First identify which paragraph has the information you need. Then underline the sentence (or sentences) in the text which shows whether the statement is true or false. Then read the whole text again to check your answers.

1 Read the strategy above. Then read the exam task in Ex 2 and look at statement 1. Which paragraph has information about this? Which sentence (or sentences) show whether it is true or false?

2 Read the article about the effects of tourism. For each of the following statements (1–6), write *T* (true) or *F* (false). For each statement, which of the paragraphs (A–E) supports your answer?

1 The city of Barcelona has become too expensive for many local people to live there any more. ___ ___
2 The number of tourist boats in Venice causes problems for the old buildings in the city. ___ ___
3 The impact of international flights is one of the reasons why tourism causes problems. ___ ___
4 Individual visitors rarely do damage to historic sites. ___ ___
5 Cruise ships still travel into the centre of Venice. ___ ___
6 Chew Jetty is a place which hasn't been affected by mass tourism. ___ ___

The real cost of tourism

A In 2017, around 2,000 people in Venice expressed their anger about the negative effects of tourism on their city. They said their way of life was being destroyed. Their homes are being replaced with holiday accommodation and shops for visitors. At the same time, high water created by lots of small motor boats carrying tourists is damaging the historic buildings that these visitors have come to see.

B Mass tourism threatens to cause terrible damage to many sites of historic, cultural and scientific importance. Global air travel is having a terrible effect, and areas around coasts are in particular danger from massive cruise ships. Since 2019, these ships have been banned from entering Venice's historic centre after a serious accident involving one.

C Money from tourism is incredibly important to countries' economies, but at what price? In Barcelona, many locals believe that they are treated with less importance than the buildings which attract the tourists, and their communities are suffering badly. As in many other places, the locals can no longer afford to live in the city. They have had to move away, while the centres are flooded with tourists.

D There are similar stories all over the world. Chew Jetty in Malaysia was once in a traditional fishing village, but the buildings that used to be homes are now snack bars and shops selling tourist gifts. Visitors often show little respect to the locals, treating them as objects to be stared at and photographed. Locals complain that they feel as if they are in a zoo or a theme park.

E The physical effect of tourism is also worrying. Rented vehicles driven off the main roads are damaging the famous Nazca lines in Peru. At Angkor Wat in Cambodia, hotels built for tourists take water from the area around the ancient temples, which makes the ground less strong and puts the buildings in danger. People visiting ancient sites often take away stones or write graffiti on them. It's clear that action needs to be taken soon.

Speaking

EXAM STRATEGY

In a discussion task, listen carefully to your partner. You will need to respond to what they say by agreeing, disagreeing or adding information.

3 Read the strategy above. Do the phrases below agree, disagree, or add information?

1 Don't forget that …
2 I don't think that …
3 That's true.
4 I don't agree.
5 We should also think about …
6 I think you're right.

4 Work in pairs. Some friends want to spend the weekend exploring a new place. Here are some different ways that they could travel. Talk about these together for two minutes and decide which would be the best.







Intensifiers

LANGUAGE FOCUS Intensifiers, and ordinary / extreme adjectives

An ordinary adjective is an adjective like *nice* or *good*. You can put the adverbs *very*, *quite*, *really* and *extremely* before these adjectives (e.g. *very good*, *quite nice*, *really happy*, *extremely important*).

Some adjectives are called extreme adjectives, like *huge* or *awful*. They have a stronger meaning and we can put intensifier adverbs in front of these. For example, *absolutely tiny* and *totally brilliant*.

Less formal intensifiers are *incredibly*, *really** or *pretty*. We cannot use these intensifiers with extreme adjectives.

* Remember that we can use *really* with ordinary and extreme adjectives.

1 Read the language focus. Then look at these pairs of adjectives that can describe how we feel about things. Decide whether each word is …

A a normal adjective (e.g. *good*, *very good*, *quite good*, *not very good*)

B an extreme adjective (e.g. *absolutely fantastic*)

(Circle) the extreme adjective in each pair. Then check your answers in a dictionary.

nice	wonderful
angry	furious
massive	big
tasty	delicious
astonishing	surprising
thrilled	pleased
clever	brilliant
happy	delighted
pretty	stunning
impossible	difficult
frightening	terrifying
sad	tragic
bad	terrible
unpleasant	disgusting
crowded	packed
unusual	extraordinary

2 Use an intensifier and an adjective from the words below (or your own ideas) to complete the replies.

big crowded difficult happy sad tasty

1 My cat died last week.
Oh, dear, that's _____.
2 How was the exam?
I know I haven't passed. It was _____.
3 Did you enjoy your trip to Venice?
Yes, but it was _____.
4 Jane's new job seems good, doesn't it?
Yes, and she's _____.
5 What was your meal like?
It was _____.
6 What's their new house like?
It's _____.

3 Choose the correct option to complete the mini dialogues.

1 **A** What was the weather like?
B It was absolutely **bad** / **terrible**.
2 **A** What was your meal like?
B It was **very** / **really** delicious, thanks.
3 **A** Did Joe like his present?
B Yes, he was **really** / **extremely** delighted.
4 **A** Why do you think Matt spoke to her like that?
B I've no idea. His behaviour was absolutely **extraordinary** / **strange**.
5 **A** So the exam was hard, was it?
B Not just hard – it was **absolutely** / **very** impossible.

VOCABULARY STRATEGY
Remembering ordinary and extreme adjectives

When trying to remember an extreme adjective, write an example sentence with an ordinary adjective first, then write it again with an extreme adjective. Remember to use the correct intensifier.

I'm ***extremely interested*** in history. In fact, I think history is ***absolutely fascinating***.

4 Give true answers to these questions about yourself. Use an intensifier and an ordinary (gradable) adjective or an extreme (non-gradable) adjective.

1 Did you have a nice weekend?
2 What do you think of chemistry?
3 How good are you at English?
4 What is your favourite film and why?
5 Is there anything that scares you?
6 What is your least favourite kind of food and why?

5 Write new adjectives with an example sentence about you. Always add an intensifier as it will help you to work out if it is an ordinary or an extreme adjective.

very crowded
absolutely packed
I hate travelling on very crowded buses.
I didn't get on the bus because it was absolutely packed.

7 Making a difference



1 a What can you remember about the vlog? Complete the summary with the correct alternative.

The vlog is about the fight against the plastic waste [1]**crisis** / **poverty** and how young people are coming together to lend a hand with the [2]**issue** / **relief**.

In the vlog Yasmin and Lewis are talking about a new environmental [3]**campaign** / **poverty** – Jamal's Teen Park-Clean. They've been inspired by Jamal getting [4]**volunteers** / **workers** to clean his local park. Jamal's idea has become a youth [5]**charity** / **movement** after starting with just three people. Lewis contacted Jamal and he talked him through the steps he'd taken to get started. He says they will need a lot of [6]**assistance** / **donation** for their own Teen Park-Clean. Yasmin says that she is keen to do her bit! Jamal also said they will need to do [7]**fundraising** / **relief** to buy equipment and they can use social media to raise [8]**awareness** / **message**.

Finally, Jamal said that they should just get started. Lewis agrees and says he's done the first two steps, so he'll meet Yasmin at 3.00 p.m. in the park. She agrees and says she's up for it!

b 7.01 Watch or listen again. Check your answers.

2 Complete the sentences using the words below. There is one word you don't need.

assistance campaign charity crisis donations fundraising issue movements poverty relief unemployment volunteers

1 The big _____ of _____ was often discussed during the election _____. Many people don't have jobs in the area because the car factory closed last year.
2 Many youth _____ working to help improve the environment ask _____ to help in the local community.
3 The school committee are meeting on Tuesday to discuss _____ ideas. Some suggestions to get people to give _____ are: having a yard sale or a sponsored fun run.
4 The level of child _____ has risen substantially over the past ten years. Many organisations are working with poor families to help them with this _____.
5 Oxfam was founded as a disaster _____ agency. Its workers give important _____ to people all over the world.

3 REAL ENGLISH Complete the dialogues using the correct form of the phrases below.

do (your) bit (x2) lend (someone) a hand
I'm up for it! a legend You bet

1 A Hi Angela, do you think you could [1]_____?
I need to move this desk into my bedroom.
B Sure. Wow, it's very heavy. Let's ask Mike to help.
2 A My mum is [2]_____ for buying me these great chocolates. Hey, are you eating them?
B Sorry. They look so tasty. I only took one.
A OK. Do you want another one?
B [3]_____. Thanks. They're my favourites.
3 A Would you like to come with us tomorrow? It'll be hard work, but it'll be fun.
B Yes, [4]_____. I've always wanted to give assistance to people who need it.
4 A Tom's volunteered to help clean up some beaches next month.
B That's a fantastic idea.
A Perhaps I will volunteer, too. I think I should [5]_____. We all need to [6]_____ to look after the planet.



4 Think of things you could do to help your local community or school.

- Which things do you think are the most important?
- Put them in order of importance.
- Think of what you could do to support fundraising for these things, and what sort of campaign you could run.

Write a summary of your ideas.

5 VOCABULARY BOOSTER Now practise **Social issues** vocabulary on page **110**.

Use reported speech to talk about what someone has said.

1 Rewrite what the people said as direct speech.

1 Bako said he wanted to work as a volunteer for a charity.

2 They explained that they were collecting money for emergency relief.



3 Agata said she had never spoken in public before.

4 Ollie told us he had been to a concert the evening before.

5 She explained that this kind of plastic couldn't be recycled.

6 The organisers said they would email me if there were any volunteer opportunities.

2 Rewrite what the people said using reported speech.

1 Milo and Aiden said, 'We have known each other since primary school'.

2 My teacher said, 'If you can't get a part-time job, you should try volunteering'.

3 Fatima said, 'I'll meet you at 7.00 this evening'.

4 Will said, 'I want to organise a fundraising event'.

5 Nina said, 'I'm waiting for my friends at the bus stop'.

6 Ana said: 'I tried to phone Katya three times yesterday'.

3 Choose the correct alternative. Then write the original words each person said.

1 They explained that they **sent / had sent** me a message the day before.

2 I told Tara I **will / would** call her the next day.

3 You told me you **haven't / hadn't** seen that film before.

4 Tom said he **could / can** give me Annika's email address.

5 We texted Joe to say we **are / were** waiting at the station.

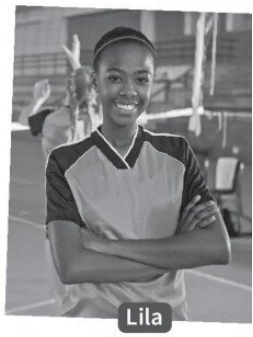
6 Marc said he **had lived / was living** in Paris for two years so he **knows / knew** the area well.

7 Kiara explained she **couldn't / can't** meet us today because she **was / had been** busy.

8 My parents said if they **received / were receiving** any news they **will / would** phone me.

4 Read Lila's speech, then put it into reported speech.

'I gave a speech at school today in front of the whole school. I was really scared! Mrs Jackson, my teacher, asked me and two of my friends to talk about our new sports hall. It opened last month and it means we can do three new sports, basketball, volleyball and table tennis. I don't know much about basketball or table tennis, but I'm the captain of the new volleyball team, so I talked about that. Martin talked about basketball, and Hannah told us all about table tennis. I hope lots of people will join the new teams.'


Lila

Lila said that [1]_____ a speech at school [2]_____ in front of the whole school. She told me that [3]_____ really scared. She said that her teacher [4]_____ to talk about [5]_____ new sports hall. She said [6]_____ last month and now [7]_____ do three new sports, basketball, volleyball and table tennis. She said [8]_____ much about basketball or table tennis, but [9]_____ the captain of the new volleyball team, so [10]_____ about that. Martin [11]_____ about basketball, and Hannah [12]_____ all about table tennis. She said [13]_____ lots of people [14]_____ the new teams.

5 Think about a time when you wanted to do one of the following things, or use your own ideas. Think about who you talked to and what they said to you. Complete sentences 1–4.

- Volunteer to do something to help people.
- Join a club or an organisation.
- Organise an event, a meeting or a campaign at your school.
- Raise money for a charity or to provide assistance to people.

1 I said (that) …
2 I told them / explained (that) …
3 They said (that) …
4 They told me / explained (that) …

Recognise collocations in an article about helping others.

1 Think about these questions.

1 Have you ever taken part in an online lesson?
2 How are online lessons different from lessons with a teacher in the classroom?
3 What problems might teachers and students encounter with online lessons?
4 Do you think learning online is easier or harder than learning in a classroom? Why?

2 7.02 Read the article quickly and choose the best description of the Granny Cloud: A or B.

A The Granny Cloud is a team of people of all ages. They make a difference to children in countries around the world who have limited opportunities for education. They use online activities in English to provide the children with new ideas and experiences.

B The Granny Cloud is a team of older women who volunteer to teach English through online activities to children in different countries around the world. They also teach practical skills like cooking which they will need in their future lives.

The 'Granny Cloud'

Have you ever wondered what your grandmother could teach you? She has probably gained a lot of experience and skills in her life that she could share. This is what Professor Sugata Mitra believed when he launched a campaign to bring education to children in parts of the world where there aren't enough teachers. He invited volunteers to communicate with children in locations where there was limited educational equipment using online resources. This became the 'Granny Cloud'.

The volunteers aren't all grandmothers, despite the name. They can be any age, and are both male and female. What they do share is the ability and wish to take part in a sharing of experiences with the children, creating opportunities for learning together and having fun! The volunteers are not expected to be experts. Among the popular experiences have been where a Granny named 'Fred' showed a group of boys and girls how to make tea. Then the children watched carefully as he went around his kitchen. He sent some internet links to encourage them to explore other types of cooking. It was interesting to watch the children learn about tasks in the home and begin to think about these as just things that needed to be done, rather than as boys' or girls' tasks.

The grannies sometimes encounter problems. For example, many of the children speak little or no English. But most grannies are able to come up with ideas that help them to overcome this difficulty. They speak slowly and clearly, and use songs, pictures and objects like hats to bring their activities to life and communicate ideas. One granny even managed to tell a famous children's story using just a sheet of newspaper.

Most children are quick learners and soon know enough English to take part in the activities and communicate with their granny. Sometimes, older children also help younger ones. For example, at one school in India, a very young granny called Vedika helps younger children understand what the granny on the screen is saying, if their English isn't good enough. Vedika was a pupil herself until a short time ago, but now she is a classroom link between the granny on screen and the children watching. She can even take the session when the granny on screen isn't there.

It is fantastic to see the Granny Cloud bringing about changes to children's lives all around the world. And, according to Professor Mitra, what is more important is that they are keen to learn, explore ideas and ask questions.



3 Choose the correct alternative: A, B or C.

1 The purpose of Professor Mitra's campaign was to _____ children in different parts of the world.
A teach English to B bring education to
C provide a grandmother for

2 Professor Mitra thought it was a good idea to ask grannies to be volunteers because they have a lot of _____.
A free time B expertise in their subject
C experience and skills

3 The children not only learn new skills, they also _____.
A work hard B have fun C teach other children

4 After the activities the students sometimes have the opportunity to _____.
A do more research online B learn similar tasks
C take their work home

5 When the grannies face difficulties in their activities, they usually _____.
A speak slowly and clearly
B ask one of the students to help
C find ways to solve them

6 Vedika's role is to help the younger children understand _____.
A what their granny is saying
B how to use a computer
C what the activity is about

7 Professor Mitra believes that the most important thing about the Granny Cloud is that it makes the children _____.
A want to become teachers
B want to continue learning
C learn to speak English better

STRATEGY Recognising collocations

A collocation is a group of two or more words that often go together. Recognising and learning words that go together will help you understand a text.

4 Read the strategy above. Look at the underlined nouns in the text and the verbs that they go with. Then complete the sentences with the verbs to make collocations.

1 Mona told me she had _____ several problems creating a fundraising website.
2 Jared said he had _____ an idea to solve the problem.
3 Working part-time can help you to _____ a lot of useful experience.
4 We had to _____ a few difficulties before we could set up the team.
5 If you want to _____ a change in society, you have to do your bit.
6 The charity we support has _____ a campaign to attract more volunteers.

5 Would you enjoy learning through the Granny Cloud? What subjects or skills do you think it would be useful to learn in this way? Why?

1 Complete the email with the words below.

availability goals input mission statement statistics target audience

To: TechAid Fundraising Group volunteers
From: Leah Bailey
Subject: Meeting – Weds. 20 May at 16.00

Please come to a meeting to plan our communication campaign. We need to decide on a [1]_____ to explain who we are, what we are doing and why. We also need to say what our [2]_____ are, so everyone knows what we want to achieve in the future. At the meeting we'll discuss our [3]_____, so everyone is clear who the campaign is aimed at. We already have a website, but we need to increase the [4]_____ of up to date information – not just numbers and [5]_____, but personal stories as well. Please come with some ideas as we need [6]_____ from everyone on the team.

Many thanks,

Leah



2 7.03 Listen to the first part of the meeting about a school communication campaign.

1 What is the campaign about?
2 Who is the campaign aimed at?
3 What do they want people to donate?
4 What two other things do they discuss?

3 7.03 Listen again and complete the extracts from the meeting.

1 We need to come up with a clear _____ _____ that _____ what we're doing and why.
2 Who exactly are our _____ _____?
3 So our _____ need to be really clear – we must have aims that people understand and feel they can help us _____.
4 We need _____ for the campaign from lots of different sources.
5 We need to think about the best _____ for the people we want to _____ out to.
6 Do we have any _____ that _____ the number of children TechAid has helped?
7 … the _____ of that kind of information it will help people _____ why their donations are important.

4 7.04 Listen to a presentation about the group's campaign. Match 1–6 to A–F.

1 The group's mission is to ___
2 The goals for the campaign are ___
3 The campaign's target audience are ___
4 The media they plan to use are ___
5 They need to increase the availability of information such as ___
6 They would like input from ___

A school students, their families and local businesses.
B anyone in the community who is happy to help.
C provide technology to help educate children in developing countries.
D statistics to show how much equipment has been provided and real-life stories to connect with people's emotions.
E a social media campaign, a website and email.
F to explain the importance of computers in education and ask for donations of unwanted equipment.

5 7.04 Use the information in Ex 4 to complete the campaign plan. Listen again if necessary.

Communication campaign plan	
Mission statement:	
Goals:	
Target audience:	
Media:	
Information to include:	
Input needed:	

6 You and your school friends are planning a campaign to raise money for a charity. Use the example below, one of the charities from the Student's Book or your own ideas to write a short statement explaining your campaign plan. Make sure you use the headings in the table in Ex 5.

WaterAid is a charity that works with communities in poorer countries around the world. It helps to provide clean water, build good toilets and promote safer hygiene practices like hand-washing.

Our mission is to …

Our goals for this campaign are to …

Our target audience for support and donations are …

The best media for the people we want to reach out to are …

We will increase the availability of information on our website by including statistics which show that … (+ example) and real-life stories that … (+ example)

We need input for the campaign from …

7.5 VOCABULARY

Talk about different jobs and ways of working.

1 Complete the dialogues with words below.

application apprenticeship carry out
chores experience learn time off work

1 **A** Are you enjoying your new job?
B Yes, it's great. I don't have to _____ long hours, like I did before. Now I start at 9.00 a.m. and finish at 4.30 p.m.

2 **A** What should I do about getting a job?
B Well, the first thing is to make a(n) _____ to the company you want to work for.

3 **A** Can you come to the park to play tennis this afternoon?
B No sorry, I promised to do some _____ for my mum.

4 **A** Do you have to _____ any special duties in your job?
B Yes, I do. I have to help customers with young children.

5 **A** Why don't you do a(n) _____? You can study and _____ the trade at the same time.
B That sounds like a great idea.

6 **A** I need to get some _____ before I get a job.
B Why don't you ask your uncle if you can work at the shop on Saturday mornings?

7 **A** I'll have to get some _____ to go to the dentist.
B Is that a problem?
A No, my boss is really nice.

2 Match 1–6 to A–F to make a collocation about working.

1 work ___	**A** the position
2 have ___	**B** skills
3 sign ___	**C** long hours
4 working ___	**D** a contract
5 develop ___	**E** a part-time job
6 take up ___	**F** indoors / outdoors

3 Choose the correct alternative.

1 **A** Have you got a **share** / **part-** time job for the summer?
B Yes – I'm teaching kids football!
A So you're working **indoors** / **outdoors**, then? Lucky you!
B No, actually – it's inside the sports centre.

2 **A** My dad started doing his **apprenticeship** / **application** when he was 16.
B Yes I think my dad did something similar. They had to work **long** / **large** hours then.
A I know. They had to start at 6.00 a.m. and sometimes didn't finish till 6.00 p.m.

3 **A** Teenagers often have to **carry** / **take** out duties in the home, like looking after younger children.
B That doesn't sound like much fun. I've heard that some parents **sign** / **do** a contract with their teenage kids – kids do things like wash the car, or do **chores** / **duties** and parents pay them.

4 **A** I worked on a farm last summer. I wanted to **get** / **do** some experience of working with animals. I really enjoyed it.
B Are you going to **make** / **do** an application to university to be a vet?
A Yes, I've always wanted to be a vet.

4 Read the article. Replace the underlined phrases with the correct form of collocations from Ex 1 and 2.

New ways of working



- Americans are spending more time at work – about 47 hours a week. In Norway they work fewer hours – around 33.5 hours a week – but actually produce more.

_____

- 21st-century workers have got better at doing more things and enjoy a much more flexible working environment. They can change tasks and do different things more easily.

_____

- Workers may decide to train to do a skilled job for a period of time. They won't have to stay with one company their whole life.

_____



- Many people still want to do a job that is outside a building. It's great when it's sunny, but might not be so much fun in the rain!

_____

- Computers and mobile phones have given people freedom to choose where and when they work. They have free time to do things outside work, to do exercise or take up a hobby.

_____

- Some people want to have a job where they work for just a few hours a week. This allows them to work and spend time with their family, or study at home.

_____

5 Read the article again and answer the questions. Use collocations in your answer.

1 What is the difference between the working week in the USA and Norway?

_____

2 What can workers do after they develop their skills?

_____

3 Why might working outside not be fun sometimes?

_____

4 What can workers do when they get time off?

_____

5 What does having a part-time job allow people to do?

_____

6 Think of a job that you could you do working from home. Make a list of three good points about doing it at home. Then make a list of three things that could make it difficult.

7 VOCABULARY BOOSTER Now practise **Jobs** vocabulary on page **110**.

Use reported questions to talk about what someone has asked.

