OXFORD



LIFE VISION

Student Book

B1

Intermediate

Jeremy Bowell and Paul Kelly

OXFORD
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Guide for Classroom Presentation Tool

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Use present tenses and talk about school.

MY BLOG

ABOUT CONTACT POSTS



Bangladesh: a wet country!





I'm in Bangladesh, one of the wettest countries in the world. When it rains heavily, parts of the country are sometimes under water for five months. Now, because of climate change, the situation is getting worse. That means it's difficult for children to go to school. However, the young people of Bangladesh want to study, and climate change won't stop them.

It's 9 a.m. and we're picking up students in a boat on the Ganges River. However, we aren't taking them to school, because the boat *is* the school! This boat is a classroom and part of the Shidhulai School. All the Shidhulai School boats have solar panels that provide electricity for technology such as computers. Now, 30 primary school students are studying on the boat. They always study for three hours a day, six days a week. Later, secondary school students will use the classroom to study for qualifications that will hopefully help them progress to university to do a degree.

Climate change is very bad for Bangladesh, and the people want it to stop. However, they also understand that we need to learn to live with it if we want life to continue. The Shidhulai School boats teach us how we can.

Climate change and school

1 Work in pairs. Look at the photos and answer the questions.

1 Where are the students having their lessons?
2 Why do you think the students have to use these classrooms?

2 Read the blog. Which lines in the blog mention things you can see in the photos?

3 GRAMMAR Check the rules for the present simple and the present continuous on page 128.

4 Find four examples of the present simple and four examples of the present continuous in the blog post.

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

Bangladesh [1]_____ (have) very dry periods and very wet periods. Between June and October, rain often [2]_____ (fall) every day and today, 12 July, it [3]_____ (rain) a lot. The water in the river [4]_____ (rise) and it [5]_____ (cover) some buildings. Most of the schools [6]_____ (not open) this morning because the teachers and the children can't get to them. When this happens, most children usually [7]_____ (stay) at home and they [8]_____ (not study). It was for this reason that Mohammed Rezwan decided to start the Shidhulai School.

6 Read the grammar box. Find four more state verbs in the blog.

Dynamic and state verbs

Dynamic verbs describe actions, and we can use them in simple and continuous forms. State verbs describe states and situations and we don't usually use them in continuous tenses. Some common state verbs are: *believe, belong, forget, hate, have, know, like, love, prefer, remember.*

I believe you. ✓

~~I'm believing you.~~ ✗

GRAMMAR BOOSTER P128

7 VOCABULARY Complete the table with the highlighted education words from the blog.

Adjectives	Verbs	Nouns

8 0.01 Add the words below to the table in Ex 7. Listen and check.

assignment canteen essay fail grade pass revise term

9 THINK & SHARE Discuss the topics.

- A good and bad thing about your school canteen.
- How you revise for exams.
- The school subjects you hope to progress in this year.
- The grades you hope to get for each subject.

There are lots of healthy food choices in the canteen.

Time flies!

1 THINK & SHARE Answer the questions.

1 What are the different stages of life (e.g. childhood)? What do we often do at different stages in our lives (e.g. get married)?
2 What do you think the title 'time flies' means?

2 Read the blog. Why does the writer feel close to his uncle?

MY BLOG



familyman66

Family favourite

Posted 14 September



Fortunately, I really like all my relatives, but I'm very close to **an uncle** – my uncle Jan, my dad's brother. One of **the reasons** is because they're twins and really look like each other. In fact, Jan has told me that during my childhood, I often thought he was my dad! Another reason is that my dad got married in his early twenties, but Jan didn't meet Elena, his wife, until they were both in their late thirties. So, Jan was always at our house when I was growing up, and because I was an only child, he was like a very, very big brother! Anyway, later Jan got married to Elena and they bought **a house** in the same street. In fact, **the house** is exactly the same as ours! **The furniture** is very similar too! They then started a family. I was a teenager when Alice, their first child, was born, and I did a lot of babysitting for them. Now I'm middle-aged and Jan and Elena are elderly. They're in their mid-seventies, but we still see each other regularly. They've been married for 35 years now, and we celebrated their wedding anniversary together last week. How time flies!

3 VOCABULARY Read the blog again and look at the highlighted words. Find ...

- seven words or phrases that talk about age or periods of time.
- five verbs and phrases that describe different events in life.
- three words or phrases that talk about positions in a family.

4 0.02 Listen and check your answers to Ex 3.

5 Complete the text with the correct form of some of the words and phrases from Ex 3.

My [1] _____ sister and I [2] _____ in Paris on 14 July 2005 and we spent the early part of our [3] _____ in the French capital. However, when we were seven, our family moved to London. Because of that, we've [4] _____ speaking French at home and with our [5] _____ and English at school and with our friends. Now we're [6] _____, we don't know if we're British or French; we say we're both!

6 0.03 Listen to a conversation between Amy and Jordan. Are the sentences true (T) or false (F)?

1 Jordan is starting a new school.
2 Amy was born in the local area.
3 Amy's family doesn't come from the local area.
4 Jordan has only got one brother.
5 Amy's brother doesn't live at home with his family.
6 Amy wants her friends to meet Jordan.

7 Work in pairs. Use some of the words and phrases from Ex 3 to ask and answer questions about each other and your families.

A Where did you grow up?
B I've spent all my life here, but my family is from ...

8 GRAMMAR Look at the **bold** examples of *the*, *a* and *an* in the blog. What kind of nouns do they go with: singular countable nouns, plural countable nouns or uncountable nouns?

9 Read the sentence from the blog below. Then complete the rules.

They bought a house in the same street. In fact, the house is exactly the same as ours!

Articles

We use [1] _____ when we talk about something for the first time. We use [2] _____ when we talk about something again.

GRAMMAR BOOSTER P129

10 THINK & SHARE Write a blog post that describes a favourite relative or someone you are close to. Explain your relationship with this person and why you are close to them. Use vocabulary from this lesson. Work in pairs. Share and ask questions about your blogs.

If I was eighteen ...

1 THINK & SHARE Work in groups. Think of three things that you would like to do if you turned eighteen tomorrow. Explain your choices. Which ones do you think are really possible? Why?

2 Read the online questionnaire. Whose plans do you think are the most interesting? Why?

Online questionnaire for class 4A



What would you do if you turned eighteen tomorrow?

I'd like to get a job as a gym instructor. In fact, if I pass my life-saving certificate this year, I'll get a summer job at the beach. It'll be a start!

Simran

I'd start my own business. I love using social media, but lots of adults don't know how to use it to tell people about their businesses, so I'd teach them. Nobody knows about you if you aren't on social media!

Saoirse

I'd travel around South America and practise the Spanish that I've studied at school. If you want to really learn a foreign language, you have to speak it as much as possible.

Freya

I love my family, but I'd really like to be independent, so I think I'd leave home. But I wouldn't want to rent a flat and have to pay bills – I'd go abroad, travel the world and experience different cultures. That's independence!

Conor

If I turned eighteen tomorrow, I'd try and pass my driving test! But then I'd have a problem: I'd need a car!

Daria

I'd love to go to university! If I pass my final exams at school, I'll apply to university to study law. I'll make it if I work hard!

Oliver

3 GRAMMAR Check the rules for zero conditional, first conditional and second conditional on page 130.

4 Read the questionnaire again and find an example of each type of conditional.

5 Complete the rules with the words below.

past simple present simple (x3)
will + verb *would* + verb

Conditionals

The zero conditional talks about a result which always follows a particular action. We use the [1]_____ to describe the action and the [2]_____ to describe the result.

The first conditional says that the result of an action is possible or likely. We use the [3]_____ to describe the action and [4]_____ to describe the result.

The second conditional describes an imaginary situation and its result. We use the [5]_____ to describe the action and [6]_____ to describe the result.

GRAMMAR BOOSTER P130

6 0.04 Listen to two friends talking about going abroad to study. Answer the questions. Would you like to study abroad? Why? / Why not?

1 Why would Emily be really nervous?
2 What will Emily do if she leaves home?
3 What could Andy and Emily do if they went to university?
4 What happens if you go to university abroad?
5 What will happen if they pass their final exams?

7 VOCABULARY Read the questionnaire again. Complete the table with the highlighted words.

Becoming an adult	Things adults can have	Studying
turn eighteen	1 _____ 2 _____ 3 _____	4 _____ 5 _____
Working	**Living alone**	**Leisure activities**
6 _____ 7 _____	8 _____ 9 _____ 10 _____ 11 _____	12 _____ 13 _____ 14 _____

8 0.05 Add the phrases below to the table in Ex 7. Listen and check.

get a credit card open a bank account
run a marathon take up a new hobby

9 THINK & SHARE Make a list of three positive things and three negative things about leaving home. In groups, share your lists. Present the most positive ideas to the class.

Helping

1 THINK & SHARE Answer the questions.

1 Which jobs at home do you hate doing the most? Why?
2 Which jobs don't you mind doing? Why?
3 How much time do you spend doing these jobs?
4 Do you think it would be a good idea for parents to pay their children to do jobs at home? Why? / Why not?

2 Read the article. Who do you think will grow up to be the most independent: teenagers in Japan, the USA or Kenya?

Helping at home

Do you think it's unfair when your parents ask you to help at home? Compare what you have to do and don't need to do with what other teenagers around the world do and then decide!

Japan

Japanese children **must help** at home and school from an early age. From the age of five, they help with loading the washing machine and folding clothes. At school, all students **have to clean** their classrooms at the end of the day by sweeping the floor, dusting the shelves and desks and taking out the rubbish. If children, even very young children, **need to use** public transport to get to and from school, then they travel alone.



USA

Children in the USA **don't have to help** at home often. A recent study showed that they don't do more than 30 minutes of housework a day. The jobs that they do most frequently include making the bed, tidying their room and putting clothes away.



Kenya

In Kenya, most children **mustn't leave** home for school until they have tidied their bedrooms. In the evenings, children help at home at mealtimes by laying the table and washing the dishes. They also often have to do other jobs such as watering the plants or taking out the rubbish.



3 VOCABULARY Read the article again. Answer the questions about the highlighted phrases.

Which jobs …

1 are connected to the kitchen?
2 do you do in your bedroom?
3 are connected to clothes?
4 do you do all around the house?

4 0.06 Match the phrases below to categories 1–4 in Ex 3. Listen and check.

cleaning the cooker clearing the table
decorating a cake doing the housework
drying the dishes
emptying the washing machine
ironing clothes

5 0.07 Listen and match the clues to phrases from Ex 3 and 4.

6 0.08 Listen and check your answers to Ex 5.

7 Work in pairs. Write definitions for three of the phrases not used in Ex 5. Read your definitions to another pair. Can they guess the phrase?

8 Read the **bold** sentences in the article and complete the rules with the words below.

no obligation obligation prohibition

Modal verbs for obligation

1 We use *have to*, *need to* and *must* to talk about _____.
2 We use *don't have to* and *don't need to* when there is _____.
3 We use *mustn't* to talk about _____.

GRAMMAR BOOSTER P131

9 Work in groups. Explain three things that are obligations or prohibitions in your life to the other members of the group.

I have to catch the bus at eight o'clock every morning to get to school.
I don't need to catch the bus because I can walk to school in ten minutes.

10 THINK & SHARE Work in pairs. Write a paragraph for the online article about the jobs young people do at home in your country.

- What type of jobs do young people do at home and at school?
- When do they usually do these jobs?
- How much time do they spend on helping in the house every week?

1 That's entertainment

VOCABULARY
Games and gaming
Feelings adjectives

GRAMMAR
Narrative tenses
Used to and *be/get used to*

READING
An online article

LISTENING
A story about a bad experience

GLOBAL SKILLS
Online safety

SPEAKING
Telling a story

WRITING
A newspaper report

VISION 360
Games café

VOCABULARY BOOSTER P112–113
GRAMMAR BOOSTER P132–133



1 Work in pairs. Discuss the questions.

1 Do you like vlogs? Why? / Why not?
2 If you had a vlog, what would you talk about?
3 Why do you think people find vlogs fun to watch?
4 Which of the topics below are popular at the moment with young people in your country?

animals beauty and make-up comedy fashion fitness food gaming product reviews technology travel tutorials unboxing

2 1.01 Watch or listen. Answer the questions.

1 Who are the presenters? What is their relationship?
2 What do they decide to do instead of their usual free-time activities?
3 Why is Lewis annoyed with Yasmin?

3 1.01 Watch or listen again. Are the sentences true (T) or false (F)?

1 They watch films and play video games in their free time.
2 Lewis doesn't like the card game that Yasmin chooses.
3 The first puzzle is about a man who finds a dog.
4 Both Yasmin and Lewis want to be the best at the game.
5 They don't give the solution to the second puzzle.

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

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

1 _____ is a different way of saying, 'No'.
2 If you do something for no reason, for entertainment, you do it _____.
3 To _____ food means to eat it sometimes noisily.
4 _____ means to relax.
5 We use the phrase '_____' when we're just starting an activity.

5 1.02 VOCABULARY Listen and match the definitions (1–16) you hear to the words and phrases below.

___ ask for clues
___ challenge
___ cheat
___ competitive
___ entertainment
___ follow the rules
___ give up
___ guess
___ make a move
___ puzzle
___ skill
___ solution
___ strategy
___ take part
___ take turns
___ teammate

6 Complete the questionnaire about gaming with the correct form of some of the words from Ex 5.

What kind of gamer are you?

1 Are you _____ and do you feel upset if you lose?
2 Do you _____ easily if you can't play a game?
3 Do you like doing _____ by yourself rather than playing games in teams?
4 Do you get bored when another player takes a long time to _____ the answer or to _____ when it's their turn?
5 Can you use the _____ that you need to play some video games in other ways in your life?
6 Is it easy to _____ by breaking the rules in the games that you enjoy playing? How do you feel when someone doesn't _____?
7 Do you play games because they provide you with a _____ or for _____ or both?
8 When you play with others, who do you like to have as a _____ on your side?

7 Work in pairs. Discuss the questions in the questionnaire in Ex 6. Think about your partner's answers and decide which games you think they would enjoy.

8 1.03 Complete the description of a game with the correct form of some of the words from Ex 5. Listen and check. Which game is she describing?

HAVE YOUR SAY



What's your favourite game?

Tell the gaming community what it is and why you love it!

Harriet 12.30 04/09

I started playing it a few years ago and I now play at a club, as well as on my computer and online. It's a game for two players and each player [1]_____ to move their pieces. You also have to play against the clock and [2]_____ quite quickly, and that makes it more exciting! I love it because it's a real mental [3]_____ and I'm always learning new [4]_____. I suppose I'm quite [5]_____ because I hate [6]_____ even when it's clear that I'm going to lose.



9 THINK & SHARE Think of a game that you enjoy playing. Make notes about it using the ideas below. In pairs, explain your game to your partner. Guess the game that your partner is talking about.

- the rules
- the number of players
- where you can play it
- why you like it

Narrative tenses

1 THINK & SHARE 1.06 Work in pairs. Read the card. What do you think happened? Then listen to Erika, Lara and Sam's explanation. Is it the same as yours?

Harry went to the police to report that **someone had broken into his house** and had stolen his gold watch. The police visited Harry's house. **While they were searching, they saw that the window was broken**, but the thieves hadn't damaged anything else. **The detectives were looking for fingerprints on the window when they noticed that Harry's carpet was also very clean.** The next day, the police arrested Harry. Why?



2 Read the **bold** sentences in Ex 1. Then choose the correct alternative to complete the rules.

Narrative tenses

Grammar animation

1 We use the past **simple** / **continuous** to talk about activities that were in progress around a certain time in the past.
2 We use the past **simple** / **continuous** to talk about completed actions in the past.
3 We use the past **simple** / **continuous** for an action or event that interrupted a background event; we use the past **simple** / **continuous** for the background event.
4 We use the past perfect to show that one action happened **after** / **before** another in the past. We form the past perfect simple with ***had*** / ***have*** and the **present** / **past** participle of the main verb.

GRAMMAR BOOSTER P132

3 Complete the crime report with the correct past simple, past continuous and past perfect form of the verbs in brackets.

Crime report

Victim: Thomas Andrews
Address: 231 Henley Lane, Coventry CV3 4SQ

Mr Andrews said that while he [1]_____ (read) a text message, a young man in a red jacket [2]_____ (take) his phone. Mrs Abbott told me she [3]_____ (notice) a young man in a red jacket on the same street a moment before the attack. We [4]_____ (speak) to another witness and he explained that he [5]_____ (leave) a shop when he [6]_____ (see) a man in a red jacket attack Mr Andrews from behind.

4 Rewrite the sentences using the past simple, past continuous or past perfect.

1 They created the video game. They made a film version of the video game.
After they had created the video game, they made a film version of it.
2 Pria won the game. I tried to think of the answer.
Pria won the game while I was trying to think of the answer.
3 Bukayo saw an advert for the card game. Bukayo bought it.
Bukayo _____ because _____ for it.
4 Alex started to watch a video, but then I arrived.
When _____, Alex _____.
5 We ate all the pizza. Then we watched the film.
We didn't _____ until we _____.
6 Your dad waited for you in the car. You got off the train.
Your dad _____ when you _____.
7 Maya was in hospital. She broke her arm playing football.
Maya _____ because she _____.
8 Sara cheated. You spoke to your brother on the phone.
Sara _____ while _____.
9 We couldn't go to the concert. We didn't remember to buy tickets.
Because we _____, we _____.
10 We played online. Suddenly an unknown player joined the group.
_____, an unknown player _____.

5 Complete the questions with the correct form of *be*, *do* or *have*. What tense is used in each question?

1 What _____ the woman drinking?
2 When _____ she see the fly?
3 When _____ the waiter served her?
4 Where _____ the waiter go?
5 What _____ she just done when she called the waiter for the second time?
6 What _____ she say?

6 1.07 Listen to Erika describing another situation. Then answer the questions in Ex 5.

7 1.07 Listen again and then in pairs discuss the question that Erika asks at the end.

8 THINK & SHARE Work in pairs. Student A: read the information on page 149. Student B: read the information on page 150. Complete the exercise.

I've heard that one before!



1 THINK & SHARE Work in pairs. Discuss the questions.

1 Look at the picture. It shows a scene from a famous story. Which story is it from?
2 What was your favourite story as a child? How did it end?
3 What are your favourite sorts of stories now?

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 Read the strategy. Then answer the questions. In pairs, compare your answers.

1 Read the first sentence of the article. What does it say about stories?
2 Read the paragraph headings. What do you think the paragraphs will be about?
3 What words do you expect to find in an article like this? Write down five words.

3 VOCABULARY 1.08 Read the collocations. Are they examples of verb + noun, adjective + noun or verb + adverb? Listen and repeat.

achieve success bad place difficult start
end the argument finish badly get better
improve quickly meet the challenge perfect lifestyle

4 1.09 Complete the article with the correct form of the collocations in Ex 3. Listen and check.

5 Read the article again and match the questions to the different story types (A–F). Sometimes more than one answer is possible.

Which story type is about people who:

1 are not satisfied with what they have?
2 finish the story more or less as they started it?
3 have problems because of others?
4 are wrong about what is happening in their lives?
5 choose to do the wrong thing?
6 make their own lives better?

6 Work in pairs. Discuss the questions about the article.

1 According to the article, how many story types end well and how many finish badly for the characters?
2 Order the types of story from the one you like most to the one you like least. Explain why you've put them in this order.
3 Can you think of a well-known story for each type?

7 THINK & SHARE Work in groups. Describe your favourite story to your group. Say what type of story it is. Do not give the title or say the names of the characters. Can they guess which story it is?

That sounds familiar!

Storytellers have known for years that the same types of stories are regularly repeated, but nobody could agree on how many basic story types existed. Some guessed there were five, while others said there were as many as nine. Now a university professor has [1]_____. After a computer program had studied 1,700 novels, it discovered that there were six basic story types. Do you recognise them?

A Rags to riches

Life gave the main character a [2]_____. At first, they were poor and had no hope of a better future. However, thanks to their skills or hard work or competitive personality – or all three – things slowly get better until finally, success is theirs!

B Riches to rags

The main character began the story in a perfect situation. Perhaps it's a young woman who had everything or a young man with the [3]_____. Then they made bad decisions or had bad luck and things started to go wrong. At the end, the main character has lost everything and we're crying with them!

C Tragedy, part 1

For tragedy to really work, the main character has to suddenly find real happiness and [4]_____ at the start of the story. Then, we sit and watch as they lose everything as quickly as they found it. Why do they lose it? Perhaps they found success in a bad way or they didn't realise how lucky they'd been, and they had wanted more and more. As a result, life punished them!

D Tragedy, part 2

In some ways, Tragedy part 2 is crueller than part 1! Life was [5]_____ for the main character, but usually because of the mistakes they had made in the past, problems soon appeared and changed all that. However, after these first problems, their situation improved again and they started to believe that all their problems were finally behind them. Unfortunately, that's their biggest mistake, as life gets a lot worse and the story [6]_____ … very badly for them!

E Cinderella syndrome

The main character is a good person who began the story in a [7]_____ with lots of difficulties, usually because they were poor and the people around them had been mean or cruel. Then, something happened to give them hope, but as things were [8]_____, more problems came. In the end, however, hope wins, their dream becomes true and the main character lives happily ever after.

F Meeting the challenge

Our hero is an ordinary person who was happy with their ordinary life, but one day everything suddenly changed when a big problem appeared. However, the main character [9]_____ and faced the problem. The story ends with our hero returning to their normal life, but they are now a better person thanks to their experience.

Online safety

1 THINK & SHARE Work in pairs. Discuss the questions.

1 What are the advantages and disadvantages of using the internet? Make a list.
2 What types of crime take place online?

2 VOCABULARY 1.10 Match the news headlines to the cybercrimes below. Listen and check.

cyberbullying friendship scam hacking
identity theft phishing piracy virus attack

1 **Top secret files stolen from government computers.**

2 Lonely woman lends and then loses thousands of dollars to virtual 'friend'.

3 **Thousands of unprotected computers affected.**

4 Details of doctors' professional lives **sold online** to create **false medical websites.**

5 **Teenager attacked on social media about lifestyle.**

6 Studios promise to stop illegal copying of films.

7 **False email sent to thousands asking for bank details.**

3 Read the emails. Which two cybercrimes do they show?

A

From: Unknown
Subject: Hi!

Hi Jack,

I'm on holiday at the moment and it has been great so far, but there has been a small problem. The other day I lost my wallet. We were sitting in a café when I suddenly realised it was missing! I looked everywhere and asked in shops too, but no luck!

I hate asking this, but I didn't know who else to ask … Do you think you could send me a little money? I'd only need enough to get by for a few more days. If you can click on this **link**, you can send me the money directly.

By the way, I really hope we can meet up when I'm back.

From your friend in need!

B

From: National Lottery
Subject: Your Lottery Winning Ticket

Congratulations!

Your email address won a prize in the National Lottery in category 'B'. This means you have won £1,500,000.00 (one million, five hundred thousand pounds).

Please contact us to receive your prize. We ask you to provide the following information: name, telephone number, nationality, age, occupation and bank account number.

Please do not tell family and friends about your success until we have sent you the money.

Yours faithfully,
Mrs Annie Smith
Online Coordinator

4 Match the sentence halves. What type of cybercrime do you think each piece of advice is for? Which advice would you use for the scams in Ex 3?

1 Be careful with what you share
2 Speak to family members about great offers
3 Do not answer emails or give personal information to people
4 Be careful of new online friends who you have never met in real life
5 Install security software
6 Avoid clicking on

A you receive before sending any money.
B and who soon ask for favours.
C special offers, 'fun' online questionnaires, etc. that then ask for personal information.
D and update it frequently.
E because once it's online it's out of your control.
F you don't know or companies that you have never used.

5 1.11 Listen to a podcast about online communities and cybercrime. Answer the questions.

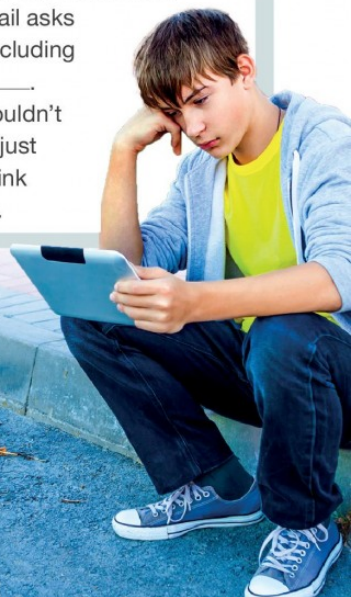
1 What does Aaron do?
2 What does Helen do?
3 What do they say are the good things about online communities?
4 What is one example of behaviour in other members of a community that you should be careful about?
5 What are two things you can do if someone does something wrong?

6 THINK & SHARE Work in groups. Think of three ways of avoiding cybercrime to add to the list in Ex 4. Share your answers with the class.

7 MEDIATION Read the email about the National Lottery in Ex 3 again. Complete the email to a friend asking for advice.

Hi Freya,

I've had an email from the [1]_____ and it says that I've [2]_____. I sometimes buy a ticket, but I can't remember buying one this time. The email asks for [3]_____, including my bank [4]_____. The email also says that I shouldn't [5]_____, but I just wanted to check what you think before I give them my details.



Feelings adjectives

1 Read the dictionary definition. Then look at the headings and pictures on the web page below. What do you think the coincidences will be?

coincidence /kəʊˈɪnsɪdəns/ noun [C/U] two or more similar things happening at the same time by chance, in a surprising way: *We hadn't planned to meet; it was just a coincidence.*

2 Read the web page. Which coincidence do you think is the most unusual? Why?

Top three incredible but true coincidences!

Surprise extras

TV reporter Irv Kupcinet used to travel frequently, but on one trip he was [1]_____ to find another man's things in his London hotel bedroom. Was he in the wrong room? When he looked more closely, he was [2]_____ to discover that they belonged to a friend, Harry Hannin. Kupcinet wanted to tell Hannin the story, but Hannin contacted him first. Hannin had a hotel room in Paris, where he had found a tie with Kupcinet's name on it!