7.6 GRAMMAR

1 Put the words in the correct order to make reported questions.

1 could help / if / asked us / Mr Lee / he

2 at home / what chores / asked me / he / I did

3 he could / Kyle / whether / my phone / asked me / borrow

4 the party / Tanya's mum / if / asked us / we / had enjoyed

5 was working / they / where / asked Nate / he

6 why / she / texted / her / asked me / I hadn't

7 asked me / I would / when / my part-time job / start / Bill

8 something to drink / bring / they / whether / asked him / they should

2 Underline and correct the mistake in the reported sentences. There are two mistakes to correct in the final sentence.

1 'Do you want to develop your IT skills?'
They asked Yuna if she had wanted to develop her IT skills.
They asked Yuna if she wanted to develop her IT skills.

2 'Where did you go at the weekend?'
Ellis asked me where I was going at the weekend.

3 'Have you finished your science project?'
Ms Thomas asked him if he has finished his science project.

4 'Had you met Mika before the party?'
Martina asked us if we met Mika before the party.

5 'Who are you waiting for?'
He asked me who I waited for.

6 'What will you do if you can't get a job?'
She asked him what he will do if he can't get a job.

3 Rewrite the direct speech as reported questions.

1 My mum asked me, 'Why didn't you apply to university?'

2 Emily asked Roberto, 'Do you want to come to the exhibition with me?'

3 My teacher asked me, 'Where are you planning to do your work experience?'

4 Lucy asked me, 'Have you decided which charity you want to fundraise for?'

5 We asked our teacher, 'When will we get our exam results?

6 I asked my uncle, 'Can you help me get a part-time job?'

7 She asked her grandad, 'How was life different when you were young?'

8 Kris asked Isla, 'Do think we should volunteer to help at the museum?'

4 A volunteer is interviewing visitors at the British Museum in London. Read her notes and then complete the questions she asks.

1 Ask you a few questions?
2 Where from?
3 How long staying London?
4 Reason for visit?
5 Visited London before?
6 First time at British Museum?
7 Where go – last visit to London?
8 What do next?

1 Excuse me, _____ a few questions?
2 _____ come from?
3 How long _____ in London?
4 _____ the reason for your visit?
5 _____ London before?
6 _____ first time at the British Museum?
7 Where _____ on your last visit to London?
8 What _____ next?

5 7.05 Listen to the interview and check your answers.

6 Complete the blog post about the interview with the correct form of the verb in brackets.

We had a great visit to the British Museum today. When we arrived a young woman stopped us and asked if she [1]_____ (ask) us some questions for a survey. First, she asked us where we [2]_____ (come from), and we said Winnipeg. Next, she asked us how long we [3]_____ (stay) in London and what the reason for our visit [4]_____ (be). We said we were on vacation. Then she asked us if we [5]_____ (visit) London before, and whether this [6]_____ (be) our first time at the British Museum. She also asked where we [7]_____ (go) on our last visit to London. And then finally, she asked us what we [8]_____ (do) next and we said that we were planning to visit Paris.

Use different listening skills to understand a podcast about a film.



1 Match words 1–5 to the definitions A–E.

1 forest ___
2 isolated ___
3 hide ___
4 separate ___
5 contact ___

A not with other people
B meeting or talking to people
C a large area of land covered with trees
D far away from other people or places
E go somewhere people cannot see you

2 Look at the film poster above and describe what you see. Answer the questions.

1 How do you think people feel when they are in a forest?
2 What are the good things about being in a place like this?
3 What might be negative about being there?

3 7.06 Listen to Part 1 of a podcast about the film, *Leave No Trace*.

1 What do you think is the main subject of the film?
2 Who are Will and Tom, and where do they live?
3 Why have they chosen to live in this way?

STRATEGY Using different listening skills

You often listen for different reasons.

Listening for gist

Sometimes you are more interested in the main idea or general information, and it isn't necessary to understand every word or detail.

Listening for detail

You sometimes have to listen carefully for specific words and numbers to hear important facts and figures.

Listening for attitude and opinions

Sometimes you are more interested in how someone feels about a topic. You know this from *how* they are talking about it (intonation) as well as the language they choose to talk about it.

4 Read the strategy above. Then look back at your answers to the questions in Ex 3. Which listening skill did you use to answer each question?

5 7.06 Listen to Part 2 of the podcast and answer the questions. Which skill did you use to answer them?

1 What happened after someone saw Tom in the forest?
2 How did Will feel about their new life?
3 Why doesn't the speaker want to tell us how the film ends?

6 7.06 Listen to the podcast again and choose the correct alternative: A, B or C.

1 Will and Tom seem to be …
A living closely and successfully with nature.
B finding it difficult to survive.
C hiding in the forest.

2 Will and Tom get food by …
A buying it in the local town.
B gathering plants and hunting animals.
C both buying it in town, and gathering and hunting.

3 The speaker thinks the film's title *Leave No Trace* means …
A don't do anything that hurts the forest.
B don't leave any clues that other people can find.
C don't tell anyone where you are going.

4 When they move from the forest to the farm …
A Tom finds it easier than Will.
B Will finds it easier than Tom.
C neither Will nor Tom find it easy.

5 Will decides to go further north because he …
A wants to make some important decisions about the future.
B wants to live somewhere that no one will find them.
C is angry that their camp has been destroyed.

6 At the end of the film, the speaker had some questions about …
A her relationship to the environment.
B life in the busy modern world.
C both A and B.

7 MEDIATION You want to go and see *Leave No Trace* at your local cinema. Write a message to a friend inviting them to come with you. Use the information in the podcast to tell your friend …

- what the film is about.
- why you think your friend would enjoy it.

1 Read the notice to students on a school intranet. Think about the questions.

1 What are some of the reasons for volunteering in this way?
2 What sort of things could the volunteers do to help their local community

SCHOOL NEWS

The student committee has suggested that the school timetable should include the option to spend Wednesday afternoons volunteering in the community. If you agree, please tell us why you think this is a good idea, and send us your suggestions for what kind of volunteering we could do.

2 7.07 Listen to two students, Bea and Sam, discussing the idea. Make notes about …

- the reasons they give for volunteering.
- the suggestions they come up with.

Did they mention any of your ideas in Ex 1?

STRATEGY Managing a conversation

In a conversation, listen to what the other person has to say. When you give your opinion on a topic, make sure that you then ask the other person what they think. Try not to interrupt when the other person is speaking and show them that you are listening to them by asking questions and using expressions such as *Really?*, *That's interesting* or *I'm not sure if I agree*. When they've finished speaking, respond to what they said and add your own opinions.

3 7.07 Read the strategy above and listen again. Complete the extract from the conversation. Use one word in each gap.

Bea So what kind of volunteering should we suggest? I [1]_____ making friends with old people could be a [2]_____ _____, because loneliness among the elderly is a big issue. What do [3]_____ _____?

Sam Yes, that's a good idea. You could carry out jobs around the house, run errands for them … Or [4]_____ _____ _____ do something to help the environment – you know, cleaning up litter, or planting flowers next to roads, or something.

Bea Hmm … I [5]_____ _____ that would be as good [6]_____ it's not about helping people.

Sam I see what [7]_____ _____ I don't really agree, though … I mean, the [8]_____ _____ about improving the environment is, it benefits everyone.

Bea I suppose you have a [9]_____. OK … [10]_____ _____ volunteering in a day centre for homeless people? Or helping to look after people with disabilities. Which [11]_____ _____ _____ is best?

Sam [12]_____ _____ _____ present several different options?

4 Match the expressions (1–10) that you completed in Ex 3 to the functions below.

a involving your partner ___ ___
b showing you are listening ___ ___
c making suggestions ___ ___ ___
d giving opinions and reasons ___ ___ ___

5 7.08 Complete the dialogue with the expressions below. Then listen and check.

> Do you have any thoughts about that?
> I think that could be a good option because
> I think the good thing about I'd have to agree
> I'm not sure I agree Maybe we could Shall we
> What do you reckon? Yes, I think you're right

Simon [1]_____ fundraising for a charity is that it gives you a reason to do something a bit different – like running in a 10K race or baking cakes, or whatever. [2]_____

Ela Yes, [3]_____ … definitely. [4]_____ make a donation to one of the big children's charities?

Simon Hmm … [5]_____. I think there are people in the community who need assistance. I'd prefer to give the money to a local charity. [6]_____

Ela [7]_____, actually. OK, how about Young Minds? … [8]_____ it supports young people with mental health issues.

Simon Sounds good to me. [9]_____ think of some ways to raise money, then?

6 PRONUNCIATION Read the sentences. Underline the words that you think are linked in fluent speech.

1 I didn't understand what you said.
2 That's a good suggestion and an interesting one.
3 It's important to lend a hand.
4 They don't always agree, but it's not a problem.
5 We could even try to think of a new solution.

7 7.09 Listen and check.

8 A local charity is setting up a new day centre for homeless people. They have asked the local community for donations. Two friends are discussing how they can help. Use the notes below to write their conversation. Make sure the conversation includes expressions to …

- give opinions and reasons.
- involve the other person (e.g. by asking them what they think).
- make suggestions.
- show you are listening (e.g. by saying you agree or disagree).

Person A: suggests raising money so that the charity can spend it how they want on essential items like food and clothing.

Person B: thinks it's better to donate things that are useful for the people at the centre, like books, games and old mobile phones.

9 When you have finished writing your conversation, check that you have …

- structured the conversation correctly.
- used expressions from the phrasebook in the Student's Book.

7.9 WRITING

Use contrast words to write a formal letter.

1 Read the strategy below. Are the sentences true (*T*) or false (*F*)? Correct the false sentences.

When writing a formal letter:

A If you begin *Dear Mr / Ms / Mrs* you should sign off with *Yours sincerely.* ___

B Your name and address should be written at the top right-hand corner of the letter. ___

C Only use contractions in the first paragraph. ___

D Do not write your name above your address. ___

E Use a new paragraph for each new idea. ___

F You must put the date that you are writing the letter underneath the address of the person you are writing to. ___

G Write the name and address of the person you are writing to on the left, underneath the greeting. ___

STRATEGY Writing formal letters

When you write a formal email or letter, you …

- put your address and the date in the top right-hand corner, but not your name.
- put the name and the address of the person you are writing to on the left above the greeting.
- finish *Yours faithfully* if you begin *Dear Sir* or *Madam.* If you begin *Dear Mr / Miss / Ms / Mrs* …, finish *Yours sincerely.*
- organise your letter into clear paragraphs. Use a new paragraph for each new idea.
- make it clear why you are writing.
- don't use contractions.

2 Complete the sentences with the linking words below. Sometimes there are two possible answers.

although	despite	even though
however	in spite of	

1 _____ the wind and the rain, she took the dog out for a long walk.

2 They decided to stay in a five-star hotel, _____ it was extremely expensive.

3 Sandra finished the homework. _____, she told me she found the last exercise almost impossible.

4 _____ the increasing evidence on the causes of global warming, many people ignore the situation.

5 _____ I don't agree with him, I have to admit he explained his arguments well.

3 Read a formal email to a member of parliament. Label the sections of the email using the words below.

closing paragraph	date	greeting	main paragraph
opening paragraph	recipient's address	sender's address	sign off

A _____ 37 Liverpool Street
Middlesbrough
TS28 9FG

B _____ 2 June 2022

Helen Davies MP
House of Commons C _____
London
SW1A 0AA

Dear Ms Davies D _____

E _____

[1]Just a message from the young people in our town who [2]can't find work after leaving school. Although it is not impossible, it is very difficult to get a part-time job or even work as a volunteer.

F _____ My friends and I have set up a campaign called Work4Kids to persuade local businesses to employ more young people. Even though we have a good education, we can do any job to [3]get some experience. I [4]wouldn't mind working long hours, and carrying out any duties my [5]boss asked me to do, even simply running errands. We had a meeting with some local business people and asked if they could employ more young people. However, they said that despite our campaign, it would not be possible to create more jobs for us.

G _____ We are [6]pretty cross about this situation. As you know, youth unemployment in our area is over 20%. We believe this is one of the most worrying issues of our time. It leads to poverty and means that [7]lots of people have to rely on the government for assistance. In the future it may become a crisis for our country if young people [8]don't get the opportunity to develop the skills that 21st-century businesses need. Work4Kids has a fundraising website where people who want to help us can make donations. We hope you will give our movement your support.

H _____

[9]All the best,

Beth Carter

4 Read the email again. Replace the underlined words and phrases with the expressions below to make it a more formal email.

am happy to work	are not given	are unable to	employer	gain
I am writing in the name of	many	quite unhappy	Yours sincerely	

5 Think about writing a formal email or letter on one of the topics below, or use an idea of your own.

- To an online mobile phone company which delivered the wrong phone.
- To a shop that sold you expensive trainers that broke after three days.

Plan your work. Write notes about the problem, its negative effects and a possible solution. Organise your work into clear paragraphs.

6 Write your formal email or letter. Use contrast words from the phrasebook in the Student's Book.

7 ✓ **CHECK YOUR WORK** Did you …

- put names and addresses in the correct place?
- use the correct formal phrases?
- use the correct greeting and ending?
- write clear and organised paragraphs?

Grammar

1 Rewrite the sentences using reported speech.

1 Mollie told Max, 'We have been inspired by a campaign that two sisters in Bali started.'

_____

2 Lewis said, 'I want to do my bit, too.'

_____

3 Yasmin told him, 'We are part of a new global youth movement.'

_____

4 Max said, 'It'll be a challenge, but I'm up for it.'

_____

5 The speaker told the audience, 'We can all make a difference if we change our behavior just a little.'

_____

6 Steve told me, 'We're going to do some fundraising events next Saturday.'

_____

_____

7 Bea told Juan, 'We had a concert to raise money for our charity last week.'

_____

2 Read the questions. The name of the person who is asking the question is in brackets. Rewrite them in reported speech. Begin the reported questions with *He* or *She*.

1 'When does your new course start?' (Helen)
She asked me when my new course started.

2 'Can you play tennis with me next Tuesday?' (Samuel)

_____

3 'What will the students do when they finish their exams?' (Laura)

_____

4 'Is Nina taking part in the charity fun run?' (Lisa)

_____

5 'Have you worked as a volunteer before?' (Adam)

_____

6 'Did Mike arrive on time yesterday?' (Natalia)

_____

7 'Where should I put the posters for the campaign?' (Ian)

_____

Vocabulary

3 Complete the text with the words below.

assistance charities crisis fundraising movement volunteer

Soraya became a [1]_____ because she wanted to help people in her local community. She knew that some people needed [2]_____ and so she looked at different [3]_____ before she decided which one to work with. She knew that in winter there was often a [4]_____ when older people got ill or weren't able to go out in bad weather. She started off by doing some [5]_____. She made cakes and sold them at school and she got some of her friends to help by washing cars and tidying up gardens. In fact, she started a [6]_____ in her school to look after older people in the local area.

4 Complete the sentences with the correct words.

1 The young nurse was very careful to **carry out** / **develop** her duties in the hospital as efficiently as she could.

2 Working with small children in a playgroup helped me get a lot of **experience** / **time off** before I started my course at university.

3 Can you help me, Mum? I'm writing an **application** / **apprenticeship** for the summer job at the sports centre.

4 When my dad gets **time off** / **small jobs**, we go into the forest to photograph wild animals and birds.

5 He's very excited about starting this new job as a carpenter, but I think it'll take him some time to learn the **trade** / **duties**.

6 One of the best things about being a farmer is being **outdoors** / **indoors** in the sunny weather.

7 It can be quite frightening to **sign** / **make** a contract for the first time.

8 My sister has just finished her **chores** / **apprenticeship** as an engineer. She starts her new job next week.

Cumulative review

5 Complete the conversation with the words below. Then rewrite the conversation using reported speech.

assistance chores experience indoors part-time job volunteered

Jamal Hey, what have you been doing over the summer?
Sam I [1]_____ at a local children's charity. They always need some [2]_____ with the under 5's play group in the mornings.
Jamal Sounds fun. What sort of things did you do there?
Sam Well I got a list of [3]_____ to do every morning, you know, getting the play area ready, cleaning up after the kids left. Actually, I think I got a lot of [4]_____ that will be useful when I'm older!
Jamal Yes, I'm sure you did!
Sam What did you do over the summer?
Jamal I got a [5]_____ with my grandpa who is a vet, and you know I love animals. The only bad thing was we worked [6]_____ so I missed the good weather.

Jamal asked Sam what he had been doing over the summer. Sam told him he had volunteered at a local kids charity ...

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 What do you think are the most difficult things to remember to include when you write a formal email or letter?
4 What did you find the most difficult thing about imagining working from home?

Listening

EXAM STRATEGY

When you do a multiple-choice listening task, read each option carefully and listen to everything the speakers say to understand the meaning. Incorrect options might contain some of the words the speakers use, and correct options might use synonyms. So if you hear a matching word it doesn't always mean it is the correct option.

1 Read the strategy above. Then read the exam task in Ex 2 and look at question 1. Read the extract from the first part of the recording below. Which is the correct answer (A, B, C or D)? Underline the words in the extract which give you the correct answer to question 1.

Tom Hi Debbie. Did you go to that talk yesterday about fundraising for charities?

Debbie Yes! It was pretty good, actually. But Tom, I thought you were going to be there too?

Tom I was planning to, but then my dad asked me to help with some chores at home. I was hoping the talk would have some suggestions about how we can raise money for our local green group. Were there any good ideas?

2 7.10 You will hear a boy called Tom speaking to his friend Debbie about a talk. For each question, listen and choose the correct answer: A, B, C or D.

1 Tom didn't go to the talk because …
- A he was attending his local green group.
- B he had to do some tasks around the house.
- C he was planning to go out with his dad.
- D he didn't think it would be useful.

2 Debbie says that one idea to raise money was …
- A to give things you don't need to a charity.
- B to buy things from a charity.
- C to give things you don't need to other people.
- D to sell things and donate the money to a charity.

3 If you don't suggest categories for donations, people …
- A might not come to the sale.
- B might give things that are broken.
- C might give things that aren't popular.
- D might give things that are too expensive.

4 Tom thinks a fundraising sale …
- A is an excellent idea.
- B will take a lot of time to plan.
- C will not raise enough money.
- D will sell things that nobody really wants.

5 Tom says that it is not environmentally friendly …
- A to raise money by selling mobile phones.
- B to use mobile phones.
- C to change mobile phones every year.
- D to travel to collect old mobile phones.

6 Tom decides …
- A to raise money by recycling mobile phones.
- B to raise money by recycling drinks cans.
- C to have a fundraising sale.
- D not to do any of the fundraising ideas.

Use of English

EXAM STRATEGY

In key word transformation tasks, you must only change the parts of the sentence that need to be changed. Don't add any extra information, and make sure you don't write more than the maximum number of words.

3 Read the strategy above. Then read the exam task in Ex 4 and look at question 0. Which of the answers below (A–C) is correct? Why are the other two answers wrong?
- A I'm going for a walk in spite of the fact that there is bad weather.
- B I'm going for a walk in spite of the bad weather.
- C I'm going for a walk in spite of the rainy bad weather.

4 For each question, complete the second sentence so that it has a similar meaning to the first sentence, using the WORD given at the end of the first sentence. You must use between two and five words, including the word given.

0 I'm going for a walk even though the weather's bad. **SPITE**
I'm going for a walk _____ bad weather.

1 We have never seen a band this good before. **BEST**
This is the _____ seen.

2 They last went on holiday a year ago. **FOR**
They have _____ a year.

3 In some countries, you can't vote until you're 21. **ALLOWED**
In some countries, you are _____ until you're 21.

4 'Can you help me with my homework?' asked Marco. **IF**
Marco asked me _____ with his homework.

5 It was the responsibility of the volunteers to organise the event. **RESPONSIBLE**
The volunteers _____ the event.

6 This match is less exciting than the last one. **MORE**
The last match _____ this one.

7 I regret telling him my secret. **WISH**
I _____ him my secret.

8 The last time I ate meat was in December. **SINCE**
I _____ December.

Writing

EXAM STRATEGY

When you write a letter, you often need to use more than one tense. Read the task carefully to identify which tenses you need to use.

5 Read the strategy above. Then read the exam task in Ex 6. Which tenses do you need to use in your letter?

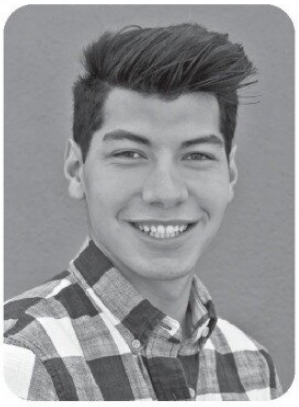
6 You recently went to a meeting about fundraising for a local charity. Write a letter to your friend.

Tell your friend …
- what the charity does.
- what happened at the meeting.
- what you are going to do to help.
- how you feel about it.

Write your letter in 90–120 words.

Collocations

1 Read the text in the speech bubble and look at the underlined phrases. Think of some other words that you often find after the underlined verbs.



I'm already making plans for next summer! I'm going to go travelling and take a trip around Asia. I'm doing some research at the moment to find out the most interesting places. I'm sure I'll have a great time!

LANGUAGE FOCUS Collocations

A collocation is two words or more which are often used together. Certain verbs appear very frequently in English, often combined with the same nouns or noun phrases to make common collocations. Some of the most frequent verbs used in this way are *go / make / do / have / take*. Collocations with common verbs should not be translated word for word. It's important to learn collocations as a whole.

2 Read the language focus above. Choose the correct verb to complete these sentences.

1 Do many young people **do** / **have** apprenticeships instead of going to university?
2 Have you ever **had** / **made** a part-time job?
3 After he retired, my grandfather **did** / **made** voluntary work at the local charity shop.
4 I never **do** / **make** homework on Saturdays.
5 Let's **go** / **do** skiing at Christmas.
6 Do you **go** / **take** a bus to work every day?
7 I hate **doing** / **making** chores.
8 Is it easy for you to **get** / **make** friends?

3 Match the phrases below to the correct verbs to make collocations.

an activity aerobics a decision a mistake a party photos running a shower swimming a train

1 take: _____
2 go: _____
3 make: _____
4 do: _____
5 have: _____

VOCABULARY STRATEGY Making collocations memorable

People use different strategies to make collocations more memorable. You could use …

A **Personal experience:** think about a real personal experience related to the collocations. Visualise this in your mind as you say them aloud.
B **A funny story:** imagine a funny story which uses the collocations.
C **Alliteration:** use alliteration and rhyme to make the collocations 'catchy'.

4 Read the vocabulary strategy above. Then match the memory techniques (A–C) to the examples (1–3) below.

1 ___
Parrots pay attention to everything you say, so they can copy you.
I feed the fish on a Friday.
I had an argument with Helen about her hair.
Dan danced while he did the ironing.

2 ___
While I was going running a few weeks ago, I saw a young girl fall off her bike. I helped her stand up. Thankfully, she wasn't hurt.

3 ___
Last Friday, Viktor's mum was doing some chores. While she was tidying his room, she found his favourite football. It was dirty, so she put the football in the rubbish.

5 Choose three collocations that you find difficult to remember. Then use each of the strategies to write a sentence for each collocation. Which strategy works best for you?

Personal experience
1 _____
_____
_____

A funny sentence
2 _____
_____
_____

Alliteration
3 _____
_____
_____

6 Write a short story, using as many collocations from the wordlist as possible. Make it personal or funny or use alliteration to help you remember the collocations.

7 When you find a new collocation, write it down with an example sentence. Use the techniques above. Which works best for you?

8 Buying and selling



1 a What can you remember about the vlog? Complete the summary with the correct form of words or phrases from the Student's Book lesson.

In the vlog Isobel and Max discuss how websites and shops get us to buy more than we wanted to. Sales tell us we can get a [1]d_____ or we will [2]m_____ out if we don't [3]b_____ something at that moment. It works well because nobody wants to miss out on an [4]a_____ o_____!

Shops are brightly coloured, they play relaxing music so that we often forget that we have a [5]b_____ and spend too much. Sometimes people even get into [6]d_____ and the shops won't listen if you make a [7]c_____.

Isobel says it's a good idea to keep the [8]r_____. Then, if we get home and change our minds about the item, we can take it back and get a [9]r_____.

Max still wants to make a purchase on his phone! Isobel tells him to make sure he can cancel the [10]o_____ and send it back.

b 8.01 Watch or listen again. Check your answers.

2 8.02 Listen to Anna and Harry and complete the sentences with phrases from their conversation.

1 Anna went shopping in town and _____ a really good _____.
2 She _____ a _____ for buying three pairs of jeans.
3 She didn't _____ the jeans _____.
4 The shop was busy because lots of people were _____ things in the _____.
5 Anna _____ the _____ because she may want to _____ the jeans _____.
6 If the jeans don't look good on her, she'll _____ a _____.

3 Complete the sentences using the correct forms of the verbs in list A and nouns in list B. You can use all the words more than once.

A

buy cancel find get have make place take try

B

a budget a complaint a discount a good offer an order a purchase free delivery into debt (something) back (something) in the sales (something) on

1 I don't think it's a good idea to buy trousers if you don't try them on first. They might not fit you and then you'd have to take them back.
2 When the phone arrived in the post, the screen was broken so I had to use my old phone to _____. They listened to my issue.
3 I always wait to _____. Then you can _____ great _____!
4 I don't use credit cards because I'm worried I'll _____. I know if I had one I'd spend too much.
5 When Ralph goes shopping he always _____. He knows how much he can spend on each item.
6 When Anna _____ for shoes online she checked to see if she could _____ to her house. Unfortunately it cost an extra €5.
7 Before I _____ on something expensive, like a new phone, I compare prices online to _____.
8 Archie found the laptop cheaper on another website so he _____ on the more expensive website.

4 REAL ENGLISH Complete the dialogue with the phrases below.

bit weird Get real! I'll miss out on
Spot on! What are you getting at?

Jess I'm really cross. My new trainers are falling apart and I've only had them for a month.
Emma That's a [1]_____. Are you sure they're really that brand?
Jess [2]_____ I bought them in that shop in the High Street – in their sale.
Emma That's what I mean. Some shops buy fake goods and sell them at a discount in the sale.
Jess [3]_____ They wouldn't do that … would they?
Emma Have you still got the receipt?
Jess Yes, it's here. Do you think I should take them back?
Emma [4]_____ And you should ask for a refund. I'll come with you.
Jess It's OK, you don't have to.
Emma Yes, I do. It's the last day of the sale. If I don't come with you, [5]_____ those final bargains!

5 VOCABULARY BOOSTER Now practise **Shopping** vocabulary on page **111**.

1 Read the sentences. Choose the correct alternative.

1 I wouldn't have taken the shoes back if they had fitted me better.
= I **took / didn't take** the shoes back because they **fitted / didn't fit** me.

2 If he hadn't left his wallet at home, James would have bought a new mobile.
= James **left /didn't leave** his wallet at home so he **bought / didn't buy** a new mobile phone.

3 If you had tried the jacket on, you wouldn't have bought it.
= You **tried / didn't try** the jacket on and still **bought / didn't buy** it.



4 If they hadn't made a complaint to the manager, she wouldn't have got a refund.
= They **made / didn't make** a complaint to the manager, so she **got / didn't get** a refund.

2 Read the comments below from three people who made a mistake when shopping online. Tick (✓) the correct sentence (A or B) to complete the statements.

3 Correct the mistake in each sentence.

1 If you'd bought those jeans in the sale, they had been much cheaper.
2 Maya hadn't got a refund if she hadn't made a complaint.
3 If I would have known you were vegetarian, I wouldn't have cooked burgers for supper.
4 We wouldn't have been late for the concert if we would have left the house on time.
5 Leo would have got into debt if he didn't pay back the money so quickly.
6 If I hadn't been in a hurry, I wouldn't leave my bag on the train.

4 Match 1–6 to A–F. Then rewrite the sentences as third conditional sentences.

1 I didn't take back the shoes because I ___
2 She didn't get the job because she ___
3 Ed took up a position with a charity because he ___
4 We cancelled the order because we ___
5 Anna didn't apply to university because she ___
6 They worked such long hours because they ___

A didn't have enough experience.
B didn't want to continue studying.
C read some negative reviews about the product.
D wanted to earn as much money as possible.
E had lost the receipt.
F wanted to make a difference.

5 Complete the sentences so they are true for you.

1 If I hadn't gone to school today, _____
2 If I'd had enough money, _____
3 If I hadn't met my best friend, _____
4 If I'd known that _____

SHOPPING ONLINE – MISTAKES TO AVOID

1 George

I saw an online advertisement for a new computer game. I really wanted the game so I just bought it, but I didn't check the contact details of the company selling the game. When it didn't arrive, I didn't know how to contact them.

A If I had checked the company's contact details, I would have known how to contact them. ☐

B If I hadn't checked the company's contact details, I wouldn't have known how to contact them. ☐

2 Mina

I bought a jacket online using my debit card. It never arrived. I tried to get a refund, but the debit card paid the seller from my bank account, so I lost my money and I couldn't get a refund. I wish I'd used a credit card instead.

A If I hadn't used a debit card, I wouldn't have got a refund. ☐

B If I had used a credit card, I would have got a refund. ☐

3 Kate

I used to use my phone to shop online – in cafés, on the train, in the library. But these places don't always have secure Wi-Fi. One day my phone was hacked – the people who hacked it used my phone to make purchases I didn't know about.

A If I hadn't shopped somewhere with secure Wi-Fi, my phone would have been hacked. ☐

B If I had shopped somewhere with secure Wi-Fi, my phone wouldn't have been hacked. ☐

8.3 LISTENING

Deal with unknown words in a recording of a training session.

1 Choose the correct alternative.

1 You can use online comparison sites to check if you're getting a good **deal / reduction**.
2 As more people shop online, **chain stores / offers** like Zara and H&M find that fewer people are coming into their stores.
3 I tried to buy a new rucksack, but they were out of **season / stock** and would be back in the store next week.
4 Some **brands / prices** of perfume are more expensive than others.
5 If you buy two items and get the third free, that's a **deal / discount** of around 30% per item.
6 I buy winter clothes in April, out of **season / stock**, because they are usually cheaper than in the autumn.
7 If there is more competition in the market, **reductions / prices** usually go down.
8 I'm going to get a bargain in the sales tomorrow – they have some great **offers / brands**.

2 Imagine you have a part-time job in a chain store. Think about what you would do in the following situations.

1 A customer brings an item back because there is something wrong with it.
2 A colleague accuses you of being rude to them.
3 A customer asks a lot of questions about a product.
4 A customer is angry and is rude to you.
5 You think you have seen a customer stealing something from the store.
6 A customer asks you to give them a discount.

3 8.03 Listen to the end of a training session for part-time workers in a chain store. Which of the situations in Ex 2 are discussed?

4 8.03 Listen again and answer the questions.

1 Can individual staff members offer a lower price to customers?
2 What can the store sometimes do if someone buys a large number of expensive items?
3 What two things can staff do if someone asks a question about a product?
4 What should staff do if a customer has a problem with something they have bought?

5 MEDIATION After the training, one of the trainees sends you a message. He is confused because for each problem there is more than one possible action. Write back to him and finish the sentences in your own words.

You're right, it seems a bit confusing. But it's just a question of how big the problem is. For example if a customer asks you an easy question about a product, you can [1]_____. But if it's something more complicated, [2]_____. Another example: if a customer wants to return something they've bought, you [3]_____. But if they become difficult, [4]_____.
So in general, if it's easy, deal with it yourself. If it's something bigger, [5]_____. Don't worry, it'll be fine!

6 Complete the strategy for dealing with unknown words with the words below.

contrast structure subject (x 2) type

STRATEGY Dealing with unknown words

When you come across an unknown word in a listening text, think about the following:
A Use your knowledge of sentence [1]_____ to work out what [2]_____ of word it is.
B What is the [3]_____ of the sentence or paragraph where the word appears? Use your knowledge and experience of the [4]_____ and the world to try and understand the word.
C Is the word there to [5]_____ with a word that appeared earlier? Listen for words like *or*, *although*, *even though*, *despite*, *but* or *however* that often signal this

7 Look at the underlined words in these extracts from the training session. For each word, say …

1 what class of word it is.
2 which words or idea it contrasts with.

A Well, the features and benefits of a product are usually pretty clear, so it's a good idea to start by describing these. On the other hand, the technical information about some of our products can be quite baffling if you aren't familiar with it.
B Check the item is in good condition. If it has an obvious flaw, you should offer to exchange it, or give them a refund.
C If the customer is calm and polite, try to deal with the problem yourself as professionally as possible. But if they hassle you – for example, if they're rude or keep asking for a discount – call your manager immediately.

8 Choose the correct answer: A or B.

1 In this context, *baffling* means …
  A confusing and difficult to understand.
  B clear and easy to understand.
2 In this context, *flaw* means …
  A an extra feature.
  B something wrong with it.
3 In this context, *hassle* means …
  A to complain about someone.
  B to make a situation difficult for someone.

9 Use some of the techniques in the strategy to work out the meaning of the underlined words in these sentences.

1 If they're very pushy and keep asking you, you should explain that staff can't reduce the price for individual customers.
2 We do keep an eye on the different brands on comparison sites, in order to compare them with our prices, and we sometimes make changes if we think it's a good idea.
3 However, we can sometimes be flexible about the price, especially if they're buying a lot of expensive gear.
4 If they don't have the receipt for the item they are returning, we must double check the item was bought from our shop before offering a refund.
5 People will get into debt if they can't resist buying expensive items.



1 Choose the correct alternative.

1 If I save €10 a month from my **outgoings / pocket money**, I'll be able to buy the trainers I want by April.
2 After I'd paid for the book, I had a **balance / income** of $40 in my current account.
3 My grandfather only got £5 a week **wages / savings** when he started work.
4 When you have a permanent job, you have a regular monthly **income / interest.**
5 I had to check my bank account to see if I could **balance / afford** to pay for the gym membership.
6 Check which account gives the best **outgoings / interest** before you decide which one to choose.
7 Dan's grandparents opened a **savings / wages** account to help pay his university fees.
8 My parents say, make sure your **outgoings / wages** are less than your **outgoings / wages**.

2 Read the information and complete the sentences with words below. There is one word you don't need.

afford balance income interest outgoings pocket money savings wages

Student saving tips!

Whatever you have to spend on monthly [1]_____, understand the value of having a [2]_____ account.

See the [3]_____ grow as you put money in each month. If you manage the [4]_____ you receive each week carefully, you can [5]_____ to buy items you want.

If you have a part-time job, you can put part of your weekly [6]_____ into the account. Although rates are not great at the moment, our student account will pay you a higher rate of [7]_____ than normal accounts.

3 8.04 Listen to Alison and her cousin Lisa talking about savings plans.

1 What special occasion is Lisa expecting money for?
2 How much interest did the first account offer if you had a bank account with them?
3 What do you get if you keep your money in the second account for a year?
4 How much is Lisa's income each month? Where does it come from?
5 What are her outgoings?
6 How much does Lisa have to put in each month to earn 2% interest?
7 Is Lisa happy about saving her money? Why?



4 8.05 Listen to a voice message Lisa recorded on her phone after the conversation with Alison. Complete the message with the phrases you hear.

'OK, I thought I [1]_____ get 3% interest from one bank, but I don't have an account with them. With another account, Alison said I [2]_____ get 2% if I keep my money in the account for a year. [3]_____ I can do that – I really want to increase my savings. So, like I said, I [4]_____ afford to save about £10–15 a month. In fact, [5]_____ closer to £10. That's good, because £10 is the minimum I can put in. Some months, [6]_____ I'll save more than that as I have a few outgoings. With the wages I get from my mum, my pocket money and my birthday money, [7]_____ I could have around £150 in my account after one year. [8]_____ I'll feel happier if I have some savings.'

5 Write which expressions you used in Ex 4 to talk about possibilities, probabilities or certainties.

6 Complete the dialogue with the words and expressions below.

can probably could might not sure that unlikely that won't

Ben You should open a savings account. It [1]_____ help you manage your money a bit better.
Eva Hmm, I don't know. I only get £5 a week pocket money from my mum – it's [2]_____ I can save much of that.
Ben What about the wages from your summer job at the supermarket?
Eva They said I [3]_____ be able to work there this year. They don't have many jobs at the moment.
Ben You [4]_____ find another job.
Eva Yes, but it [5]_____ be easy.
Ben My dad always employs extra people in the summer. I'm [6]_____ he'd give you a job. Do you want me to ask him?
Eva Thanks, Ben – that would be great!

7 Write some sentences about how you could put together a savings plan. Use the phrases for possibility and the vocabulary below.

I'm sure that I could save some pocket money in a savings account.

- pocket money and other income
- typical outgoings each month
- where to put savings – bank, etc.
- if I save regularly what I can save for
- what I can afford to buy, or have to ask my parents to buy

8 Write five questions about money and savings that you could ask your classmates. Write answers to your questions from someone who is good at saving. Then write answers from someone who has problems with saving.

Do you think you are good at saving? Why? / Why not?

8.5 VOCABULARY

Talk about advertising.

1 What do you think are the most important things for a successful advertising campaign? Order the verbs in these tasks by importance.

A launch (the campaign)
B produce (the item)
C appeal (to customers)
D (ask people to) recommend (your product)
E create (a need)
F appear (in the media)
G claim (the product solves problems)
H convince (customers)
I compare (with other products)
J attract (customers)
K promote (the product's qualities)

2 Complete the sentences using the correct form of the verbs from Ex 1.

1 When the advertisement first _____ on TV, everyone was surprised to see a famous footballer _____ the product.
2 It's not easy to _____ the need for a new product. You have to _____ people their lives will be better if they buy it.
3 You can't believe what advertisers _____ their products can do. Using a particular shampoo will not make you more attractive or intelligent!
4 I'm afraid I can't _____ this microwavable meal. It tastes awful!
5 Advertisers use vivid colours, catchy music and celebrities to _____ customers. People seem to believe what a famous person says.
6 The company _____ the new electric car at the London Car Show. Thousands of people came to the stand to see it.
7 The Mini advertising campaign _____ the car to the competition to show it was better.
8 I think that newspaper advertisement _____ more to my parents. I don't read them!
9 What _____ me to the product is its quality. I don't mind paying more if it's really well made.

3 Choose the correct alternative (A, B or C) to complete the blog post below.

1	**A** recommended	**B** offered	**C** convinced
2	**A** appear	**B** attract	**C** create
3	**A** promoted	**B** claimed	**C** compared
4	**A** attracting	**B** appearing	**C** producing
5	**A** advertise	**B** recommend	**C** appear
6	**A** offered	**B** compared	**C** produced
7	**A** advertise	**B** convince	**C** create
8	**A** launched	**B** promoted	**C** recommended
9	**A** produce	**B** attract	**C** claim
10	**A** convince	**B** appeal	**C** compare
11	**A** recommended	**B** claimed	**C** appeared
12	**A** advertise	**B** offer	**C** appeal
13	**A** produced	**B** convinced	**C** recommended

4 Complete the text with the correct form of the verbs from Ex 1. There is one verb you don't need.

The company who [1]_____ this item, 'Product X', believe they have [2]_____ a need for it among teenagers and young adults. But now they have to [3]_____ customers to their online store. They want an advertising campaign which will [4]_____ to their target audience, and [5]_____ them to buy the item. Our campaign will [6]_____ Product X's qualities. We won't [7]_____ that it is the best in the market, but we will [8]_____ it with similar products. We will [9]_____ the campaign in one week's time and it will [10]_____ on national TV, in cinemas and online.

5 Think of an advertisement or marketing campaign for a company or product that you know. Write a short description of it. Include the following information.

1 The company – what it does.
It produces / It creates …
2 What the advertisement or campaign is for.
The campaign advertises / promotes …
3 Who the target audience is.
It appeals to / attracts / tries to convince …
4 How it communicates.
It claims / compares / offers / recommends …

6 VOCABULARY BOOSTER Now practise **Advertising** vocabulary on page **111**.

The Breakfast Club Blog



In many countries, if you stay at a hotel or in someone's home, you will probably be [1]_____ some kind of cereal for breakfast. But where did the idea for breakfast cereal come from?

In the late 19th century, the American doctor John Harvey Kellogg managed to [2]_____ a new kind of breakfast food that was lighter and healthier than what many people ate for breakfast at that time. Kellogg [3]_____ his cereal – 'corn flakes' – to customers as a health food. It quickly became popular and other companies soon began [4]_____ similar products.

The 20th century saw a huge rise in the number of breakfast cereals as new brands started to [5]_____ in the shops. People liked them because they were cheap, convenient and quick to prepare, especially when [6]_____ with more traditional foods. By the 1980s, cereal production was big business. Companies looked for new ways to [7]_____ their products. They [8]_____ expensive marketing campaigns to [9]_____ new customers or to [10]_____ people to change to their product.

However, customers started to realise that many cereals contained large amounts of sugar, salt and other additives. They were not always as healthy as their producers [11]_____. As a result, there are now far more cereals made from natural ingredients which [12]_____ to customers who want a healthier breakfast. Just like Dr Kellogg [13]_____ to his customers!

Identify and use different verb patterns.

8.6 GRAMMAR



1 Match 1–8 to A–H.

1 His brother advised ___
2 Zahra asked me if I fancied ___
3 It's my fault. I should have reminded ___
4 When I was very young, my parents made ___
5 I don't know what's wrong with me. I keep ___
6 He spent quite a long time learning ___
7 I don't think I can let ___
8 Julia decided ___

A you to set the alarm.
B me go to bed at 7 p.m.
C to speak French fluently.
D him not to go swimming in the river.
E you travel to London on the train by yourself.
F to become a doctor when she was very young.
G seeing the new film.
H forgetting my keys.

2 Choose the correct alternative.

1 A I miss **to see / seeing** my friends since we moved house.
B I thought you promised **to visit / visiting** each other at weekends?
2 A I don't really enjoy **to do / doing** project work in groups.
B I agree with you – I prefer **to study / study** on my own too.
3 A I've decided **to get / me to get** a part-time job so I can save some money for college.
B Good idea. When I got a job my dad advised **to save / me to save** half the money I earned.
4 A Can you remind me **downloading / to download** that new *Avengers* film?
B OK – if you let me **watch / to watch** it with you!
5 A I'm trying to contact Anji, but her phone keeps **going / to go** to voicemail.
B I'm meeting her later – I'll ask **to call / her to call** you.
6 A I'm going out for a pizza – do you fancy **to come / coming**?
B Sorry, I can't. Josef has invited **to go / me to go** bowling this evening.

3 Complete the sentences with the correct form of the verb in brackets.

1 I'm not sure you'll convince Fred _____ (buy) a new jacket. He doesn't like _____ (spend) money.
2 I can't imagine _____ (live) in another country. I'd miss _____ (see) my friends and family.
3 Mina asked me _____ (bring) some salads to the barbecue.
4 At school I never wanted _____ (study) languages, but recently I've learned _____ (speak) Polish.
5 Amy has invited me _____ (be) a bridesmaid at her wedding. The dresses are yellow and I'd prefer them _____ (be) a different colour.
6 Do you fancy _____ (travel) by train to Edinburgh? There's a special offer at the moment.
7 My uncle advised me _____ (start) an online savings account, and he offered _____ (help) me set it up.
8 While I was preparing _____ (take) my driving test, my sister reminded me _____ (revise) the rules.

4 Use the correct form of one verb from each of the groups (A and B) below to complete the gaps.

A advise begin choose convince enjoy hope ~~imagine~~ keep let start want

B ~~be~~ be believe do earn go up happen increase invest make use

Can you imagine being one of the first people to start a technology company in the 1990s? It must have been exciting. People had [1]_____ the internet, not only to communicate, but to do business in a new kind of way.

As more companies [2]_____ more of their business online, the value of these 'dot-com' companies [3]_____.

This [4]_____ people _____ large amounts of money in them. These investors [5]_____ a lot of money quickly.

The value of these companies [6]_____ – between 1995 and 2000, many rose by 400%. This was known as the 'dot-com bubble'. Financial experts [7]_____ investors _____ careful. But people didn't listen – they had [8]_____ large amounts of money for years, and didn't [9]_____ that the value of their investments could go down. They didn't think the government would [10]_____ that _____. However, in the early 2000s, the market fell and people lost a lot of money.

5 Complete the questions with the verbs in brackets. Then write answers that are true for you. Use the verbs in **bold** in your answers.

1 Do you **enjoy** _____ sport in your free time, or do you **prefer** _____ something less active? (play, do)

_____

_____

2 What do you **keep** _____ that you really **want** _____? (forget, remember)

_____

_____

3 As a child, did you **hope** _____ a well-paid job, or did you **imagine** _____ to university? (get, go)

_____

_____

4 What would you **miss** _____ most if the government **told** you _____ at home for a month? (do, stay)

_____

_____

Understand text organisation in an article about advertising.



1 Match the age groups A–D to the photos.

A Generation Z / iGeneration (born 2000–present) ___

B **Generation X (born 1965–1980)** ___

C Generation Y / Millennials (born 1981–1999) ___

D *Baby Boomers (born 1945–1964)* ___

STRATEGY Understanding text organisation

You can use the title, the opening paragraph, topic sentences and subheadings to help you understand the structure and organisation of a text. This will help you find specific information and get a better understanding of the whole text.

2 Read the strategy above. Then read the title and opening paragraph of the text. Decide which of the following you think the text will be about.

A How to market a brand to all four groups.
B The features of one of the groups.
C The history of generational marketing.