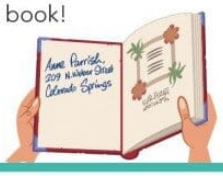
The lightning conductor

Most people are [3]_____ of lightning, but Walter Summerford got used to it because it hit him three times! On the first occasion, he was horse riding and on the second, fishing. Sometime later, Summerford was walking in a park when lightning hit him again. Although Summerford had become [4]_____ that lightning wasn't dangerous, this time the experience was [5]_____!



A familiar book

U.S. novelist Anne Parrish used to visit bookshops when she travelled, and she was [6]_____ to find a copy of a children's book that she used to have at home in a bookshop in Paris. She opened the old book and couldn't believe the words that were written inside: Anne Parrish, 209 N. Weber Street, Colorado Springs. It was her own handwriting in her old book!



3 1.12 VOCABULARY Check the meaning of the adjectives below. Which ones do you think describe positive feelings and which ones describe negative ones? Listen and check.

amazed annoyed cheerful confused
convinced delighted disappointed
embarrassed fascinated frightened
lonely nervous painful relaxed

4 Complete the web page with six of the adjectives from Ex 3. More than one adjective is sometimes possible. Then compare answers in pairs.

5 Replace the highlighted words in the questionnaire with some of the adjectives in Ex 3.

6 Work in pairs. Discuss the questions in the questionnaire in Ex 5.

7 THINK & SHARE Work in groups. Describe a coincidence that you have experienced recently, for example having the same birthday as someone else or meeting a friend while on holiday. Use some of the adjectives from Ex 3. Think of possible explanations for the coincidences.

Jack and I had just messaged about United's new manager and I was amazed when I went into the sitting room and found that my dad was watching the TV news and they were talking about it too!

I'm not convinced that it's a real coincidence because everybody has been talking about that story recently.

Questionnaire

A When are people [1]really interested to discover a coincidence: when it happens to themselves or other people?

B How do most of us feel when we discover that a coincidence involves someone we know: annoyed or [2]happy and positive?

C When are we most likely to experience coincidences: when we are [3]a bit angry and [4]worried about something or when we are happy and feel [5]calm?

D Do you think coincidences make people feel [6]alone or more connected to other people?

E Do you think people usually feel proud of coincidences that have happened to them or do they feel [7]bad and uncomfortable about them? Why?

F If you experienced an amazing coincidence, would you be [8]sad to find that there was a very logical explanation, or would it help you feel less confused?

Used to

1 Read the dialogue. Find three reasons why Sean nearly lost his life in the sea.

Tom So tell me about that coincidence at your local beach.

Kate It's about four-year-old Sean Barrett, who used to love going to the beach. He was a very brave child, but he didn't use to notice danger.

Tom Really? What did he use to do?

Kate Well, for example, he had got used to playing in the water and was very confident, but he still hadn't learned to swim.

Tom I'm sure his mum enjoyed watching him though.

Kate Not really! She was used to Sean playing on the beach, but she always used to watch him carefully. But on one trip, he escaped. He went into the water and tried to swim, but the sea was too strong and pulled him under.

Tom Oh no!

Kate Fortunately, a woman on the beach, Alice Manley, saw what was happening and ran into the water, rescued him and saved Sean's life.

Tom And the coincidence?

Kate I'm coming to that! Anyway …

2 Read the dialogue again and complete the rules.

Used to

Grammar animation

didn't use to *use to* *used to*

1 When we want to talk about a repeated situation or action that is not true now, we can use _____ + infinitive.

2 The negative form is _____ + infinitive.

3 In questions, the form is *Did* + subject + _____ + infinitive.

GRAMMAR BOOSTER P133

3 Complete the sentences with the correct form of *used to* and the verbs below.

~~be~~ like live not do not read not speak walk write

1 Did you use to be frightened of the dark?

2 Harry _____ science fiction films, but he hates them now.

3 _____ he _____ a blog before he started a vlog?

4 She _____ novels before, but now she finishes one every week!

5 Emily _____ any exercise, but now she goes to the gym every day.

6 Where _____ they _____ before they came to Liverpool?

7 I _____ to Bella very often, but now we chat every day.

8 _____ you _____ to school before you got a bicycle?

Get used to and be used to

We use *get used to* + *-ing* / noun to say that something wasn't familiar to you before, but now you are becoming more comfortable with it.

Luis soon got used to the different timetable when he started university.

I've been in Japan for a month and I'm getting used to cycling on the other side of the road.

I don't think I'll get used to the long, dark winter nights in Finland.

When we want to say something has now become very familiar to us and that it has become a normal habit, we can use *be used to* + *-ing* / noun.

I'm used to cycling on the other side of the road now.

GRAMMAR BOOSTER P133

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

1 Reading novels on my tablet has now become normal for me.
I've got used to reading novels on my tablet now.

2 We now know how to use the new camera.
We _____ the new camera perfectly.

3 Are you becoming more comfortable with driving on the other side of the road?
Are you _____ on the other side of the road?

4 In Alex's country, it doesn't rain a lot. He now lives in Ireland where it rains all the time.
Alex _____ in a country like Ireland where it rains all the time!

5 You'll soon be comfortable speaking Spanish every day.
You'll soon _____ Spanish every day.

6 It isn't normal for me to eat a lot of meat.
I _____ a lot of meat.

5 1.15 Listen to Tom and Kate talking about Sean. What was the incredible coincidence?

6 1.15 Listen again and answer the questions.

1 What did Sean still use to do?
2 What did he use to do less of?
3 Why had the man fallen into the sea?
4 What did Sean do?

7 Write three sentences about things that you used to do, but do not do now and things that you did not use to do, but do now. Then write three sentences about changes in your life that you have got used to.

8 THINK & SHARE Tell your partner about your sentences from Ex 7. Ask your partner questions about them.

I'll never forget the day!

1 Work in pairs. Discuss the questions.

1 What type of story from page 11 would be most popular with an audience? Why?
2 How would you feel about telling a story to an audience?
I'm certain that I would feel very nervous!
3 If you had to tell a story in a class presentation, what could you do to prepare? Use the words below to help you.

audience character context emotions practise short

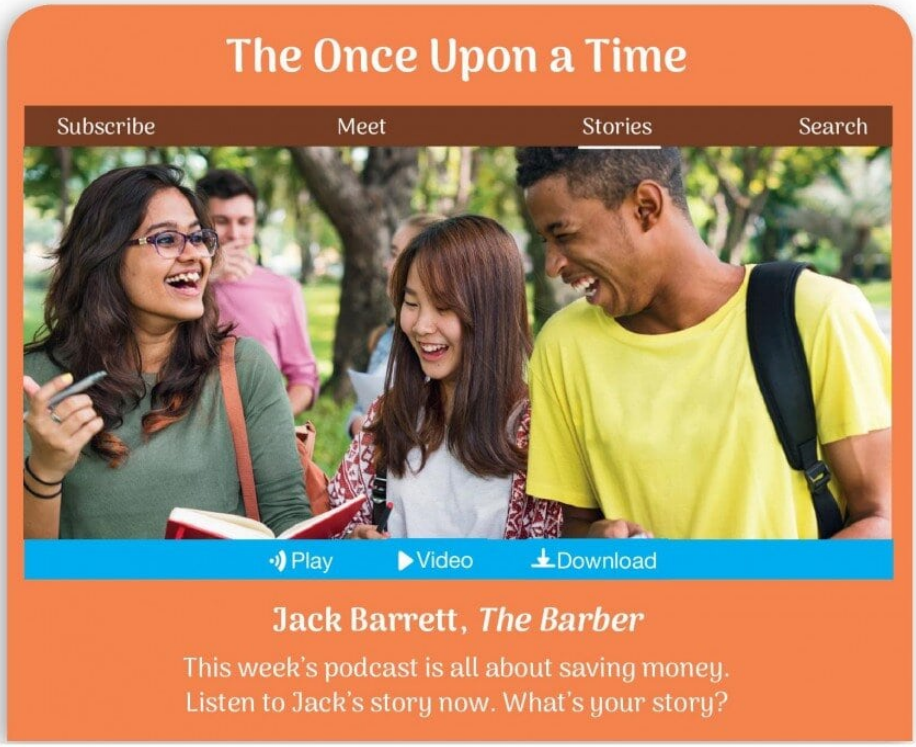
2 VOCABULARY Work in pairs. Read the questions. What do the words in **bold** mean? Then ask and answer the questions.

1 Where could you find a **bird's nest** outside? What part of someone's appearance might you compare to a bird's nest?
2 Do you receive any **pocket money**? What do you spend it on?
3 When was the last time you went to the **barber's** or the hairdresser's?
4 When was the last time you were really **grateful**? Why?
5 Who was the last person you saw **burst into tears** during a film or TV series? What was happening in the film or TV series?
6 When was the last time you **made a real mess of something**? What happened?
7 If someone **makes fun of** you, do you get annoyed or do you laugh at yourself?

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 Read the strategy. Look again at the words and phrases in Ex 2 and the podcast screen below. What do you think the listening is going to be about? In pairs, discuss your ideas.



4 1.16 Listen to Part 1 of a story. Were any of your predictions correct?

5 1.16 Listen again. Put the events in the order that they happened.

Someone …

A looked in the mirror.
B went to the bathroom.
C laughed.
D went to the kitchen.
E cried.
F asked Jack to do something.

6 1.17 Make predictions about the conclusion of the story. Listen to Part 2. Were your predictions correct?

What do you think …

- Jack's mother will say?
- Jack will do?
- Jack will learn from the experience?

7 Complete the table with the different parts of the story.

A The people involved in the main action
B How people first reacted to the event
C What was happening in Jack's life
D A change in Jack's behaviour
E Jack's age
F His mum's reaction
G A description of the main event
H Where the event took place

Introduction	Situation
1 ___ 2 ___	3 ___ 4 ___
Action	**Consequences and conclusion**
5 ___ 6 ___	7 ___ 8 ___

8 THINK & SHARE Work in pairs. Answer the questions below.

1 Did you enjoy the story? Why? / Why not?
2 Do you think Jack is a good storyteller? Why? / Why not?
3 Write a list of three things a storyteller should do and three things a storyteller shouldn't do.

9 Tell a story to your partner. Think about the points below and use the table in Ex 7 to plan it.

audience character context emotions length

I think it would be a good idea to think about the age of the audience and the sort of stories that they probably like.

Once upon a time …

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.

1 Read the strategy. Then read the notes below. In pairs, try to tell the story from the notes.

Meeting Maria's family

- Nearly fourteen - same class
- Lunch at her house - full of Maria's family - celebrate grandparents' 50 years together - nervous!
- Be careful with the water jug and glasses! - only wedding presents - others lost / broken
- Eating lunch - annoying fly - tried to hit fly - hit the water jug! Hundreds of pieces!
- Silence - embarrassed - then … Maria's grandparents laughing!

2 1.18 Listen to the story. Was it similar to the story you told? What were the differences? Discuss in pairs.

3 1.18 Read the Phrasebook. Listen again. Which of the phrases did the storyteller use?

PHRASEBOOK Telling a story

It was the end / the beginning of …
I'll never forget the day / time when …
I was (nearly) … (years old).
I was … *-ing* at the time.
Then one day, …
There were … of us in the room / house / classroom, etc.
Next, … / After that, … / Then …
As soon as …, / Suddenly, …
After that experience, I …
After all this, I learned …

PRONUNCIATION *-ed*

Regular verbs in the past simple and some adjectives end in *-ed*. We can pronounce *-ed* in three different ways: /id/, /t/ or /d/.

4 PRONUNCIATION 1.19 Read the pronunciation box. Listen and repeat the *-ed* sounds.

5 1.19 Complete the table with the words below. Then listen again and check.

annoyed delighted embarrassed noticed relaxed remembered repeated robbed wanted

/id/	/t/	/d/

6 1.20 Listen and complete the tips for storytelling from the *Once Upon A Time* website.

The Once Upon A Time

where storytellers meet

Here are a few tips to make sure your story is a winner!

- Start with an opening line that your audience can [1]_____ to.
- Give your story a [2]_____.
- Make [3]_____. Don't write down the whole story – only use key words and phrases.
- Express your [4]_____; audiences love them.
- Talk about something that is [5]_____ to you.
- Tell a story about a character who [6]_____ in some way.
- [7]_____ at yourself; audiences love storytellers that don't take themselves seriously.
- Learn your story so you can say it, not read it.
- Practise, practise and practise so you can be … YOU!

7 You're going to tell a short story. It can be true or invented. Think of a topic that you want to talk about. Use the ideas below to help you.

a day that you lost something a difficult journey
a funny accident a great / terrible meal a perfect day
a pleasant / unpleasant surprise a special birthday
a special event an unforgettable holiday



8 Prepare your story. Organise your story into four sections: the introduction, the situation, the action and the consequences. Make notes for each section.

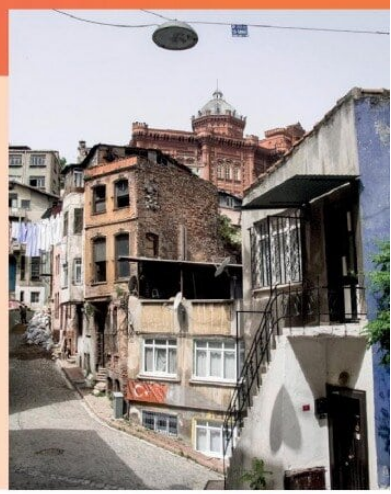
9 Work in pairs. Practise telling your story. Make sure you …

- connect with the audience.
- tell them *when*, *who*, *where* and *why*.
- use narrative tenses.
- use appropriate vocabulary.
- use Phrasebook phrases.

10 REFLECT Work in pairs. Give your partner feedback on their storytelling. What did they do well? What could they improve?

RESCUE STORIES CONTACT ABOUT STORIES

Teen to the rescue!



A When he got under the window, he realised that the two-year-old girl was in very real danger of falling from the second floor of the building. While he was watching the girl and wondering what to do, she suddenly fell and Feuzi quickly held his arms out and caught her. Following that, other members of the public realised what had happened and immediately came to help, but Feuzi had done the important job of saving the girl's life.

B In the end, despite the girl's fall, neither of them had any injuries. Naturally, her parents were delighted to meet Feuzi afterwards and gave him a reward. Later, a video of Feuzi saving the child's life went viral and the story soon became news all around the world.

C Seventeen-year-old Feuzi Zabaat was walking down a street in the Fatih district of Istanbul when he suddenly noticed a young child near the edge of a window in a building. At first, Feuzi watched the girl from the middle of the street, but as she got closer to the window, he decided to stand under the window.

Breaking news

1 Work in pairs. What is a 'rescue story'? Why do you think they are popular? Can you remember any dramatic rescue stories? What happened and who was involved?

2 Look at the photo and headline of the news report. What do you think the newspaper article will be about? Discuss in pairs.

3 Read the news report. Put the paragraphs in the correct order. What was the most dramatic part of the story? Why?

4 Read the news report again. In which paragraph do we learn about …

1 the physical condition Feuzi and the girl were in?
2 other people's reaction?
3 where everything happened?
4 how Feuzi saved the child?
5 how Feuzi became famous?
6 the hero for the first time?

5 Which words and phrases helped you decide on the order of the paragraphs?

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 your readers by using sequencing words such as *first*, *then*, *next*, etc. These words help the reader follow the development of the narrative.

6 Read the strategy. Complete the table with the highlighted words and phrases in the article.

Beginning	first, firstly, first of all, [1]_____
Ordering events	before, after, next, then, [2]_____, [3]_____, after that
Introducing new events	unexpectedly, [4]_____, [5]_____
Describing events that happen at the same time	[6]_____, [7]_____
Ending	finally, lastly, [8]_____

7 Choose the correct alternative.

1 Sam heard the explosion. **Later** / **Lastly**, he saw lots of fire engines driving towards the factory.
2 We were walking past a bank. **Suddenly** / **While**, a man who was wearing a mask and holding a big bag came running out!
3 **While** / **Immediately** they were rescuing the swimmer, a camera was filming them.
4 **Before** / **At first**, I didn't understand what was happening. I thought it was all part of a film!
5 I phoned for an ambulance. **Following that** / **Suddenly**, I tried to speak to the injured man while we were waiting for the ambulance.

8 THINK & SHARE Work in groups. Decide what have been the biggest local, national and international news stories recently. What makes a story interesting?

9 Read the task. Think of a story for a news report that will interest your audience.

> Write about a local, a national or international story for your school website or newspaper. Use your own ideas.

10 Plan your work. Make notes.

1 Think about what happened and when. Where did it happen and who did it happen to?
2 What could you include to make the report interesting?
3 Remember to use three paragraphs and think of a headline.
4 Think about which phrases from Ex 6 you can use.

11 Write your news report.

12 CHECK YOUR WORK Did you …

- answer all the questions about the event?
- organise your ideas into clear paragraphs and order the events clearly?
- use narrative tenses correctly?
- check your spelling and grammar?

Grammar

1 Complete the sentences with the correct past simple, past continuous or past perfect form of the verbs below.

forget leave look play send think

1 We _____ a video game when the package arrived.
2 I didn't go to sleep until I _____ a few messages.
3 Had they guessed the answer before they _____ at the solution?
4 Sam was walking home when he remembered he _____ his bag at school.
5 Lara had changed the time of the meeting, but she _____ to tell her teammates.
6 Sean gave up while I _____ about my next move.

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

1 Now that you have lived in Buenos Aires for six months, _____ Spanish every day? (you / speak)
2 My grandma _____ all the emails she received, but now she's much more careful. (answer)
3 It took a few weeks to _____ all the extra work at university. (do)
4 I found Shakespeare's plays difficult at first, but I _____ them now. (read)
5 We _____ card games, but we really enjoy them now. (like)
6 Where _____ before they moved here? (they / live)

Vocabulary

3 Complete the text with the words below. There are four words that you do not need.

challenges cheat clues competitive entertainment follow the rules skills solutions take part teammates

I love all types of [1]_____ and tests and I would describe myself as [2]_____, although I know how to lose! Of course, I prefer to win, but I always [3]_____ and would never [4]_____. I like to win because of my own [5]_____ and abilities or thanks to the help of my [6]_____, not by breaking the rules!

4 Choose the correct answer: A, B, C or D.

1 I felt really … when I asked Tom's mum if she was his grandmother!
A painful B embarrassed C annoyed D displeased
2 We were … when my sister told us she was going to have a baby.
A delighted B relaxed C lonely D interested
3 I was … that I had won the game, but then Harry made a great move!
A disappointed B cheerful C convinced D comfortable
4 Unfortunately, some old people are … and nobody visits them.
A lonely B fascinated C confused D worried
5 I usually like horror films, but I was really … by that one!
A relaxed B amazed C frightened D uncomfortable
6 I was really … with Sam and the way he cheated!
A embarrassed B annoyed C nervous D confused

Cumulative review

5 Read the text and choose the correct answer: A, B or C.

'You're never going to believe this! We were in Paris for the summer holidays and of course, one day we visited the Eiffel Tower. As we [1]___ towards the tower, my mum asked us to stop for a photo of all the family in front of it. Anyway, she asked a young woman to take our picture, and [2]___ who it [3]___? It was Ms Roberts, our French teacher from our school in Manchester! We were all [4]___ to see her there!'

We are [5]___ by coincidences, and mathematicians [6]___ hearing about incredible stories that they say aren't real coincidences. So, what do they say about the Eiffel Tower story?

Well, both the student and teacher were from the same school, so it isn't surprising that they [7]___ a holiday at the same time. Also, they [8]___ from Manchester, a city with a major airport and frequent cheap flights to Paris. Also, the Eiffel Tower is the world's most popular place to visit. In the past, when people didn't [9]___ to travel so much, perhaps a story like this was a coincidence. But today, mathematicians aren't [10]___. What do you think?

1	A were walking	B had walked	C used to walk
2	A guess	B cheat	C give up
3	A asked	B was	C was asking
4	A annoyed	B cheerful	C amazed
5	A embarrassed	B fascinated	C lonely
6	A used to	B get used to	C were
7	A were having	B had had	C had
8	A flew	B had flown	C were flying
9	A use	B used	C get used
10	A confused	B frightened	C convinced

Think & share

6 Speak or write. Answer the questions.

1 What does it mean to be lucky? How important do you think luck is in life?
2 Think of a recent news story in your country that involved good luck. What happened?
3 When have you been lucky / unlucky? Why do you think you were lucky / unlucky on that occasion?
4 Think of three things people do that they hope will bring them good luck for a special event, e.g. an exam, a wedding, etc. Do you think these things work?

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 on 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. Read the article and look at the first gap. What is the topic of the sentences before and after the gap? What tense is used? What pronouns are used? What are the key words? Which sentence fits the gap?

Write your own fan fiction!



What happens when you finish reading all the Harry Potter books or when you finish the final book in your favourite series? It's quite simple: you write your own story about the characters! Well, that's what I decided to do! [1]___

As a teenager, I started writing short stories about some of JK Rowling's characters. Not many people read them, at first. [2]___ This encouraged me to start writing stories with my own characters. Today, I am a professional writer and I have published two novels.

The idea of writing stories about characters created by other writers is called fan fiction, or fanfic for short. Fans of a particular writer or series have written their own stories using the original characters for years. *Star Trek* was one of the first TV series to have fans who wrote new stories themselves. [3]___

Fan fiction has become even more popular with the development of the internet. This is because it is free to have your story published on specialist websites. [4]___ Today, fan fiction can be almost as popular as the original work!

What do authors think about fan fiction? JK Rowling herself encourages fans to write stories using her characters. Anne Rice, who wrote *The Vampire Chronicles*, thinks that fan fiction is wrong, however. [5]___. Fans have to respect the writers who created their fictional heroes. After all, where would we be without them?

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.

A It is also a very easy way for thousands of people to read your stories.
B So I decided to give up and stop writing.
C Stories about her characters are always removed from fan fiction websites.
D In the 1960s, however, this wasn't possible.
E These early stories were often published in comics or fan magazines.
F They weren't well known at the time.
G It was one of the best decisions I ever made in my life!
H However, slowly the numbers grew, and I attracted a group of fans who regularly read my stories.

Speaking

EXAM STRATEGY

When the examiner asks you questions in a speaking exam, it's important to speak for the right amount of time: a short answer when giving simple information and a longer answer when you need to go into more detail. Only give one-word answers when it's appropriate.

3 Read the strategy above. Which question below needs a short answer? Which question needs a longer answer? How would you answer the question with the longer answer?

A Which country do you come from?
B What do you enjoy doing in your free time?



4 Work in pairs. Ask and answer the questions.

1 What's your name?
2 Which country do you come from?
3 What do you enjoy doing in your free time?
4 Do you spend your free time with friends or family?
5 Tell me about the last time you tried a new activity.
6 How often do you do exercise?
7 Tell me about what sort of exercise you do.
8 Which do you prefer: playing sport with other people or exercising alone?

VISION 360°

Learn about a games café and create a game.

Fun and games



Unit 1 360° hotspots

1 THINK & SHARE Work in pairs. Discuss the questions.

1 Do you prefer board games or video games? Why?
2 Why do we play games?
3 What can we learn from playing games?

EXPLORE 360°

Access the interactive 360° content now!

2 Look around the photo. Work in pairs and discuss the questions.

1 What can you see in the photo?
2 What kind of place is this?

3 ALL HOTSPOTS Explore the hotspots. Write the names of events or games that …

- are suitable for families with children.
- require physical skill, e.g. a steady hand
- are based on strategies and finding solutions
- involve using language and guessing
- are suitable for people who want to make new friends

4 Listen and complete the text.

Thirsty Meeples is a [1]_____ in [2]_____. You can go there between [3]_____ a.m. and [4]_____ a.m. A table costs [5]_____ for adults and [6]_____ for younger children. There are [7]_____ games to choose from. Catan is popular with [8]_____. In this game, you create [9]_____ and [10]_____. A [11]_____ is a thing that players use when they take part in a board game.

5 Read the poster and answer the questions.

1 What do games gurus do?
2 How does the 'Try and buy' scheme work?

6 Read the text. In pairs, take turns to describe how to play your favourite game.

7 Look at the cards in the video. Work in pairs and play Taboo.

8 Look at and listen to the information in these hotspots: ▲ ● ◆. Put the hotspots in order of how useful the information is for someone wanting to visit the café.

9 Work in pairs. Compare and explain your answers in Ex 8.

10 THINK & SHARE Make a list of skills we can learn from playing games and compare with your partner. Can you think of any video games that also teach these skills?



CREATE ... a game

STEP 1

RESEARCH IT!

Go online and find the answers to the questions.

1 Which are the most popular board or card games in your country?
2 Which website did you get this information from? Why did you choose this one?
3 What do you think makes these games so popular?

STEP 2

You are going to create your own game. Work in pairs and brainstorm ideas. Make notes to answer the questions. Use the phrasebook expressions to help you.

- What type of game is it?
- What is the name of your game?
- What are the rules?
- What equipment do you need?
- How do you win the game?
- What skills do you need to do well in the game?

PHRASEBOOK

The objective is to …
Players take turns to …
You roll a dice …
The game ends when …
The winner is …
To do well, you need to …

STEP 3

Think about the information you found in Step 1. In pairs, discuss the questions.

1 Why will your game be popular?
2 Will your game include similar features?
3 Do you want to make any changes to your game now?

STEP 4

Design a poster to show the class what your game looks like and how you play it.

STEP 5

Display your poster on the wall and present it to your class. Then read the posters, choose your favourite new game and explain why you like it.

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.

4 REAL ENGLISH Match phrases 1–5 from the video to phrases A–E that have a similar meaning.

1 I get you.	A Definitely!
2 Come off it!	B to stop being friendly
3 You can say that again.	C to laugh at someone
4 fall out	D I understand.
5 make fun of someone	E Stop being unrealistic.

5 2.02 VOCABULARY Complete the sentences about friends with the words below. Listen and check.

be cheer get on honest humour make support take tell

I usually [1]_____ friends with people I [2]_____ well with.

How important is it to [3]_____ into the same things as your friends?

I have the same sense of [4]_____ as my best friend, so it's easy to make her laugh and [5]_____ her up when she is feeling down.

I want my friends to be [6]_____ with me and always [7]_____ the truth.

Be kind and always show your friends respect.

It's important to [8]_____ an interest in your friends and give them [9]_____ and show them loyalty when they need it.