3 Read the subheadings and topic sentences for paragraphs B to E. In which paragraphs would you find information about …

1 what affects how millennials choose to spend their money? ___
2 what millennials want when they shop? ___
3 the typical habits and ideas of millennials? ___
4 the role of technology in millennials' lives? ___

4 8.06 Read the complete text. Check your answers to Ex 2 and 3.

5 Read the text again. Are the sentences true (*T*), false (*F*) or not stated (*N*)?

1 There are some similarities between different people in each of the four main age groups. ___
2 Millennials have less money and are less interested in technology than previous generations. ___
3 Customer service is more important to millennials than 'regular customer' programmes. ___
4 Marketers need to remember that millennials are very comfortable using technology for communication. ___
5 The values associated with a brand are more important than the price for some millennials. ___
6 Millennials like to decide for themselves what to do or buy and don't pay attention to other opinions. ___

GENERATIONAL MARKETING

A Introduction

When companies are selling a brand, they sometimes use generational marketing, a way of identifying different target audiences based on their age. There are four main groups: Baby Boomers, Generation X, Generation Y (millennials), and Generation Z (the iGeneration). Not everyone in each group is the same, but they share certain habits and ideas. For example, they are probably similar in the way they like to shop, how they prefer to receive information and communicate, and their values – the things that are important to them. Research in the USA shows that the largest group is millennials.

B What makes a millennial?

Millennials are the generation born between 1981 and 1999, sometimes also described as the 'always connected' generation. They are the group most companies want to sell to. According to the research, they are more likely to own a smartphone and be interested in technology. They are interested in living healthier lives and want to support ethical causes that fit with their values. They also have money, which they often choose to spend differently from previous generations.

C The shopping experience

Millennials may do as much as 60% of their shopping online, and expect a good experience. They also prefer to communicate online, and companies and brands that offer a high level of customer service are important to them – this service needs to be easy, quick and reliable. According to the research, over 75% of millennials are happy to take part in 'regular customer' programmes and use their mobile devices to do this. However, poor customer service can often make them decide to change to a different brand.

D Instant communication

Millennials have grown up with technology and enjoy using it: 92% have a smartphone and it is part of their everyday lives. They expect communication to be instant, whether it is for shopping, socialising with friends, using streaming services or watching videos online. For marketing companies, it's important to remember that they also use social media, download apps, read online reviews and listen to podcasts.

E What influences their choices?

Although they may have less money, millennials are often happy to pay more for brands which connect with their values. And they are more likely to care about a brand's position on important issues like the environment and human rights. In fact, according to research, over a third of millennials will pay more for products that support a cause they believe in. They also care what people like them say on social media. Online reviews and recommendations from friends are very important in influencing what they decide to do or buy – from where to go on holiday to the latest video game.

1 What do you remember about how to negotiate? Complete the tips from the Student's Book with the words below.

competition concerns convince deal offer polite prepare respect respond serious

How to negotiate: five essential tips

1 Always [1]_____ for a negotiation so you know what you want before you begin. This shows the other person that you are [2]_____.
2 Listen and [3]_____ to what the other person says. Recognise their [4]_____ and deal with them.
3 Be [5]_____ and friendly. Remember that a negotiation isn't a [6]_____, it's a discussion.
4 If the other person doesn't give you what you want, be prepared to ask for it and [7]_____ them why it's a good idea. Perhaps you can [8]_____ them something in return.
5 Negotiating is about getting the right [9]_____ for everyone. Be fair and show [10]_____ to the other person at all times.

2 8.07 Listen to a negotiation between two students and their head teacher.

1 What do the students want to do?
2 What does the head teacher ask for in return for giving permission?
3 Why can't they do it this weekend?
4 When can they do it?
5 How much money does the head teacher offer them?
6 How much money do they ask for, and why?
7 Do they reach agreement in the end?

3 8.07 Listen again and complete the extracts with expressions from the phrasebook in the Student's Book.

A

Connie [1]_____ talking about our plans for creating a school vegetable garden?

Head Of course. I read your plans. [2]_____ that there is an adult in charge …

B

Aaron [3]_____ use the piece of ground between the football pitch and the road?

Head If there is a responsible adult with you at all times, [4]_____ letting you use that area. When are you thinking of doing the work?

C

Connie [5]_____ start this weekend. We need two days to prepare the ground and plant the crops.

Head I'm sorry, [6]_____.

D

Connie That's fine. [7]_____ give us a small budget to buy some seeds?

Head Hmm. We could give you £100.

E

Aaron [8]_____ giving us a bit more? If you could give us £200, [9]_____ buy some pots to put plants in. We think it would make the garden look really nice.

Head OK, fine. I think [10]_____.

4 Match the expressions in Ex 3 (1–10) to the stages of negotiation (A–D) below.

A Starting a negotiation. ___
B Making a request. ___ ___ ___ ___
C Negotiation conditions. ___ ___
D Accepting and rejecting. ___ ___ ___

STRATEGY Negotiating

When you are negotiating, you can try to agree to something by asking for something in return. The best way to do this is by using conditional sentences.
If you can offer me a better price, I'll buy two of them.

5 Read the strategy above. Use the notes to write conditional sentences.

1
Offer: I give you a discount.
Condition: you buy at least three boxes.

I can _____.

2
Request: you be happy to work late,
Condition: we paid you extra?

Would you _____?

3
Condition: you can't help us organise the event,
Request: you suggest someone who could?

If you _____?

4
Offer: I let you read my essay.
Condition: you promise not to copy it.

I'll _____.

5
Condition: you look after it,
Offer: I'm happy to lend you my bike.

Provided _____.

6 Plan a similar negotiation between some students and their head teacher. The students want to organise a concert in their school to raise money for a local charity. They plan to practise in the school on Saturday afternoon and hold a concert in the evening for parents and friends. The negotiation needs to include …

- the timing of the event.
- which parts of the school the students can use.
- the staff and volunteers they need.
- some money from the school for drinks and snacks.

7 Now write a script of the negotiation. When you have finished, check that you have used …

- phrases for negotiating.
- conditional sentences.
- the correct spelling and grammar.

Get the reader's attention in an opinion essay about fast fashion.



fast fashion – clothing based on the latest designs, produced at low cost, and often sold by chain stores for low prices

1 Look at the photo and read the definition. Think about the questions.
   1 What are the benefits of fast fashion for the people who make the clothes, and the people who buy them?
   2 What are some possible disadvantages of fast fashion?

2 Read the essay quickly. What is the writer's overall opinion?
   A Fast fashion has some disadvantages, but it also has benefits for people and the environment.
   B Fast fashion has many disadvantages, but it helps to keep companies in business and provides work for many people.
   C The disadvantages of fast fashion are so serious that there needs to be a big change in the way we produce and buy these clothes.

'The benefits of fast fashion are greater than the disadvantages.' Do you agree?

A **It is clear to me that** fast fashion is a disaster for our planet and the people who produce it. Why should people in richer countries be able to buy cheap fashionable clothes, when this causes serious problems for the environment and the people who work in the industry?

B **It is well known that** the fashion industry causes environmental damage. It produces 10% of the total CO_2 released into the atmosphere. **Moreover**, it uses huge amounts of water – it takes around 20,000 litres to grow enough cotton to make one pair of jeans and one T-shirt. Because these clothes are so cheap, people often throw them away – only 1% of clothes are recycled. **I believe** this is a terrible waste of resources.

C The industry also causes problems for the people who work in it. They often work very long hours for very little money in order to keep prices low. **Not only that**, the clothes are so cheap that people often wear them a few times, then throw them away. This 'throw-away culture' means that customers often don't realise the true cost of the items they are buying.

D **It is vital that** we change the way we shop. We need to stop buying lots of cheap, badly made clothes and look after the clothes we have. We should also try to persuade chain stores to sell more clothes that are good quality, will last longer, and can be recycled. **As I see it**, if the big brands start doing this, the rest of the fashion industry will follow.

3 In which paragraph does the writer …
   1 give an argument in support of their opinion? ___
   2 make a recommendation? ___
   3 give their opinion and get the reader's attention? ___
   4 give a second argument in support of their opinion? ___

STRATEGY Getting your readers' attention

An opinion essay needs a strong opening paragraph that summarises your opinion and addresses the reader directly. To do this, it can …
- ask a rhetorical question (a question that gives the writer's opinion and does not require an answer).
- include a famous quotation from a film or book.
- make a controversial statement which readers may disagree with.

4 Read the strategy above. Which technique(s) does the writer use to get the reader's attention in the opening paragraph.

5 Read the essay again.
   1 What are the writer's main arguments?
   2 What information does she provide to support her arguments?
   3 What is her final recommendation?

6 Look at the phrases in **bold** in the essay. Which ones …
   1 give the writer's opinion?
   2 give someone else's opinion?
   3 make an additional point?
   4 make a recommendation?

7 Which of the phrases in **bold** in the essay mean the same as the phrases below?
   A I strongly recommend that …
   B In my opinion, …
   C Furthermore, …
   D Most people agree that …
   E What is more, …
   F It seems to me that …

8 Read the essay title.

'A slow fashion movement would be a good thing for people and the environment.' Do you agree?

Think of ideas that support a slow fashion movement.
- how it could help people who make the clothes.
- the benefits it would bring to the environment.
- how it could change the way some people shop.
- how it could create a more equal world society.

9 Plan your work. Write a paragraph plan for an opinion essay about the slow fashion movement. Include …
- an introduction that gets your readers' attention using one of the techniques in the strategy.
- two main arguments with examples to support your opinion.
- a final recommendation to finish your essay.

10 Write your opinion essay using your paragraph plan.

11 ✓ CHECK YOUR WORK Did you …
- use language for writing opinion essays?
- use vocabulary and language from this unit?
- check your spelling and grammar?

Grammar

1 Complete the third conditional sentences with the correct form of the verbs in brackets

1 I _____ (not buy) those headphones if you _____ (not recommend) them to me.
2 If he _____ (understand) the question, he _____ (give) the right answer.
3 _____ (you recommend) the film if you _____ (see) it?
4 You _____ (not get) the discount if you _____ (buy) three items.
5 They _____ (keep) to their budget if they _____ (not go) to the shopping centre.
6 We _____ (not miss) the train if we _____ (set off) earlier.

2 Complete the sentences with the correct alternative: A, B or C.

1 Can you imagine _____ in another country?
A to live **B** live **C** living
2 I was lucky _____ this lovely pair of shoes yesterday, so I had to buy them!
A to find **B** found **C** find
3 What do you want _____ with the books? Shall I put them here?
A me to do **B** me do **C** I do
4 My teacher advised _____ languages at university.
A me to study **B** me studying **C** me study
5 I know I'll miss _____ with my friends when I move to London.
A be **B** being **C** to be
6 Pria invited _____ them at the restaurant.
A us joining **B** us join **C** us to join
7 Harry decided _____ a new phone because his was three years old.
A buying **B** to buy **C** buy
8 When we were younger our parents made _____ our bedroom every evening before we went to sleep.
A us to tidy **B** us tidy **C** us tidying

Vocabulary

3 Complete the dialogues with the words below.

back debt delivery place receipt refund try

1 **A** Did you get a _____ when you took the sweater _____?
B Yes, they gave me my money back.
2 **A** I like this one. Can I _____ it on?
B Certainly. The changing rooms are over there.
3 **A** My brother's just got a new credit card.
B Is that a good idea? He might get into _____, he's not very careful with money.
4 **A** Can I help you?
B Thank you. I'd like to _____ an order for the new phone please.
5 **A** Keep the _____ for Suzi's birthday present.
B Good idea. She might not like the colour.
6 **A** Can I get free _____ with the bookcase?
B Of course. What day would you like it?

4 Choose the correct alternative.

1 Teens are the target audience they want to **attract** / **appeal**.
2 The advertising campaign is to **produce** / **promote** a super-fast broadband service.
3 The magazine article **compares** / **claims** five new cars using price and quality.
4 They are trying to **appear** / **convince** young people that wearing these trainers is cool.
5 The company is **offering** / **producing** a 25% discount to the first 100 customers for the laptop.
6 The social media site first **appealed** / **appeared** about three months ago.

Cumulative review

5 Complete the text with the correct forms of the verbs below. You must use one verb twice.

advise appeal appear be convince follow get imagine launch promote sell

[1] _____ realising you have created a fantastic new product or app which will [2] _____ to a mainly teenage target audience. You want [3] _____ it quickly and directly to this group. What do you do? Well, if your product [4] _____ in the 1980s, it might have appeared on TV or in teenage magazines. But today the place to [5] _____ your new idea is on social media. Young people prefer [6] _____ their information from the internet. They enjoy [7] _____ social media stars who can [8] _____ teens to buy brands that are 'cool'. Many young people want [9] _____ up to date.

Successful advertising people [10] _____ companies to pick their media stars carefully. It isn't the star with the most followers who might [11] _____ the best person to sell your product. It could be the person whose followers share the same values.

Perhaps if more companies had followed this advice, their products [12] _____ more successfully.

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 Did you think it was easy or difficult to understand the different age groups, and why they were important to marketing people? Why?
4 Which of the shopping situations did you find it most difficult to understand and talk about?

Reading

EXAM STRATEGY

When you do a matching task, first read the questions carefully and underline the key words. These will help you find the information you are looking for in the text.

1 Read the strategy above. Then underline the key words in question 1 in the exam task in Ex 2. Which words in the texts do these match with?

A The writer

I started writing professionally about two years ago. Before that, I used to do it as a hobby, writing short stories to entertain my friends and family. I always loved books when I was a child. My parents encouraged me to read widely and I remember spending hours at the library! So I suppose it was natural for me to end up doing this for a job. I think it's important to have a regular routine. I always start the day with a long walk. That helps to get my brain working and I often get ideas for new stories while I'm out. Then I work for about three hours each morning. I do have regular breaks, though – it's hard to concentrate for more than 45 minutes. And I rarely work at weekends, even when I'm in the middle of a great story. It would be easy to work all the time and only focus on my writing, but everyone needs to meet up with friends, so I always do that on a Friday night. I can't remember the last time I took a holiday, though. My job doesn't always pay very well, so it's a luxury I can't afford very often!

B The singer

I absolutely adore what I do. I loved music when I was young and I've been performing since I was about eight years old. The radio was always on at home, and I loved singing along to all the popular tunes. But I'm sure my mum and dad didn't like it so much! It's hard to believe now, but as a child I wasn't very confident. Then one year, my teacher suggested that I took a part in the school play. At first I didn't want to, but she managed to persuade me. When I was on the stage, I forgot all about feeling nervous. I was amazed by the reaction from the audience, and my parents were so proud. That's the reason I still love singing – making other people happy. It's not always an easy life. You have to keep yourself in good shape physically, and if you're not feeling in a great mood, you can't let that show. Would I recommend it as a career? Definitely. As long as you're aware that there might be weeks at a time when there aren't any jobs to do, so you will need to stay positive. Personally, I can't imagine doing anything else.

C The vlogger

Nowadays, there are so many people who do what I do – and even more who want to do it! In this industry, it isn't easy to be successful because there's a lot of competition. But if you do manage it, you can make a lot of money. I think that's why it's such an attractive career choice. If you appeal to enough people, your vlogs can get millions of views every day. It's not just the younger generation who make vlogs, there are also lots of successful older vloggers. In the past, most vloggers made their money from the adverts that went with their videos. Today, however, with so many people doing the same thing, you really need to work with a business to make money. For younger vloggers it can be quite scary to go to a meeting at a big company, so I recommend asking an expert to advise you. The key to success, though, is to entertain the people who watch your vlogs. You need to really think about everything you film because the audience are most interested in you, not the brands you're selling.

2 Read the questions and match each one to the correct text: A (the writer) B (the singer) or C (the vlogger).

1 Who says that people of different ages do the same job as them? ___
2 Who says that they used to annoy family members? ___
3 Who says that it's important to keep in touch with the people that are important to you? ___
4 Who says that it can be a good idea to get help from someone else? ___
5 Who says that they like to do things the same way every day? ___
6 Who says that they don't always have work? ___

Speaking

EXAM STRATEGY

If you are not sure how to answer a question, or need time to think, don't be silent. Say something like *That's an interesting question*, or *I'm not really sure how to answer that*, then explain why you find it difficult to answer, or give both possible sides of an argument.

3 Read the strategy above. Then complete the phrases for giving yourself time to think.

1 That's a difficult question to _____.
2 I'm _____ quite sure what to say about that.
3 _____ I mean is …
4 _____ me see …

4 Answer the questions below.

1 How important is it to stay fit and healthy? Why?
2 What sort of things do you do to stay healthy?
3 Tell me something about any sports and exercise you do.
4 What advice would you give to someone who wants to take up a new sport?
5 Why do you think some people find it difficult to have a healthy lifestyle?

Phrasal verbs: separable or inseparable

1 Look at the phrasal verbs in **bold** in these sentences. Do you know what they mean? Which are separable? How do you know?

1 **Come in** and **sit down**, please.
2 Oh, no! You **gave** my favourite book **away**.
3 Can I **try** these trousers **on**, please?
4 They can't **live on** such a small salary.
5 Why did you **cross** that word **out**? Is it wrong?

LANGUAGE FOCUS Phrasal verbs

Phrasal verbs are very common in English. There are different types of phrasal verbs and it's important to understand them so you can use them correctly.

1 Is it really a phrasal verb or is it an ordinary verb and a preposition? In phrasal verbs the particle often changes the meaning of the verb.
Get to work on time. (*get = arrive*, verb)
Don't let Andy get to you. (*get to = annoy*, phrasal verb)
2 Can the verb and particle be separated? For example:
I picked her up from the station (*pick* can be separated from the particle *up*). When the object of the phrasal verb is a pronoun, you must put the pronoun between the verb and the particle.
I picked up her. ✗ *I picked up Amanda.* ✓

In a sentence like *Could you turn on the lights?* you don't know if *turn on* is separable or inseparable. Use a dictionary to check.

Many phrasal verbs can be either separable or inseparable, depending on meaning.
It's going to rain this morning but it'll clear up this afternoon. (*clear up = stop raining*, inseparable)
We'd better clear this mess up before Mum gets home. (*clear up = to make clean and tidy*, separable)

2 Read the language focus above. Underline the phrasal verbs in each pair of sentences. Are they separable (S) or inseparable (I)?

1 A Don't bring that up at the weekend. It will upset everybody. ___
B I was brought up in France so I am bilingual.
2 A If the weather is nice this weekend, we can go out and play in the garden.
B Put some more wood on the fire or it will go out. ___
3 A We lived on an island on a Scottish lake so we were completely cut off.
B You've forgotten to cut off the label from your dress. Here, let me help. ___

3 Read the sentences in Ex 2 again. What do the phrasal verbs means? Check your answers in a dictionary.

1 A _____
B _____
2 A _____
B _____
3 A _____
B _____

VOCABULARY STRATEGY Ways to learn phrasal verbs

Here are some ways to learn and remember phrasal verbs.

Use mind maps

Make mind maps of phrasal verbs with the same verb and different particles. Write example sentences for each one.



Make flashcards

Make flashcards with a missing phrasal verb in a sentence on one side and the answer on the other side.

I hate this rain, but the good thing is they say it's going to c_____ u_____ this afternoon.

Answer: clear up

Write example sentences

Make up sentences with two or three phrasal verbs in context.

I went to a shoe shop to try on some boots. I was really embarrassed when I took off my shoes because there was a hole in my sock. I put my shoes back on, got up really quickly and ran out of the shop.

4 Read the vocabulary strategy above. Then make a mind map with *look* and these particles: *forward to*, *after*, *into*, *up to*. Write example sentences for each particle.

5 Make flashcards for the following phrasal verbs.

come across look through make up
point out sort out

6 Write a short paragraph connected with going to the airport using these phrasal verbs. Underline all the phrasal verbs you use.

check in get up look forward to set off take off

Games and gaming; and feelings adjectives

1 **PRACTISE** Choose the correct alternative: A, B or C.

1 In some games, if you don't know the answer, you can ask for a ___ to help you.
A clue **B** cheat **C** guess

2 When you play board games like Monopoly, you have to take ___.
A skills **B** challenges **C** turns

3 He lost the match because he didn't follow the ___ of the game.
A solutions **B** rules **C** skills

4 For some games you need luck to win, but for chess you need a lot of ___.
A skill **B** clues **C** moves

5 In this game, we've agreed that each player has to ___ a move in less than two minutes.
A guess **B** make **C** take

6 Lisa didn't win the game fairly because she ___. I saw her looking at your cards!
A cheated **B** gave up **C** took part

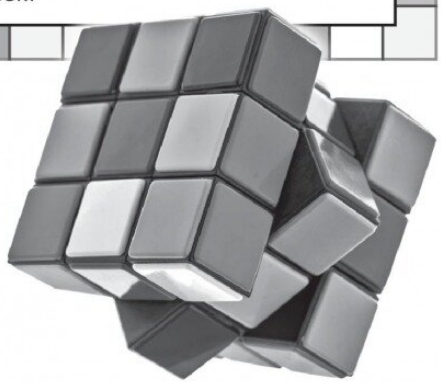
7 What kind of ___ do you enjoy more: online games or board games that you play at a table?
A entertainment **B** puzzle **C** solution

8 When you play a game like football professionally, you spend a lot of time with your ___.
A skill **B** clue **C** teammates

2 Complete the text with the words below.

annoyed challenge competitive delighted
give up guess puzzle solution

The Rubik's Cube is a 3D [1]_____. Erno Rubik, the Hungarian architect and designer, invented it in the 1970s and it has been very popular ever since. It is not easy to find a [2]_____ to the puzzle and very few people can do it quickly. It is a real [3]_____ and you definitely can't [4]_____ the answer. Many people [5]_____ before they solve it. It helps if you're [6]_____ and really want to solve it. My younger sister was [7]_____ when she finally solved it after two days. I was really [8]_____ because she did it faster than me. It took me a week!



3 Read the dialogues and complete the words.

1 **A** Did you feel bad when the chair you were sitting on broke?
B Yes, I was very e_____rr_____d.

2 **A** Are these instructions clear?
B No, they're not! I'm really c_____d.

3 **A** Were you surprised to see her?
B Yes, I was a_____d.

4 **A** Do you think they'll offer her the job?
B They might, but I'm not c_____d she's the right candidate.

5 **A** Were you unhappy when you were alone in the house?
B Yes, I was very l_____y and I missed having my family with me.

6 **A** Were you happy with your exam results?
B No, I wasn't. I was so d_____pp_____d I didn't do better after working so hard.

7 **A** Was Priyanka calm when you saw her?
B Yes, she was very r_____d because she was on holiday.

8 **A** Are you worried about the conference next week?
B Yes, I'm a bit n_____s because I have to make a speech in front of 100 people.

9 **A** Did it hurt a lot when you fell and broke your arm?
B Yes, it was very p_____l.

10 **A** Were you scared when you saw the spider?
B Yes, I was very f_____d.

11 **A** Are you interested in history?
B Yes, I'm f_____d by ancient history especially.

12 **A** Do you think Syed is happy at the moment?
B Well, I think so. He was very ch_____l when I saw him yesterday.

4 **EXTEND** Choose the correct alternative.

1 Scrabble and Monopoly are **board games** / **games consoles**.
2 You need a board with black and white squares to play **dice** / **chess**.
3 I don't think you can play this video game without a **games console** / **scoreboard**.
4 How many **dice** / **pieces** are there in a chess set?
5 Can you see the **board game** / **scoreboard** from where you're sitting? Who is winning?
6 Many board games involve throwing **pieces** / **dice**, so you can be lucky or unlucky depending on what you throw.

5 Complete the sentences with the words below.

anxious astonished dissatisfied
doubtful irritated stressed

1 _____, _____ and _____ are the opposite of relaxed and calm.
2 If you are very surprised about something, you are _____.
3 When you're _____, you aren't very pleased or contented.
4 If you feel _____ about something, you aren't certain about it.

6 Do a survey to find out what board and video games your classmates play. Which is the most popular? What do students feel about the games? Write a paragraph with your findings. Use as many words from this page as you can.

Qualities of a friend and relationships

1 **PRACTISE** Read the pairs of sentences. Choose the correct alternative (A, B or C) that completes both sentences.

1 I'd like to make friends ___ Sarah.
Ade gets on well ___ his brother.
A of **B** to **C** with

2 Linda and Gina are into the ___ things.
Maurice and Freddy have the ___ sense of humour.
A different **B** same **C** similar

3 How should I ___ loyalty to my friends?
You should always ___ respect to your colleagues.
A show **B** see **C** look

4 It cheered ___ up to see them looking so happy.
Please be honest with ___ and say what you really think.
A I **B** me **C** my

2 Read the sentences and complete the words.

1 The nurses were very k_____d to their patients. They looked after them really well.
2 It's best to tell your parents the t_____h about the exam. Don't lie!
3 I'm sure my teachers will give me the s_____t I need to apply to a university abroad. They are always very helpful.
4 Ashok has always taken an i_____t in my studies. He even knows when my exams are!

3 Read the letter to an online agony aunt. Then complete it with the phrases below in the correct form.

be keen on fall out get to know
keep in touch look up to rely on

Advice

Dear Agony Aunt,

I'm very upset because I've [1]_____ with my friend, Jason. I met him a few years ago and [2]_____ him very quickly because we [3]_____ the same things: sports, films and video games. We've always [4]_____, even though we don't go to the same school. Jason is a bit older than me and he's a really good student, so I've always [5]_____ him. I can't believe that just because I couldn't meet him after school, now he doesn't answer my texts. I thought I could always [6]_____ him to be a good friend.

Please help!

Yours sincerely,

Petra

4 Choose the correct alternative.

1 Children learn to co-operate **for** / **with** each other as soon as they go to nursery school.
2 I know I can turn **to** / **up** my friends if I have a problem or I'm upset about something.
3 I've always been very fond **of** / **with** my cousin.
4 Arturo doesn't get on **to** / **with** his brother.
5 Sorry, I can't talk now. I'll catch up **for** / **with** you tomorrow at Ben's house.

5 **EXTEND** Read the sentences and complete the words.

1 I have lots of acq_____es, but I only have three close friends.
2 A g_____n is the average time in which children grow up, become adults and have children of their own (usually considered to be about 30 years).
3 To be i_____l t_____s, you have to be two boys or two girls who look the same, not a boy and a girl.
4 The opposite of an extrovert or a very sociable person is an i_____t.
5 If you are an only child, it means you don't have any s_____gs.

6 Complete the text with the words below in the correct form.

ancestor belong dependable descendant
extended family extrovert generous
good listener sociable

One of my [1]_____ (my great-great grandmother) was a very kind and [2]_____ woman who gave her [3]_____ (her children and grandchildren) her house and most of her money while she was still alive. She had three children and nine grandchildren, and she had a large [4]_____ with many cousins and nieces and nephews. They all got something and she kept just enough money for herself. She then spent the rest of her life travelling. She was an [5]_____ who loved meeting new people and who said she didn't [6]_____ in just one place. She was very [7]_____, always ready for a party. People said she was a [8]_____ and they could always go to her with their problems. They also said she was very [9]_____ - if she said she was going to do something you could be sure that she would. I would like to have a close friend like her. She sounds amazing!



7 Find out about one of your ancestors or someone in your extended family. Write a paragraph about them using as many words from this page as you can.

Going online and flexible learning

1 **PRACTISE** Match 1–6 to A–F.

1 Cooking in a microwave is more energy ___
2 Portable chargers are very ___
3 We need a more powerful car ___
4 We've got a smart TV that has lots of ___
5 This video game is not suitable ___
6 Virtual lessons became normal ___

A with a bigger engine to go on long journeys.
B when children couldn't go to school.
C handy when you're travelling.
D interactive features.
E efficient than using an oven.
F for children under the age of 12.

2 Complete the sentences with the correct form of the verb below.

analyse blog browse contact
follow google stream troll

1 Maryam decided not to _____ about her family because her husband and children didn't like it.
2 They live _____ their wedding for friends and family who couldn't be there.
3 They _____ the results of the tests and discovered that most students couldn't finish them.
4 I _____ the author and discovered that she was still alive.
5 I _____ that artist on Instagram. He's brilliant.
6 If you _____ him by email or text, he'll get back to you straight away.
7 Because they don't see their victims, people who _____ others often don't realise how hurtful and mean it can be.
8 I love _____ on the internet, but it wastes a lot of time.

3 Read the sentences and complete the words.

1 Xavier c_____d and p_____d it from someone else's website. He didn't write this himself.
2 Don't forget to d_____e the photos you've uploaded from your phone. You don't need to keep them.
3 I've m_____d Jim to let him know what time we're meeting.
4 Rita always p_____s photos of meals she has in restaurants. She has a blog about food.
5 This is a really old photo! You should u_____e your profile more often.
6 I'm going to get a Twitter account so I can t_____t about my travels.

4 Complete the sentences with the adjectives below.

convenient portable reliable remote
time-saving wearable wireless

1 My brother is really keen on _____ technology like fitness trackers and smart watches. He keeps them on all day.
2 It's much more _____ to have a sat nav on my phone than to carry a map everywhere. I never get lost now!
3 The _____ printer isn't working. You need to connect to it with a cable if you want to print anything.
4 My dad can use a _____ device from his office to control the temperature of the air conditioning at home.
5 This phone is always breaking. It just isn't _____.
6 I've just bought a _____ photo printer that I can carry with me everywhere I go. It's brilliant.
7 We've got lots of _____ devices in the house, like a robot that vacuums the carpets and one that cuts the grass in the garden. It means we spend less time on housework.

5 **EXTEND** Match questions 1–6 to answers A–F.

1 Why are they live streaming their wedding? ___
2 The internet isn't working. Are you watching that film offline? ___
3 Why do people use hashtags on social media? ___
4 Why do you use instant messaging instead of email? ___
5 Has anything you've posted gone viral? ___
6 What are your favourite emojis? ___

A Yes, I posted a cute video of my cat and thousands of people liked it and shared it.
B Because it's a good way to get more people to see your posts.
C Heart eyes and the monkeys – I use them all the time. They're so cute!
D Yes, I downloaded it this morning.
E Because it's real-time communication. I don't have to wait for a message to arrive.
F Because lots of their friends can't be there in person.

6 Complete the sentences with the words below.

access web browser password retweet scanner
stick touchscreen webcam

1 Have you got a _____? I need to email a copy of my passport to my college.
2 When you're Skyping or Zooming, people can't see you if you don't have a _____ on your laptop.
3 You can put your photos on a memory _____, just in case something happens to your computer.
4 You need to use the keyboard on this device. It hasn't got a _____, so you can't use your fingers on the screen.
5 You can't install the software if you haven't got _____ to the internet.
6 When you make a new account, you need to create a strong _____ with letters and numbers.
7 Safari was the _____ I used to use, but I use Firefox now.
8 You shouldn't _____ twitter posts. It's best only to tweet your own messages.

7 Imagine you are going to continue all your school lessons from home. Make a list of ten things you would need to make it work well.

Exercise and sport

1 PRACTISE Choose the correct phrasal verb: A, B or C.

1 We're playing cards. Do you want to ___?
A carry on B join in C sign up

2 Pattie is going to ___ running.
A sign up B take up C warm up

3 Tim ___ of college because he hated his course.
A dropped out B worked out C caught up

4 Don't ___ swimming. It's so good for you.
A carry on B give up C warm up

5 I'm going to ___ doing football training in the holidays.
A catch up B work out C carry on

6 Have you ___ for next term's course?
A joined in B signed up C taken up

7 Darshna ___ in the gym three times a week.
A takes up B gives up C works out

8 I can't ___ with Gloria. She's too fast for me.
A keep up B give up C drop out

9 We always ___ before a match.
A drop out B join in C warm up

10 Slow down. Let me ___ with you.
A take up B catch up C sign up

2 Read the sentences and complete the words.

1 The s_____rs watched the match and clapped when she won.
2 He played well but he didn't defeat his o_____t in the tennis match.
3 The r_____e can show players a yellow or red card if they break they rules.
4 Spectators are not allowed on the football p_____h during a match.
5 One of the c_____rs in the race had to drop out because she had a bad fall.
6 You shouldn't d_____e into swimming pools.
7 Who is winning? Did our team s_____e any goals?
8 Gina is our best player. She can s_____t the ball into the net from halfway down the pitch.
9 You will improve your basketball skills if you t_____n more often.
10 Our team has a chance of winning the tournament because we haven't been d_____d in any games this season.

3 Complete the sentences with the words below.

coach course court race rules track

1 The new golf _____ is very difficult to play on because it isn't flat – there are lots of hills.
2 You need to know all the _____ of the game to be a referee.
3 There's an indoor _____ you can use to train for the run when it's raining or snowing.
4 Our volleyball _____ is good but he makes us train really hard.
5 He's won every cycling _____ this season.
6 They have a big house with a pool and a tennis _____.

4 EXTEND Choose the correct answer: A, B or C.

1 Which of these can you wear?
A a cross trainer B a fitness centre C a fitness tracker

2 When someone kicks the ball into the goal, what does the goalkeeper try to do?
A dribble the ball B pass the ball C save the ball

3 What can you do to build muscle and become stronger in the gym?
A lift weights B wear a tracksuit C stretch

4 What goes faster when you exercise hard?
A your strength B your heartbeat C your cross trainer

5 What's the opposite of defeat?
A stretch B weights C victory

6 What do you do when you want another player to get the ball?
A dribble it B pass it C save it

7 What do you need to do exercises on the floor?
A a yoga mat B a cross trainer C a fitness centre

5 Complete the text with the words below. Answer the question in the title of the text.

active energy equipment
heartbeat strength stretching

How much physical activity should teenagers do to keep fit and healthy?

Teenagers need to do two types of physical activity every day: aerobic exercise which makes their [1]_____ go faster, and [2]_____ training exercise which makes their muscles and bones stronger. You don't need any special [3]_____ to keep fit. If you play a game of football with your friends and you get hot, that means you're using [4]_____ and getting fitter. Go for a walk, take the dog out, run for the bus, get your yoga mat out and do some [5]_____. All these will help. Just make sure you do at least one hour of physical activity every day. This could be a twenty-minute fast walk to school, half an hour playing basketball with your friends, and then ten minutes cycling or skateboarding. All these activities should make you breathe faster and feel warmer. So, keep off the sofa, get up from your chair, leave your laptop alone and get [6]_____!

6 Do a survey to find out what your friends and family do to keep fit. Which is the most popular game, fitness regime or sport?

Name	Sport or game	Fitness regime	How many times per week?
Daniel	Football	stretching	three times

Sense and food

1 **PRACTISE** Complete the table with the adjectives below. Some can go in under more than one heading.

bitter blurred deafening delicious pale
rotten rough smooth sour spicy sticky
sweaty sweet tasty vivid

sight	smell	taste	touch	hearing
				

2 Complete the sentences with the words from Ex 1.

1 The noise from those road works is so loud. I can't hear anything, it's _____.
2 This meat smells horrible. I think it's _____.
3 My hands are very hot and _____. I need to dry them but first I need to wash them.
4 My skin is quite red and _____ because of the cold and the wind.
5 This lemonade is really _____. I think it needs more sugar.
6 I don't like coffee without milk. It's too _____.
7 I don't like that blue, it's too dark. I want to paint the room _____ blue, like the sky.
8 We bought a bright orange and yellow sofa because we wanted _____ colours in our living room.

3 Do the food quiz. Complete the words.

Food Quiz

1 What do you call the substances that you add to food to make it last longer or look better?
a_____s

2 What do you call a meal cooked over a fire, often in the garden?
a b_____e

3 What do you call small pieces of meat or vegetables cooked on a stick?
a k_____b

4 What do you call minced beef rolled into balls and cooked in a pan, often eaten with pasta?
m_____s

5 What do you call the different food items used in a recipe to make a dish?
i_____s

6 How do you describe food that is really good for you?
n_____s

7 What do you call an amount of food that's big enough for one person?
a p_____n

4 Complete the text with the words below.

beef crops delicious diet
farming healthy laboratory



It is possible that in the future, [1]_____ will only involve growing [2]_____ like wheat, rice, vegetables and fruit and not keeping animals at all. Instead of getting our meat from cows, sheep and chickens, for example, we will eat meat that is grown in a [3]_____ by scientists. We know that they can already create something that is very similar to [4]_____ from animal cells, but it is still too expensive to produce in large quantities. But soon this could become a reality. A lab-grown steak will taste as [5]_____ as the one you get from a cow, but it will be much better for the environment (and for the cow!). And as a result, there will be more room on farms to grow [6]_____ food like fruit and vegetables and everybody could have a better [7]_____.

5 **EXTEND** Complete the sentences with the words in brackets.

1 The best chips are _____ twice in oil until they are really _____ on the outside and creamy and soft inside. They should never be _____.
(crispy, fried, greasy)
2 You can _____ vegetables in water, _____ them over boiling water or _____ them in the oven.
(boil, roast, steam)
3 We pick _____ tomatoes and cucumbers from the garden, _____ them thinly and put them in a dish. We then _____ some herbs and add them to the salad with some olive oil.
(chop, ripe, slice)
4 I've just _____ some biscuits. Have one now while they are lovely and _____ and just out of the oven. When they aren't _____, after a day or two, they become _____ and horrible.
(baked, chewy, crunchy, fresh)
5 This sauce is a bit _____. To give it a bit more _____, why don't you _____ in some spices and a bit more salt?
(flavour, stir, tasteless)

6 Do a short project. Find out how most people cook the food they normally eat, e.g. meat, chicken, fish, pasta, rice, potatoes, etc. Write a short report and prepare to give a presentation to the class.

Travel and holidays; and describing places

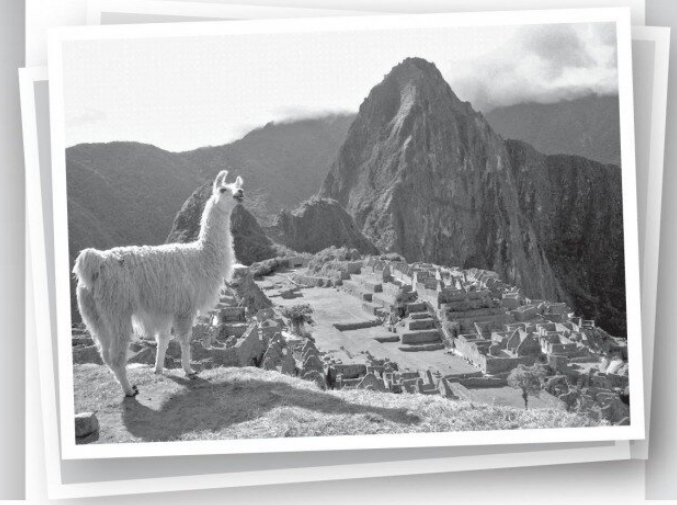
1 **PRACTISE** Choose the correct alternative.

1 Come on the train but remember, you don't need to book a **single** / **return** journey because I'll drive you home.
2 Are you going **abroad** / **outside** this summer or are you staying in your country?
3 We didn't **see** / **watch** the sights when we went to Amsterdam because we were only there for a day.
4 We were so excited! We were finally going to set **off** / **up** on our journey around the Greek islands.
5 We decided to **sleep** / **stay** at a beach resort on our last weekend in Thailand.
6 We stayed in a **crowded** / **charming** little hotel with lovely rooms, each one decorated in a different way.
7 You could see the whole city and the mountains from our hotel room. The view was **breathtaking** / **lively**.
8 The market was incredibly **crowded** / **dull**. There were people everywhere and it was difficult to get from one side to the other.

2 Read the blog post and complete the words.

@thehappytraveller blog

We went [1]b_____p_____g around South America last year, carrying our small tent and sleeping bags with us everywhere we went. It was different from anywhere we'd ever been before. We thought it was [2]extra_____y. Every time we arrived at a new [3]d_____n, the first thing we did was look for somewhere to stay. We didn't book any [4]acc_____n before leaving and we never made a [5]r_____n at a hotel. We [6]ex_____d the area, met the [7]l_____l people and asked them to suggest where we could stay. It was an amazing way to experience the local [8]c_____e because so many people offered us a room in their house. Sometimes we were paying guests, sometimes just guests. Other times, we camped in people's gardens. It was an [9]u_____tt_____e experience, which I will remember for the rest of my life.



3 Complete the dialogues with the words below.

dangerous depressing disappointing dull lively mysterious peaceful well organised

1 A Did you see the film Lisa recommended?
B Yes, I did. It wasn't much fun.
A I know. It was _____. I felt sad after I'd watched it.
B Yes, me too! But I also thought it could have been a bit more interesting. It was quite _____, wasn't it?
2 A What did you think of the city?
B We loved it. It's so _____ – full of people and music and dancing in the street.
A Yes, but didn't you think it was a bit _____?
B Not at all. I felt completely safe!
3 A Have you been to Stonehenge?
B Yes, I have. I thought it was really _____. It's thousands of years old and nobody really knows how it was built. There was such a _____ atmosphere, with no tourists around.
4 A Did you enjoy the museum tour?
B No, I didn't. I was really looking forward to it, but it was so _____. It was very disorganised.
A Oh, no! When we went it, it was really _____. Our guide had thought of everything.

4 **EXTEND** Choose the correct alternative.

1 The **crew** / **currency** of flight 435 would like to welcome you on board our flight to Amsterdam today.
2 Flights to the USA, Canada and Brazil usually leave from **Gate** / **Terminal** 3.
3 We waited in **arrivals** / **departures** for three hours before our flight was called.
4 We might miss our **connection** / **gate** because our flight has been delayed.
5 You need to be at the boarding **crew** / **gate** at least 20 minutes before your flight departs.
6 Airport **security** / **terminal** might be annoying and take a long time, but it is there to keep passengers safe when they travel.

5 Match the words below to their opposite meanings.

astonishing filthy hideous messy run-down spacious

1 tidy _____
2 small, cramped and crowded _____
3 not surprising _____
4 beautiful _____
5 new and well maintained _____
6 spotless _____

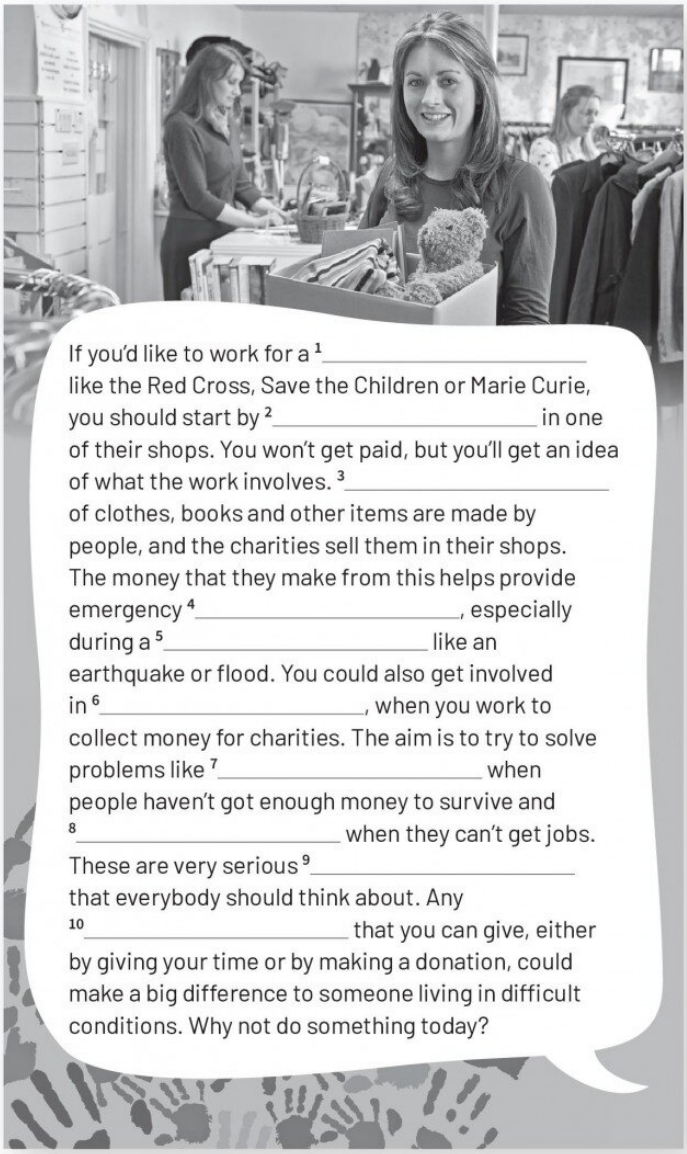
6 Write about a holiday you've been on or invent one. Prepare to give a presentation to the class. The class can guess if it's true or made up. Use photos and make notes about …

- your destination.
- how you got there.
- the experiences you had there.
- who you went with.
- what is was like.

Social issues and jobs

1 **PRACTISE** Complete the text with the words below.

assistance charity crisis donations fundraising issues poverty relief unemployment volunteering



If you'd like to work for a [1]_____ like the Red Cross, Save the Children or Marie Curie, you should start by [2]_____ in one of their shops. You won't get paid, but you'll get an idea of what the work involves. [3]_____ of clothes, books and other items are made by people, and the charities sell them in their shops. The money that they make from this helps provide emergency [4]_____, especially during a [5]_____ like an earthquake or flood. You could also get involved in [6]_____, when you work to collect money for charities. The aim is to try to solve problems like [7]_____ when people haven't got enough money to survive and [8]_____ when they can't get jobs. These are very serious [9]_____ that everybody should think about. Any [10]_____ that you can give, either by giving your time or by making a donation, could make a big difference to someone living in difficult conditions. Why not do something today?