6 Replace the **bold** words and phrases below with the correct form of the highlighted words and phrases from Ex 5.

1 Ashu and I **find these things funny**.
2 I always **treat** my friends **well**.
3 Omar never **asks me questions about** my life. It's really annoying.
4 It's very simple. You **don't lie** to your friends.
5 Martina finds it easy to **become friends** with people.
6 Colm **really helped me out** when I was having a bad time. I won't forget that.
7 Becky and I **like the same stuff**: music, films and TV shows.
8 Daniela knows how to **make** me **feel better** when I'm a bit sad about something.
9 Even when I had made a mistake, my friends **remained close** to me and didn't walk away.

7 Complete the text about a famous book with words and phrases from Ex 5.

How to [1]_____ friends



Published in 1937, Dale Carnegie's *How To Win Friends and Influence People* is one of the best-selling books of all time. Why? Because its advice is simple. We get on [2]_____ with people who make us feel good about ourselves. Take an [3]_____ in other people and you'll soon find out if you are [4]_____ the same things. Smile at them and laugh at their jokes, even if you don't have the same [5]_____. Show everyone you meet [6]_____ and make them feel important, but be [7]_____ about it. There's no need to pretend.

And finally, remember that a person's name is the most important sound in any language to them.

8 THINK & SHARE Work in pairs. Answer the questions and discuss your answers.

1 What are the three most important and the three least important qualities of a friend? Use the phrases from Ex 5 to help you.
2 Think about the three most important qualities. Why is it important for your friend to have these qualities?
3 Are your answers to question 1 the same for both online and real-life friends?
4 Think about a friend of yours. Which qualities do they have?
5 What do you understand by this quotation?

> **If you go looking for a friend, you're going to find they're very scarce*. If you go out to be a friend, you'll find them everywhere.**

(*not available in large amounts)

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.

A friend in need

1 Work in pairs. Discuss the questions.

1 Have you ever done something to help a friend in need?
2 Have you ever needed help from a friend? What was it?
3 What do you understand by the phrase 'a display of true friendship'? Can you think of some examples?

2 VOCABULARY 2.06 Complete the collocations with the verbs below. Listen and check.

do (x2) earn learn make put

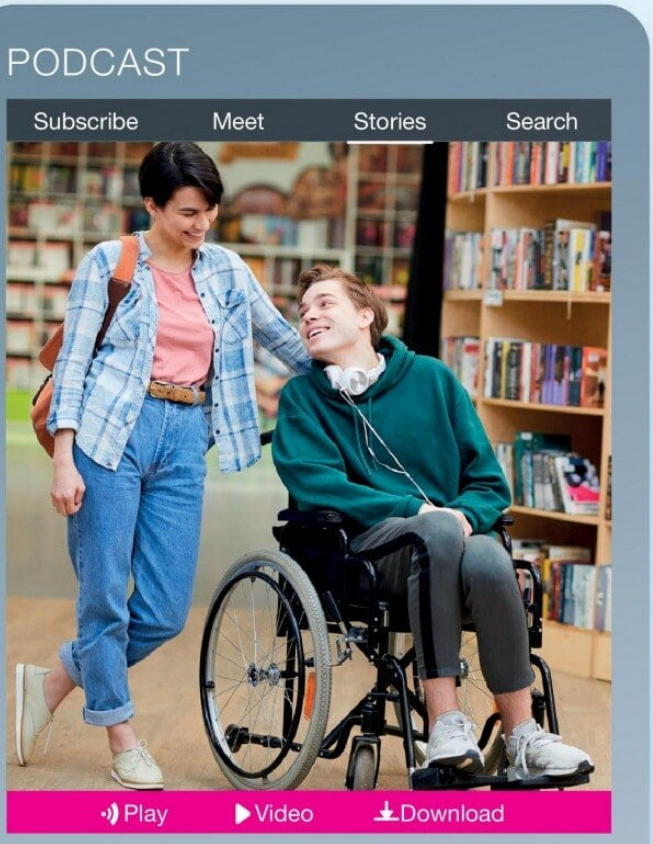
1 _____ a part-time job
2 _____ a difference
3 _____ your mind to something
4 _____ a lesson
5 _____ someone a favour
6 _____ money

STRATEGY Paraphrasing

When you listen to a recording, speakers often use different words and phrases from those used in the task on the page. It is important to recognise different ways to express an idea, for example:
I like my friends to be honest. = It's important that my friends tell the truth.

3 2.07 Read the strategy. Then listen and match the paraphrased expressions to the collocations in Ex 2.

4 2.08 Listen to the podcast. What was the display of true friendship in the story?



good deed – a good thing that someone does

5 2.08 Listen again. Complete the sentences. Remember that the sentences may be expressed differently in the recording.

1 Liza and Aaron have known each other since _____.
2 Liza's family have lived _____ her whole life.
3 Aaron worked at the weekends so he could buy _____.
4 It took Aaron _____ to save enough money.
5 Aaron wanted to help Liza because _____.
6 Aaron's dad feels that helping Liza has made Aaron more confident in _____.

PRONUNCIATION the schwa /ə/

In spoken English, the schwa /ə/ is the most common vowel sound. It is used in words and syllables that are not stressed. A, E, I, O and U can be the schwa sound if unstressed.
about demonstrate writer
Can you help?
Have you been to France?
I told you to give her a ticket.
The teacher gave us some homework.

6 PRONUNCIATION 2.09 Read the pronunciation box. Then listen and repeat the example words and sentences.

7 2.10 Listen and underline all the /ə/ sounds. Then listen and repeat the sentences.

1 It happened in a small town in Victoria, in the south of Australia.
2 And it's a news story about two school friends who have known each other since first grade.
3 Liza's family is originally from France.
4 So, he made the decision to buy her the ticket.
5 She's always been a really good friend to me and I wanted to do her a favour.

8 Work in pairs. Use the words and phrases below to make notes about the main events in the story about Liza and Aaron.

France grandparents make some extra money
reach his target ticket two good friends

9 MEDIATION Write a summary of the story in under 75 words. Use your notes from Ex 8.

10 THINK & SHARE Work in pairs. Discuss the questions. Answer in your own words.

1 Do you agree with the statement, 'Everyone benefits from doing a good deed.' Why? / Why not?
2 Does it matters if someone's motivation for doing a good deed is selfish? Why? / Why not?
3 Do you know any other true stories of someone doing a good deed for a friend? What happened?

The inclusive classroom



1 Work in pairs. Discuss the questions.
1 Which subjects at school do you find easy and which do you find difficult? Why?
2 What kinds of things can affect how easy or difficult you find a particular subject, skill or task?

2 2.11 Listen to a teacher describing something that happens in her class. What is she describing?
A a class activity
B a language test
C a discussion about classroom rules
D a Spanish lesson

3 2.11 Listen again and answer the questions.
1 When do students usually do the whole-class activity?
2 What do they have to do?
3 What is different about each group's instructions?
4 Why do some students complain at the end?

4 Read some comments from students who have just done the task. What did they think of it?

Lucy
The activity was really easy to do and our group finished first. The teacher was pleased and told us we were the cleverest students in the class. Even though the task was really easy, we felt pleased with ourselves and proud. But then I looked around at the other groups and saw that the task was more challenging for them. I'll be honest, I felt quite awkward and a bit ashamed as it wasn't really fair.

Chris
Our instructions were in Spanish. I can speak a little Spanish, but it still took us a while to actually understand what we had to do and I got quite confused. By that time, the first group had finished and the teacher was telling them how great they were. I was really bothered that the teacher did that as it wasn't fair at all. They were no better than us; they just had a language advantage.

Phoebe
The task itself wasn't difficult, but we had to do it using only one hand. That was a real challenge and I became quite anxious and stressed racing the other groups. We were doing our best, but then the teacher stopped everyone and just focused on the group that finished first. I have to admit I was jealous of them. But it was also so much easier for them. We'd done our best, but the teacher didn't care. I was pretty upset.

5 Read the comments again. Write the correct student's name (Lucy, Chris or Phoebe) next to the opinions (1–6). Use each student's name twice.
1 It wasn't fair because it took us longer to understand what we had to do. _____
2 It felt good to receive such positive comments from the teacher. _____
3 When the teacher congratulated the winning group, I felt sad and wanted to feel like them. _____
4 We were no worse than the group that won. _____
5 My feelings changed when I realised that our instructions were much easier than everyone else's. _____
6 It was quite stressful competing against the other groups like that. _____

6 VOCABULARY 2.12 Find the adjectives below in the comments in Ex 4 and match them to the definitions. Listen and check.

ashamed awkward bothered jealous
pleased proud stressed upset

1 embarrassed about something you've done
2 happy and satisfied
3 sad because something bad has happened
4 feeling uncomfortable
5 feeling pleased with something you have done
6 annoyed
7 nervous and unable to relax
8 feeling bad because you wanted something someone else has

7 THINK & SHARE Answer the questions using the adjectives in Ex 6 and your own words. Then, in pairs, discuss your answers.
1 What feelings did the students doing the task have and why do you think they felt like this?
2 If you weren't in Lucy's group, how would you feel doing this activity?
3 What can we learn from this activity?
4 How would you feel if you were a student with language or physical difficulties in your class?

8 Work in groups. Talk about ways you can make sure new students, students with a different first language or students with physical difficulties feel included in your classroom. Make notes and use the ideas below to help you.
- working individually and working in groups.
- where students sit in the classroom.
- tests and exams.
- activities outside the classroom.

9 Use your notes from Ex 8 and write a short guide with advice to help students and teachers. Use some of the adjectives in Ex 6 to explain how students might feel and the phrases in the Phrasebook for giving advice.

PHRASEBOOK Giving advice
You should / shouldn't …
It's a good idea to …
The student would appreciate it if …
The best thing you could do is …
In this situation, I would recommend …

Relationships

1 Which animals do you think have friendships? Do you think there are any similarities between human and animal friendships?

2 Read the article. Find three similarities between human and animal friendships.

3 Read the article again and choose the correct answer: A, B, C or D.

1 Some intelligent species of animals have three …
A types of food. B predators. C social groups.
D unique whistles.

2 The purpose of a social group with 50 members is for animals to …
A regularly socialise. B hunt for food. C make friends.
D help protect each other.

3 Research has found that male dolphins …
A are friends with sharks. B play games with all other dolphins.
C have one or two long-term friendships. D copy humans.

4 Dolphins use whistles to …
A copy each other. B call friends. C protect themselves.
D increase trust.

4 VOCABULARY Check the meaning of the highlighted phrases in the article. Then use them to replace the **bold** phrases.

1 This year, we're **working together with** students from another school to organise the town festival.
2 I **like** Anya. She's easy to talk to and really good fun. We also **share many interests**.
3 Alex **had an argument with** Lina because she was always on her phone when they were out together.
4 Radek's really lucky to have Artur as a friend. He can always **go to** him when he has a problem.
5 Francesca always does what she says. You can **depend on** her.
6 My older brother always **takes care of** me.

5 VOCABULARY Check the meaning of the phrases below. Then complete the sentences with the correct form of the phrases.

be keen on catch up with get to know
keep in touch look up to

1 I _____ with most of my friends through social media.
2 I really _____ my grandma. She is very wise and she's a very strong woman.
3 Did you _____ many new people when you joined the basketball club?
4 I _____ going to parties and meeting new people. I love it!
5 It was great to _____ Rachel last night after such a long time. We had so much news to tell each other.

6 THINK & SHARE Work in pairs. How have your social groups changed over time? What has changed and why?

7 Work in pairs. Discuss the questions and give reasons for your answers. Which people in your social groups …

- do you rely on the most?
- do you look up to most?
- have you fallen out with?
- do you turn to if you have a problem?

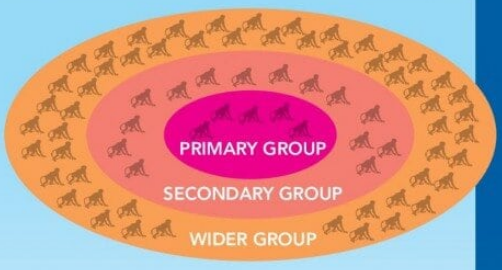
8 Work in pairs. Ask and answer four more questions using the phrases in the article and Ex 4.

Friends aren't just for humans

In the animal world, social groups often form around families who rely on each other for food, care and protection. However, research has shown that like humans, some intelligent animals also have the ability to make friends with animals they are fond of.



Animal social groups



It is common for these animals to have three social groups, as shown in the diagram. The 'wider group', which often has around fifty members, gives all the animals protection against predators. The next 'secondary group', which might contain around fifteen members, regularly socialise together and also co-operate with each other when hunting for food. However, animals in large social groups often have up to five close friends, who they look out for and turn to for protection when they fall out with other members of the larger group. This is their 'primary group'.

Research done by Shark Bay Dolphin Research in Australia has found that male dolphins form primary friendship groups with one or two male friends who are not family, and these friendships can last a lifetime. These dolphins hold fins as they swim and copy their friends when they play. In humans, copying can increase trust and perhaps it has the same effect for dolphins. Most unusually, these dolphins also have unique whistles which they use to call their close friends, just like human names. So it seems we have lots more in common with these animals than we first thought.

Present perfect simple and continuous

1 What do you think the saying 'It takes a long time to grow an old friend' means? Read the dialogue and find out.

Jim You look like you're in a good mood. What have you been doing?

Shelpa I've been hanging out with some of the girls in my running group. They're really funny.

Jim How long have you known them?

Shelpa We've been hanging out for a few weeks. We've met three or four times.

Jim Would you call them your friends?

Shelpa Not yet because we haven't spent much time together. Why?

Jim I've just finished an article about how long it takes to make a friend.

Shelpa Really? What have you found out?

Jim Researchers at the University of Kansas, in the USA, found that it takes around 50 hours to become casual friends with someone, 80–100 hours to become proper friends and more than 200 hours together to become a close friend.

Shelpa So the saying is true: it takes a long time to grow an old friend.

2 Underline examples of the present perfect simple and continuous in the dialogue. Then use some of them to complete the examples below.

Present perfect simple and continuous

Grammar animation

We use the present perfect simple …

1 for experiences and completed actions with the focus on the result.

I _____ just _____ an article about how long it takes to make a friend.

What _____ you _____ out?

2 to say *much* / *many*; to say how often something has happened.

We _____ three or four times.

We _____ much time together.

We use the present perfect continuous …

3 for an action that began in the past that is relevant now and will possibly continue in the future.

I _____ with some of the girls in my running group.

4 for a completed action that has recently finished with the focus on the activity.

You look like you're in a good mood. What _____?

5 to say how long.

We _____ for a few weeks.

We form the present perfect simple with *have* / *has* + past participle. We form the present perfect continuous with *have* / *has* + *been* + *verb* + *-ing*.

GRAMMAR BOOSTER P135

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

1 I _____ to this café for over a year. (come)
2 You _____ to Ali three times today. (speak)
3 Dora _____ her homework yet. (not finish)
4 They _____ that new series all week. (watch)
5 How long _____ you _____ your dog? (have)
6 I _____ any of her books. (not read)
7 What _____ you _____ all day? (do)
8 She _____ English for a long time, but she will be much better when she finishes this course. (not study)

4 Complete the sentences with the verbs below. Use the present perfect simple or continuous.

argue be fall out get on get to know not keep realise take work

1 It _____ me a few years to really get to know Erin.
2 We often argue and we _____ many times over the years, but recently we _____ well.
3 I feel bad that I _____ in touch with Kaheem, but I lost his phone number and he doesn't use social media.
4 How long _____ Marta _____ part-time at the supermarket?
5 I'm really angry because I _____ with Chris all afternoon about the party on Saturday.
6 Asha _____ the new girl in our class this morning.
7 Recently I _____ that I don't have anything in common with Charlie.
8 How long _____ you _____ friends with Soraya?

5 2.15 Listen to an interview. What does the host, Jack, ask Megan for advice about?

6 2.15 Listen again. Answer the questions with the correct form of the present perfect simple or continuous.

1 What statistic does Megan give about adults from the USA making friends?
2 Why does she think it is easier for teenagers to find friends than older people?
3 Why is Jack particularly interested in finding out about making friends?
4 What's the first question that Megan asks him about his efforts?
5 What has Jack been thinking about?
6 How has Megan met some new people in her city?

7 THINK & SHARE Work in pairs. What advice would you give to someone wanting to make new friends in your town?

8 Write a short paragraph about a person you have met recently. Use the past simple, present perfect simple and continuous. Include details about the person you have met, where you met them and what you have been doing together.

The science of friendship

1 Work in pairs. Think of as many benefits of having friends as you can.

2 You are going to read an article about the science of friendship. Before you read, do you think these statements are true (T) or false (F)?

1 Having good friends is important for our health.
2 People who often see friends get ill less.
3 Spending time with friends increases stress.
4 Our friends usually have very different genes to our family.
5 We have very similar immune systems to our friends.

3 2.16 Read the article and check your answers to Ex 2.

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 and the article again. Are the highlighted phrases formal or informal in register and tone?

5 Complete the article with sentences A–G. There are two sentences you do not need.

A It's possible that explains why I've been feeling a bit stressed recently.
B We all know how important our friends are.
C You might be surprised to learn that most of my friends are great cooks.
D This could explain why I've made quite a few friends in my local coffee shop over the past year!
E After all, people with different immune systems won't suffer from the same illnesses as you.
F It doesn't seem to matter if our friends share the same interests as us.
G A study in 2014 found that we also have similar genes to our friends.

6 Work in pairs. Discuss the questions. Use the article to help you.

1 Why can spending time with friends reduce stress?
2 Why could the saying 'our friends are the family we choose' actually be true?
3 Why does it makes sense to have different immune systems from our friends?

7 THINK & SHARE Work in pairs. Talk about a time when a friend …

- reduced or increased your stress.
- was good or bad for your health.



Good friends, good science

Have you ever thought what's so great about your friends and why you hang out with the people you do? I've been reading a lot of great stuff online recently that shows that science can answer some of these questions.

[1]___ They are the people we go for a coffee or to the cinema with, they make us laugh when we feel like crying, they help us with our homework and when things go wrong. But did you know that research has shown that having friends is also good for our health?

In fact, people who spend time with their good friends have stronger immune systems, which means they are less likely to get sick and will recover more quickly from an illness. They can also help reduce how stressed we feel because spending time with friends decreases the level of cortisol, a hormone that increases stress in our bodies. [2]___ It's exam time and I haven't been hanging out with my friends so much!

Have you ever wondered why you get on with some people better than others? Science has an answer for that as well. Generally people think that we are more likely to make friends with people who we have things in common with, but I was surprised to find out that this isn't only about being into the same TV shows, bands or sports. [3]___ In reality, they are similar to the genes of people who have the same great-great-great-grandparents! So, perhaps it really is true to say 'our friends are the family we choose'. As well as this, the study also found that friends are actually fond of similar smells. [4]___

What I found even more interesting in this study was that while our genes may be similar, our immune systems are quite different, which makes sense when you think about it. [5]___ And who wants a mate who just keeps giving you their flu bugs?

So, the next time you're with your friends and wondering why you spend so much time with them, it might be all down to science!

genes – part of a cell that parents pass on to their children that controls something about us
hormone – a chemical in the body that influences how it functions
immune system – the system in your body that fights illnesses and disease

2.8 SPEAKING

Plan a presentation about a school event and use signposting.



Welcome week

1 Look at the photo that shows students on their first day at secondary school. In pairs, discuss the questions.

1 What do you think is happening in the photo?
2 How do you think the students are feeling?
3 How did you feel during your first week at school?
4 What problems did you experience?
5 What do you know now about the school that you wish you had known then?

2 2.17 Read the task. Then listen to a student doing the task. Make notes with a summary of each point she mentions.

Give a presentation for about a minute about the best ways to welcome new students during their first week at school. Think about what …

- the students can do.
- the teachers can do.
- events you can organise.

3 2.17 Read the Phrasebook. Listen again and tick (✓) the phrases you hear.

PHRASEBOOK Signposting

Introducing the subject
In this talk, …
I'd like to start by …
First of all, …
Moving on
We've looked at … so let's move on to …
Turning to …
Giving an example
For example, …
For instance, …
Ordering
Firstly, …
Secondly, …
Finally, …
Summarising
In conclusion, …
To sum up, …

4 2.18 Complete the extracts from another student's presentation with some of the phrases from the Phrasebook above. Then listen and check.

'Good morning. [1]_____ telling you about the situation in our school at the moment, before [2]_____ our suggestions for improvements.'

'[3]_____ what is happening in our school, so [4]_____ our suggestions and ideas. [5]_____, we think all new students should receive an information pack.'

'Teachers also need to be involved. [6]_____, they could pair new students with returning students.'

'[7]_____, there is a lot we can do to welcome new students into the school and we hope you will help us with this. Thank you.'

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. Work in groups of three or four. Think of a few ideas to celebrate the end of the school year.

6 In your group, plan a presentation for one of your ideas in Ex 5.

Include …

- a short introduction that explains the topic.
- three ideas of what you will need to do.
- a summary of your ideas and a concluding sentence.
- the signposting phrases.

7 Listen to the other groups' presentations and make notes about the points below. Then compare your ideas and choose the best presentation.

1 Which presentation was the clearest? Why?
2 Which presentation was the most interesting? Why?
3 Which ideas did you think were the best?

8 REFLECT In your group, think about how you would improve your presentation. Think about …

- your ideas.
- how clear your presentation was.
- the use of the language for signposting.

Changing

1 Work in pairs. Discuss the questions.

1 What free-time activities did you use to do with your family five or six years ago?
2 What do you do with your family now? How is it different?
3 Who do you feel understands you better: your friends or your family?



2 Read the forum post. Is your situation with your family the same? Does the writer mention any of the things you said in Ex 1?

FORUM

How has your relationship with your family changed since you were a child?

A 3 5

When I was younger, I relied on my family for everything. My parents looked after me and also sorted out any problems I had. My brother and sister were my best friends, although we didn't have much in common and argued a lot!

B

These days, my relationship with my family has changed. I still get on well with them. However, I don't rely on them for so many things and I don't hang out with my brothers and sisters so much, as that is what my friends are for.

C

For instance, in the past, when I hurt myself or fell out with my friends, I told my parents and they helped me feel better. My mum took me shopping as well as taking me to the dentist and doctor, and every weekend I played tennis or volleyball with my brother and sister. They were the centre of my world. But that's changed. I don't need to turn to my parents for help so much because I can do things on my own. Also, I don't spend that much time with my brother and sister anymore since I have friends who I get on with better than with my siblings!

D

To sum up, as I've got older, I've become more independent and I rely on my family less and less. However, they still take a huge interest in my life and I know they are still there for me, and I wouldn't change that for anything!

3 Read the post again and complete the sentences to summarise the forum post. Use your own words.

1 In the past, his family …
2 These days, he spends less time …
3 When he was young, he went …
4 His friends have become …
5 He doesn't need to rely on …

4 Complete the Phrasebook with the highlighted phrases from the post.

PHRASEBOOK Linking words

Giving a reason: because, [1]_____, [2]_____
Adding information: and, [3]_____, [4]_____
Contrasting: but, [5]_____, [6]_____
Giving an example: for example, [7]_____

5 Use phrases from the Phrasebook to extend your sentences from Ex 3.

In the past, his family did everything for him. For instance, they looked after him and sorted out his problems.

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 your experiences in relationships have changed.
Paragraph 1: start with a description of what the relationships were like in the past.
Paragraph 2: explain how the relationship has 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.

6 Read the strategy and match topics 1–4 to paragraphs A–D in the forum post.

1 how I view my family today
2 how the relationship with my family has changed
3 details about what my parents used to do for me and how that has changed
4 my relationship with my family when I was a child

7 Read the task and the questions below. Make notes.

How have your friendships changed since you were a child?

1 What did you do with your friends when you were a child? How did you feel about them?
2 How has this changed?
3 Think about a good friend. How long have you known them? How are they a good example of friendship?

8 Plan your work.

1 Organise your notes in Ex 7 into paragraphs. Use the plan in the strategy box.
2 Include linking words.

9 Write your forum post.

10 CHECK YOUR WORK Did you …

- use language from the Phrasebook?
- use paragraphs?
- use vocabulary of friendship and relationships from this unit?
- check your spelling and grammar?

Grammar

1 Complete the sentences with the correct form of the past simple and present perfect simple. Use one word in each gap.

1 We _____ seen our cousin Arthur _____ six months.
2 Sorry I'm late. I woke up late and I _____ the bus.
3 _____ you _____ been to Barcelona? It's an amazing city.
4 I haven't spoken to her _____ we _____ that big argument.
5 _____ Matthew finished watching that film _____?
6 A _____ the postman been this morning?
B Yes, he's _____ delivered this parcel for you.

2 Choose the correct answer: A or B.

1 We … French since last summer.
A have studied B have been studying
2 How long … your best friend?
A have you known B have you been knowing
3 You look tired. Have you … OK recently?
A slept B been sleeping
4 I like this café, but I … here only three times in total.
A 've only come B 've only been coming
5 Luke is a good player, but he … many matches this year.
A hasn't played B hasn't been playing
6 They're bored because they … the same thing at work all day.
A have been doing B have done

Vocabulary

3 Complete the sentences with the words below.

cheer get honest into kind make respect sense support take tell

1 I think it's important to _____ an interest in my friends' lives. It shows I care about them.
2 Friends need to show each other _____. If they don't, find new friends!
3 My best friend knows exactly how to _____ me up when I'm feeling sad.
4 If your friends don't _____ you the truth, that's a real problem. Being _____ is a really important quality of a friend.
5 Richard and I aren't _____ many of the same things, but we have the same _____ of humour and are always laughing together.
6 How quickly did you _____ friends at your new school? Is there anyone you _____ on really well with?
7 In my opinion, the sign of a real friend is that they are _____ and give you _____ when you most need it.

4 Match the sentence halves.

1 Last summer, I caught up with
2 I really look up to
3 Lucy fell out with
4 When I'm upset, I always turn to
5 Martin is keen on
6 Tom keeps in touch with

A Mike because he always leaves her waiting.
B his relatives in Australia on Skype every weekend.
C Nina because she listens to my problems.
D some friends I haven't seen since primary school.
E science fiction books and that's why we get on well!
F my uncle Joe because he has spent his life working as a doctor in some of the poorest countries in the world.