2 Choose the correct alternative.

1 Terry has started a **campaign** / **chore** to stop traffic in the city centre. He's asking everyone to support him.
2 Some young people in our town have started a **duty** / **movement** to clean our beaches after school. I'm going to join them.
3 I'm so happy I'm a gardener! I could never work **indoors** / **outdoors**.
4 Nestor has to work long **hours** / **times** because so many of his colleagues are on holiday at the moment.
5 I've carried out all my **apprenticeships** / **duties** today and done everything I have to do, so I'm going home now.
6 I'm looking for a job where I can develop **chores** / **skills** and get a better paid job in the future.
7 My cousin decided not to go to university. He's going to do **an apprenticeship** / **a degree** to become an electrician.
8 We've done all our **chores** / **movements** today, including all the washing, the ironing and vacuuming the carpets.

3 **EXTEND** Read the sentences and complete the words.

1 Try to be g_____s and share what you've got with others who have less than you.
2 They're looking for an e_____d sales assistant who has been in the business for at least five years.
3 This isn't a f_____l-t_____e job. It's only two days a week.
4 In the summer holidays, we do s_____l jobs like fruit picking.
5 Yuka is only going to be in the UK for six months, so she's looking for a t_____y job.
6 All the waiters in our restaurant are t_____d for several weeks before they start working with customers.

4 Choose the correct alternative: A, B or C.

1 My grandfather is very old and quite confused. We need to look after his ___ and make sure he's OK.
A charity **B** community **C** welfare
2 The charity provided ___ in the form of tents and sleeping bags for all those who had lost their homes.
A service **B** funds **C** shelter
3 I enjoyed ___ when I was a teenager because I come from a big family and I like spending time with young children.
A babysitting **B** working **C** training
4 A good way to raise ___ for charity is to do a sponsored run or swim and get all your friends and family to give money.
A funds **B** aid **C** welfare
5 Peter is planning to apply for ___ in a bank while he's still at university. He wants to see if it's the right sort of job for him in future.
A an experience **B** an internship **C** a seasonal job
6 When Anya was caught stealing from a shop, she didn't go to prison, but she had to do ___ in her local park, keeping it clean and tidy.
A charity work **B** a part-time job **C** community service
7 The European Union gives the most ___ to help poorer countries in the world.
A aid **B** shelter **C** experience
8 I hope lots of people will ___ me when I do the Paris Marathon. I want to raise lots of money for an environmental charity.
A look after **B** train **C** sponsor

5 What kind of jobs do you think benefit society the most? Why? Make a list of five jobs that make life better for others. Explain why. Discuss with friends and family, and come up with a final list. Write a short report about your choices and prepare to give a presentation to the class.

Shopping and advertising

1 **PRACTISE** Complete the blog posts about shopping with the phrases below. There are two phrases that you do not need.

cancel your order find a better offer free delivery
get a discount get a refund have a budget in the sales
keep your receipt make a complaint take them back

What tips can you give me to make me better at shopping?

Comments

Before you go shopping, make sure you [1]_____ and then keep to it. Don't spend more. Don't get into debt!

It's simple, really. I always buy clothes [2]_____. I never pay full price for anything.

Before you buy anything online or in the shops, do some research and see if you can [3]_____. Sometimes the same thing will be a lot cheaper somewhere else.

I never buy anything online if I have to pay for it to be posted to me. I only buy things if I can get [4]_____.

When I shop in a market I always try to [5]_____. I just ask the sales assistant if I can buy the item for a bit less. They can always say no!

Before I buy shoes, I check if I can [6]_____ to the shop for a refund in case I change my mind. It's easy to make mistakes.

I always make sure I can [7]_____ before I buy clothes in the sales in case they don't fit or I don't like them. Some shops only offer to send another size.

Don't be afraid to [8]_____ if the product you've bought is badly made or in any way broken. Most of the time, you'll get your money back or a new one.

2 Read the text about promoting a new product. Choose the correct alternative.

Let's imagine you've come up with an idea for a new business. You want to [1]**appeal** / **produce** healthy and nutritious frozen meals. Once you've [2]**claimed** / **created** your frozen meals, tested them and made sure people like them, how are you going to get people to buy them?

There are many ways to [3]**attract** / **promote** a new product once you've [4]**appeared** / **launched** it. What you need to do is make sure you [5]**appeal** / **convince** to the customers you had in mind when you created the product. For example, it won't work if your product looks really old-fashioned and you are hoping to [6]**attract** / **claim** young professionals. You need to make sure it looks right!

Then you need to think about all the different ways you can advertise your meals. One of the best ways is word of mouth, when a customer [7]**compares** / **recommends** your product to their friends and family. If you know someone who [8]**claims** / **launches** a product is fantastic, you are more likely to be [9]**appealed** / **convinced** to try it.

Social media plays a big part in this and any advertisements for your product should [10]**appear** / **attract** online where more people will see them.

And finally, you need lots of luck!

3 **EXTEND** Read the sentences and complete the words.

1 If you want to buy everything in the same shop, from clothes to kitchen products, you should go to a d_____t_____t store.
2 Most supermarkets these days have self-s_____e ch_____ts where customers can put their items through and pay for them on their own.
3 We have a great c_____r s_____p near our house where you can buy fresh fruit and vegetables and really good cheese.
4 I have a v_____r that gives me a 10% discount when I spend more than £20 at the chemist's.
5 S_____d-h_____d shops are really good for the environment because people re-use clothes and other items instead of throwing them away.
6 Unfortunately, our company didn't make a p_____t this year. We made a loss.
7 They are the m_____t l_____er for mobile phones. More people buy them than any others.
8 The t_____ t au_____ce for this show is children under the age of 12. My six-year-old cousin loves it.
9 The company has decided to launch a new advertising c_____gn online and on TV to promote their new games.
10 We put a lot of p_____ure on our parents to update our TV. We have a fantastic new one now.
11 My new laptop is awful. It keeps shutting down and I can't play any games on it. I'm not a s_____s_____d cu_____er.
12 Have you heard the sl_____n for that new shampoo? It's really annoying because I can't stop singing it.

4 Do a short project. Write a questionnaire about shopping habits. Interview 3–5 people and make notes of their answers. Write a short report that you could present to the class. Use the ideas below or use your own ideas to write your questions.

- Online or in town?
- Department stores or small independent shops?
- Corner shop or large supermarket?
- Second-hand shops?
- Charity shops?

Unit 1

Telling a story … p.16	
After all this, I learned …	U1 Global skills
After that experience, I …	U1 Global skills
As soon as …, / Suddenly,	U1 Global skills
I was (nearly) … (years old)	U1 Global skills
I was … *-ing* at the time.	U1 Global skills
I'll never forget the day / time when …	U1 Global skills
It was the end / the beginning of …	U1 Global skills
Next, … / After that, … / Then …	U1 Global skills
Then one day, …	U1 Global skills
There were … of us in the room / house / classroom, etc.	U1 Global skills

Unit 2

Giving advice p.26	
In this situation, I would recommend …	U2 Global skills
It's a good idea to …	U2 Global skills
The student would appreciate it if …	U2 Global skills
The best thing you could do is …	U2 Global skills
You should / shouldn't …	U2 Global skills
Signposting p.30	
Introducing the subject	
In this talk, …	U2 Speaking
I'd like to start by …	U2 Speaking
First of all, …	U2 Speaking
Moving on	
Turning to …	U2 Speaking
We've looked at … so let's move on to …	U2 Speaking
Giving an example	
For example, …	U2 Speaking
For instance, …	U2 Speaking
Ordering	
Firstly, …	U2 Speaking
Secondly, …	U2 Speaking
Finally, …	U2 Speaking
Summarising	
In conclusion, …	U2 Speaking
To sum up, …	U2 Speaking
Linking words p.31	
Giving a reason	
as	U2 Writing
because	U2 Writing
since	U2 Writing
Adding information	
also	U2 Writing
and	U2 Writing
as well as	U2 Writing
Contrasting	
although	U2 Writing
but	U2 Writing
however	U2 Writing
Giving an example	
for example	U2 Writing
for instance	U2 Writing

Unit 3

Describing photos p.42	
Describing what you see	
This photo shows …	U3 Speaking
In this photo, we can see …	U3 Speaking
This is a photo of …	U3 Speaking
There is … / There are …	U3 Speaking
In the background / In the foreground …	U3 Speaking
In the centre of the photo, we can see …	U3 Speaking
On the left / right, we can see …	U3 Speaking
Making guesses about the photo	
It could / might be … because …	U3 Speaking
It can't be … because …	U3 Speaking
It looks like / as if (they are *+ing*).	U3 Speaking
It must be … because …	U3 Speaking
Perhaps / Maybe	U3 Speaking
They are probably …	U3 Speaking
They look (happy).	U3 Speaking
They might be … because …	U3 Speaking
You can tell (they're happy) because …	U3 Speaking

Unit 4

Being sensitive and supportive p.52	
Empathising	
I'm really sorry that …	U4 Global skills
I guess you must be feeling …	U4 Global skills
I know how much …	U4 Global skills
I know that you did your best.	U4 Global skills
Staying positive	
It isn't the end of the world.	U4 Global skills
It's just something you have to go through and learn from.	U4 Global skills
I'm sure you'll come out of this stronger.	U4 Global skills
It's important to …	U4 Global skills
Encouraging others to understand	
It isn't fair to …	U4 Global skills
Put yourselves in his / her shoes.	U4 Global skills
How would you feel if … ?	U4 Global skills
Comparing and contrasting photos p.56	
Talking about similarities	
Both photos are similar in that …	U4 Speaking
Each photo also shows …	U4 Speaking
Neither … nor … shows …	U4 Speaking
Photo A shows … and so does Photo B.	U4 Speaking
The main thing both photos have in common is …	U4 Speaking
Talking about differences	
In comparison to … / Compared to …	U4 Speaking
… is (slightly / quite a lot / much) more … than …	U4 Speaking
The most obvious difference between … and … is …	U4 Speaking
Unlike photo A, photo B …	U4 Speaking
While (the people in photo B look …), I think …	U4 Speaking
Giving your opinion	
As I see it, …	U4 Speaking
From my point of view, …	U4 Speaking
In my experience …	U4 Speaking
For and against essay p.57	
Presenting an argument	
Everyone agrees …	U4 Writing
In addition, …	U4 Writing
It is true that …	U4 Writing
It can be argued that …	U4 Writing
It is hard to deny that …	U4 Writing
Most people would agree …	U4 Writing
Presenting an opposing argument	
Another problem with … is …	U4 Writing
Having said that, …	U4 Writing
However, …	U4 Writing
However, some people argue that …	U4 Writing
On the other hand, …	U4 Writing

Unit 5

Expressing opinions p.68

Asking for opinions

What do you think of / about …	U5 Speaking
What's your opinion of … ?	U5 Speaking
Where do you stand on … ?	U5 Speaking

Giving opinions

As far as I'm concerned, …	U5 Speaking
From my point of view …	U5 Speaking
I reckon …	U5 Speaking
To be honest …	U5 Speaking

Responding to opinions

I agree up to a point, but …	U5 Speaking
I completely agree.	U5 Speaking
I'm not convinced that …	U5 Speaking
What do you mean by … ?	U5 Speaking
Why do you think that?	U5 Speaking

Unit 6

Asking for information p.82

Asking for general information

Could you tell me about … ?	U6 Speaking
I'd like to find out a bit more about …	U6 Speaking
I'm interested in …	U6 Speaking

Asking for specific information

Can you tell us if … ?	U6 Speaking
Is / Are … included in the price?	U6 Speaking
Is it possible to … ?	U6 Speaking
What / Which would you recommend … ?	U6 Speaking

Clarifying something

Could you be more specific, please?	U6 Speaking
Could you repeat that, please?	U6 Speaking
What do you mean?	U6 Speaking

Asking for advice

Do you think we should … ?	U6 Speaking
What should we … ?	U6 Speaking

Responding to an answer

That's a shame.	U6 Speaking
That's really useful.	U6 Speaking
That sounds great.	U6 Speaking

Starting and finishing a blog post positively p.83

Starting a post

Have you ever been to / heard of … ?	U6 Writing
There's something for everyone in …	U6 Writing
Welcome to my …	U6 Writing
Would you like to know about … ?	U6 Writing

Finishing a post

If you'd like to … , why not … ?	U6 Writing
It would be great to hear what you think.	U6 Writing
Thanks for reading! See you soon.	U6 Writing
Why not come and visit?	U6 Writing

Unit 7

Making decisions p.94

Making suggestions

How about … ?	U7 Speaking
Maybe we could …	U7 Speaking
Shall we … ?	U7 Speaking
Why don't we … ?	U7 Speaking

Giving opinions and reasons

I don't think that would be as good because …	U7 Speaking
I think … could be a good option because …	U7 Speaking
The good / bad thing about … is that …	U7 Speaking

Involving your partner

Do you think that's a good idea?	U7 Speaking
Do you have any ideas about … ?	U7 Speaking
What do you think / reckon?	U7 Speaking
Which do you think is best?	U7 Speaking

Contrast words p.95

Although …	U7 Writing
Despite …	U7 Writing
Even though …	U7 Writing
However, …	U7 Writing
In spite of …	U7 Writing

Unit 8

Talking about possibility and probability p.104

Possibilities

I can … / I could …	U8 Global skills
I might be able to …	U8 Global skills
It's possible that …	U8 Global skills

Probabilities

It'll probably be …	U8 Global skills
It may / might (not) …	U8 Global skills
It's (un)likely that …	U8 Global skills

Certainties

I'm certain that …	U8 Global skills
I'm sure that …	U8 Global skills

Negotiating p.108

Starting the negotiation

Can we begin by talking about … ?	U8 Speaking
We'd like to discuss …	U8 Speaking

Making a request

Do you think you could … ?	U8 Speaking
It would be great if we could …	U8 Speaking
Would we be able to … ?	U8 Speaking
Would you consider … ?	U8 Speaking

Negotiating conditions

If you could … , we would agree to …	U8 Speaking
We can accept that … , we would be happy to …	U8 Speaking

Accepting and rejecting

I'm afraid that's out of the question.	U8 Speaking
I think we can accept that.	U8 Speaking
I would have no objection to that.	U8 Speaking
We can't go along with that.	U8 Speaking

Writing an opinion essay p.109

Giving your opinion

As I see it, …	U8 Writing
I believe, …	U8 Writing
In my opinion, …	U8 Writing
It is clear to me that …	U8 Writing
It seems to me that …	U8 Writing

Giving someone else's opinion

It is often said that …	U8 Writing
It is believed that …	U8 Writing
Most people agree that …	U8 Writing
Some people even think that …	U8 Writing

Making an additional point

Furthermore, …	U8 Writing
In addition, …	U8 Writing
Moreover, …	U8 Writing
What's more …	U8 Writing

Making recommendations

I strongly recommend (that) …	U8 Writing
I would suggest that …	U8 Writing
It is vital that …	U8 Writing

A letter or email of complaint

In a letter or email of complaint you write to a company, organisation or individual to complain about goods, services or a situation.

Example task: A letter of complaint about a late flight.

Get ideas

- List as many ideas as you can for making a complaint about goods, services and a situation.

Goods	Services	Situation
New watch has stopped working	Internet is very slow	Cycling is dangerous in the city

- Think about who you should write to and what you would like them to do to solve the problem.

Plan

- Choose the best idea from your notes. It should be something you can write a lot about.
- Think about the sort of language you need to use. You need to be serious and explain the situation clearly.

Write

For a letter, put your address and the date in the top right-hand corner. Put the name and address of the person you are writing to in the top left-hand corner.
In an email, you don't need to include this.

If you don't know the name of the person you're writing to, use *Dear Sir or Madam* or *Dear Sir / Madam*. If you do know their name, use their title (*Mr*, *Mrs*, *Ms*, etc.) and family name (*Dear Ms Smith*, etc.).

In the first paragraph say what you're complaining about.

In the second and third paragraphs give more information about your complaint. Make sure you explain it clearly and in detail.

In the last paragraph describe how the problem has affected you. Say clearly what you would like to happen (a new product, an improvement in the situation, your money back, etc.).

Use this phrase to bring your letter / email to an end.

If you started with *Dear Sir or Madam*, end with *Yours faithfully*. If you used *Dear Mr / Mrs / Miss / Ms* + family name, end with *Yours sincerely*.

If you're writing an email instead of a letter, print your name instead of signing.

56 Old Tree Lane,
Oxford

3 September, 2022

Complaints Department, PilotAir,
London

Dear Sir / Madam

I am writing to complain about my family's experience on PilotAir flight PTA234 from London to Madrid on 23 August this year.

When we arrived at the airport we found that the flight was going to be late. I understand that sometimes problems happen, but in this case the wait was over six hours. At no time did a PilotAir member of staff explain to us what was happening or how long we would have to wait. In addition, we received no food or drink despite being promised them.

When the flight finally took off, we found that there was also no food or drink on the plane and that one of the toilets was not working. This meant that the journey, especially with two small children, was extremely uncomfortable. To add to this, at no time did any of your staff apologise – in fact, they were not helpful and disappeared for most of the flight. We finally landed in Madrid at nearly midnight and found that our car hire office was closed. As a result, we had to take a taxi and return to the airport the next day to collect our car.

You will appreciate that this experience meant our holiday got off to a very bad start. I completed your online complaint form two weeks ago, but I have heard nothing. In the light of the poor service we experienced, I would like to receive back from you the money we paid for the flight.

I look forward to hearing from you.

Yours faithfully,

Christina Peterson

Tips for writing a letter or email of complaint

- The letter or email should be formal.
- Be polite but clear – you don't want to be rude, but you do want a fast response.
- Use the correct opening and closing expressions.
- Use full forms (*I am*), not short forms (*I'm*).
- Use formal structures, expressions and linkers, and avoid friendly, familiar language.

An opinion essay

In an opinion essay you say what you think about a statement or subject, giving reasons for your views.

Example task: 'Computer games are a waste of time.' Write an essay giving your opinion.

Get ideas

- Think about the statement or topic. What do you already know?
- Decide what your own opinion is. Remember, there is no 'right' or 'wrong' answer!
- Think of as many arguments as you can to support your opinion.
- Choose your **two** or **three** best ideas. They should be things you can write a lot about.

Plan

- Organise your ideas into paragraphs. Use a new paragraph for each main opinion or argument. For example:

Paragraph 1

- Introduction to the topic – you can start with expressions such as *Some / Many people like / dislike …*

Paragraph 2

- Your main opinion, with facts and examples to support it – you can start with expressions such as *In my opinion / I believe …*

Paragraph 3 and 4

- Other opinions, with facts and examples to support them – you can use expressions such as *Also / In addition to …* and *It seems to me / I believe that …*

Paragraph 5

- Summary of your opinion – you can start with expressions such as *In conclusion, / To end, …*

Write

Introduce the main idea of the essay in the first paragraph.

Use linkers to connect ideas.

Use a variety of expressions for giving your opinions.

State your view and then give more details of your argument in paragraphs two, three and four.

Give examples or reasons to support your ideas.

Mention opposite arguments if you like, but don't spend long on them – you need to put your own arguments forward.

Summarise your own opinion in the final paragraph and end with a final thought on the subject.

Some people dislike computer games because they do not think they are educational or useful. However, playing computer games is a very popular hobby around the world. Can something so popular really have no purpose?

In my opinion, playing any game teaches us many useful skills. Computer games are no different. For example, we learn how to think quickly and how to solve problems.

Also, we help other people when we play in teams. Computer games are often seen as individual activities, but in fact many people play online and make friends with other players all over the world. In family life, computer games have replaced board games and children often play with their parents.

It seems to me that playing computer games can be very relaxing – not all games are violent, and some are beautifully designed and very intelligent. When you play a game, you do not think about anything else, so it is a very effective way to reduce stress. Everyone needs a way to relax and computer games are just as effective as listening to music or reading. It has been shown that some people find it difficult to stop playing computer games, but for most people the benefits are more than the disadvantages.

In conclusion, I believe that playing computer games can be a valuable and entertaining hobby, especially as part of a variety of free time activities. I strongly disagree that playing computer games is 'a waste of time'. I have the opposite view – it makes life richer.

Tips for writing an opinion essay

- Use the correct language. An essay like this should be formal.
- Keep to the subject. Discuss the subject in the question – do not introduce new subjects!
- Use a variety of opinion expressions, not just *I think*, e.g. *it seems to me that … ; it is clear to me that … .*
- End with a clear conclusion summarising your views.

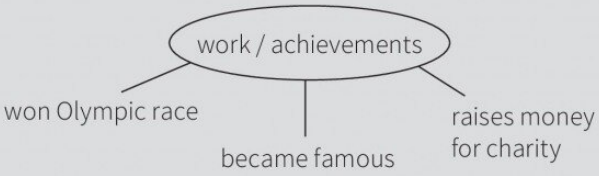
A biography

In a biography you write about someone's life. For example, you might include details of their personality, work and achievements, or why they are special.

Example task: Write a biography of a famous person you admire.

Get ideas

- Think of three or four key topics you want to talk about. For example: personality, work and achievements, why this person is special.
- Draw a mind map of ideas for the person. For example:
- Draw a mind map for their personality, too.



Plan

- Choose the best ideas from your notes.
- Organise your ideas into paragraphs. Always include a clear beginning and end. For example:

Paragraph 1
- A short summary of why the person is important – you can use an expression such as *He/She is best known / famous for ...*

Paragraph 2
- Background information – basic details about when and where the person was born.

Paragraph 3
- Early life and start of career – say how he/she started to become famous.

Paragraph 4
- More details about their later work and any other achievements

Paragraph 5
- Why you think they are interesting – you can use expressions such as *What I admire most ...* and *He/She is a (really) good ...*

Write

Use linkers of time.

Use interesting adjectives.

Use adverbs to add interest.

Make comparisons.

Give examples and add details.

End by giving an interesting opinion on the person.

Use modifiers.

A famous person that I admire is the swimmer, Joanna Zima. She is best known for being one the world's top swimmers and she has also done a lot of other good work.

Joanna was born on 5 February 1992 in Warsaw. In 2003, she represented her school at a national swimming event. Soon after that, she started swimming for a local club.

Joanna became famous when she started swimming for Poland in 2009. A talented sportswoman, she very quickly became one of the country's most successful swimmers and was famous for being calm after winning races. She would always talk to the other swimmers and behave very well. Like most other world-class swimmers, her dream was to take part in the Olympics. After working hard every year, she eventually achieved this in London in 2012. She finished in first place and won gold... but she remained calm!