Cumulative review

5 Choose the correct alternative.

Have you [1]**ever** / **already** thought about the history of friendship? It's likely that humans [2]**have been making** / **have made** friends for as long we have existed. But the first people to write about friendship were the Ancient Greeks. Greek men used the word 'philia' to describe the people they were [3]**keen** / **fond** of, both inside and outside of their families.

In the Middle Ages, when war and disease were common problems, friendships became very important for both men and women, especially the poor, as they [4]**relied** / **turned** on their friends for help and support. They [5]**showed loyalty** / **looked out** for each other.

The Industrial Revolution in the 19th century changed people's social and working lives and with it their friendships. Because it was easier to travel, rich people met up more with people they had things in [6]**same** / **common** with, while poor people came together and [7]**co-operated** / **relied** with each other to form unions and societies to improve their working and living conditions.

By the 20th century, friendship was at the centre of people's lives and for the first time, friends became more important than family. This was also the first time when people from different classes [8]**have been starting** / **started** to be friends. And by the end of the century, friendships between men and women had also become normal.

Now, people who have [9]**just** / **never** met can [10]**get to know** / **look up to** each other and form friendships online. Has this new technology brought us closer together?

Think & share

6 Read the quote and answer the questions.

> **Words are easy, like the wind; faithful friends are hard to find.**
> *Shakespeare*

1 What do you think this quote means? Explain in your own words.
2 How long have you known your closest friend?
3 Do you think it's possible to be good friends with someone you have only recently met? Why? / Why not?
4 Have your friends changed as you have got older? If so, how?

Listening

EXAM STRATEGY

When you complete missing information, look at the words before and after each gap before you listen to the recording. Think about what sort of information is needed in each gap. Is it a place, a date, a time, an object, a person, a number or something else?

1 Read the strategy above. Then read the exam task in Ex 2. Look at the first gap. What sort of information do you need?

2 2.19 You will hear a boy called Adam talking about what he did at the weekend. For each question, write a word, a number, a date or a time in the gap.

Adam prefers the [1] _____ where Marco's family live to living somewhere in town.

They went for dinner at an Italian restaurant at [2] _____ o'clock.

On Saturday at lunchtime they ate [3] _____ and fruit by the sea.

Marco invited about [4] _____ people to his birthday party on Saturday evening.

Marco said that his favourite present was the one that Adam and his [5] _____ gave him.

Adam's holiday to Majorca begins on [6] _____.

Use of English

EXAM STRATEGY

When you have multiple-choice options for a text with missing words, first choose a word to fit a gap. Then look at the other answer options and decide why they don't fit the gap. When you have completed all of the gaps, read the whole text to check that it makes sense.

3 Read the strategy above. Then read the exam task in Ex 4. Look at question 1. What is the correct answer? Why are the other options incorrect?

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

Many young people today are choosing to study in another country. It's a big decision so it's really important to think carefully [1] ___ all the advantages and disadvantages. And if possible, it's a good idea to talk to someone else who has already tried [2] ___.

One of the best things about living in another country is that you can experience a totally new way of life, from food and entertainment [3] ___ different attitudes and behaviour. It can also be a great opportunity to learn a new language, or to improve one you've been [4] ___ in the classroom. On the other hand, you may take [5] ___ time to feel comfortable with a new culture, and you'll probably find that you miss your friends and family. You might not be able to go back for weekends or longer holidays – it may be too far or too expensive to make regular trips home. And some people can feel very lonely until [6] ___ make new friends. Less confident students could find it difficult to speak to new people, especially if language is an issue as well. Of course, social media is a great way to keep [7] ___ touch with your loved ones, but it's important not to rely on that completely.

Finally, don't forget that studying can be expensive, and studying abroad has [8] ___ of extra costs. For example, you have to pay for flights there and back, travelling around [9] ___ explore the country, and your accommodation, which might be much more expensive than in your home country. However, living with a family is [10] ___ an option. This might be cheaper than sharing a house or apartment with other students, and it should help you become familiar with the language and culture more quickly. So, the advice is to do your research, be realistic, and don't rush into any big decisions!

1	A about	B with	C for
2	A him	B them	C it
3	A to	B at	C by
4	A study	B studied	C studying
5	A few	B some	C many
6	A you	B we	C they
7	A in	B of	C for
8	A lots	B much	C most
9	A for	B to	C with
10	A never	B ever	C sometimes

Writing

EXAM STRATEGY

When you write longer texts like articles and essays, try not to repeat the same words or ideas too many times. You can do this by using reference words (e.g. *it*, *they*, *this*, *that*, *these*) to refer to things that you have already mentioned.

5 Read the strategy above. Then complete the sentences with the words below.

These They This

1 A good friend is someone you can always rely on. _____ is one of the most important qualities in a friend.

2 A good friend is someone you can share your problems with. _____ will listen to what you say.

3 A good friend is kind, thoughtful and caring. _____ are some of the most important qualities in a friend.

6 You see this notice on an English-language website. Write your article.

Articles wanted!

Friendship

- Why are friends important?
- What qualities do you look for in a friend?
- What specific examples of friendship can you tell us about?

Write an article for our website answering all these questions!

3

VOCABULARY
Going online
Flexible learning

GRAMMAR
Modal verbs of deduction and speculation
Comparatives and superlatives

READING
An online article

LISTENING
A podcast about artificial intelligence

GLOBAL SKILLS
Talking about data

SPEAKING
Describing a photo

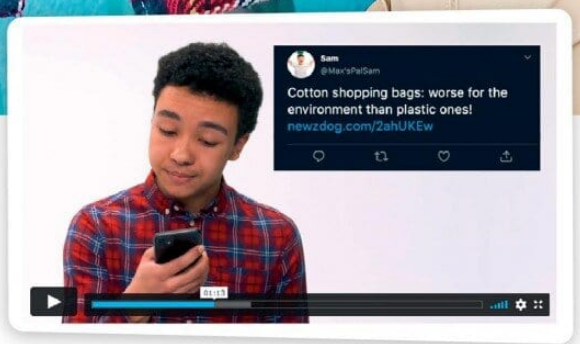
WRITING
A product review

VISION 360
Back to nature

VOCABULARY BOOSTER P116–117
GRAMMAR BOOSTER P136–137

Fake news!





1 Work in pairs. Give a short definition for the word *fake*. How do you pronounce it?

2 Discuss how the things below are sometimes fake.

art fashion news photos
product reviews social media accounts

3 **THINK & SHARE** Work in groups. Read the news headlines. Which do you think are possibly true and which do you think are possibly fake? Why?

A Science shock – cotton shopping bags worse for the environment than plastic ones! **View**

B NEWS
Tech billionaires recommend parents control children's use of technology.

C Regularly smelling the plant rosemary improves your memory by 75%.

4 3.01 Watch or listen. Which headlines do they talk about? Which headlines are fake news?

5 3.01 Watch or listen again. Are the sentences true (T) or false (F)?

1 There are three things to check before you decide if a news article is fake or not.
2 Isobel shared the story about cotton shopping bags.
3 The Danish government did a study on making cotton bags.
4 Other websites are reporting a different story about cotton bags.
5 Isobel contacts a professor to check the 'rosemary' story.
6 Rosemary can improve your memory by 7.5%.

6 Work in pairs. What are the three questions we should ask to discover if a story is true or fake? What other questions could we ask?

7 REAL ENGLISH Match 1–5 to A–E.

1 spot something
2 have a ring of truth to it
3 see something coming
4 check something out
5 far-fetched

A study something to see if the information is correct
B difficult to believe, unlikely
C see or notice something that is difficult to see
D predict or expect something to happen
E when something seems true, but you can't prove why

8 VOCABULARY Check the meaning of the verbs below. Then in pairs, explain the difference between the words.

1 analyse – browse
2 delete – copy and paste
3 follow – troll
4 blog – tweet
5 google – stream
6 update – contact
7 message – post

9 Complete the article with the correct form of the verbs from Ex 8.



In a world where influencers and other celebrities can reach 1 million or 200 million followers, it is important to remember that not all the fans that [1]_____ celebrities are real. In fact, some people buy bot (robot) accounts to make the photos and videos they [2]_____ look more popular. Sometimes the bots seem kind and 'like' photos and add lovely comments, but sometimes they turn nasty and start to [3]_____ the person. Bots will sometimes also [4]_____ you and ask you to follow them or for personal information.

Do you normally [5]_____ the headlines on a well-known news website, or do you sometimes find yourself on a website that you've never heard of? Some fake news websites invent names that seem real, e.g. *The Manchester Times*, so that someone reads it and then [6]_____ the story to a friend or [7]_____ it. Before you know it, the story has spread, but no one has [8]_____ the facts or even knows where the original story came from – they just accept it as the truth. So next time you receive an article, maybe [9]_____ the facts to make sure or [10]_____ the text into a fact-checking website.

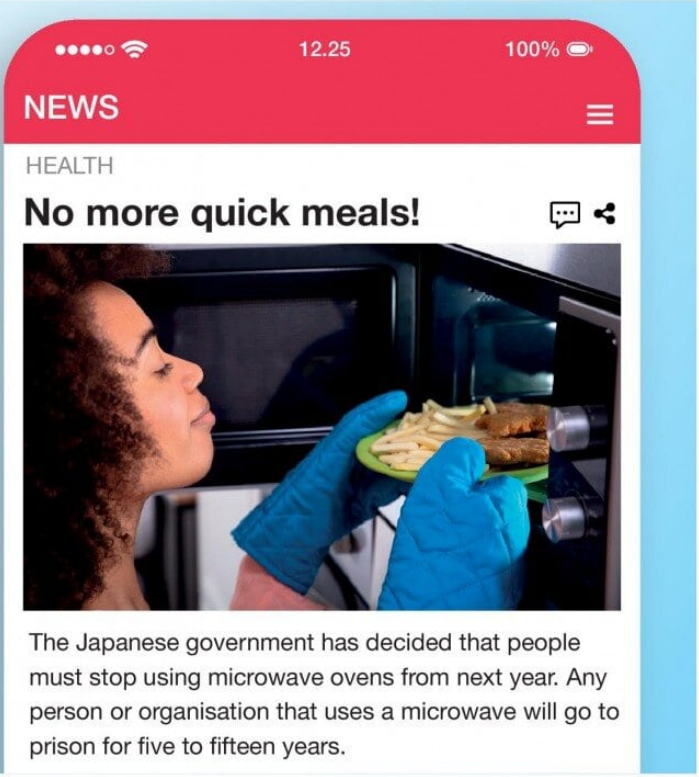
Ten years ago, a lot of people used [11]_____ as a way to [12]_____ their friends and family about their lives – like an online diary for everyone to read. Now people use their Instagram accounts to tell everyone about their 'great' lives by posting photos or [13]_____ live videos, but sometimes people end up with too many followers. Instead of [14]_____ the accounts, they decide to create a second account, a 'finsta' account (fake + Instagram), so they can share their true feelings with just a small group of friends.

10 THINK & SHARE Work in pairs. Think of a recent example of fake news and discuss the questions. Compare your answers with other pairs.

1 How do the people who create fake news try to make it seem real?
2 Why do you think some fake news stories go viral?
3 Why do people believe some fake news stories but not others?
4 What do you think the effects of fake news are?
5 Where can you go to check a story?

Modal verbs of deduction and speculation

1 Work in pairs. Read the extract from an article on a news website. Do you think it is real or fake? Why? / Why not?



2 3.04 Listen to two people talking about the story. Do they think it is real or fake? What reasons do they give?

3 3.04 Listen again. Complete the sentences.

1 No way – it _____ true!
2 It _____ a fake news story. Yeah, I'm sure it's fake.
3 They say microwaves are dangerous, so it _____ true.
4 It _____ true, but then again it _____ fake news.

4 Complete the table with the modals from Ex 3.

Modal verbs of deduction and speculation

Grammar animation

We use modal verbs before the infinitive of other verbs to speculate and guess if something is true from the information we have.

Certain	1 _____ be
Possible	2 _____ / 3 _____ / 4 _____ be
Impossible	5 _____ be

GRAMMAR BOOSTER P136

5 Decide if the pairs of sentences have the same (S) or different (D) meanings.

1 A We're sure the story is an example of fake news.
B It must be an example of fake news.
2 A The reviews of that product are possibly written by the company.
B The reviews of that product can't be from the company.
3 A It's impossible that Amy is at school.
B Amy can't be at school.
4 A The photo she posted is definitely real.
B The photo she posted might be real.
5 A It's a possible solution to the problem.
B It must be a solution to the problem.
6 A It was possibly a bot that trolled your friend.
B It could be a bot that trolled your friend.
7 A It's impossible that he is so popular that he has a million followers.
B He may be so popular that he has a million followers.
8 A It's possible that they are at the restaurant already.
B They might be at the restaurant already.

6 Rewrite the B sentences in Ex 5 that are different so that they have the same meaning as the A sentences.

7 Rewrite the sentences using *can't*, *must* and *could* / *may* / *might*.

1 I'm sure she's a journalist.
She must be a journalist.
2 Jamal thinks the story is possibly fake.
3 We're certain that he isn't a police officer.
4 Andy is certain that Andrea is Uruguayan.
5 That photo definitely isn't real.
6 We aren't sure if the painting is by van Gogh or not.
7 It's impossible that the new ZY phone is so cheap.
8 Their answers are possibly correct.

8 THINK & SHARE Look at the headlines below: two are true, one is false. In pairs, decide which headlines are true and give reasons for your answers. Use the modal verbs below.

can't could may might must

Goats in police custody after chasing group of children.

World's largest cucumber eaten by mistake.

Woman looking for cat finds burglar under bed.

9 THINK & SHARE Write four headlines: two true and two false. Then, in groups, decide which headlines are true and give reasons for your answers. Use the modal verbs below.

can't could may might must

Real or fake? How to find out!

1 THINK & SHARE Work in pairs. Why do people post fake information online? Are you good at spotting it?

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.

2 Read the strategy. Then read the article quickly. Which section talks about …

1 checking how quickly someone becomes connected to others?
2 using the same type of language again and again?
3 checking if others are talking about the same thing?

3 3.05 Read the article again. Choose the correct answer.

1 If a news article is true, it will …
A contain lots of emotional language.
B appear on other news websites.
C be difficult to discover the author.

2 How do we know online product reviews might be fake?
A The reviewer has written good and bad reviews.
B There are different types of good reviews.
C Lots of good reviews appeared at the same time.

3 What do some influencers do to appear popular?
A Ask brands to advertise their products with them.
B Interact with other influencers to look busy.
C Immediately start thousands of new accounts.

4 The article suggests …
A it's our job to decide if something is fake.
B it's impossible to decide if something is really fake.
C nobody helps us to decide if something is fake.

4 VOCABULARY Complete the questions with the **bold** words and phrases in the article.

1 Which website would you give a _____ to? Why?
2 Which _____ have a lot of followers? Why are they popular?
3 In the future, will you use a _____ after reading online comments about a product? Why? / Why not?
4 Do you think it's a good idea for young people to _____ followers online? Why? / Why not?
5 Is there a _____ in your country that studies what politicians, the media, etc. say?

5 Work in pairs. Discuss the questions in Ex 4.

6 MEDIATION A friend wants to buy a new phone online. The phone he likes is from an unknown company, but the phone received lots of positive reviews quickly. Write a short message giving him advice in your own words using three tips in the article.

NO MORE FAKE!

Online news

Fake news causes problems in all areas of life. If you don't want fake news to trick you, analyse it!

- Fake news talks more about emotions and uses adjectives like 'fantastic' and 'terrible', superlatives like 'worst' and 'most', and general nouns like 'truth' and 'freedom'. Real news uses more facts and figures.
- Find out who the author is. Google their name and if they really exist. Look at the other things they have written.
- Look for the story on other news sites. If it's real news, other organisations will cover it.

You can go to a **fact-checking website** and find out if a story is true or not.

Product reviews

Some consumer groups claim that over 50% of online product reviews might be fake! Recognising fake reviews is a challenge.

- Were lots of incredibly positive reviews with **five-star ratings** for the same product uploaded on the same day?
- Has the reviewer simply copied and pasted the same positive reviews for the same product?
- Has the reviewer written other reviews? If they have, are they always positive?

If you're still not sure, copy the address of the review and paste it into a **review checker**.

Social media

Influencers are popular, so brands pay them to advertise their products. Therefore, some online influencers make themselves appear more popular than they really are!

- They start new accounts, but immediately have thousands of followers. It takes years to **build up** a group of followers, so they can't be real.
- They follow thousands of other accounts. Nobody has the time to do that, so it must be a social web robot, or bots, that are doing the work for them.
- They form 'comment pods' with other influencers and they like and post comments on each other's social media. This is so they appear to be very active.

Some sites will check if an influencer's followers are real or fake; just type in their social media username to find out.

Use numbers and figures to talk about data.



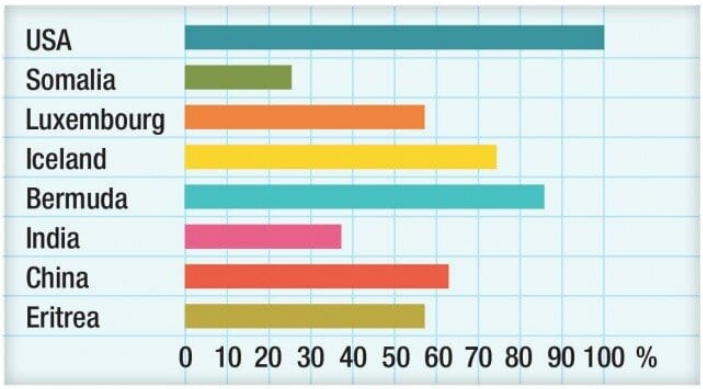
A minute on the internet

1 Work in pairs. Answer the questions and then discuss your answers with the class.

1 What is the difference between the internet and the World Wide Web?

2 Which of the images above do you think represents the internet best? Why?

2 Look at the bar graph. The percentages are not correct. Which countries do you think have the highest percentage of its population connected to the internet? Which country do you think has the lowest percentage? Why?



3 3.06 Listen to a radio programme. Were your predictions correct? Check your answers.

4 3.06 Listen again. Correct the information on the bar graph in Ex 2.

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.

5 3.07 Read the strategy. Then listen to the second part of the radio programme and complete the notes with a maximum of four words in each gap.

Internet facts

- The internet travels through [1] _____ 300 communication cables in the sea.
- The cables travel [2] _____ 1 million kilometres to connect [3] _____ 50% of the world's population.
- There are [4] _____ 1.5 billion websites, but only [5] _____ 15% of websites are updated regularly – but that's still [6] _____ 2 million websites.
- [7] _____ 55% of website visits are from bots.
- The thing that people and bots send most is video – [8] _____ 77% of the world's internet traffic.

6 VOCABULARY 3.08 Complete the table with words from Ex 5. Listen and check.

To say what the number is more or less	1 _____ 3 _____ 2 _____ 4 _____ 5 _____
To say the number is below	just [6] _____
To say the number is above	just [7] _____ a little [8] _____ than

7 Look at the chart. What does it show?



8 Work in pairs. Use the phrases in Ex 6 and the chart in Ex 7 to talk about how many people do the following activities in one minute.

call on Skype log into Facebook send emails
send WhatsApp messages

Almost 1 million people log into Facebook in one minute.

9 THINK & SHARE Work in pairs. Complete the information in the pie chart. Student A: go to page 149. Student B: go to page 150.



Flexible learning

1 THINK & SHARE Work in groups. Look at the pictures. Discuss the questions.

1 Which of these websites have you used to help you with your studies? What type of help have you looked for?
2 Do you think online learning is as good as face-to-face learning? Why? / Why not?

2 Read the article. Which websites, apps and devices have the three people used for studying?



Anytime, anywhere!

Advanced technology has taken education out of the classroom and made it portable and more suitable for everyone's needs. It doesn't matter if you live on a remote island or in a big city; if you've got a good wireless internet connection, you can study. Thanks to wearable devices such as smartwatches, people can even listen to educational podcasts at the gym! Technology has become a powerful tool.

When her grandparents' health got worse, teenager Danielle Haigh-Wood gave up her studies to look after them. However, a virtual university, The Open University, provided her with the apps and reliable computer programs she needed to study from home and continue looking after her family. Now, she's hoping to become a teacher.

When the COVID-19 virus arrived in Sudan, Northeast Africa, many schools closed including 16-year-old Mahid Abdulkarim's. Unfortunately, Mahid's school couldn't offer convenient online classes, so he decided to study a free online computer science course from Harvard University in the USA. Thanks to his home computer and time-saving apps, Mahid successfully completed the course and he now studies in the USA. Mahid has spoken at conferences about this efficient way of studying and encourages schools to always provide online courses to their students.

Twenty-four-year-old Visnja Drinjovski was a classic ballet dancer with the Serbian National Theatre, but she wanted a better salary. So she gave up dancing, returned to her parents' home with her handy laptop and, thanks to free interactive courses online and YouTube videos, became a successful software engineer.

3 THINK & SHARE Work in pairs. Whose achievement impresses you the most? Why?

4 3.09 VOCABULARY Check the meaning of the highlighted adjectives in the article. Then use ten of them to complete the sentences. Listen and check.

1 You use a _____ control for the TV, the lights and the air conditioning.
2 This video game isn't _____ for children.
3 Food shopping online is _____ – we can do more interesting things on Saturday mornings.
4 We'll have a new high-speed _____ network that connects all the computers in the school.
5 This website is a _____ source of information that you can trust.
6 His kitchen is full of _____ devices that do all the work for you!
7 You can take a _____ tour of the museum on your computer.
8 _____ technology such as VR headsets are going to become more common in classrooms.
9 They said this printer is really _____ because it uses very little ink to print thousands of pages.
10 Although it's an electric car, the engine is really _____ and it can reach 100 km/h in four seconds!

5 VOCABULARY Work in pairs. Write definitions for the five other words.

6 Read the descriptions of websites, apps and devices and identify them. Then use the adjectives from Ex 2 to describe each one. You can use the adjectives more than once.

1 The screen's big enough to watch videos, but it isn't too big for my pocket and I can carry it everywhere.
smartphone: convenient, handy
2 I use this app to chat with and see the exchange student I visited in Liverpool.
3 It's sometimes a really quick and useful way of checking for information, but I'm not sure how much I can trust what it says.
4 We used these to visit the Amazon rainforest in our science class. It was amazing; we just put them on and then it was as if we were really there!
5 My dad strangely only puts it on when he goes for a run – he can listen to his podcast, see how many steps he has done and tell the time!

7 THINK & SHARE Work in pairs. Think of useful websites, apps or devices that would help you do one of the tasks below at school or for homework. Explain why they would be useful.

discover how a human organ works
do a presentation about a famous artist / musician / writer
do a science experiment
find out how to say a word in English
research an important moment in history
solve a maths problem

We could watch a video of a science experiment on a website like ScienceBob or YouTube because it would help us to understand it better.

Comparatives and superlatives



1 3.12 Listen to a conversation about the first mobile phone and modern mobile phones. Complete the information in the table.

	First mobile phone	Modern mobile phones
Dimensions	length: 22.86 cm	length: [1]_____ cm
Weight	1.1 kg	about [2]_____ grams
Charge time	9–11 hours	roughly [3]_____ hours
Maximum talk time	20 minutes	approximately [4]_____ hours

2 Read the sentences from the conversation. Match 1–5 to A–E.

1 a comparative adjective
2 a comparative adverb
3 a superlative adjective
4 a superlative adverb
5 a comparison that shows equality

A It looks as big as a shoe.
B The heaviest phones today only weigh about 225 grams!
C Mobile phones have really got a lot better in just a few years.
D Mine takes the longest of any phone to charge!
E You certainly had to talk much faster than you do now!

3 Complete the rules for making comparative and superlative adverb and adjective forms.

better *-er* *-est* *-ier* *-iest* more
the most the same the worst

Comparatives and superlatives

Grammar animation

Comparative	Superlative
1 one-syllable adjective + _____ + *than*	5 *the* + one-syllable adjective + _____
2 two-syllable adjective ending in *y*. Remove *y* + _____	6 *the* + two-syllable adjective ending in *y*. Remove *y* + _____
3 _____ + adjective with three or more syllables	7 _____ + adjective with three or more syllables
4 Irregular adjectives: *good* – _____, *bad* – *worse*	8 Irregular adjectives: good – *the best*, *bad* – _____

9 We use *as* + adjective + *as* to say two things are _____.

GRAMMAR BOOSTER P137

4 Complete the sentences with the correct comparative or superlative form of the words in brackets. Include *as* or *than* when necessary.

1 This smartwatch is _____ all the others. (reliable)
2 Saturn is _____ planet that you can see without a telescope. (far)
3 Bako's old laptop crashed _____ his new one. (frequently)
4 It streams films _____ the old website. (fast)
5 It is _____, but it's also the best. (expensive)
6 Amy played a lot _____ in last week's match, but she still scored! (badly)
7 The battery on my tablet doesn't last as _____ the one on my brother's. (long)
8 The school computers aren't as _____ my computer at home. (quick)

5 Complete the table with the modifying adverbs below.

a bit a great deal a little a lot barely
considerably far hardly much slightly

Weaker	Stronger

6 Write comparative sentences using the words in brackets.

1 A video game is a suitable present. (much / sweatshirt)
A video game is a much more suitable present than a sweatshirt.
2 We live far from the town centre. (a great deal / you do)
3 The new XS5 has got a screen that's clear. (a little / my last phone)
4 The film is entertaining. (far / the book)
5 My brother is tall. (not much / me)
6 The concert tickets sold quickly. (a little / we expected)
7 This torch is bright. (a lot / the others)
8 The computer is working well. (a bit / it was)

7 3.13 Complete the advert with the correct comparative or superlative form of the words in brackets. Listen and check.

My Selfie LIGHT

Taking the perfect selfie is [1]_____ (considerably / difficult) it looks – but not with My Selfie Light! Thanks to My Selfie Light, you'll take the [2]_____ (bright) selfies, even on [3]_____ (dark) of winter nights! My Selfie Light attaches to any type of smartphone [4]_____ (a great deal / securely) other selfie lights. You'll take selfies [5]_____ (much / professionally) ever before! Buy My Selfie Light – at only £10, it's [6]_____ (cheap) as a pizza! So, what are you waiting for?