Even though she's extremely busy as a swimmer, Joanna finds time to help people in need of things, such as food and money. She has done important work to let people know about diseases in poorer countries.

Joanna is continuing to swim at a top level and doing charity work. What I admire most about her is that she's still interested in helping other people even though she's so successful. She is a really good role model for young people.

Tips for writing a biography

- Structure your paragraphs in a sensible way.
- Use the **present simple** for descriptions, the **present continuous** for events or situations happening now, and the **past simple** for events in the past.
- Use a range of vocabulary, including different adjectives, adverbs, and verbs (not just *be*, *have* and *like*).
- Use linkers of time to show the order of events or actions.
- Only give information that you think the reader will find interesting. Don't try to describe every detail.

A formal email of enquiry

In a formal email of enquiry, you write to a person in an official role (for example, an employee at a company) to request information.

Example task: Read the newspaper advertisement and write a formal email of enquiry to Ms Nowak.

Get ideas

- Read the advertisement carefully and make notes about the information given.
- Make notes about three things you would like more information about. For example: qualifications, experience or skills needed. Write the questions you could ask.
- Think of reasons why you would be asking these questions.

Are you looking for a great experience this summer?

If yes, then we may have the opportunity for you!
The youth centre needs volunteers to organise activities every Monday to Friday during the summer months.
Please send an email to Ms Nowak for more information.

Plan

- Put your ideas in order and think about how you will begin your email.
- Organise your ideas into paragraphs. For example:

Opening

- *Dear … Mr / Mrs / Ms* + last name if you know the person's name. *Dear Sir / Madam* if you don't know the person's name.

Paragraph 1

- Explain why you are writing – you can use expressions such as *I am writing / I would be grateful …*

Paragraphs 2–4

- Ask your questions and explain why you are asking them – you can use expressions such as *I would like to know / could you tell me …* and *I want to be / I would like to be …*

Paragraph 5

- Ask for a reply – you can use an expression such as *I look forward to hearing from you.*

Sign off

- Use the expression *Yours faithfully* (if you don't know the name of the person) or *Yours sincerely* (if you know the name of the person).

Write

Always include a name if you are given one.

Use indirect forms to make polite requests.

Use *Firstly*, *Secondly* and *Finally* to structure your enquiry.

Use this phrase to bring your email to an end.

Use the correct closing expression to match the opening.

Dear Ms Nowak,

I am writing to ask about the volunteer work at the youth centre that was advertised in the local newspaper recently. I would be grateful if you could give me some more information about it.

Firstly, I would like to know when the activities start. Your advertisement mentions that they take place during the summer months. At present, I am still at school and will be busy with exams until the end of June, so I would like to be sure that I have enough time to finish my studies before starting the work.

Secondly, could you tell me what sort of activities will take place at the youth centre? At school, Physical Education is my favourite subject and I want to be a sports coach when I finish school, so I would be particularly interested in helping out with sports activities.

Finally, I would be very keen to do some volunteer work at the youth centre after the summer months. Could you let me know if there may be any opportunities to do this?

I look forward to hearing from you.

Yours sincerely,

Ann Teasdale

Tips for writing a formal email of enquiry

- Organise your ideas into paragraphs.
- Use indirect polite forms and formal language.
- Sign off in the correct way.

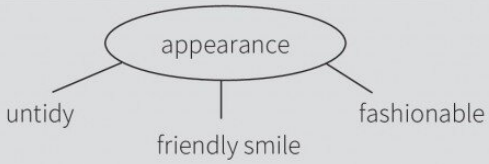
A description of a person

In a description of a person you write about yourself or a person you know. For example, you might include details of a person's appearance, personality or interests.

Example task: Write a description of a person you enjoy spending time with. Why do you like being with this person?

Get ideas

- Think of three or four key topics you want to talk about. For example: appearance, personality, interests, why this person is special.
- Draw a mind map of ideas for each topic. For example:
- Draw a mind map for their personality, too.



Plan

- Choose the best ideas from your notes.
- Organise your ideas into a paragraph plan. Always include a clear beginning and end. For example:

Paragraph 1

- Introduction – basic details. You can explain their relationship to you, their age and where they live.

Paragraph 2

- Appearance and personality – add a personal opinion, you can use an expression such as *the main thing you notice …*

Paragraph 3

- Interests and lifestyle – add a shared recent experience, you can use an expression such as *At the moment, …*

Paragraph 4

- Summarise the person – add a personal comment, you can use an expression such as *We're so similar / different …*

Write

Use linkers to avoid too many short sentences.

Use adverbs to make your description more specific and personal.

Use interesting adjectives.

Make comparisons.

Give examples and add details.

Give reasons for your personal opinions.

Duncan Edison is my cousin, and my friend, too. We're both sixteen, and we've got lots in common. Unfortunately for me, he lives in the USA, so I don't see him very often!

Duncan always wears fashionable clothes, but he usually looks quite untidy! However, the main thing you notice about Duncan is his big, friendly smile. He's a very relaxed, positive person.

'Like me', Duncan's really into football, although he calls it 'soccer'. We also both love computer games, and regularly play together on the internet. At the moment, we're playing the online game Fortnite. Last week Duncan saved my life – online, anyway!

Even though we're living thousands of kilometres away from each other right now, Duncan is probably my best friend. We're so similar that he's almost like my twin brother!

Tips for writing a description of a person

- The description should be informal because it is about a person you know.
- Use the **present simple** for descriptions, the **present continuous** for events or situations happening now, and the **past simple** for memories.
- Use a range of vocabulary, including different adjectives, adverbs, and verbs (not just *be*, *have* and *like*).
- Only give information that you think the reader will find interesting. Don't try to describe every detail.

Notes / Invitations / Announcements

A note

In a note you write a short message to someone to give them some information.

Write

- Start with the name of the person the note is for.
- Put separate points in a list, not in a sentence – it makes the note clearer and easier to understand.
- Write in note form to make the sentences shorter (for example: *water plants*, not *water the plants*).
- End with your name.
- Use *PS* to add extra information at the end.
- Use short versions of long words (for example: *veg* not *vegetables*).

Hi Meg

Thanks very much for agreeing to look after my flat while I'm away.

Here's a list of things that need doing.

- *collect post from box downstairs and leave in kitchen*
- *water plants once a week, esp. in the bathroom*
- *keep an eye on washing machine – sometimes it fills up with water*
- *turn heating on if the weather turns cold*

Thanks again – see you soon.

Jack

PS Help yourself to the veg in the fridge – they won't last till I get back!

An invitation

In an invitation you invite a person or a group of people to an event, and give details of where and when it is happening.

Write

- Say why the event is happening.
- Say when and where the event is happening.
- Tell people if they need to bring anything like food or drinks. If the event is formal, tell them what to wear.
- Put *RSVP* if you want people to let you know if they're going to come or not. Give contact details.

Ben

Andrea and I are having our birthday party!

Starts at 8.00 p.m., on Sat. at Andrea's house (288 Witley St.)

We'd really like you to be there!

We'll provide drinks and snacks – you bring the music!

RSVP to andrea.zyx@oup.com

See you there!

An announcement

In an announcement you write a short message to a group of people about an event or a situation. Announcements are often formal or official.

Write

- Use a heading to explain what the announcement is about.
- Explain the purpose of the announcement and important / interesting information in the first paragraph.
- Divide the announcement into separate paragraphs to make the information clearer.
- Use *NB* to add notes with useful information.
- If it is helpful, end with your name and/or job title.

Fashion show

I am very pleased to announce that there will be a student fashion show in three weeks' time, on Monday 13 April. The show will be held in the school gymnasium from 1.15–2.15. All the clothes are being designed and made by students at schools and colleges in the city.

There will be an entrance charge of £1 per person, with all money going to *Clothes for Charity*. Places are limited to 250 and tickets are now available from the school office.

NB lunch that day will be an hour earlier than usual, from 12.00–1.00.

Frances Lowden
Head Teacher

= in the Oxford 3000 wordlist
All page numbers refer to the Student's Book

Introduction

Climate change and school p.4

degree (n)	/dɪˈgriː/
primary (adj)	/ˈpraɪməri/
progress (v)	/ˈprəʊgres/
qualification (n)	/ˌkwɒlɪfɪˈkeɪʃn/
secondary (adj)	/ tekˈnɒlədʒi /
technology (n)	/tekˈnɒlədʒi/
assignment (n)	/əˈsaɪnmənt/
canteen (n)	/kænˈtiːn/
essay (n)	/ˈeseɪ/
fail (v)	/feɪl/
grade (n)	/greɪd/
pass (v)	/pɑːs/
revise (v)	/rɪˈvaɪz/
term (n)	/tɜːm/

Time flies! p.5

an only child (n)	/ˌəʊnli ˈtʃaɪld/
be born	/bi ˈbɔːn/
celebrate a wedding anniversary	/ˈselɪbreɪt ə ˈwedɪŋ ænɪvɜːsəri/
childhood (n)	/ˈtʃaɪldhʊd/
early twenties	/ˌɜːli ˈtwentiz/
elderly	/ˈeldəli/
got married	/ˌget ˈmærid/
grow up	/ˌgrəʊ ˈʌp/
late thirties	/ˌleɪt ˈθɜːtiz/
middle-aged (adj)	/ˌmɪdl ˈeɪdʒd/
mid-seventies	/ˌmɪd ˈsevntiz/
relative (n)	/ˈrelətɪv/
start a family	/ˌstɑːt ə ˈfæməli/
teenager (n)	/ˈtiːneɪdʒə(r)/
twin (n)	/twɪn/

If I was eighteen ... p.6

get a job	/ˌget ə ˈdʒɒb/
apply to university	/əˌplaɪ tu ə ˌjuːnɪˈvɜːsəti
be independent	/bi ɪndɪˈpendənt/
go abroad	/ˌgəʊ əˈbrɔːd/
leave home	/ˌliːv ˈhəʊm/
pass your driving test	/ˌpɑːs jə ˈdraɪvɪŋ ˈtest/
pass your final exams	/ˌpɑːs jə ˌfaɪnl ɪgˈzæmz/
pay bills	/ˌpeɪ ˈbɪlz/
rent a flat	/ˌrent ə ˈflæt/
start my own business	/ˌstɑːt maɪ əʊn ˈbɪznəs/
get a credit card	/ˌget ə ˈkredɪt kɑːd/
open a bank account	/əʊpən ə ˈbæŋk əkaʊnt/
run a marathon	/ˌrʌn ə ˈmærəˌθɒn/
take up a new hobby	/teɪk ˌʌp ə njuː ˈhɒbi/

Helping p.7

dust the shelves	/ˌdʌst ðə ˈʃelvz/
fold the clothes	/ˌfəʊld ðə ˈkləʊðz/
lay the table	/ˌleɪ ðə ˈteɪbl/
load the washing machine	/ˌləʊd ðə ˈwɒʃɪŋ məʃiːn/
make the bed	/ˌmeɪk ðə ˈbed/
put away clothes	/ˌpʊt əˌweɪ ˈkləʊðz/
sweep the floor	/ˌswiːp ðə ˈflɔː(r)/
take out the rubbish	/ˌteɪk aʊt ðə ˈrʌbɪʃ/
tidy your bedroom	/ˌtaɪdi jə ˈbedruːm/
wash the dishes	/ˌwɒʃ ðə ˈdɪʃɪz/
water the plants	/ˌwɔːtə ðə ˈplɑːnts/
clean the cooker	/ˌkliːn ðə ˈkʊkə(r)/
clear the table	/ˌklɪə ðə ˈteɪbl/
decorate a cake	/ˌdekəreɪt ə ˈkeɪk/
do the housework	/duː ðə ˈhaʊswɜːk/
dry the dishes	/ˌdraɪ ðə ˈdɪʃɪz/
empty the washing machine	/ˌempti ðə ˈwɒʃɪŋ məʃiːn/
iron your clothes	/ˌaɪən jə ˈkləʊðz/

Unit 1

Real English p.9

chill (v)	/tʃɪl/
Here we go!	/ˌhɪə wi ˈgəʊ/
nope	/nəʊp/
just for the fun of it	/ˌdʒʌst fə ðə ˈfʌn əv ɪt/
munch (v)	/mʌntʃ/

Games and gaming p.9 and p.112

ask for clues	/ˌɑːsk fə ˈkluːz/
challenge (n)	/ˈtʃælɪndʒ/
cheat (v)	/tʃiːt/
competitive (adj)	/kəmˈpetətɪv/
entertainment (n)	/ˌentəˈteɪnmənt/
follow the rules	/ˌfɒləʊ ðə ˈruːlz/
give up	/ˌgɪv ˈʌp/
guess (v)	/ges/
make a move	/ˌmeɪk ə ˈmuːv/
puzzle (n)	/ˈpʌzl/
skill (n)	/skɪl/
solution (n)	/səˈluːʃn/
strategy (n)	/ˈstrætədʒi/
take part	/ˌteɪk ˈpɑːt/
take turns	/ˌteɪk ˈtɜːnz/
teammate (n)	/ˈtiːmmeɪt/
board game (n)	/ˈbɔːd geɪm/
chess (n)	/tʃes/
dice (n)	/daɪs/
games console (n)	/ˈgeɪmz kɒnsəʊl/
go climbing	/ˌgəʊ ˈklaɪmɪŋ/
go swimming	/ˌgəʊ ˈswɪmɪŋ/

go to an exhibition	/ˌgəʊ tu ən eksɪˈbɪʃn/
leisure centre (n)	/ˈleʒə sentə(r)/
look around museums	/ˌlʊk əˌraʊnd mjuˈziːəmz/
piece (n)	/piːs/
play computer games	/ˌpleɪ kəmˈpjuːtə geɪmz/
scoreboard (n)	/ˈskɔːbɔːd/
see a spectacular show	/ˌsiː ə spekˌtækjələ ˈʃəʊ/
solitary walk	/ˌsɒlətri ˈwɔːk/

I've heard that one before! p.11

achieve success	/əˌtʃiːv səkˈses/
bad place	/ˌbæd ˈpleɪs/
difficult start	/ˌdɪfɪkəlt ˈstɑːrt/
end the argument	/end ði ˈɑːgjumənt/
finish badly	/ˌfɪnɪʃ ˈbædli/
get better	/ˌget ˈbetə(r)/
improve quickly	/ɪmˌpruːv ˈkwɪkli/
meet the challenge	/ˌmiːt ðə ˈtʃælɪndʒ/
perfect lifestyle	/ˌpɜːfɪkt ˈlaɪfstaɪl/

Online safety p.12

cyberbullying (n)	/ˈsaɪbəbʊliɪŋ/
friendship scam (n)	/ˈfrendʃɪp skæm/
hacking (n)	/ˈhækɪŋ/
identity theft (n)	/aɪˈdentəti θeft/
phishing (n)	/ˈfɪʃɪŋ/
piracy (n)	/ˈpaɪrəsi/
virus attack (n)	/ˈvaɪrəs ətæk/

Feelings adjectives p.13 and p.113

amazed (adj)	/əˈmeɪzd/
annoyed (adj)	/əˈnɔɪd/
cheerful (adj)	/ˈtʃɪəfl/
confused (adj)	/kənˈfjuːzd/
convinced (adj)	/kənˈvɪnst/
delighted (adj)	/dɪˈlaɪtɪd/
disappointed (adj)	/ˌdɪsəˈpɔɪntɪd/
embarrassed (adj)	/ɪmˈbærəst/
fascinated (adj)	/ˈfæsɪneɪtɪd/
frightened (adj)	/ˈfraɪtnd/
lonely (adj)	/ˈləʊnli/
nervous (adj)	/ˈnɜːvəs/
painful (adj)	/ˈpeɪnfl/
relaxed (adj)	/rɪˈlækst/
anxious (adj)	/ˈæŋkʃəs/
astonished (adj)	/əˈstɒnɪʃt/
dissatisfied (adj)	/dɪsˈsætɪsfaɪd/
doubtful (adj)	/ˈdaʊtfl/
irritated (adj)	/ˈɪrɪteɪtɪd/
stressed (adj)	/strest/

Unit 2

Real English p.23

Come off it! (phr v)	/ˌkʌm ˈɒf ɪt/
fall out (phr v)	/ˌfɔːl ˈaʊt/
I get you	/ˈaɪ get juː/
make fun of sb	/ˌmeɪk ˈfʌn əv sʌmbədi/
You can say that again	/ˌjuː kən seɪ ˈðæt əgen/

Qualities of a friend p.23 and p.114

be honest	/bi ˈɒnɪst/
be into the same things	/bi ˌɪntə ðə ˌseɪm ˈθɪŋz/
be kind	/bi ˈkaɪnd/
cheer sb up (phr v)	/ˌtʃɪə sʌmbədi ˈʌp/
get on well (phr v)	/ˌget ɒn ˈwel/
give support	/ˌgɪv səˈpɔːt/
have the same sense of humour	/ˌhæv ðə ˌseɪm sens əv ˈhjuːmə(r)/
make friends	/ˌmeɪk ˈfrendz/
show loyalty	/ˌʃəʊ ˈlɔɪəlti/
show respect	/ˌʃəʊ rɪˈspekt/
take an interest	/ˌteɪk ən ˈɪntrest/
tell the truth	/ˌtel ðə ˈtruːθ/
acquaintance (n)	/əˈkweɪntəns/
close friends	/ˌkləʊs ˈfrendz/
dependable (adj)	/dɪˈpendəbl/
extrovert (n)	/ˈekstrəvɜːt/
generous (adj)	/ˈdʒenərəs/
good listener	/ˌgʊd ˈlɪsənə(r)/
introvert (n)	/ˈɪntrəvɜːt/
sociable (adj)	/ˈsəʊʃəbl/

A friend in need p.25

do a part-time job	/ˌduː ə ˌpɑːt taɪm ˈdʒɒb/
do sb a favour	/ˌduː sʌmbədi ə ˈfeɪvə(r)/
earn money	/ˌɜːn ˈmʌni/
learn a lesson	/ˌlɜːn ə ˈlesn/
make a difference	/ˌmeɪk ə ˈdɪfrəns/
put your mind to	/ˌpʊt jə ˈmaɪnd tuː/

The inclusive classroom p.26

ashamed (adj)	/əˈʃeɪmd/
awkward (adj)	/ˈɔːkwəd/
bothered (adj)	/ˈbɒðəd/
jealous (adj)	/ˈdʒeləs/
pleased (adj)	/pliːzd/
proud (adj)	/praʊd/
stressed (adj)	/strest/
upset (adj)	/ʌpˈset/

Relationships p.27 and p.115

be fond of	/bi ˈfɒnd əv/
be keen on	/bi ˈkiːn ɒn/
catch up with (phr v)	/ˌkætʃ ˈʌp wɪð/
co-operate with	/kəʊˈɒpəreɪt wɪð/

- fall out with (phr v) /ˌfɔːl ˈaʊt wɪð/
- get to know /ˌgeɪt tə ˈnəʊ/
- have lots in common /hæv ˌlɒts ɪn ˈkɒmən/
- keep in touch /ˌkiːp ɪn ˈtʌtʃ/
- look out for (phr v) /ˌlʊk ˈaʊt fə(r)/
- look up to (phr v) /ˌlʊk ˈʌp tuː/
- rely on (phr v) /rɪˈlaɪ ɒn/
- turn to (phr v) /ˈtɜːn tuː/
- ancestor (n) /ˈænsestə(r)/
- belong (v) /bɪˈlɒŋ/
- cousin (n) /ˈkʌzn/
- descendant (n) /dɪˈsendənt/
- divorced (adj) /dɪˈvɔːst/
- extended family (n) /ɪkˌstendɪd ˈfæməli/
- family (n) /ˈfæməli/
- generation (n) /ˌdʒenəˈreɪʃn/
- identical twins (n) /aɪˌdentɪkl ˈtwɪnz/
- nephew (n) /ˈnefjuː/
- niece (n) /niːs/
- only child (n) /ˌəʊnli ˈtʃaɪld/
- parent (n) /ˈpeərənt/
- relative (n) /ˈrelətɪv/
- sibling (n) /ˈsɪblɪŋ/
- step-parent (n) /ˈstep peərənt/
- twin (n) /twɪn/

The science of friendship. p.29

- gene (n) /dʒiːn/
- hormone (n) /ˈhɔːməʊn/
- immune system (n) /ɪˈmjuːn sɪstəm/

Unit 3

Real English p.35

- check sth out (phr v) /ˌtʃek sʌmθɪŋ ˈaʊt/
- far-fetched /ˌfɑː ˈfetʃt/
- have a ring of truth to it /ˌhæv ə ˌrɪŋ əʌ ˈtruːθ tu ɪt/
- see sth coming /ˌsiː sʌmθɪŋ ˈkʌmɪŋ/
- spot sth /ˈspɒt sʌmθɪŋ/

Going online p.35 and p.116

- analyse (v) /ˈænəlaɪz/
- blog (n) /blɒg/
- browse (v) /braʊz/
- contact (v) /ˈkɒntækt/
- copy and paste /ˌkɒpi ən ˈpeɪst/
- delete (v) /dɪˈliːt/
- follow (v) /ˈfɒləʊ/
- google (v) /ˈguːgl/
- message (n) /ˈmesɪdʒ/
- post (v) /pəʊst/
- stream (v) /striːm/
- troll (v) /trəʊl/
- tweet (n/v) /twiːt/
- update (v) /ʌpˈdeɪt/
- chat (v) /tʃæt/
- connect (v) /kəˈnekt/
- emoji (n) /ɪˈməʊdʒi/
- go viral /ˌgəʊ ˈvaɪrəl/
- hashtag (n) /ˈhæʃtæg/
- instant messaging (n) /ˌɪnstənt ˈmesɪdʒɪŋ/
- live stream (n) /ˈlaɪv striːm/
- message (n) /ˈmesɪdʒ/
- offline (adj) /ˌɒfˈlaɪn/
- online (adj) /ˌɒnˈlaɪn/
- profile (n) /ˈprəʊfaɪl/
- retweet (v) /ˌriːˈtwiːt/
- social networking (n) /ˌsəʊʃl ˈnetwɜːkɪŋ/
- surf (v) /sɜːf/
- technology (n) /tekˈnɒlədʒi/
- web browser (n) /ˈweb braʊzə(r)/

Real or fake? How to find out! p.37

- build up (phr v) /ˈbɪld ʌp/
- fact-checking website /ˈfækt tʃekɪŋ websaɪt/
- five-star rating /ˌfaɪv stɑː ˈreɪtɪŋ/
- influencer (n) /ˈɪnfluənsə(r)/
- review checker (n) /rɪˈvjuː tʃekə(r)/