ORDER NOW!

8 THINK & SHARE Work in pairs. Write an advert for an unusual or invented device. Explain what it is useful for. Use comparative and superlative adjectives and adverbs.

The robots are coming!

1 THINK & SHARE Work in pairs. Read what three famous people connected with science and technology said about artificial intelligence (AI). How do they feel about AI? Why do you think that is?

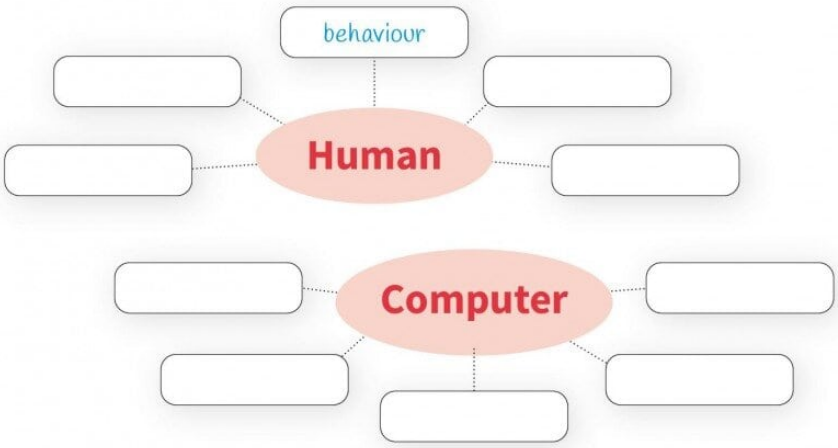
> **The development of full artificial intelligence could be the end of the human race.** *Stephen Hawking*

> **I am … concerned about superintelligence.** *Bill Gates*

> **We should be very careful about artificial intelligence.** *Elon Musk*

2 VOCABULARY 3.14 Complete the mind maps to make compound nouns. Listen and check.

science network brain behaviour being
hardware features program emotions terminal



3 Work in pairs. You are going to listen to a podcast about androids. What is an android? Write a short definition using compound nouns from Ex 2.

4 3.15 Listen to the introduction to the podcast. Is the definition of an android the same as yours?

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.

5 3.15 Read the strategy and the podcast description below. What information do you think is missing? Listen again and complete the description with one word in each gap.

PODCAST

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The media and [1]_____ industries have been telling us stories about androids taking over the world for years. The [2]_____ tells us that an android is a robot that [3]_____ and moves like a person and they have become internet [4]_____ in recent years. Watch the videos and you'll believe that [5]_____ will soon create robots that look and [6]_____ like us. But will they? This week, we are talking to Professor Strossen to find out more.

Play Video Download

6 3.16 Listen to the second part of the podcast. According to Professor Strossen, can robots think like humans yet? Why? / Why not?

7 3.16 Underline the key information in questions 1–6. Then listen again and answer the questions.

1 What do many videos of androids never show?
2 What do companies want people to believe about their robots?
3 In which two places does fake news exist?
4 What kinds of jobs do robots do?
5 What can analyse data faster than humans?
6 What does the media say androids will do in the future?

8 THINK & SHARE Work in pairs. Answer the questions.

1 Which sentence refers to a rule for robots? Can you think of another rule and another right a robot might have?
An android must not hurt a human being through action or inaction.
All androids should be able to live an independent life.
2 Should robots have rights? Why? / Why not?
3 Should there be rules to protect humans from robots? Why? / Why not?

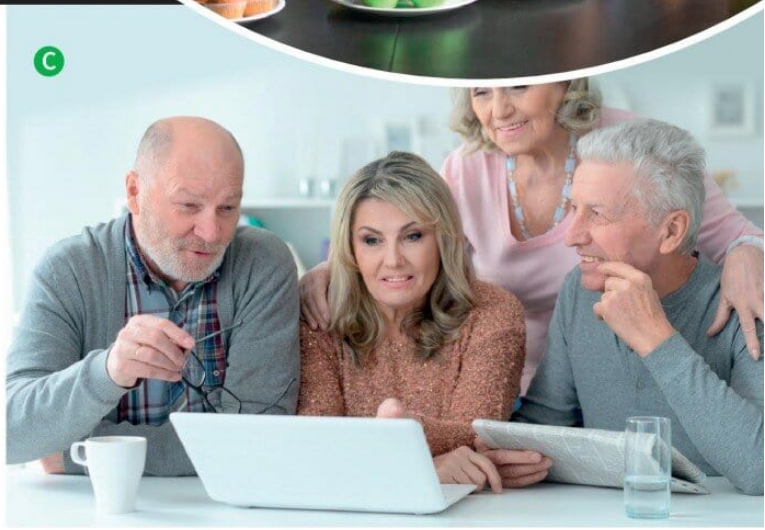


3.8 SPEAKING

Write a plan to describe a photo.







Screen time

1 THINK & SHARE Work in pairs. Look at the photos. If you saw these photos in an article, what do you think the article would be about?

2 Work in pairs. Ask and answer the questions.

1 How much time do you spend looking at a screen every day?
2 Which do you use more frequently: a mobile phone, a tablet or a laptop? Why?
3 What are the positive points of using mobile phones? What are the negative points? Would you like to spend less time looking at screens?

3 3.17 Listen to a student describing a photo. Decide which photo the speaker is describing.

4 3.17 Listen again. What does the student say about the following things? Make notes.

- the place
- why the people are there
- people's clothes
- the time of day
- what the people are doing

5 Complete the Phrasebook with the words below.

foreground if must perhaps probably shows

PHRASEBOOK Describing photos

Describing what you see

This photo [1]_____ …
In this photo, we can see …
This is a photo of …
There is … / There are …
In the background / In the [2]_____ …
In the centre of the photo, we can see …
On the left / right, we can see …

Making guesses about the photo

It could / might be … because …
They might be … because …
It can't be … because …
It [3]_____ be … because …
They look (happy).
They are [4]_____ …
[5]_____ / Maybe
You can tell (they're happy) because …
It looks like / as [6]_____ (they are + *-ing*).

6 THINK & SHARE Work in pairs. What tenses do you usually use when you describe a photo?

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 topic. If you have time, make a note of these words and phrases.

7 Read the strategy. Then decide which of the topics below you would discuss in relation to photos A, B and C. Think of some words for each topic that you choose.

online games reasons for using technology
the cost of devices
the effects of technology on relationships
the locations the people's ages and relationships
Wi-Fi connectivity

8 You are going to take it in turns to describe one of the photos. First, think about the tenses that you are going to use and what you are going to describe in the photo and the topic related to it. Use some of the phrases from the Phrasebook.

9 Take it in turns to describe one of the photos. While you listen to your partner, tick (✓) the Phrasebook phrases they use.

10 REFLECT Give feedback on each other's performance. Say what was good about it and what could be better next time.

Love it or hate it?

1 Work in pairs. Which topics do you think a product review should or could include?

- a comparison with similar products
- what's good / bad about the product
- how the product looks
- difficulty / ease of using the product
- price
- a personal opinion / recommendation
- a special occasion when you used the product
- who the product is for

2 Read the product review. What topics in Ex 1 does it mention?

Customer reviews

Barton X2 headphones

Customer ratings

★★★★★	10%
★★★★	12%
★★★	33%
★★	13%
★	32%



It's difficult to find good quality wireless headphones for under £30, but the Barton X2s are comparable with the most expensive models. They are also just as stylish as some better-known brands, which makes them a perfect choice for students on a budget.

The headphones come in a bright red plastic case which you also use to charge them, and thanks to the easy-to-follow instructions, I was able to connect to my phone quickly. In fact, unlike some models from famous brands, the wireless connection is extremely reliable. The sound quality is also just as good as some top brands and the headphones fit comfortably. Furthermore, there is a convenient control button on the right side.

However, although they might be similar to other models in sound quality, they are different from them in a few areas. To begin with, in contrast to most models, the case is considerably bigger and isn't very portable. Furthermore, battery life is slightly shorter and you have to charge them after six hours of use.

On balance, the Barton X2s are great value. The sound quality and feel are identical to more expensive models and the carrying case and battery life aren't big problems. After using Barton X2 headphones for three months, I'm pleased with them and would happily recommend them to everybody.

3 THINK & SHARE Work in pairs. If you read this review on a website, would you trust it? Why? / Why not?

4 Complete the summary of the review.

as good as conclusion introduction negative points on balance positive features second paragraph suitable

In the [1] _____, the writer gives us the name of the product, an idea about the price and tells us who the product is [2] _____ for. They also suggest that the product is [3] _____ more expensive products in some areas. In the [4] _____, they describe the [5] _____ of the headphones. In the third paragraph, the writer mentions some [6] _____ about the product, before presenting a [7] _____ that states their opinion, saying that, [8] _____, the headphones are a good purchase.

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.

5 Read the strategy. Complete the table with the highlighted words and phrases in the article.

Expressing similarities	Expressing differences
1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

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

1 Your new trainers are very _____ to your old ones. Are they the same brand?
2 The price is the same, but the *SD Sports Football* game isn't _____ with *ProFootball 5*. *ProFootball 5* is so much better!
3 _____ some companies, this one offers a free repair service for the first five years.
4 Jack is completely _____ from his brother. You wouldn't think they came from the same family!
5 The film's plot was almost _____ to the one the director made last year!
6 In _____ to my old bicycle, this one is very easy to pedal.

7 Read the task and choose a product or service. Make notes about your product for each of the topics in Ex 1.

Write a customer review about one of the products below or another product.

a backpack a mobile phone a pair of trainers a streaming service a video game

8 Plan your work.

- Use the review summary in Ex 4 to organise your ideas into paragraphs.
- Use words and phrases for expressing similarities and differences.

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 the sentences with the correct modals of deduction. Use the clues in brackets to help you. Sometimes more than one answer is possible.

1 That girl speaks Spanish, so she _____ be Spanish, Mexican or South American. (possible)
2 That website is full of fake news, so that story _____ be true. (impossible)
3 Everybody loves the film, so it _____ be good. (certain)
4 Amy is returning her computer to the shop again, so it _____ be very reliable. (impossible)
5 That guy is really tall and blond, so he _____ be Norwegian. (possible)
6 That young child is alone and crying, so she _____ be lost. (certain)

2 Complete the texts with the correct comparative or superlative form of the adjectives and adverbs in brackets.

A The ZX1 phone is considerably [1]_____ (cheap) the others and it charges far [2]_____ (quickly). But the brands that make the other phones are much [3]_____ (well known) and that's why they are a great deal [4]_____ (expensive).

B She doesn't sing as [5]_____ (well) most other pop stars, but she has become [6]_____ (popular) singer in the whole country. People download her songs far [7]_____ (frequently) anyone else's. Last year, tickets for her show were [8]_____ (high) prices ever seen for a concert. I don't understand it!

C I live [9]_____ (far) from the sports club, but I'm always [10]_____ (early) to arrive! I'm training a lot [11]_____ (hard) before and I'm playing a bit [12]_____ (well) in the practice games. Hopefully my strong interest will get me a place in the team!

Vocabulary

3 Match the sentence halves.

If you …

1 analyse data,
2 update a blog,
3 troll someone,
4 copy and paste something,
5 tweet something,
6 delete a text,

you …

A remove it.
B add new information to it.
C move it and put it in another place.
D send a short message.
E study it carefully.
F say bad things about them.

4 Rewrite the sentences using the words below.

convenient efficient interactive portable reliable remote suitable ~~time-saving~~

1 Dara's scooter helps her get to school much quicker.
Dara's scooter is time-saving.
2 My computer doesn't use a lot of energy.
3 This laptop is easy to carry.
4 I can use my phone to pay for things – it's really useful when I forget my bank card!
5 My old mobile phone never causes me a problem.
6 The TV show involved the viewer, so you made decisions and it changed the plot.
7 This video game is perfect for children.
8 With this app, I can turn the lights at home on and off, even if I am in a faraway location.

Cumulative review

5 Complete the dialogue with the correct comparative or superlative form of the words in brackets and the correct form of the words below.

analyse can't contact could deal must suitable

Tom Somebody I don't know has just contacted me, and it isn't [1]_____ (nice) text I've ever received. Who [2]_____ it be?

Sean What did they [3]_____ you about? Was it personal?

Tom No. It isn't much [4]_____ (bad) the jokes we often send each other, although I don't think it would be [5]_____ for my little brother to see!

Sean So, you've got no idea who trolled you?

Tom Well, I'm sure it [6]_____ be one of the players from the basketball team we're playing this weekend. He says they're considerably [7]_____ (good) us, they run much [8]_____ (fast) us and will get [9]_____ (high) score in their history on Saturday!

Sean That's impossible! He [10]_____ be serious! We beat them 65–15 in the last match! We beat them in every match! He needs to [11]_____ the history between the two teams!

Tom True. But the next match is always a great [12]_____ more important than the last. It's going to be interesting, that's for sure!

Think & share

6 Speak or write. Answer the questions.

1 Do you think technology reduces or increases stress? Why?
2 What one piece of technology would you find it impossible to live without? Why?
3 How do you feel about the idea of artificial intelligence?
4 Why do you think some people want to live with less technology in their lives?
5 Are you optimistic or pessimistic about the use of technology in the future? Why?

Reading

EXAM STRATEGY

When you do a multiple-choice comprehension task, first try to answer the question without looking at the answer options. Then see if one matches your answer.

1 Read the strategy above. Then look at the exam task in Ex 2. Read the questions without looking at the options. How would you answer them? When you finish Ex 2, count how many questions you got right before seeing the answer options.

2 Read the article about a man called Frank Abagnale. For each question, choose the correct answer.

You might not know the name Frank Abagnale, but you may have heard of Steven Spielberg's film *Catch Me If You Can*, which tells the story of his fascinating life. Today, Abagnale is a successful businessman who gives advice about IT security and bank fraud. However, he was once one of the most famous criminals in the USA and spent nearly five years in prison following a number of identity thefts.

Frank Abagnale was born in New York in 1948, but when his parents divorced, he went to live with his father, a businessman. Frank used to go to meetings with him and so he began to learn about the world of business. Then, as a teenager, he made money by using his father's credit card to get cash when paying at petrol stations. His father only found out when he received a bill for thousands of dollars. At the age of sixteen, Frank ran away from home with little money and without completing school. He changed his driving licence to make it seem he was ten years older, and he managed to get jobs by lying about his education.

He soon realised that if he pretended to be someone with a job that people respected, he could persuade bank staff to let him take thousands of dollars out of the bank. So he pretended to be an airline pilot. He contacted an airline company and told them that he had lost his pilot's uniform. He even used a fake identity card to charge the company for the new uniform!

He then learned as much as he could about flying and, using the name Frank Williams, he was able to travel all over the world on planes without paying. Eventually, the police began to suspect him, so he changed his name and job again. In Georgia, he pretended to be a doctor called Frank Conners, although he had no medical qualifications. For the next few years, Abagnale pretended to have a number of different jobs and made more than $2.5 million by borrowing money from the banks. Eventually, while he was living in France, an old girlfriend saw his picture on a poster asking for information about him, and she told the police.

Abagnale spent time in prison in France, Sweden and the USA. When he left prison, the US government asked him to teach other people about the methods he had used, so that they could catch criminals like him. For more than 30 years, he worked with the FBI and became one of their leading experts. His book about his life, *Catch Me If You Can*, was very successful and was made into a film of the same name, starring Leonardo DiCaprio and Tom Hanks. He even has a small part in the film – he appears as the French police officer who arrests Abagnale!

1 What does the writer say about Frank Abagnale in the first paragraph?
- A He made a well-known film about his career.
- B Not everyone will be familiar with his name.
- C The film about him is not completely true.
- D He is now in prison for a variety of crimes.

2 Abagnale's first criminal activities took place …
- A when he was working at a petrol station.
- B because his mother and father got divorced.
- C as soon as he left home.
- D while he was living with one of his parents.

3 Why did Abagnale get a pilot's uniform?
- A Because he wanted to fly planes.
- B Because he wanted people to trust him.
- C Because he wanted people to think he was rich.
- D Because he didn't want the police to recognise him.

4 What led to his arrest in France?
- A Someone from the past recognised his face.
- B The French police realised he wasn't a doctor.
- C He hadn't paid for a number of flights.
- D He had made a lot of money in a very short time.

5 What does the writer suggest in the last paragraph?
- A It's shocking that Abagnale went to prison for so long.
- B It's disappointing that the film was not as good as the book.
- C It's amusing that Abagnale's character in the film is a police officer.
- D It's surprising that the FBI wanted to give him a job.

Speaking

EXAM STRATEGY

Don't worry if you don't know the word for an object or an idea in a picture. Try to explain what you mean by using other words.

3 Read the strategy above. Then look at the exam task in Ex 4. Match the sentences to the pictures.

1 It's a way of learning when it's just you and your teacher.

2 It's something you can download on your phone to help you practise a language.

4 A girl wants to learn a new language. The pictures show some ways that could help her to learn. Talk together about the different things she could do, and say which would be the most useful.



3 VISION 360°

Learn about life on social media and create an infographic.

In real life (IRL)



Unit 3 360° hotspots

1 THINK & SHARE Work in pairs. Read the quote and then discuss the questions.

> **Next time you go to post a comment or an update or share a link, ask yourself: is this going to add to the happiness in the world?.**
> *Zoe Sugg, vlogger*

1 What do you post? What don't you post? Why?
2 What responsibilities do we have as part of the online community?

EXPLORE 360°

Access the interactive 360° content now!

2 Work in pairs. Look around the camping site. Describe how you think the people are feeling and the technology they are using with the adjectives below.

annoyed confused delighted efficient embarrassed handy portable suitable wearable wireless

3 Explore the hotspots. In pairs, discuss the questions.

1 Whose experiences are similar? Why?
2 How do the people suggest dealing with bad experiences online?
3 What other advice would you give to someone in a similar situation?

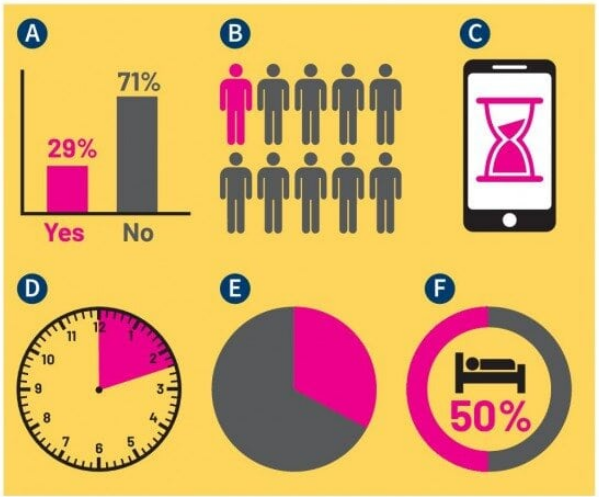
4 Read Ryan's text messages to Rachel again. Try to remember as much detail as you can to correct the sentences.

1 Someone called Ryan's blog interesting.
2 Ryan doesn't think that the message is from a person he knows.
3 Rachel is sure that a friend posted it.
4 Rachel thinks Ryan should deal with the problem on his own.
5 Rachel suggests Ryan should reply to the messages.

5 Read and listen to the podcast about CGI human influencers. In pairs, answer the three questions the presenter asks at the end.



6 Look at the infographic. Match the facts in the infographic (1–6) to the images (A–F) below.



7 THINK & SHARE Work in pairs. Discuss the questions.

1 How real do you think the lives of social media celebrities / influencers are?
2 How real is your life online?
3 Do you edit your photos before posting them on social media? Why? / Why not? What do you change?

CREATE ... an infographic

STEP 1
You are going to create an infographic about the use of mobile phones with data you collect in your class.

RESEARCH IT!
Go online and find examples of infographics. How is the data presented?

STEP 2
Create survey questions. Look at the infographic and write a question for each fact. Add options if necessary.

How often do you use your phone while eating?

Always, very often, often, sometimes, rarely or never.

STEP 3
Do the survey. Ask approximately 15 people and make notes of the answers.

STEP 4
Look at the answers and decide how you will present the data on your infographic. You can use Ex 6 and your research for ideas.

STEP 5
Create the infographic.

STEP 6
Compare your survey results in your infographic to the information in the hotspot. What are the differences and similarities?

4 Get active

VOCABULARY
Get active
Sport

GRAMMAR
Quantifiers
Ability in the past, present and future

READING
An essay

LISTENING
A podcast about long life

GLOBAL SKILLS
Showing sensitivity

SPEAKING
Comparing and contrasting photos

WRITING
A for and against essay

DOCUMENTARY
Race to the Pole

VOCABULARY BOOSTER P118–119
GRAMMAR BOOSTER P138–139



1 Work in pairs. How many ways to stay fit and healthy can you think of?

2 4.01 Watch or listen. Which sentence best describes parkrun?

A Parkrun is an organised run that takes place in a different city around the world every week.

B Parkrun organises free runs every week in towns and cities around the world.

C Parkrun is a running competition for athletes that takes place in cities around the world.

3 4.01 Complete the statements with the correct words. Watch or listen again and check your answers.

1 Parkrun started in _____.
2 Parkrun organises running events in 22 _____.
3 Runners do it for fun and for the _____.
4 Runners support each other and there is a _____ feel.
5 If you can't _____ the run, it doesn't matter.

4 REAL ENGLISH Complete the dialogue with the phrases below.

a good vibe Hang in there!
I can't get enough of it.
I know what you're saying. You know what?

Dan Hey Rana! What's up? You look tired.

Rana No, I'm not tired – I'm relaxed! I've just got back from a weekend at a yoga centre. It's great. [1]_____

Dan [2]_____ I've never tried it.

Rana The yoga centre has got such [3]_____ – it's a great way to relax before the exams. I really needed it.

Dan [4]_____ Don't get too stressed. [5]_____

5 4.02 VOCABULARY Match the phrasal verbs below to their definitions. Listen and check.

carry on catch up drop out give up
join in keep up with sign up
take up warm up work out

1 stop doing something usually because it was too difficult
2 prepare the body before you exercise
3 move at the same speed as someone else
4 start doing an activity that has already started
5 start to do something new
6 do physical training
7 continue doing something
8 reach someone in front of you in a race
9 stop without finishing
10 register for an event

6 Choose the correct alternative.

1 Abe **dropped out of** / **carried on** the race because he felt a pain in his leg.
2 The students invited me to **work out** / **join in** with their game of volleyball.
3 Raj **took up** / **joined in** sailing when he was living on a Greek island.
4 Everyone was surprised that Jess managed to **catch up** / **keep up** with the best runners until the end of the race.
5 I usually **catch** / **warm** up before a volleyball match by jogging around the sports hall.
6 Geeta **gave up** / **dropped out** playing football when she broke her arm earlier this year.
7 Rob had to run to **catch up** / **join in** with his friends who were walking ahead of him.
8 After she fell off, Nina got back on her horse and **took up** / **carried on** riding.
9 I wanted to **sign up** / **join in** for a yoga class, but it was too expensive.
10 I don't like **working out** / **taking up** in gyms.

7 Complete the text with the phrasal verbs from Ex 6.

CHALLENGE



Are you TOUGH enough?

For most people, running in the park a few times a week is a great way to [1]_____. But for some people, park running alone is not enough of a challenge. They want to push themselves to the limit. Welcome to the world of Tough Mudder.

Tough Mudder is a running event with different obstacles – participants run through fire, crawl through mud and even get an electric shock! It started in 2010 in the USA and since then it has held events all over the world. So far, over 5 million people have taken part in a Tough Mudder event.

Up to 15,000 people can enter an event, but not all the runners [2]_____ to the end. But don't worry if you have to [3]_____ of the race halfway through the course – everyone can still [4]_____ with the big party that takes place after an event.

Anyone can [5]_____ for a Tough Mudder, but if you're under eighteen, you'll have to take an adult with you, so make sure you take someone who's fit and can [6]_____ with you. Good luck!

8 MEDIATION Your friend is really keen to enter the Tough Mudder event. In your own words, tell them what it involves and what to expect. Talk about …

- where it started.
- the challenges.
- the numbers.
- the reward.

9 THINK & SHARE Work in pairs. Discuss the questions.

1 How often do you work out? What do you do?
2 Are there any sports you would like to take up? What? Why?
3 Have you ever given up a sport or physical activity? Why?
4 Have you ever taken part in a parkrun or an 'extreme' race like Tough Mudder? What was it? If not, would you like to? Why?

Quantifiers

1 Work in pairs. Put these things in order of how useful they are in helping you to get fit.

a personal trainer an exercise bike exercise videos
fitness trackers going to the gym walking to school

2 Where did you put fitness trackers on your list? Why? Read the article about fitness trackers. Do you agree?

NEWS

HEALTH



Tracking your every move

Some people love it and some people hate it – I am one of the people who always thought that getting fit was actually quite fun. You took up a sport or went to the gym to work out a few times a week. When I saw an advert for a fitness tracker, I thought it would be perfect for me.

Fitness trackers can record lots of information. Some of these trackers record every detail about your life – how many steps you take and calories you eat each day and how much time you spend sleeping. All this information is then used to give you updates on your fitness levels.

When I got one, I thought it could motivate me to make several changes to my lifestyle. At first, it did, but then I realised some of these changes weren't positive. I wasn't exercising for fun, but for my fitness tracker. One day, I didn't reach any of my targets and the tracker made me feel guilty for only doing a little exercise that day.

Last week, I took it off. I'm pleased that it helped me to get fit, but for me, exercise is about having fun, not about targets.

3 Look at the highlighted quantifiers and the nouns that follow them in the article. Complete the table with the correct words.

+ Singular countable noun (e.g. *gym, race*)	+ Uncountable noun (e.g. *time, information*)	+ Plural noun (e.g. *calories, kilometres*)
1 _____ 2 _____	all, any, little, most, no, 3 _____ 4 _____ 5 _____	both, few, most, no, some, 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

4 Read the rules and complete the example sentences.

little or a little, few or a few

Grammar animation

We use *a little / a few* to mean a small amount of something, but we use *little / few* to mean less than we would like.

Fortunately, our team has won [1] _____ games this year.

Unfortunately, our team has won [2] _____ games this year.

GRAMMAR BOOSTER P138

TIP

We can use *of* before words like *his, my, the, these* + noun to be more specific, e.g. *some of these people; a lot of people.* However, we don't use *of* after *every* or *no* in these phrases. We use *every one* and *none*.

None of my friends uses a fitness tracker.

5 Find four examples in the article of a quantifier used with *of* to be specific.

6 Choose the correct alternative.

1 How **many** / **much** times a week do you work out?
2 I've got two sisters. **Both** / **Some** of them play volleyball.
3 All of my friends like watching football, but only **several** / **a few** of them play the game.
4 My grandad still does **a few** / **a little** exercise each day.
5 The race was over very quickly. **No** / **Every** runner finished the race in under 30 minutes.
6 **Most** / **Every** people I know prefer playing sports to going to the gym.

7 Rewrite the sentences with the quantifiers below so that the meaning does not change.

a few both each few little several

1 He didn't make enough effort to get fit.
2 About a third of the people at the gym complained about the cold water in the showers.
3 It's an unpopular sport. Hardly any students at my school play it.
4 Cricket is a difficult sport to understand and so is baseball.
5 I'm proud that I've taken part in two or three marathons.
6 Every one of the competitions that she has won has been important to her.

8 4.05 Listen to two students taking a tour of a fitness centre. How long have Carl and Fi been going to the gym?

9 4.05 Listen again and write sentences using the prompts and a suitable quantifier.

1 staff / centre / professional instructors
All of the staff at the centre are professional instructors.
2 equipment / new
3 Carl / come to the gym / days
4 Carl / not think / friends / go / gym
5 Carl / want / go / day
6 Carl / think / really good / classes
7 none / classes / interest / Fi
8 she / not think / machines / look fun

10 Work in pairs. Turn to page 149 and complete the exercise.

Just for the fun of it

1 Write a list of sports or activities that you did when you were ten years old. Tick (✓) the things that you still do. What were your reasons for giving up the sports and activities?

2 4.06 Read the essay. Then, in pairs, discuss the questions. Does the writer mention any of the same reasons for giving up sport that you talked about in Ex 1? Why does the writer think sport is important for teenagers?

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.

3 Read the strategy. Then read the essay again and underline the topic sentence in each paragraph.

4 Match paragraphs A–F to phrases 1–8. There are two phrases that you do not need.

1 a society focused on achievement
2 sport must be for everyone
3 time for a change
4 a lack of free time
5 a worrying statistic
6 why sport matters
7 studying must come first
8 losing interest

5 THINK & SHARE Think about the questions below. Then discuss them in pairs.

1 In paragraph A, why do you think the writer says the statistics aren't surprising?
2 Why is the culture of success, mentioned in paragraph C, a problem for people who want to do sport for fun?
3 In paragraph D, why do you think the writer says teenagers shouldn't miss out on seeing friends and having other interests?
4 In paragraph E, the writer mentions that 30% of teenagers suffer from stress. Why do you think teenagers are so stressed?

6 Work in groups. Discuss the questions.

1 Do you agree with the writer's conclusions? Why? / Why not?
2 Do you play sport to win competitions or to have fun?
3 What do you think would encourage more young people to carry on doing sport during their teenage years? Make three recommendations.

sometimes
Why we ~~never~~ give up

A A few years ago, research by the National Alliance for Youth Sports in the USA found that most young people (around 70%) gave up playing all organised sport by the age of thirteen. At a time when the physical and mental benefits of sport are well known, this is shocking, but not suprising.

B According to the research, the main reason that teenagers no longer wanted to take part in any organised sport was that 'it's just not fun anymore'. When I was a child, playing sports was all about having a good time with my friends. It didn't matter if you were not the fastest and most skilful, you still joined in. It was about playing together, learning to win and lose, laughing and crying, but above all enjoying the moment. But now that we are older, sports teachers and coaches only seem to be interested in the few kids who want to take it seriously. The rest of us, who just want to play for fun, get forgotten.

C As I see it, it isn't just sport that is the problem; it's the entire culture of success that we live in. Every day we are told to 'be the best', 'give 110%' and 'never give up'. But what if you just want to do something you aren't very good at because it's fun?

D People also need to remember that life for a teenager is pretty busy. You don't want to miss out on spending time with friends and developing other interests because you're expected to go to athletics training five times a week. And let's not forget school. As we get older, we spend more and more time studying, both at home and at school.

E What is really annoying about all of this is that sport is so important. Apart from all the physical benefits, there is a huge amount of research that says sport can help young people deal with problems such as stress and depression. When around 30% of teenagers suffer from stress, we need to be doing everything possible to get them to take up a sport.

F What can we do to bring about such a big change? In my opinion, we need schools, sports organisations and governments to realise that, above all else, sport isn't about being the best, training hard and winning – it's about having fun, making friends and taking part.



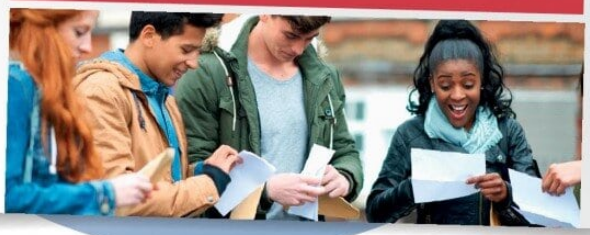
1

School team loses final on penalties



2

Joy and disappointment as exam results announced



Being sensitive

1 Work in pairs. Discuss the questions.

1 How do you think the people in the photos are feeling?
2 What would you say to them in these situations?

2 Read the responses to the situations in Ex 1. Match each response (A–B) to a photo (1–2). Who is talking in each case and who are they talking to?

A 'I'm really sorry that you didn't get what you expected. I guess you must be feeling really disappointed right now. I know how much work you put in and that you did your best. But it isn't the end of the world. It's just something you have to go through and learn from. I'm sure you'll come out of this stronger. It doesn't mean you're a failure. It's important to remember that. Now, come on, mate – let's go and get some lunch.'

B 'We all need to pull together. We're a team and we win together and lose together. It isn't fair to blame one person for what happened and it isn't good for the team. When we win, we are all heroes. When we lose, we must all take responsibility for it. That's what being in a great team is all about. Put yourselves in her shoes. How would you feel if it was you? We've all got to accept the result, and make her feel part of this great team.'

3 Read the responses again. Match the advice (1–4) below to the correct text: A or B. Work in pairs. Do you think it is good advice? Why? / Why not?

1 Think about how your teammate is feeling.
2 This is something that happens to everyone.
3 The experience will make you a better person.
4 We are all responsible for what happened today.

4 Complete the Phrasebook with words and phrases from Ex 2.

PHRASEBOOK Being sensitive and supportive

Empathising
I'm really [1]_____ that …
I [2]_____ you must be feeling …
I [3]_____ how much …
I know that you did your best.

Staying positive
It isn't the [4]_____.
It's just something you have to [5]_____ and [6]_____.
I'm [7]_____ you'll come out this stronger.
It's important to …

Encouraging others to understand
It isn't [8]_____ to …
Put yourselves in his / her [9]_____.
How would you [10]_____ if … ?

5 Complete the sentences with phrases from the Phrasebook.

1 It isn't the _____, Syed. I'm sure you can fix the screen.
2 I can't believe it's gone. I _____ work you put in.
3 _____ to blame Jane for telling your mum. We should have told her the truth to begin with.
4 I guess you _____ really down after falling out with Ben, but I'm sure you'll both forgive each other soon.
5 It's _____ to remember that it was just one performance. I'm sure we'll get it right tomorrow night.
6 Be kind to Kaya. _____ if you'd dropped that catch?

6 Match the sentences in Ex 5 to situations A–F that someone might say them in.

A a girl talking to her angry friend
B a musician in a band talking to another band member
C a baseball player talking to another team member
D a boy talking to a friend who broke his phone
E a father talking to his son about an argument
F a girl talking to a friend about a painting of hers she lost

7 THINK & SHARE Work in pairs. Discuss the questions.

1 Think about your answers to question 2 in Ex 1. How would your advice in the two situations change after doing the lesson?
2 How do the Phrasebook phrases improve how you can talk to people sensitively?

8 Work in pairs. Choose a situation below. Then make notes about what you would say to each person. Use the Phrasebook.

A Your friend has lost a favourite piece of jewellery that her grandmother gave her. She is really upset.

B You're the captain of the school's basketball team. Your team has lost the last three games and some of the players are blaming this on the newest player in the team.

C Your friend is feeling awful after an embarrassing photo of him was posted on social media. He doesn't want to go to school.







Sport

1 Look at the photos. In pairs, discuss the questions.

1 What is happening in the photos?
2 What do you think the players have to do in these sports?
3 Which of these sports would you most and least like to take part in? Why?

2 Read the text. Match sports 1–3 to photos A–C.

Why not try a new sport?

Bored with basketball? Tired of tennis? Why not try something new?



1 Earthing aims to find the fastest athlete on the planet over a course that features a 60-metre running track joined to a 50-metre pool. Competitors race opponents on land before they dive into the pool. It's really exciting to take part in and a great sport for spectators.

2 Blo-ball is a bit like table tennis, but instead of using bats to hit the ball to score points, you use your breath. That's right, you blow the ball across the table (don't worry, there isn't a net!) and your opponent must try and blow it back. It's simple, so it doesn't even need a referee!

3 One of the most successful new sports must be quidditch. Based on the sport played in the Harry Potter novels, it's now popular worldwide. You play matches on a large pitch with three rings on each side which players must shoot one of the five balls through. But with a rule book that's more than 100 pages long, you'll have to check out the International Quidditch Association's website to find out more!

3 VOCABULARY Complete the table with the highlighted words in the text and the words below.

coach court defeat train

People	Actions	Places and objects needed to do a sport
1 _____	6 _____	12 _____
2 _____	7 _____	13 _____
3 _____	8 _____	14 _____
4 _____	9 _____	15 _____
5 _____	10 _____	16 _____
	11 _____	

4 4.07 Listen and check your answers to Ex 3. Then listen and repeat.

5 Choose the correct alternative. Work in pairs. Explain the different meanings of the words in **bold**.

1 **score** / **train** a goal
2 obey the **opponents** / **referee**
3 a basketball **pitch** / **court**
4 the team **competitor** / **coach**
5 a race **track** / **court**
6 **shoot** / **score** the ball
7 a football **pitch** / **course**
8 **race** / **score** an opponent

6 Complete the sentences with the correct form of the words from Ex 3.

1 Our football team _____ every Wednesday and play matches on Saturdays.
2 The quidditch World Cup doesn't attract many _____ to watch the matches.
3 In any sport it's important to follow the rules and do what the _____ tells you.
4 We'll have to play well today because our _____ are the best team in the competition.
5 Over 40,000 _____ take part in the London Marathon every year.
6 Yesterday, Simona Halep _____ last year's winner in straight sets to become this year's tennis champion.
7 Before the match, our _____ usually give us some good advice about what to do.
8 At Wimbledon, tennis is played on a grass _____ and the _____ must be exactly 0.91 metres high.

7 THINK & SHARE Work in pairs. Think of an unusual or new sport that you have played or watched.

Talk about the game or sport and make notes about …

- how and where you play or do it.
- the aim of the sport or game.
- the people involved.
- any equipment needed.
- the rules.

8 Present your sport or game to the rest of the class using the vocabulary in Ex 3 and 5. As you listen to the other presentations, choose three sports or games that you would like to play.

Ability in the past, present and future

1 Look at the photo. How do you think the cyclist prepared for the competition?

2 Read the text about how a cycling team became successful. Does it mention any of your ideas in Ex 1?



Before 2002, the British team had only managed to win one Olympic gold medal in cycling in 90 years and no British cyclist had been able to win the Tour de France. But then they appointed Dave Brailsford as head coach. With the support of the whole team, Brailsford was able to introduce a theory of 'marginal gains' to the sport. This meant he tried to make very small improvements across the whole team. They looked at every part of the bikes and managed to make them lighter and faster. Then they tested the cyclists' fitness levels so they could see which ones had the ability to become winners. They changed the way the cyclists trained and they realised that being able to sleep well was extremely important, so each cyclist got a special bed to sleep on. They even employed a doctor to teach them how to wash their hands properly to avoid getting illnesses.

Were they able to improve results? Well, they didn't manage to win every cycling medal, but in the 2008, 2012 and 2016 Olympic Games, the British team won 22 cycling gold medals, and between 2012 and 2018 the Tour de France was won by a British cyclist six times. Will they be able to continue this success in the future? Will they manage to win more gold medals? Time will tell.

3 Read the text again and complete the rules with the highlighted phrases.

Ability in the past, present and future

Grammar animation

Ability in the present

We use *can / can't* to talk about general ability.

We can also use *am / is / are able to.*

Ability in the past

To talk about general ability in the past, we use *could / couldn't.*

To talk about ability at a specific time in the past, we use [1]_____ or [2]_____. We don't use *could* when talking about specific times.

When someone didn't have the ability to do something, we can use *wasn't / weren't able to* or [3]_____.

Ability in the future

To talk about general ability or ability at a specific time, we can use [4]_____ or [5]_____.

When we make a decision about the future at the moment we speak, we can use *can.*

A The pool is closed tomorrow.

B No problem. We can go to the beach instead.

GRAMMAR BOOSTER P139

4 Choose the correct alternative. Sometimes both answers are correct.

1 As a child, I **couldn't** / **didn't manage to** swim.
2 In 2019, Eliud Kipchoge **managed to** / **could** run a marathon in under two hours.
3 Our school **wasn't able to** / **couldn't** compete in the national schools swimming championship.
4 After these French lessons, I **'ll be able to** / **can** make friends when I go to France next year.
5 We **didn't manage** / **weren't able** to watch the final on TV last night.
6 **Can you** / **Will you manage to** help me with my training this evening?

TIP

We also use *be able to* when there is no form of *can*, e.g. with the present perfect or when we need an infinitive or *-ing* form.

5 Read the Tip. Then find two examples of *be able to* in the text because there is no form of *can.*

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

1 I've had no time to do any training this week.
I've been so busy this week that I _____.

2 I had to climb through the window because my front door was locked.
My front door was locked, but I _____.

3 I don't know anyone who knew how to play tennis when they were five.
None of my friends _____.

4 At primary school, I was happy that I could play games at lunchtime.
At primary school, I loved _____.

5 When we leave school, we'll have to stop using our student cards.
When we leave school, we _____.

6 Was anyone not able to finish the race on Sunday?
Did anyone not _____?

7 Work in pairs. Think and talk about the following things and explain your reasons.

- things that computers could and couldn't do ten years ago
- medical discoveries that humans have and haven't managed to make yet
- achievements athletes will and won't be able to make in the future

Keep moving!

1 Work in pairs. In which countries do you think people live the longest? Explain your choice.

2 **VOCABULARY** Choose the correct alternative.

1 be addicted **to** / **on** / **for**
2 protect someone **to** / **of** / **from**
3 be obsessed **for** / **with** / **in**
4 listen **for** / **to** / **on**
5 spend money **to** / **of** / **on**
6 suffer **in** / **of** / **from**
7 learn **over** / **for** / **from**
8 talk **about** / **for** / **in**

3 Match the words and prepositions in Ex 2 to the phrases below. Then write a full sentence for each. More than one answer is possible.

a bad back a book a dangerous animal
a new coat a problem a radio show
a teacher a video game

I suffer from a bad back.

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?

4 4.10 Read the strategy. Then listen to four sentences from different recordings and match phrases 1–4 to purposes A–D.

A entertaining ___ C giving advice ___
B giving information ___ D advertising a product ___

5 4.11 Listen to the introduction to a podcast. What do you think the purpose of the podcast is?

A to persuade the listeners to buy something
B to give information about something
C to give advice about something
D to talk about healthy eating

6 4.11 Listen again. In which parts of the world do people live the longest? Were your predictions in Ex 1 correct?

7 4.12 Listen to Part 2 of the podcast and complete the notes with up to three words in each gap.



- Location of blue zones: all are [1]_____.
- Typical foods eaten by people in the blue zones: lots of vegetables and fruit, but hardly any [2]_____.
- Plenty of time spent with [3]_____.
- Physical activities: gardening, farming and taking care of [4]_____.
- Health: most people have [5]_____ lives and many problems with our lifestyle.

PRONUNCIATION Elision

In spoken English, you often miss out sounds so we can speak more naturally. You often omit the consonants *d* and *t* when they are next to other consonants.

I managed to finish the race.
He couldn't play tennis very well.
What were you able to do today?
I didn't manage to eat a sandwich.

8 PRONUNCIATION 4.13 Read the pronunciation box. Then listen and repeat the sentences.

9 4.14 Listen to the sentences below and cross out all the /d/ and /t/ sounds that are missed out. Then listen again and practise saying the sentences.

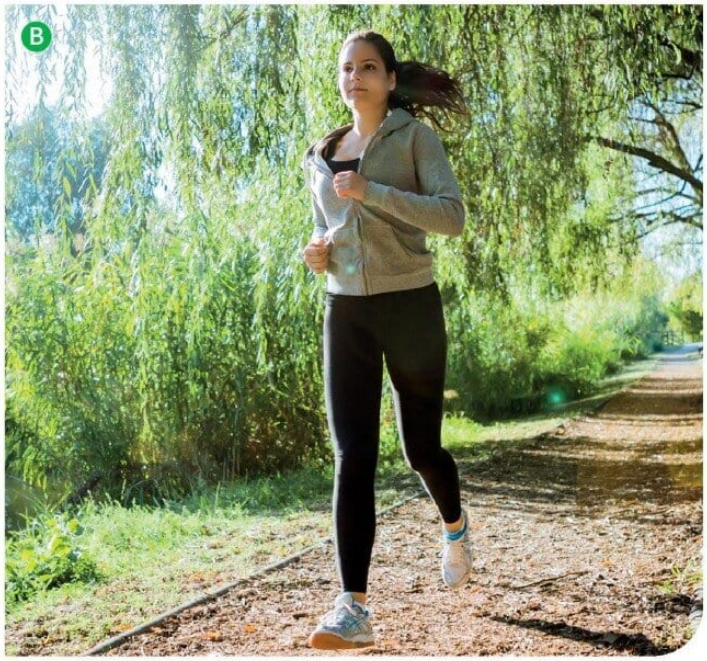
1 Where in the world do the most people live to 100 and beyond?
2 These are called the world's blue zones …
3 Well, we realise that most people won't be able to do that …
4 Obviously, what we eat is so important …
5 They spend most of their days moving.

10 Work in groups. Give a short presentation to your class to summarise the advice in the podcast. Use the notes in Ex 7 to help you. Each person should talk about diet, exercise or free time.

11 THINK & SHARE Work in pairs. Compare your life with people living in the blue zones and discuss the questions.

1 What are the main differences and similarities between your lifestyles?
2 Do you think you are addicted to anything? If so, what?
3 What can you and your friends and family learn from the way people live in the blues zones?
4 Why do you think people in the developed world are so obsessed with their health? Do you think this is healthy?





Compare and contrast

1 Work in pairs. Look at photos A and B. Discuss the questions below.

1 When was the last time you did some exercise on your own or played a team sport?
2 Why did you choose to do it?
3 How did it make you feel?

These photos show people doing different types of sport. Compare and contrast the photos and say which sport you'd prefer to do and why.

2 4.15 Read the task above. Then listen to a student doing the task. Which sport does he prefer and why? Do you agree or disagree?

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.

3 4.15 Read the strategy. Then listen again and put the things the student talks about in the correct order.

___ the similarities between the photos
___ personal experiences and preference
___ the differences between the photos
___ the theme and a general description of the photos

4 Add the phrases below that the student used in the task to the correct group in the Phrasebook.

Each photo also shows … In my experience, …
The main thing that both photos have in common is …
The most obvious difference between … and … is …
Unlike photo A, photo B …

PHRASEBOOK Comparing and contrasting photos

Talking about similarities

Both photos are similar in that …
Photo A shows … and so does photo B.
Neither … nor … shows …
1 _____
2 _____

Talking about differences

While (the people in photo B look …), I think …
In comparison to … / Compared to …
… is (slightly / quite a lot / much) more … than …
3 _____
4 _____

Giving your opinion

As I see it, …
From my point of view, …
5 _____

5 4.16 Listen to another student doing the task and complete the sentences that she says with the correct phrases from the Phrasebook.

1 _____ they show young people exercising.
2 Interestingly, _____ shows people using technology.
3 _____, photo B is much more appealing to me.
4 Playing volleyball in a sports hall _____ running outside on your own.
5 _____, running is a much better way to keep fit.

6 Turn to page 151 and complete Ex 1 and 2.

7 REFLECT Think about your partner's answers to the Feedback questions on page 150. If you did the task again, what would do differently?

Winning isn't everything

1 Work in pairs. What is a 'competitive sport'? Then discuss the questions.

1 What competitive sports do you do at your school?
2 Look at the photos below. Which sport would you prefer to do? Why?
3 Do you do any non-competitive sports?
4 What do you think are the advantages and disadvantages of doing competitive sports at school?

2 Read the essay. Does the writer agree or disagree with the statement in the title? Do you agree with the writer's opinion? Why? / Why not?

Home New View >>

Doing competitive sports is a great way to learn important lessons.

Everyone agrees that it is vital to teach some kind of sport and exercise in every school. But competitive sport can be dangerous and not everyone can succeed. Is it better to ban them or are they an important part of school life?

Most people would agree that playing in a team in a competition is positive for a teenager's physical and mental health. It's a good way to make friends, increase self-confidence and learn the skills of teamwork and co-operation. It can also be argued that learning how to win and lose is a valuable skill. This will prepare young people for both success and failure in life.

Having said that, doing competitive sport puts a lot of pressure on individual students. If they don't perform well, they could get very stressed and feel depressed. In addition, they may stop seeing sport as something you do for fun, and this could cause them to give it up altogether.

In conclusion, there are clearly a number of disadvantages with competitive sport. However, if sports teachers make sure everyone is having fun and no one is taking it too seriously, sports are a great way to learn life skills and to improve your fitness.



Page 1 of 1 213 words – + 50%

3 Read the essay again. Underline the topic sentence in each paragraph. What is the purpose of each paragraph?

PHRASEBOOK For and against essay

Presenting an argument
It is true that …
It can be argued that …
1 _____
It is hard to deny that …
2 _____
3 _____

Presenting an opposing argument
On the other hand, …
However, some people argue that …
Another problem with … is …
4 _____
5 _____

4 Complete the Phrasebook with the highlighted phrases in the essay.

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.

5 Read the strategy. In pairs, find two arguments for and two arguments against doing competitive sport in the essay. Then find the statements or examples that support them.

6 Read the task. Work in pairs. Think of arguments for and against volunteering.

> Doing volunteering is the best way for students to learn the skills of teamwork, co-operation and friendship.

7 Plan your work.

1 Make notes for and against the statement. Think of an example to support each argument.
2 Put your arguments into two paragraphs.
3 Write a topic sentence for each paragraph.
4 Make notes for an introduction and a conclusion.
5 Choose phrases from the Phrasebook you want to use.

8 Write your essay.

9 CHECK YOUR WORK Did you …

- use for and against arguments and support them?
- use vocabulary from this unit?
- use quantifiers (*few*, *many*, *all*, etc.) and talk about ability?
- check your spelling and grammar?



Grammar

1 Complete the dialogue with the words below.

a few a little all any both each little much no

Val How [1]_____ exercise do you do [2]_____ week?
Jan I don't do much, but I try to do [3]_____ exercise every day.
Val Do you do [4]_____ push-ups at all?
Jan No, not many, but I do [5]_____ in the morning before breakfast. What about you?
Val I'm too busy in the morning and have [6]_____ time for exercise at all.
Jan I get you. I have very [7]_____ free time these days with [8]_____ the homework we have to do.
Val Maybe [9]_____ of us would study better if we made more time for exercise.

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

1 Mo has broken his leg so he _____. (not / able / play)
2 Despite having the best players in the country, our volleyball team _____ the national championship last year. (not / manage / win)
3 When I was a child, I _____ a tennis racket in one hand. (cannot / hold)
4 _____ me with my homework on Saturday? (you / able / help)
5 Most of my friends _____ more than two languages. (able / speak)
6 My parents _____ shopping for two weeks because their car has been in the garage. (not / able / go)

Vocabulary

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

carry catch drop give join
keep sign take warm work

1 Last summer, some friends and I _____ up playing quidditch. It's great fun.
2 How often do you _____ out at the gym?
3 Owen _____ out of the race after 20 minutes because his foot hurt.
4 Leyla _____ up playing golf because it was really boring.
5 Would you like to _____ in our game of volleyball?
6 Even though you're losing the match, you've got to _____ on until the end.
7 I was ill last week, so I'm trying to _____ up on all the classwork I missed.
8 My little brother is so full of energy and runs everywhere – I can't _____ up with him!
9 It's really important for your muscles to _____ up before exercising.
10 If you're interested in the boxing class, remember to _____ up soon.

4 Choose the correct answer: A or B.

1 It doesn't matter if you don't beat your …, as long as you try your best.
A opponent B competitor
2 If you want to be a winner, you'll have to … hard.
A train B coach
3 The … of the London Marathon passes some of the city's most famous places.
A track B course
4 How many goals has their best player … in this game?
A shot B scored
5 The … decided it wasn't a goal and gave a free kick to Barcelona.
A referee B spectator
6 If you can't hit the ball over the …, I don't think tennis is the sport for you.
A court B net

Cumulative review

5 Complete the text about two sporting heroes with the best words. Write **one** word in each gap.

In a TED talk from 2014, journalist David Epstein compared athletes of the past with those competing today. He wanted to know why they [1]_____ not run as fast as athletes today. Were the differences in speed because of different fitness levels or better technology? He wanted to know what would happen if Usain Bolt took [2]_____ in a race with Jesse Owens.

Of course, this was a race that could never happen. In 2014, Usain Bolt was the fastest man on Earth. In Berlin in 2009, he set a world record for running 100 metres in 9.56 seconds, a time that [3]_____ runner has ever beaten. Jesse Owens was also the greatest runner of his generation, but more than 70 years earlier. At the 1936 Olympics, also in Berlin, he managed [4]_____ win four gold medals. But the difference between how fast they [5]_____ run 100 metres was around half a second.