Flexible learning p.39 and p.117

- advanced (adj) /ədˈvɑːnst/
- convenient (adj) /kənˈviːniənt/
- efficient (adj) /ɪˈfɪʃnt/
- handy (adj) /ˈhændi/
- interactive (adj) /ˌɪntərˈæktɪv/
- portable (adj) /ˈpɔːtəbl/
- powerful (adj) /ˈpaʊəfl/
- reliable (adj) /rɪˈlaɪəbl/
- smart (adj) /smɑːt/
- suitable (adj) /ˈsuːtəbl/
- time-saving (adj) /ˈtaɪm seɪvɪŋ/
- virtual (adj) /ˈvɜːtʃuəl/
- wearable (adj) /ˈweərəbl/
- wireless (adj) /ˈwaɪələs/
- create a password /kriˌeɪt ə ˈpɑːswɜːd/
- have access to /hæv ˈækses tuː/
- memory stick (n) /ˈmeməri stɪk/
- remote (adj) /rɪˈməʊt/
- scan a document /ˌskæn ə ˈdɒkjumənt/
- scanner (n) /ˈskænə(r)/
- software (n) /ˈsɒftweə(r)/
- touchscreen (n) /ˈtʌtʃskriːn/
- webcam (n) /ˈwebkæm/

The robots are coming! p.41

computer hardware (n)	/kəmˌpjuːtə ˈhɑːdweə(r)/
computer network (n)	/kəmˌpjuːtə ˈnetwɜːk/
computer program (n)	/kəmˌpjuːtə ˈprəʊgræm/
computer science (n)	/kəmˌpjuːtə ˈsaɪəns/
computer terminal (n)	/kəmˈpjutə tɜːmɪnl/
human behaviour	/ˌhjuːmən bɪˈheɪvjə(r)/
human being (n)	/ˌhjuːmən ˈbiːɪŋ/
human brain	/ˌhjuːmən ˈbreɪn/
human emotions	/ˌhjuːmən ɪˈməʊʃnz/
human features	/ˌhjuːmən ˈfiːtʃəz/

Unit 4

Real English p.49

a good vibe	/əˌgʊd ˈvaɪb/
Hang in there!	/ˌhæŋ ˈɪn ðeə(r)/
I can't get enough of it.	/aɪ ˌkɑːnt get əˈnʌf əv ɪt/
I know what you're saying.	/aɪ ˌnəʊ wɒt jə ˈseɪɪŋ/
You know what?	/jə ˌnəʊ ˈwɒt/

Exercise p.49 and p.118

carry on (phr v)	/ˌkæri ˈɒn/
catch up (phr v)	/ˌkætʃ ˈʌp/
drop out (phr v)	/ˌdrɒp ˈaʊt/
give up (phr v)	/ˌgɪv ˈʌp/
join in (phr v)	/ˌdʒɔɪn ˈɪn/
keep up with (phr v)	/ˌkiːpɪŋ ˈʌp wɪð/
take up (phr v)	/ˌteɪk ˈʌp/
sign up (phr v)	/ˌsaɪn ˈʌp/
warm up (phr v)	/ˌwɔːm ˈʌp/
work out (phr v)	/ˌwɜːk ˈaʊt/
cross trainer (n)	/ˈkrɒs treɪnə(r)/
fitness centre (n)	/ˈfɪtnəs sentə(r)/
fitness tracker (n)	/ˈfɪtnəs trækə(r)/
heartbeat (n)	/ˈhɑːtbiːt/
lifting weights	/ˌlɪftɪŋ ˈweɪts/
personal trainer (n)	/ˌpɜːsənl ˈtreɪnə(r)/
strength training equipment (n)	/ˈstreŋkθ treɪnɪŋ ɪkwɪpmənt/
stretch (v)	/stretʃ/
yoga mat (n)	/ˈjəʊgə mæt/

Sport p.53 and p.119

coach (n)	/kəʊtʃ/
competitor (n)	/kəmˈpetɪtə(r)/
course (n)	/kɔːs/
court (n)	/kɔːt/
defeat (v)	/dɪˈfiːt/
dive (v)	/daɪv/
net (n)	/net/
opponent (n)	/əˈpəʊnənt/
pitch (n)	/pɪtʃ/
race (n)	/reɪs/
referee (n)	/ˌrefəˈriː/
score (n)	/skɔː(r)/
shoot (v)	/ʃuːt/
spectator (n)	/spekˈteɪtə(r)/
track (n)	/træk/
train (v)	/treɪn/
athletics (n)	/æθˈletɪks/
basketball (n)	/ˈbɑːskɪtbɔːl/
dribble (v)	/ˈdrɪbl/
goalkeeper (n)	/ˈgəʊlkiːpə(r)/
helmet (n)	/ˈhelmɪt/
hiking (n)	/ˈhaɪkɪŋ/
hockey (n)	/ˈhɒki/
kick (v)	/kɪk/
pass (v)	/pɑːs/
push-up (n)	/ˈpʊʃ ʌp/
rock climbing (n)	/ˈrɒk klaɪmɪŋ/
rugby (n)	/ˈrʌgbi/
save (v)	/seɪv/
skiing (n)	/ˈskiːɪŋ/
sports watch (n)	/ˈspɔːts wɒtʃ/
tracksuit (n)	/ˈtræksuːt/
victory (n)	/ˈvɪktəri/
warm-up (n)	/ˈwɔːm ʌp/

Keep moving! p.55

be addicted to	/bi əˈdɪktɪd tə/
be obsessed with	/bi əbˈsest wɪð/
learn from	/ˈlɜːn frəm/
listen to	/ˈlɪsn tə/
protect sb from	/prəˈtekt sʌmbədi frəm/
spend money on	/ˌspend ˈmʌni ɒn/
suffer from	/ˈsʌfə frəm/
talk about	/ˈtɔːk əbaʊt/

Unit 5

Real English p.61

fire away (phr v)	/ˌfaɪər əˈweɪ/
gross (adj)	/grəʊs/
I haven't got a clue.	/aɪ ˌhævnt gɒt ə ˈkluː/
seeing is believing	/ˌsiːɪŋ ɪz bɪˈliːvɪŋ/
What are you up to?	/ˌwɒt ə ˈjuː ʌp tuː/

Senses p.61 and p.120

bitter (adj)	/ˈbɪtə(r)/
blurred (adj)	/blɜːd/
deafening (adj)	/ˈdefnɪŋ/
pale (adj)	/peɪl/
rotten (adj)	/ˈrɒtn/
rough (adj)	/rʌf/
salty (adj)	/ˈsɔːlti/
smooth (adj)	/smuːð/
sour (adj)	/ˈsaʊə(r)/
spicy (adj)	/ˈspaɪsi/
sticky (adj)	/ˈstɪki/
sweaty (adj)	/ˈsweti/
sweet (adj)	/swiːt/
tasty (adj)	/ˈteɪsti/
vivid (adj)	/ˈvɪvɪd/
chewy (adj)	/ˈtʃuːi/
crispy (adj)	/ˈkrɪspi/
crunchy (adj)	/ˈkrʌntʃi/
flavour (n)	/ˈfleɪvə(r)/
fresh (adj)	/freʃ/
greasy (adj)	/ˈgriːsi/
healthy (adj)	/ˈhelθi/
hot (adj)	/hɒt/
mild (adj)	/maɪld/
minty (adj)	/ˈmɪnti/
ripe (adj)	/raɪp/
tasteless (adj)	/ˈteɪstləs/
unhealthy (adj)	/ʌnˈhelθi/

Living forever! p.63

expect (v)	/ɪkˈspekt/
intend (v)	/ɪnˈtend/
predict (v)	/prɪˈdɪkt/
promise (v)	/ˈprɒmɪs/

Overcoming obstacles p.64

accept (v)	/əkˈsept/
ask (v)	/ɑːsk/
avoid (v)	/əˈvɔɪd/
deal with (phr v)	/ˈdiːl wɪð/
face (v)	/feɪs/
focus (v)	/ˈfəʊkəs/
get over (phr v)	/ˌget ˈəʊvə(r)/
get you down (phr v)	/ˌget juː ˈdaʊn/
go through (phr v)	/ˌgəʊ ˈθruː/
listen (v)	/ˈlɪsn/
put yourself down (phr v)	/ˌpʊt jəˌself ˈdaʊn/
share (v)	/ʃeə(r)/
take (v)	/teɪk/
try out (phr v)	/ˌtraɪ ˈaʊt/

Food p.65 and p.121

additive (n)	/ˈædətɪv/
barbecue (n)	/ˈbɑːbɪkjuː/
beef (n)	/biːf/
crops (n)	/krɒps/
delicious (adj)	/dɪˈlɪʃəs/
diet (n)	/ˈdaɪət/
farming (n)	/ˈfɑːmɪŋ/
healthy food	/ˌhelθi ˈfuːd/
ingredient (n)	/ɪnˈgriːdiənt/
kebab (n)	/kɪˈbæb/
laboratory (n)	/ləˈbɒrətri/
meatball (n)	/ˈmiːtbɔːl/
nutritious (adj)	/njuˈtrɪʃəs/
portion (n)	/ˈpɔːʃn/
red meat (n)	/ˌred ˈmiːt/
bake (v)	/beɪk/
boil (v)	/bɔɪl/
chop (v)	/tʃɒp/
fry (v)	/fraɪ/
roast (v)	/rəʊst/
slice (v)	/slaɪs/
steam (v)	/stiːm/
stir (v)	/stɜː(r)/

Sugar, the new tobacco? p.67

addiction (n)	/əˈdɪkʃn/
calorie (n)	/ˈkæləri/
chemical (n)	/ˈkemɪkl/
desire (n)	/dɪˈzaɪə(r)/
epidemic (n)	/ˌepɪˈdemɪk/
explosion (n)	/ɪkˈspləʊʒn/

Unit 6

Real English p.75

chances are	/ˌtʃɑːnsɪz ˈɑː(r)/
don't get me wrong	/ˌdəʊnt get mi ˈrɒŋ/
going on about (phr v)	/ˌgəʊɪŋ ˈɒn əbaʊt/
Is it just me … ?	/ˌɪz ɪt ˌdʒʌst ˈmiː/
nice one	/ˈnaɪs wʌn/

Travel and holidays p.75 and p.122

arrive at a destination	/əˌraɪv ət ə destɪˈneɪʃn/
book a single/return ticket	/ˌbʊk ə ˈsɪŋgl tɪkɪt/ /ˌbʊk ə rɪˈtɜːn tɪkɪt/
book accommodation	/ˌbʊk əˌkɒməˈdeɪʃn/
experience the local culture	/ɪkˌspɪəriəns ðə ˌləʊkl ˈkʌltʃə(r)/
explore the area	/ɪkˌsplɔː ðə ˈeəriə/
go abroad	/ˌgəʊ əˈbrɔːd/
go backpacking	/ˌgəʊ ˈbækpækɪŋ/

make a reservation	/ˌmeɪk ə rezə'veɪʃn/
meet local people	/ˌmi:t ləʊkl 'pi:pl/
see the sights	/ˌsi: ðə 'saɪts/
set off on a journey	/set ˌɒf ɒn ə 'dʒɜ:ni/
stay at a resort	/ˌsteɪ ət ə rɪ'zɔ:t/
adventure holiday (n)	/əd'ventʃə hɒlədeɪ/
arrivals (n)	/ə'raɪvlz/
campsite (n)	/'kæmpsaɪt/
city break (n)	/'sɪti breɪk/
coach (n)	/kəʊtʃ/
connection (n)	/kə'nekʃn/
crew (n)	/kru:/
currency (n)	/'kʌrənsi/
departures (n)	/dɪ'pɑ:tʃəz/
ferry (n)	/'feri/
gate (n)	/geɪt/
long queue	/ˌlɒŋ 'kju:/
luggage (n)	/'lʌgɪdʒ/
port (n)	/pɔ:t/
security (n)	/sɪ'kjʊərəti/
terminal (n)	/'tɜ:mɪnl/

Helping hands p.77

check sth out (phr v)	/ˌtʃek sʌmθɪŋ 'aʊt/
look back (phr v)	/ˌlʊk 'bæk/
pick up (phr v)	/ˌpɪk 'ʌp/
set up (phr v)	/ˌset 'ʌp/
turn out (phr v)	/ˌtɜ:n 'aʊt/
turn up (phr v)	/ˌtɜ:n 'ʌp/

Cultural awareness p.78

attitude (n)	/'ætɪtju:d/
behaviour (n)	/bɪ'heɪvjə(r)/
belief (n)	/bɪ'li:f/
ceremony (n)	/'serəməni/
custom (n)	/'kʌstəm/
gesture (n)	/'dʒestʃə(r)/
law (n)	/lɔ:/
respect (n)	/rɪ'spekt/
sacred (adj)	/'seɪkrɪd/

Describing places p.79 and p.123

breathtaking (adj)	/'breθteɪkɪŋ/
charming (adj)	/'tʃɑ:mɪŋ/
crowded (adj)	/'kraʊdɪd/
depressing (adj)	/dɪ'presɪŋ/
disappointing (adj)	/ˌdɪsə'pɔɪntɪŋ/
dull (adj)	/dʌl/
extraordinary (adj)	/ɪk'strɔ:dnri/
mysterious (adj)	/mɪ'stɪəriəs/
overpriced (adj)	/ˌəʊvə'praɪst/
peaceful (adj)	/'pi:sfl/
well-organised (adj)	/ˌwel 'ɔ:gənaɪzd/
astonishing (adj)	/ə'stɒnɪʃɪŋ/
clean (adj)	/kli:n/
dangerous (adj)	/'deɪndʒərəs/
dirty (adj)	/'dɜ:ti/
filthy (adj)	/'fɪlθi/
foggy (adj)	/'fɒgi/
hideous (adj)	/'hɪdiəs/
historic (adj)	/hɪ'stɒrɪk/
lively (adj)	/'laɪvli/
messy (adj)	/'mesi/
modern (adj)	/'mɒdn/
polluted (adj)	/pə'lu:tɪd/
run-down (adj)	/ˌrʌn 'daʊn/
spacious (adj)	/'speɪʃəs/
spectacular (adj)	/spek'tækjələ(r)/
spotless (adj)	/'spɒtləs/
sunny (adj)	/'sʌni/
unforgettable (adj)	/ˌʌnfə'getəbl/
well-maintained (adj)	/ˌwel meɪn'teɪnd/
windy (adj)	/'wɪndi/

Unit 7

Real English p.87

be up for sth	/bi 'ʌp fə sʌmθɪŋ/
do your bit	/ˌdu: jə 'bɪt/
a legend (n)	/ə 'ledʒənd/
lend a hand	/ˌlend ə 'hænd/
You bet!	/ˌju: 'bet/

Social issues p.87 and p.124

assistance (n)	/ə'sɪstəns/
campaign (n)	/kæm'peɪn/
charity (n)	/'tʃærəti/
crisis (n)	/'kraɪsɪs/
donation (n)	/dəʊ'neɪʃn/
fundraising (n)	/'fʌndreɪzɪŋ/
issue (n)	/'ɪʃu:/
movement (n)	/'mu:vmənt/
poverty (n)	/'pɒvəti/
relief (n)	/rɪ'li:f/
unemployment (n)	/ˌʌnɪm'plɔɪmənt/
volunteer (n/v)	/ˌvɒlən'tɪə(r)/
be generous	/bi 'dʒenərəs/
do community service	/ˌdu: kəˌmju:nəti 'sɜ:vɪs/
give aid	/ˌgɪv 'eɪd/
shelter (v)	/'ʃeltə(r)/
raise funds for charity	/ˌreɪz fʌndz fə 'tʃærəti/
sponsor (v)	/'spɒnsə(r)/
work in a charity shop	/ˌwɜ:k ɪn ə 'tʃærəti ʃɒp/

Be the change p.89

bring about change	/ˌbrɪŋ əˌbaʊt ˈtʃeɪndʒ/
encounter problems	/ɪnˌkaʊntə ˈprɒbləmz/
get help	/ˌget ˈhelp/
launch a campaign	/ˌlɔːntʃ ə kæmˈpeɪn/
make the most	/ˌmeɪk ðə ˈməʊst/
overcome the difficulties	/ˌəʊvəkʌm ðə ˈdɪfɪkəltiz/

Planning a communications campaign p.90

availability (n)	/əˌveɪləˈbɪləti/
goals (n)	/ˈgəʊlz/
input (n)	/ˈɪnpʊt/
mission (n)	/ˈmɪʃn/
statistics (n)	/stəˈtɪstɪks/
target audience (n)	/ˌtɑːgɪt ˈɔːdiəns/

Jobs p.91 and p.125

carry out duties	/ˌkæri aʊt ˈdjuːtiz/
develop skills	/dɪˌveləp ˈskɪlz/
do an apprenticeship	/ˌduː ən əˈprentɪʃɪp/
do chores	/ˌduː ˈtʃɔːz/
get time off	/ˌget taɪm ˈɒf/
get work experience	/ˌget ˈwɜːk ɪkspɪəriəns/
have a part-time job	/ˌhæv ə ˌpɑːt taɪm ˈdʒɒb/
learn the trade	/ˌlɜːn ðə ˈtreɪd/
make an application	/ˌmeɪk ən æplɪˈkeɪʃn/
sign a contract	/ˌsaɪn ə ˈkɒntrækt/
take up a position	/ˌteɪk ʌp ə pəˈzɪʃn/
work indoors	/ˌwɜːk ɪnˈdɔːz/
work long hours	/ˌwɜːk lɒŋ ˈaʊəz/
babysitting (n)	/ˈbeɪbɪsɪtɪŋ/
clear the table	/ˌklɪə ðə ˈteɪbl/
do the cooking	/ˌduː ðə ˈkʊkɪŋ/
empty the dishwasher	/ˌempti ðə ˈdɪʃwɒʃə(r)/
experienced (adj)	/ɪkˈspɪəriənst/
full-time (adj)	/ˌfʊl ˈtaɪm/
internship	/ˈɪntɜːnʃɪp/
iron the clothes	/ˌaɪən ðə ˈkləʊðz/
lay the table	/ˌleɪ ðə ˈteɪbl/
load the dishwasher	/ˌləʊd ðə ˈdɪʃwɒʃə(r)/
make the bed	/ˌmeɪk ðə ˈbed/
seasonal job	/ˈsiːzənl dʒɒb/
take out the rubbish	/ˌteɪk aʊt də ˈrʌbɪʃ/
temporary (adj)	/ˈtemprəri/
trained (adj)	/treɪnd/
untrained (adj)	/ˌʌnˈtreɪnd/

Unit 8

Real English p.101

Get real!	/ˌget ˈrɪəl/
miss out on (phr v)	/ˌmɪs ˈaʊt ɒn/
Spot on!	/ˌspɒt ˈɒn/
weird (adj)	/wɪəd/
What are you getting at?	/wɒt ə ˌjuː ˈgetɪŋ æt/

Shopping p.101 and p.126

find a good offer	/ˌfaɪnd ə ˌgʊd ˈɒfə(r)/
get a discount	/ˌget ə ˈdɪskaʊnt/
get a refund	/ˌget ə ˈriːfʌnd/
get free delivery	/ˌget ˌfriː dɪˈlɪvəri/
get into debt	/ˌget ɪntə ˈdet/
get sth in the sales	/ˌget sʌmθɪŋ ɪn ðə ˈseɪlz/
have a budget	/ˌhæv ə ˈbʌdʒɪt/
keep the receipt	/ˌkiːp ðə rɪˈsiːt/
make a complaint	/ˌmeɪk ə kəmˈpleɪnt/
make a purchase	/ˌmeɪk ə ˈpɜːtʃəs/
place / cancel an order	/ˌpleɪs ən ˈɔːdə(r)/ /ˌkænsl ən ˈɔːdə(r)/
take sth back	/ˌteɪk sʌmθɪŋ ˈbæk/
try sth on	/ˌtraɪ sʌmθɪŋ ˈɒn/
bookshop (n)	/ˈbʊkʃɒp/
cashier checkout (n)	/ˌkæʃɪə ˈtʃekaʊt/
corner shop (n)	/ˈkɔːnə ʃɒp/
customer (n)	/ˈkʌstəmə(r)/
debit card (n)	/ˈdebɪt kɑːd/
department store (n)	/dɪˈpɑːtmənt stɔː(r)/
exchange (an item) (v)	/ɪksˌtʃeɪndʒ ən ˈaɪtəm/
market (n)	/ˈmɑːkɪt/
newsagent's (n)	/ˈnjuːzeɪdʒənts/
second-hand shop (n)	/ˌsekənd ˈhænd ʃɒp/
self-service checkout (n)	/ˌself ˈsɜːvɪs tʃekaʊt/
shop assistant (n)	/ˈʃɒp əsɪstənt/
shopping centre (n)	/ˈʃɒpɪŋ sentə(r)/
supermarket (n)	/ˈsuːpəmɑːkɪt/
voucher (n)	/ˈvaʊtʃə(r)/

Smart shopping p.103

brand (n)	/brænd/
chain (n)	/tʃeɪn/
coupon (n)	/ˈkuːpɒn/
deals (n)	/diːlz/
discount (n)	/ˈdɪskaʊnt/
offer (n)	/ˈɒfə(r)/
price (n)	/praɪs/
reduction (n)	/rɪˈdʌkʃn/
season (n)	/ˈsiːzn/
stock (n)	/stɒk/

Make a savings plan p.104

afford (v)	/əˈfɔːd/
balance (n)	/ˈbæləns/
income (n)	/ˈɪnkʌm/
interest (n)	/ˈɪntrest/
outgoings (n)	/ˈaʊtgəʊɪŋz/
pocket money (n)	/ˈpɒkɪt mʌni/
savings (n)	/ˈseɪvɪŋz/
wages (n)	/ˈweɪdʒɪz/

Advertising p.105 and p.127

advertise (v)	/ˈædvətaɪz/
appeal (n)	/əˈpiːl/
appear (v)	/əˈpɪə(r)/
attract (v)	/əˈtrækt/
claim (v)	/kleɪm/
compare (v)	/kəmˈpeə(r)/
convince (v)	/kənˈvɪns/
create (v)	/kriˈeɪt/
launch (v)	/lɔːntʃ/
offer (n)	/ˈɒfə(r)/
produce (v)	/ˈprɒdjuːs/
promote (v)	/prəˈməʊt/
recommend (v)	/ˌrekəˈmend/
campaign (n)	/kæmˈpeɪn/
loss (n)	/lɒs/
market leader (n)	/ˌmɑːkɪt ˈliːdə(r)/
pressure (n)	/ˈpreʃə(r)/
profit (n)	/ˈprɒfɪt/
recommendation (n)	/ˌrekəmenˈdeɪʃn/
satisfied customer	/ˌsætɪsfaɪd ˈkʌstəmə(r)/
slogan (n)	/ˈsləʊgən/
target audience (n)	/ˌtɑːgɪt ˈɔːdiəns/

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