However, Epstein found that if you put them in the same shoes and also on the same running [6]_____, their times would only be a [7]_____ different.

As technology improves, some experts think athletes will run the 100 metres even faster. The Australian sports scientist Jeremy Richmond thinks in the future a few [8]_____ the best male runners [9]_____ manage to run the race in a time as fast as 9.27 seconds, but probably won't be [10]_____ to go faster than 9.2 seconds.

Think & share

6 Speak or write. Read the quote and answer the questions.

> **It's not whether you get knocked down; it's whether you get up.**
> *Vince Lombardi, American football coach*

1 What do you think are the most important reasons for doing a sport?
2 Can you think of a time when you managed to get up and continue doing something after being knocked down? What happened?

Listening

EXAM STRATEGY

When you do a task with options for *true*, *false* or *not given*, make sure you have enough evidence if you choose *true* or *false*. If there is not enough information given, or if you aren't sure, then choose the *not given* option.

1 4.17 Read the strategy above. Then look at the exam task in Ex 2. Read the first sentence. Listen carefully to the first part of the recording. Is there enough information to answer *true* or *false*?

2 4.18 Listen. Are the sentences true (T), false (F) or not given (NG)?

1 Running started because humans had to hunt animals.
2 We don't know when running became a real sport.
3 Humans probably first started swimming in the area which is now Libya.
4 Swimming has only been a competitive sport since the 19th century.
5 The Romans first had the idea for soldiers to do gymnastics.
6 A group of young men invented the modern form of gymnastics.
7 The game of Tsu Chu was similar to today's football.
8 Men and women enjoyed playing Tsu Chu until the 20th century.

Use of English

EXAM STRATEGY

When you do a multiple-choice task for a text with missing words, the answer options are often the same part of speech (e.g. all verbs or all prepositions). Think carefully about the differences in meaning between the options. Look at the words before and after each gap. After you have chosen your answers, read the whole text again.

3 Read the strategy above. Then complete the first gap with each of the options in turn. Which one sounds correct and why?

We all know how important it is to [1]___ our bodies in good shape. However, it's just as important to look after our brain in order to have good mental health. There is [2]___ much that we don't yet understand about how the brain works, but [3]___ are several simple ways that we can take care of it. Some of the things we do to stay physically fit are also good for our brain, for example, eating healthily, doing [4]___ exercise and getting the right amount of sleep.

Games and puzzles are also good for [5]___ minds. The challenge involved in thinking about them keeps the brain active, and we feel a sense of happiness and reward when we complete them successfully. [6]___ like these are especially useful when we do them with other people, because connecting with others and having good relationships provides important emotional support. That's why having regular contact with friends and family is [7]___ we should all do. Even if we can't see people face to face, we [8]___ use technology to keep in touch in different ways, whether it's through social media, a video chat or just a phone call.

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

1	A stay	B keep	C remain	D put
2	A too	B as	C so	D very
3	A there	B those	C they	D these
4	A normal	B regular	C typical	D usual
5	A your	B their	C its	D our
6	A Events	B Activities	C Skills	D Actions
7	A something	B anything	C everything	D nothing
8	A might	B do	C can	D are

Writing

EXAM STRATEGY

When you write an email to a friend, you will need to use appropriate functional language. You may need to include phrases for agreeing, disagreeing, giving an opinion, apologising, making offers, suggestions or invitations, thanking or explaining.

5 Read the strategy above. Then look at the exam task in Ex 6. Which type of functional language in the strategy could you include in your answer?

6 Read this email from your English-speaking friend Ade. Write your email to Ade giving advice on physical training, preparing mentally, eating healthily and sleep.

From: Ade

Subject: Couch to 5K run

Hi!

I wanted to tell you about the run I'm planning to do.

I need to get fit, so I'm going to do the 'Couch to 5K' challenge. The idea is that non-runners like me get off their couch and start training. The aim is to be able to run five kilometres after just nine weeks!

I'm really excited, but can you give me some advice on how to prepare for it?

Thanks!

Ade

5

VOCABULARY
Senses
Food

GRAMMAR
Future tenses
The passive

READING
An online article

LISTENING
A podcast about future life

GLOBAL SKILLS
Overcoming obstacles

SPEAKING
Expressing opinions

WRITING
A informal email

VISION 360
Vegan restaurant

VOCABULARY BOOSTER P120–121
GRAMMAR BOOSTER P140–141

Making sense of food



1 THINK & SHARE Work in pairs. Discuss the questions.

1 Can the same food or drink taste different in different situations?
2 Can the same food or drink taste different to different people?
3 Do you connect some dishes or tastes with people or places? Give some examples.

2 5.01 Watch or listen. Which senses does each food experiment test?

sight smell sound taste touch

3 5.01 Watch or listen again. Answer the questions.

1 Which parts of the body do food scientists say are important when we eat?
2 How does Lewis describe the first food item he eats?
3 What is the first food item he eats?
4 What does Lewis say the food in the second experiment looks like?
5 Why did the colour confuse Lewis?
6 What is the difference between the two cups of coffee?

4 THINK & SHARE Work in pairs. Are you surprised by the results of the experiments? Try the first experiment at lunchtime or at home. Report the results to the class.

5 **REAL ENGLISH** Choose the correct alternative.

1 If you ask 'What are you up to?', you want to know what someone is **thinking** / **doing**.
2 If something is 'gross', it's **horrible** / **big**.
3 If you 'haven't got a clue', you **don't know anything** / **know a lot** about a topic.
4 If you say 'seeing is believing', you will accept that something **unusual** / **usual** is true if you see it yourself.
5 If you say 'fire away', you are telling someone **to leave** / **that they can speak**.

6 5.02 **VOCABULARY** Check the meaning of the adjectives below. Then complete the table. Which adjectives can go in more than one column? Listen and check.

bitter blurred deafening pale rotten rough salty smooth sour spicy sticky sweaty sweet tasty vivid

Sight	Smell	Sound	Taste	Touch

7 Complete the sentences with adjectives from Ex 6.

1 We had to leave the rock concert because the music was _____ and it was giving me a headache.
2 I didn't enjoy cycling across that _____ road; it was really uncomfortable and I nearly fell off.
3 Dad wears glasses to see things in the distance because everything looks _____ and unclear.
4 A baby's skin is so beautiful and _____!
5 This dish is quite _____, but it isn't too hot.
6 The children's hands were all _____ after eating the chocolate cake.
7 Cocoa is really _____ unless you add some sugar to it.
8 Jack loves _____ things and he puts about five spoons of sugar in his coffee!
9 He cooks very _____ dishes. His pizzas are fantastic.
10 It's such a _____ blue that you can hardly see that it's blue at all!
11 The colour of those flowers is really bright and _____.
12 Coffee has a really _____ taste, but my sister loves it.
13 We all felt hot and _____ after the exercise class.
14 Don't eat that chicken! It smells really awful so it must be _____.
15 Those chips were so _____ that I needed to drink a litre of water after the meal!

8 Work in pairs. Think of something to match the adjectives below.

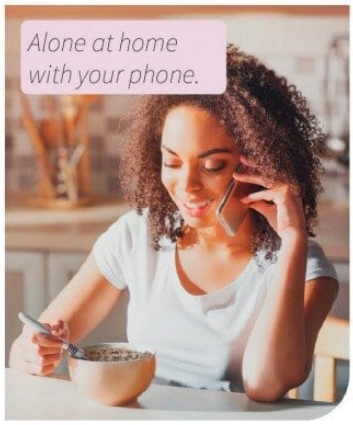
bitter deafening rough smooth sticky sweet tasty

Dark chocolate is really bitter, but I like it.

9 Work in pairs. Think about the information your senses receive when you are eating in the situations below. How do you think this can affect your eating experience?

It's often deafening in the school canteen and I sometimes don't even think about what I'm eating. Maybe that's why the food doesn't seem very tasty!


When you are eating your favourite meal.


Alone at home with your phone.


With your family at a family celebration.


With classmates in the school canteen.

10 **MEDIATION** Read the restaurant review on page 150 and complete the message to a friend.

Future tenses

1 5.05 Listen to a conversation between Joe and Will. What kind of exhibition are they going to see? What will the demonstration be of?

2 5.05 Listen again and complete the sentences.

1 It's about how they think technology _____ home life.
2 There _____ a presentation at ten o'clock on Saturday morning.
3 They _____ a demonstration of the kitchen of the future.
4 I've read the programme and I'm sure it _____ interesting.
5 OK, I _____. It's this Saturday, the 4th, right?
6 We _____ the eight o'clock train to Victoria station.

3 Match sentences 1–6 in Ex 2 to rules A–F.

Future tenses

Grammar animation

We use …

A *be going to* for a planned future event or intention.
B *be going to* for a prediction that someone makes based on present evidence or facts.
C the present continuous for an arrangement that a person has already made.
D *will* for a prediction that someone makes based on no evidence or facts, or that the person feels unsure of.
E *will* for a decision that a person makes at the moment of speaking.
F the present simple for an event that is part of a timetable.

GRAMMAR BOOSTER P140

4 Choose the best answer: A or B.

1 Have you decided what to study at university?
A Yes, I'm going to study medicine.
B Yes, I'm studying medicine.
2 Do you think there's life on other planets?
A Perhaps. I think we'll find some form of life somewhere one day.
B Perhaps. I think we're going to find some form of life somewhere one day.
3 Have you checked the departure time?
A Yes, the plane will leave at 15.30 on Friday.
B Yes, the plane leaves at 15.30 on Friday.
4 I can't do this science homework.
A I'm helping you.
B I'll help you.
5 What is your brother doing next weekend?
A He's playing football for the school team.
B He plays football for the school team.
6 Mark never studies.
A He'll fail his exams.
B He's going to fail his exams.

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

1 The operation on Dad's knee _____ next Thursday morning. (be)
2 Right, the new year starts next week and I've decided that I _____ reading more! (start)
3 I've got the tickets! The train _____ in five minutes from platform 6. (leave)
4 I think people _____ forever in the future. (live)
5 My uncle smokes a lot, eats lots of sweet things and never exercises. He _____ from health problems soon! (suffer)
6 No, no, that bag's really heavy, Grandma! I _____ it for you! (carry)
7 Kate _____ us at the cinema tonight, not at the bus stop. (meet)
8 I've spoken to Zahra and she _____ over here tomorrow morning to give me those paints. (drive)



6 5.06 Complete the dialogue with the correct future tense form of the verbs in brackets. Sometimes more than one answer is possible. Listen and check.

Harry Are you [1] _____ (come) to the filmathon at my house?
Marta Yeah! I [2] _____ (be) there!
Harry Great! It [3] _____ (start) at 6 p.m. on Saturday.
Marta Cool. One thing, though. What [4] _____ (we / do) about food? I imagine people [5] _____ (want) something to eat.
Harry We've thought about that. Andy and Chloe [6] _____ (bring) some burgers; they [7] _____ (cook) dinner for everybody.
Marta OK, I [8] _____ (bring) some food for breakfast. How about some bread for toast and some cereal?
Harry Sounds good. Kate [9] _____ (prepare) something for our lunch to bring with her.
Marta Great! Oh, and I [10] _____ (buy) some other snacks.
Harry Good idea. Now all we need to do is agree on the films. That [11] _____ (cause) more problems than the food!

7 THINK & SHARE Work in pairs. Make notes about a future activity that you are going to take part in. Use the ideas below to help you. Think about what you will do and what you will need for the event.

a picnic a sleepover
a surprise party for a friend or relative
cook a meal for your family or friends

8 Work in groups. Explain your plans to your group.

I'm going to have a party. It starts at 7 p.m. and we're going to …



futurologist noun /ˌfjuːtʃəˈrɒlədʒɪst/
someone who looks at how things are changing now to say what will happen and how we will live in the future

Living forever!

1 THINK & SHARE Work in pairs. Read the definition above and what futurologists say will happen in the future below. Put the statements in order from most likely (1) to least likely (5). Do you think they are positive or negative? Why?

- The internet will become 'the brain-net'. We will able to post our thoughts and feelings to each other.
- Transport will run on clean energy and will be driven by robots. There will be no human drivers anymore.
- We won't buy clothes anymore; we will print them at home on 3D printers.
- Wearable devices will connect every person and country to the world's knowledge.
- Physical money is going to disappear.

2 VOCABULARY Check the meaning of the verbs below that we use to talk about the future. Then match them to the definitions.

expect intend predict promise

1 to tell someone that you will definitely do or not do something
2 to say something will happen because of information, often scientific, that we have
3 to think or believe that something will happen
4 to have a personal plan for the future

3 Complete the sentences with the correct form of the verbs from Ex 2. Sometimes more than one answer is possible.

1 They've _____ rain for next week.
2 Jack said sorry for losing my scarf, but he has _____ to buy me a new one.
3 Yasmin _____ to study at university.
4 I _____ that we'll win the final easily. I'm feeling confident.

4 5.07 Listen to the first part of a podcast. Are the sentences true (T), false (F) or not given (NG)?

1 According to futurologists, people over 40 may live forever.
2 People pay lots of money to hear about their future.
3 The Future Community sells information about the future.
4 Information from The Future Community is rarely correct.
5 The presenter thinks it's likely that someone alive today will be alive in 2150.

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.

5 5.08 Read the strategy. Then listen to the second part of the podcast and choose the best summary.

A People want to be young forever and have android bodies. We will visit the world by uploading our brains to our computers. We will have a population problem because we will stop having children.

B People want to live forever, but not as old people. People might have better bodies and brains, but people living forever will have a big impact on society. Literature has described some possible problems.

C People want to live forever. We will leave our bodies and live virtual lives inside computers and androids. We will no longer need food and it will be better for the environment. Some of the ideas from literature and films will soon become reality.

6 5.08 Work in pairs and make notes. What are the three things that science will allow people to do with their bodies? What three things have writers predicted might happen because of this new situation? Listen again and check your answers.

7 Use your notes from Ex 6 to write a short article for your student magazine that explains your feelings about the three ways that science might help people to live forever.

8 THINK & SHARE Work in pairs. Make three predictions about what will happen in the next 50 years to three of the topics below.

diet education health home life leisure sport travel work

Overcoming obstacles

1 THINK & SHARE Work in pairs. Discuss the questions.

1 What do you think emotional health is?
2 How can the things below affect our emotional health positively and negatively?

family and friends free time physical activity
public events schoolwork sleep social media

My family always supports me if I have a problem, but I sometimes have some big arguments with my brother, which upsets me.

2 Read the notice about a talk on emotional health. What are the three topics?

PODCAST

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Emotional health

A talk by **Dr Sara Danjuma.**
Thursday 11 March

In this talk on emotional health, I will give you some strategies for dealing with the typical problems that all young people go through. I'll talk about self-confidence and how to avoid putting yourself down, I'll mention things that you can try out to help you control a personal fear and I'll discuss finding help for getting over a problem that is getting you down and making you unhappy. Finally, we'll finish with a question and answer session, so please think of any questions that you might have for me. I look forward to meeting you on Thursday!

Play Video Download

3 VOCABULARY Match the highlighted phrasal verbs in the notice to their meanings.

1 to do something to see if it works
2 to make you feel unhappy
3 to take action to solve a problem
4 to get better after something has made you unhappy
5 to say bad things about yourself
6 to experience a difficult situation

4 5.09 Listen to three students who went to the talk. Match the topics in Ex 2 to each speaker.



5 5.09 Listen again. Complete the advice for the three problems with a maximum of four words in each gap.

1 You won't look _____ if you ask _____. Speak to people who are _____ and have some experience of a situation.
2 We should replace the _____ we sometimes have about ourselves with _____. You can be just _____ others if you're positive about yourself.
3 We can deal with our _____ if we imagine ourselves doing them well. _____ the situation at home in front of a mirror or with _____.

6 Complete the advice with the verbs below.

accept ask avoid face
focus listen share take

1 _____ that you haven't always got time for everything and sometimes have to say 'no'.
2 _____ to all types of advice and keep an open mind before deciding what to do or try out.
3 _____ on what you have and not what you don't have.
4 _____ the obstacles that appear in your life; instead of ignoring them, try to deal with them by looking for help.
5 _____ for help when you need it.
6 _____ people who are always negative about everything and put others down.
7 _____ responsibility for your mistakes and look for a solution.
8 _____ the problems that you're going through with people who will help you get over a situation.

7 Work in pairs. Compare your answers to Ex 6. Which is the most important piece of advice?

8 THINK & SHARE Work in pairs. Choose one of the obstacles below. Think of three things that a person could do to overcome the situation. Use the advice from Ex 6 and your own ideas.

- A friend has unfollowed you on Instagram and it is getting you down.
- You're stressed because you feel you haven't got time to deal with everything.
- Your parents disagree with your plans for the future.
- You panic and you feel hot when you have an exam.
- Your best friend has moved to a new school and you miss them.

9 Work in groups. Explain the three suggestions that you have made for the problem in Ex 8. Listen to the other problems and solutions. Say if you agree or disagree with the solutions. Make suggestions for improving the ones you disagree with.

Food

1 THINK & SHARE Make a list of three dishes that you really enjoy. In pairs, discuss the reasons why you enjoy them.

I've recently become a vegetarian and I love vegetable curry with rice. It's very spicy.

2 Read the blog post. Answer the questions.
Which type of food …
1 is good for your health and the planet's?
2 could help with the increase in meat-eaters?
3 needs a lot of space to develop?
4 contains extras that might be unhealthy?

MY BLOG

FoodieGirl

The meat of the future?

Posted 18 July

Most people love meat. Who hasn't enjoyed a barbecue or kebab with family and friends? However, meat production uses a lot of the world's land: 25% of land is used by animals and another 33% is used to grow crops for them. Unsurprisingly, some people say we should eat more environmentally friendly types of 'meat'. Here we look at three options – which is your favourite?

Plant-based burgers



Some vegetarian burgers really look like red meat and also taste like it, but they are made from plants. However, 'fake' burgers aren't necessarily healthy food; some contain secret ingredients, including additives, to give them that real meat taste.

Lab meat



It takes eighteen months to produce the beef from a cow to make meatballs, but it only takes a few weeks to grow beef in a laboratory. Furthermore, lab meat doesn't need farmland. More and more people around the world include meat in their diet, but farming can't produce enough. Could laboratory meat be the answer?

Insects



Insects are a popular dish with two billion people around the world and they're becoming more popular. Apart from being delicious, a portion of cooked insects can be an extremely nutritious meal. They're also very eco-friendly; half a kilo of insects needs 1,000 times less water to produce than half a kilo of beef.

3 Work in pairs. Which of the different types of 'meat' would you or would you not like to eat instead of real meat? Why?

4 5.10 VOCABULARY Check the meaning of the highlighted food words in the text. Then match them to the definitions. Listen and check.
1 groups of plants that are grown in large amounts
2 the food and drink that we usually eat and drink
3 a dish of small pieces of meat or fish and vegetables on a long stick
4 small round pieces of meat
5 something that is added to food to make it look or taste better
6 something that people think is good to eat because it doesn't contain much sugar, salt, etc
7 tasty; has a good taste or smell
8 good for you; has what the body needs to grow
9 a meal that is prepared outside over a fire
10 the amount of food served to one person
11 meat from animals such as cows and sheep
12 the name for meat that we get from cows
13 the activity of growing food and looking after animals
14 a room with equipment to do experiments
15 food items that we use as part of the preparation of a dish

5 Complete the questions with some of the highlighted words from the blog post.
1 What are the differences between the _____ your grandparents ate and the one you eat? Did they eat more or less _____ and fish?
2 What type of _____ takes place in your region? What type of _____ do farmers grow?
3 Why do you think fast food contains so many _____? Which _____ make a fast food burger unhealthy?
4 Which food or food products do people consider to be _____?

6 Answer the questions in Ex 5. Then, in pairs, compare your answers.

7 THINK & SHARE Work in pairs. Think of a food product that you enjoy. Discuss the questions.
- How do the producers advertise it? Do they say it's a healthy food?
- What are the ingredients? Where do you think they come from?
- What additives does it include? What do they do?
- What effects do you think the farming process for the ingredients has on the environment?

8 Work in groups. Explain what you have learned about your food product.

I was surprised to read the ingredients. I didn't know there were so many additives. I'm going to eat more healthily.

The passive

1 Read about the naming of veggie burgers. Do you agree or disagree with the meat producers? Why?

Food News



Plant-based burgers are being sold next to meat burgers by one of the world's most famous fast food restaurants. Vegetarian dishes have also been introduced by other fast food restaurants and they have become very popular. However, not everyone is happy. New laws were being prepared last year in the USA because words like 'burger', 'meatballs' or 'kebab' had been used by producers of plant-based foods to describe their products. The meat producers say that if a product isn't made of meat, it shouldn't be given a meat name. They are worried their business will be affected in the same way that the milk industry has been. In the early 2000s, plant-based products calling themselves 'milk', 'cheese' and 'yoghurt' were put next to cow milk products on supermarket shelves and the milk industry lost 13% of their customers.

2 Match the highlighted passive forms in Ex 1 to 1–9 below.

1 present simple
2 present continuous
3 past simple
4 past continuous
5 present perfect
6 past perfect
7 future simple
8 modal verb
9 *by* + agent

3 Complete the rules with the words below.

action *by* important past participle subject

The passive

Grammar animation

1 We use the passive to focus on the _____ instead of the person or people that are responsible for it.
2 We sometimes use the passive because we don't know who performs the action, because it's obvious who performs it or because it isn't _____.
3 We use _____ to say who does the action if we think that it's important.
4 We form the passive with the correct form of the verb *be* and the _____ of the verb.
5 The object of an active sentence often becomes the _____ of a passive sentence.

GRAMMAR BOOSTER P141

4 Decide if an active or passive sentence is best for each situation. In some cases, both A and B are possible.

1 A Someone will serve lunch in half an hour.
B Lunch will be served in half an hour.
2 A FC Barcelona has won the Champions League.
B The Champions League has been won by FC Barcelona.
3 A My dad arrived late because something had delayed his flight.
B My dad arrived late because his flight had been delayed.
4 A The president visited our school.
B Our school was visited by the president.
5 A My sister wrote the poem that won the school prize!
B The poem that won the school prize was written by my sister!
6 A We can't go in yet. Someone is cleaning the room.
B We can't go in yet. The room is being cleaned.

5 Work in pairs. Compare your answers in Ex 4. When both an active and passive sentence are possible, what is the focus of each sentence?

6 Make the active sentences passive. Use *by* where necessary.

1 My brother prepared my lunch.
My lunch was prepared by my brother.
2 Vegetable farmers serve plant-based burgers at the barbecue.
3 They are preparing a menu for tomorrow's special dinner.
4 The cook hadn't added salt to the meal.
5 They won't sell lab meat in supermarkets yet.
6 Customers often post photos of food on social media.
7 They shouldn't call drinks made from nuts 'milk'.
8 The class teacher was telling the students about good eating habits.

7 5.13 Listen to someone talking about how eating habits have changed. What does she say is better for the planet?

8 5.13 Listen again. Answer the questions using the passive.

1 Which places have they opened in her town?
2 What are they selling more of at the farmers' markets?
3 What happened to the school lunch menus last year?
4 What does the school now serve the students for lunch?

9 THINK & SHARE Work in groups. What changes have happened at your school or where you live in the last few years?

Sugar, the new tobacco?

1 Work in pairs. Discuss the questions.
1 Which of the products in the photos (A–E) do you think have sugar added to them?
2 Can you think of other food items high in sugar?

2 5.14 Read the article. What effect does sugar have on our bodies and brains?



How the food industry tricks us

In the past, we burned lots of calories by moving from place to place, hunting animals and collecting plants and fruit. To live like **this**, we needed lots of energy. We learned that plants and fruits contained natural sugar, gave us energy and were part of a healthy diet.

Our brains produce dopamine, the happiness chemical, when we eat something sweet. Today, this desire for sweet food is used by the food industry, and it is becoming an addiction that is causing certain diseases to reach epidemic levels.

Sugar is added to almost every food product, including 'healthy' **ones** like low-fat yoghurt and fruit juice, and **it** causes health problems. Most people know that they should give up or cut down on certain food products, but the results of food industry science studies of what happens to our brains when we eat are used to stop us from doing that. *The New York Times* reporter Michael Moss investigated the food industry and he discovered some of the tricks they use.

A **The killer ingredients**

Scientists discovered that sugar together with salt is a mix that we find very hard to say no to. Fast food meals, breakfast cereals and biscuits are just some of the food products that use this 'magic' combination.

C **The right feeling**

The food industry creates food that tastes and feels good. They aim to produce feelings that consumers want to experience again and again.

E **No calories**

Food products are designed to be eaten quickly so that our brains think that they are eating few calories. Our brains tell us to stop eating when we have enough calories, but the food industry wants us to eat more!

B **The happiness moment**

Food scientists know the exact amount of the killer ingredients that are needed to create dopamine, the feeling of happiness when we eat.

D **Taste explosion**

The shape and size of pieces of food are studied so that they create a perfect taste explosion when we bite into **them**.

Now we know how the food industry uses our natural needs to make us eat its products, what can we do about **it**?

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.

3 Read the strategy and read the article again. What do the **bold** words refer to? In pairs, compare your answers.

4 Read the article again. Answer the questions.
1 What did we need a lot of and why?
2 What three things did we discover about plants and fruits?
3 What do scientists try to do?
4 Who is sugar and salt a magic combination for?
5 What do tests try to discover?
6 What do our brains usually tell us to do?

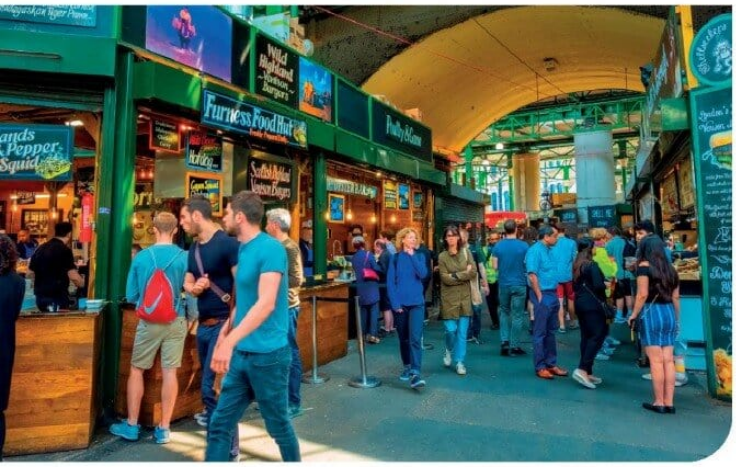
5 Work in pairs. Answer the question that the writer asks at the end of the text. Give reasons for your answer.

6 VOCABULARY 5.15 Match the highlighted words in the article to the definitions. Listen and check.
1 a strong want to have something
2 the energy that food gives us
3 the sudden breaking of something into pieces
4 a feeling that you can't stop doing something
5 a basic substance that can be natural or created in a laboratory
6 when a lot of people have the same illness at the same time

7 What type of food products might use the words below?

added to free from high in
low in natural organic real

8 THINK & SHARE Work in pairs. Choose one of the products you discussed in Ex 7. Write a short positive or negative review using the vocabulary in Ex 7.



What should we eat?

1 THINK & SHARE Work in pairs. Discuss the questions.

1 Can you cook? Do you enjoy cooking?
2 Who makes the dinner in your family?
3 What foods do you like best?
4 What do people think about the most when they buy food? Use the ideas below to help you.

environmental impact healthy diet
preferences price time to prepare

2 Read the extracts. Can you think of other foods that are good for people but damage the planet?

Online health

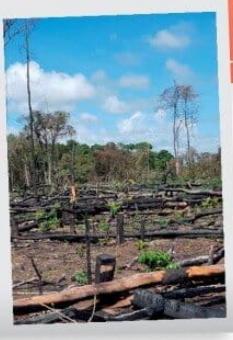
Avocado, the incredibly nutritious fruit!

The avocado has recently become popular as a health food because of its amazing qualities.



Avocado, the health food destroying the rainforest

Farmers are burning and cutting down the rainforest so they can plant avocado trees and produce more of the popular fruit for foreign markets.



3 5.16 Listen to the conversation. Which problems are mentioned?

chemicals in farming damage to the environment
high water use plastic
price increase for local people transport

4 5.16 Read the Phrasebook. Listen again and tick (✓) the phrases you hear.

PHRASEBOOK Expressing opinions

Asking for opinions
What do you think of / about … ?
What's your opinion of … ?
Where do you stand on … ?

Giving opinions
From my point of view …
As far as I'm concerned, …
To be honest …
I reckon …

Responding to opinions
What do you mean by … ?
Why do you think that?
I'm not convinced that …
I agree up to a point, but …
I completely agree.

5 Work in groups. Choose a statement below and discuss it.

- We should stop buying food that is sold in plastic.
- We should only buy food that is produced locally.
- The government should make everyone become vegan.
- Crisps, chocolate and other foods high in sugar and salt shouldn't be sold in schools.

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.

6 Read the strategy. Would you use the phrases below to show you want to take part in the discussion (A), to include other people (B) or to stop someone interrupting (C)?

1 Can I just finish?
2 Actually, I've got something to say as well.
3 How do we all feel about that?
4 I'm sorry, but I haven't finished.
5 Does anyone want to add anything?
6 Well, I'd like to say something.

7 REFLECT Work in the same groups. Choose another statement from Ex 5. Then discuss it using the Phrasebook and the phrases in Ex 6. At the end of your discussion, complete the table.

	No	Usually	Always
Everyone took turns effectively.			
Everyone listened.			
Everyone used the Phrasebook.			

8 THINK & SHARE Work in groups. How was the conversation different in Ex 7 compared to Ex 5? Think of three things from this lesson that you will do in conversations in English in the future.

Go for a bite to eat

1 Work in pairs. Discuss the questions.

1 When you eat out, what kind of places do you go to?
2 What things do you consider before making a decision about where to eat?

2 Read the email. What is Harry's suggestion and why?

To: Alena Campbell
From: Harry Samuels
Subject: Eating out next weekend!

Hi Alena,

A Great to get your email! I'm really looking forward to seeing everybody after the holidays again too. I'm extremely busy getting ready to go back to school. I can't believe that we're starting next week!

I think your idea of meeting up for a meal is great, but I have a suggestion. I'm a bit bored of always going to the same places, so why don't we try out that new vegetarian restaurant in town? I went last month, and the meals are really tasty; it's also fairly cheap! And I've also become a flexitarian!

B 'What's a flexitarian?' I hear you ask! Well, it's someone who is vegetarian most of the time, but they eat meat and fish occasionally, for example when they go to someone else's house. I spent the holidays with my cousins and they're all vegetarians. The food that my aunt and uncle cooked was very good, so that's one reason for becoming a flexitarian. Another is that I'm quite worried about how local traditional farming is being replaced by big meat producers; our environment is being destroyed to produce beef burgers.

C Anyway, let me know what you think. I'm fairly sure everybody will like the dishes at the vegetarian restaurant. In fact, they use meat names like 'meatballs' or 'kebab' to describe the dishes, although the ingredients don't include any red meat at all!

Looking forward to seeing you soon!

Bye for now,

Harry



3 Read the email again. Find examples of the informal language below.

contractions informal phrases
informal greetings phrasal verbs

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.

4 Read the strategy. Which paragraph (A, B or C) would you add the information (1–6) to? Why? Does the sentence expand with an explanation, a description or an example?

1 They even cook some dishes on a barbecue!
2 They don't even eat eggs or fish.
3 I've still got to finish off the homework that we were given in the holidays.
4 I'll copy Rashid and Chloe in so they can give us their opinions.
5 What's more, it's right in the centre of town and really easy to get to.
6 So, although I like meat, I think it would be better to eat less.

5 Complete the table with the highlighted adverbs in the email. What is the effect of using these adverbs?

A small amount	An average amount	A large amount
1 _____	2 _____ 3 _____ pretty	4 _____ 5 _____ really

6 Change the adverbs to make them stronger (↑), weaker (↓) or the same (→). There is more than one possible answer.

1 They said the pizzas were very tasty. (→)
They said the pizzas were extremely / really tasty.
2 His cooking is a bit boring. (↑)
3 This recipe looks fairly interesting. (→)
4 I thought the burger was quite unhealthy. (↓)
5 These sandwiches are really tasteless. (↓)
6 This coffee is very hot. (→)

7 Read the task. Make notes on different reasons for eating in a particular place.

A friend's cousin who lives in another country is coming to visit them. Your friend has emailed you to ask where you would suggest going to eat a typical dish from your region. Persuade your friend to visit a place that you like a lot.

8 Plan your email.

- Expand on the main points. Use at least one explanation, one description and one example.
- Organise your email 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 …

- use future tenses and the passive appropriately?
- use vocabulary from this unit?
- check your spelling and grammar?

Grammar

1 Complete the sentences with the correct future form of the verbs below.

cook forgive ~~leave~~ meet snow
start turn down visit

1 One day I think we'll leave the Earth and go and live on other planets.
2 The cooking course _____ at 7 p.m. on Wednesday.
3 I _____ the team at the bus station at nine o'clock on Saturday morning.
4 The weather forecast said it _____ tomorrow.
5 **A** That music is deafening.
B Sorry, I _____ the radio.
6 Don't worry about the argument. She _____ you.
7 We _____ dinner with friends tomorrow.
8 We've decided we _____ the exhibition next weekend.

2 Rewrite the **bold** words in the correct passive form. Use *by* + agent in two of the passive sentences.

In the past, [1] _____ **they didn't tell us** what the ingredients in fast food and soft drinks were, but today we want to know how many additives and how much sugar [2] _____ **they put** into them. Most experts think [3] _____ **they should replace additives and sugar** with healthier ingredients. They also think [4] _____ **schools are serving too many fast food meals** for lunches. [5] _____ **They will replace these meals** in some schools, but it isn't enough. [6] _____ **Governments in other countries have stopped fast food producers from advertising to children** and we should do the same.

Vocabulary

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

1 I feel really … after that run and need a shower.
A salty **B** rotten **C** sweaty
2 If you clean your glasses, perhaps the image won't appear so …!
A blurred **B** sour **C** sticky
3 We couldn't have a conversation in the restaurant because the music was ….
A bitter **B** deafening **C** rough
4 The meal was very … and I had to drink a lot of water afterwards.
A tasty **B** salty **C** vivid
5 The colours are quite … and I can't see much difference between them.
A spicy **B** sweet **C** pale
6 The material of this T-shirt is extremely … and comfortable to wear.
A smooth **B** rough **C** sweaty

4 Complete the sentences with the words below.

additives barbecue beef delicious diet
farming healthy foods ingredients laboratories
meatballs nutritious portions red meat

1 Personally, I think traditional _____ produces tastier food than scientists in _____!
2 Although something is _____ and good for you, it doesn't mean you can eat very, very big _____ of it!
3 I always check the _____ in the food products that I buy and avoid the ones that have lots of _____ and things like that.
4 I can't imagine a _____ in the garden without cooking meat like _____ or chicken.
5 _____ in tomato sauce and spaghetti is my favourite meal. It's _____!
6 I have a _____ that includes a lot of _____ like fruit and vegetables. I don't eat much _____.

Cumulative review

5 Complete the text with the correct passive or future tense form of the verbs in brackets.

Producing meat [1] _____ (show) to be bad for the environment by lots of studies, so I think we [2] _____ (eat) less of it in the future. Now plant-based burgers [3] _____ (sell) by some fast food restaurants and people say they are just as delicious as burgers with red meat. It is obvious that this type of food [4] _____ (become) even more popular. Some experts think it [5] _____ (be) better for the planet, but is it really healthy and nutritious? Lots of additives and other things [6] _____ (add) to give plant-based burgers a meaty taste. But it isn't just vegetarian burgers; some other 'healthy foods' are not really as healthy as you might think. Until recently, sugar [7] _____ (put) in lots of them to make them sweeter. New types of meat [8] _____ (develop) at the moment in laboratories by scientists and food companies, but [9] _____ (they / be) really good for us? The truth is that science [10] _____ (use) for years by food producers to create tastes, but they haven't always been healthy!

Think & share

6 Speak or write. Answer the questions.

1 Do you think it's important to eat your meals with other people? Why? / Why not?
2 What are some typical food allergies? What problems do they cause?
3 How do you think the eating and drinking culture in your country will change in the future?
4 How does what we eat affect the environment?
5 We can produce enough food for everybody on the planet, but some people still die of hunger. Why?

Reading

EXAM STRATEGY

When you match people to texts, the correct text should match all the key points in the description of the person. Sometimes a text contains one or two matching words, but it isn't the correct answer. Don't just look for individual matching words. Read the whole text carefully to understand the meaning.

1 Read the strategy above. Look at the exam task in Ex 2. Read about Andy in question 1 and underline the key points. Find information in book descriptions A–G which is the same or similar. Which book description matches all the key points? Which descriptions contain matching words, but are not the correct answers?

2 The people below (1–5) all want a book about food. Read the descriptions of seven different books (A–G). Decide which book would be the most suitable for each person. There are two extra books.

1 Badrey is organising a birthday celebration. Some of his friends eat meat, but he's a vegetarian. He'd like to go to a restaurant, but he doesn't have much money.

2 Maria loves food from different countries and wants to find out more about international cooking. She's also interested in the history of food.

3 George is a student and doesn't know much about cooking. He'd like a book that offers practical tips, but that is also attractive to look at.

4 Alice loves reading about other people's lives – especially people who share her love of food. Her dream is to become a professional cook.

5 Darius loves eating all kinds of food, but his favourite dishes are definitely meat-based! However, he also understands the importance of a good diet to support his active lifestyle.

A This beautiful book is full of wonderful recipes, from traditional dishes to some more unusual ideas. With hundreds of colour photos and simple step-by-step instructions, this is sure to be a favourite, whether you're a beginner or a more experienced cook!

B Did you know that people first used fire to cook more than 250,000 years ago? Or that the world's oldest restaurant was opened in Madrid in 1725? There's plenty more food for thought in this fascinating book about the history of what we eat.

C Not sure where to go for that special evening out? Looking for somewhere to eat on a budget? This practical guide is just what you need. Includes detailed descriptions of locations, plus reviews, menus and price guides.

D We all know that healthy eating is key to good mental and physical fitness. Get inspired by hundreds of helpful facts about what to eat, when to eat it and how to prepare it. For anyone who wants to keep themselves in the best possible shape and still enjoy food.

E Eating without meat doesn't have to be boring! Vegetarians (or anyone thinking about becoming one) will love this book. Full of information about the health benefits of cutting out meat and fish – and what to eat instead. Includes recipe ideas and suggestions for cooking for special occasions.

F Read about the extraordinary story of famous chef Emile Berger, from his childhood in France to the opening of his first restaurant in Vienna. Discover what influenced his internationally famous menus and how he won the top awards in the world of cooking.

G Whether you're planning a trip abroad or just want to enjoy a food journey around the world from the comfort of your own sofa, you'll be delighted with this wonderful guide to the best of foreign cuisine. Learn about how national dishes developed and how 'fusion food' (the combination of different types of cooking) became so popular.

Speaking

EXAM STRATEGY

When you describe a photo, you can speculate about things such as people's feelings or the reasons why they are doing things. Use phrases which show that you are just speculating and that there is no correct answer.

3 Read the strategy above. Then read the exam task in Ex 4. Look at the photos. Use the phrases below to speculate about what you can see in each photo.

- I think the people …
- They look like they …
- They seem to be …
- I don't think that they are …
- They may / might / could be …

4 Look at the two photographs of people eating. Compare the two photographs and say how you think the people feel about the situations. Why do you think people enjoy eating together? In what situations do you most enjoy eating?





Plant-based diet



Unit 5 360° hotspots

1 **THINK & SHARE** Work in pairs. Read the definitions. Think of the reasons why some people choose to follow a plant-based diet. Create a mind map.

vegetarian – a plant-based diet that has some animal products (like milk and eggs), but no meat or fish

vegan – a plant-based diet that has no meat, fish or animal products (including eggs, honey and dairy)

EXPLORE 360°

Access the interactive 360° content now!

2 Look around the restaurant. What kind of people do you think eat here? Discuss in pairs.

3 Read the article. Complete the notes about the popularity of plant-based diets in the UK.

Plant-based diets

- In the UK, over [1]_____ people have decided to become vegan or vegetarian – with an increase of [2]_____ in the number of people becoming vegan in the last decade.
- [3]_____ is particularly popular with teenagers and people in their twenties and mid-[4]_____ – mainly for [5]_____ or ethical reasons.

4 **ALL HOTSPOTS** Explore the hotspots. Answer the questions.

1 Which hotspots present facts and which present opinions?

2 Are the opinions about plant-based diets positive or negative?

5 **ALL HOTSPOTS** Read the scenarios below. Match the scenarios (A–D) to the hotspot which would be most useful for that person.

A Lisa is doing a school project about food waste and wants to find out about different ways to avoid this problem.

B David wants something to do with his friends this weekend.

C Victor doesn't have much money this month, but he really wants to try out a new vegan restaurant.

D Eva is quite interested in cooking and loves learning to make new dishes. She is looking for recipe ideas for a dinner next week with her vegetarian friend.

6 Work in pairs. Discuss your answers in Ex 5. Explain your choices.



7 Read the opinions. Do you agree with them? Why? / Why not?

"A healthy diet needs meat or fish, dairy products and eggs."

"Vegan food is boring. If I were vegan, I would miss the variety!"

"We can't do anything to stop food waste."

8 Put the ideas in order of how important they are when you are choosing a café or restaurant (1 = very important). Then in pairs, compare answers and explain your reasons.

decoration location price
reviews service variety of food

9 Write a short comment to reply and enter the competition.

10 THINK & SHARE Look at your mind map in Ex 1 and think about what you have learned. What do you think are the main reasons for the trend? Can you add any other ideas to your mind map?

CREATE ... an information leaflet

STEP 1

RESEARCH IT!

Go online and find the answers to the questions.

1 What is 'Veganuary'?
2 Who started it? When? Why?
3 How many countries took part last year?

STEP 2

You are going to create an information leaflet for Veganuary. In groups, choose three or four of the ideas below to include as sections in your leaflet.

Costs Examples of famous vegans History of Veganuary
Possible problems with being vegan
Reasons for being vegan Reviews of the experience
Vegan alternatives Vegan recipes

STEP 3

Do research online to find ideas and information for each section of your leaflet. Make notes.

STEP 4

Use your notes to write the sections of the information leaflet. Find photos online to illustrate your leaflet.

STEP 5

Read the leaflets of other groups in your class. Say one thing you like about each leaflet and one thing they could improve.

6

VOCABULARY
Travel and holidays
Describing places

GRAMMAR
Defining relative clauses
Non-defining relative clauses

READING
An online article

LISTENING
Monologues about holiday experiences

GLOBAL SKILLS
Global customs

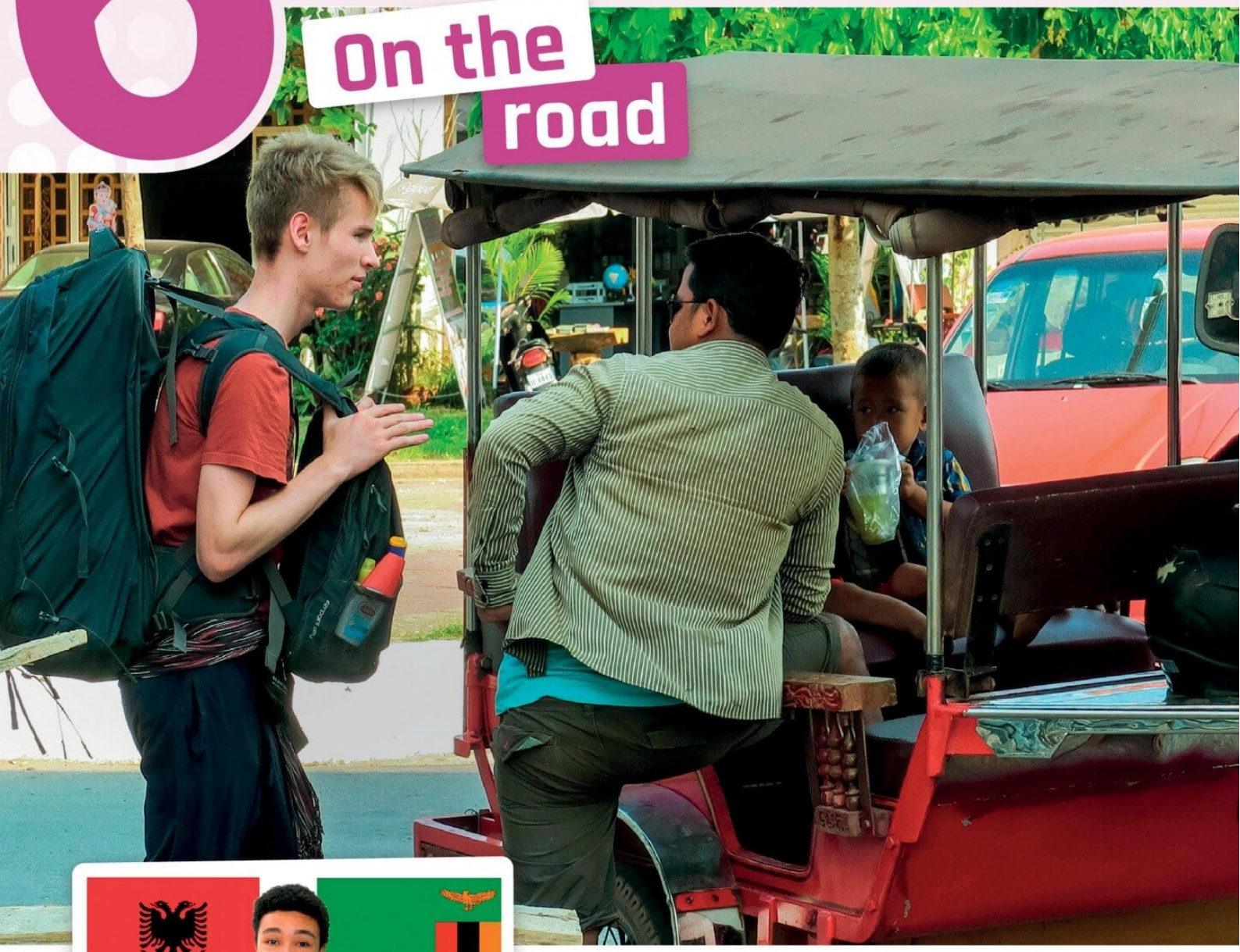
SPEAKING
Asking for information

WRITING
A description of my local area

DOCUMENTARY
Rapa Nui

VOCABULARY BOOSTER P122–123
GRAMMAR BOOSTER P142–143

On the road





1 THINK & SHARE Work in pairs. Do you think it is possible to experience different cultures without travelling? How?

2 6.01 Watch or listen. Complete the sentences with the correct words.

1 Max and Isobel say that people always seem to be posting about _____.
2 They think it is possible to experience things from different countries without _____.
3 Isobel says that virtual travelling is a great way to see _____.

3 6.01 Watch or listen again. Tick (✓) the countries (or nationalities) they mention.

☐ Albania	☐ Hungary	☐ Portugal
☐ Australia	☐ India	☐ Spain
☐ China	☐ Italy	☐ Turkey
☐ Egypt	☐ Japan	☐ the UK
☐ France	☐ Mexico	☐ the USA
☐ Greece	☐ Poland	☐ Zambia

4 Work in pairs. Answer the quiz questions.

1. What are the seven continents?
2. Which is the largest country by size?
3. Which country is the smallest by size?
4. Which continent has the most countries?

5 REAL ENGLISH Choose the best definition: A or B.

1 **Chances are** we're going to be late.
   A There is a strong possibility …
   B I know that …
2 **Is it just me** or is the waiter ignoring us?
   A Do you think I'm telling the truth?
   B Am I the only one who thinks this?
3 Jack keeps **going on about** how expensive everything is.
   A arguing about
   B talking about
4 I mean, **don't get me wrong**. Ellie is my best friend, but she's sometimes annoying!
   A Don't get the wrong idea.
   B You don't believe me.
5 **Chidi** I've bought everyone doughnuts!
   Rachel Ah, **nice one**, Chidi!
   A Bad choice.
   B Thank you.

6 6.02 VOCABULARY Complete the travel collocations with the words below. Listen and check.

a destination area backpacking book (x2) experience go journey make meet stay the sights

1 _____ accommodation
2 _____ a single / return ticket
3 _____ the local culture
4 go _____
5 arrive at _____
6 _____ at a resort
7 explore the _____
8 see _____
9 _____ a reservation
10 set off on a _____
11 _____ abroad
12 _____ local people

7 Work in pairs. Which of the things in Ex 6 do you usually do before a trip and which do you do during a trip?

8 Complete the sentences with the correct words and phrases from Ex 6.

1 My family have decided not to _____ this year. Instead we're going to travel around our own country.
2 Have you _____ yet for our trip? We need to do it soon to make sure we have a place to stay.
3 When we leave school next year, my best friend and I are going to _____ around Argentina and Chile.
4 We need to _____ our _____ for the night train to Vienna as they sometimes sell out.
5 It's a long drive, so I think we should _____ early tomorrow morning.
6 Have you _____ at the restaurant for dinner?
7 We're _____ at a beautiful resort on the beach in Cancún.
8 It's impossible to _____ all _____ in Rome in one day, but you can see a few.

9 Complete the collocations in the text. Use words and phrases from Ex 6 to help you.

MY BLOG



Tom333

Posted 18 March

My friend Matt and I were going to a friend's wedding in the Czech town of Jičín. We flew to Prague and spent two days seeing the [1]_____ and experiencing the [2]_____. At the tourist information office, the assistant helped us [3]_____ the return bus tickets.

The next morning, we [4]_____ on our journey. When we arrived at our [5]_____, we walked to the accommodation that our friend had [6]_____ for us. We couldn't find the information he had sent us, but we knew that the hotel was in the city square.

Luckily, there was only one hotel in the square, but the receptionist didn't know about the [7]_____ that my friend had made. But the hotel wasn't full, so she checked us in.

We didn't have any time to [8]_____ the area, so we went straight to the town hall for the wedding. After we sat down, music started playing and everyone turned to look at the couple as they entered the room. But they weren't my friends! As we left the town hall, I saw a sign in English that said: 'Welcome to Děčín!' We were not only at the wrong wedding; we were in the wrong town!

10 THINK & SHARE Work in pairs. Discuss the questions.

1 What kind of holiday would you prefer to have with …
   • your friends?
   • your family?
2 Imagine a foreign tourist is coming to stay with you. What would you do to make sure they experienced local culture? Where would you take them to explore the area?
3 When you go abroad, do you prefer to see the sights or meet the local people or stay in a resort with lots of activities there? Why?

Defining relative clauses

1 How much do you know about other countries and cities around the world? Choose a country or city and tell your partner everything you know about it. Try and talk about it for 30 seconds.

2 Read the dialogue from a TV quiz show and try to complete the answers.

Presenter Question 1 for £500. It's a country where people speak Arabic and pay for goods in pounds. The river which flows through the capital is the longest in the world. Where is it?

Sally I think I know this. It's [1]_____!

Presenter Correct! Next question for £1,000. It's a city that is located on the Pacific coast of the USA. The main sights which you can see there are the Golden Gate Bridge and Alcatraz Island.

Sally The Golden Gate Bridge is in [2]_____.

Presenter Correct. Your final question for £5,000. It's a south-east Asian island country whose name means 'Lion City'. The local people who you will meet here speak Malay, English and Chinese.

Sally I'll need some time to think about this. Is it [3]_____?



3 6.05 Listen and check. How well did you do?

4 Find the words *who*, *which*, *that*, *where*, and *whose* in the dialogue. Then complete the rules.

Defining relative clauses

Grammar animation

We use defining relative clauses to tell us which person, place or thing we are talking about.

Defining relative clauses come after the noun they are defining. The relative pronouns we use are [1]_____ or _____ for things, [2]_____ or *that* for people and [3]_____ to show possession.

That is more informal than *who* and *which*.

We can also use [4]_____ for places and *when* for times.

Defining relative clauses can come in the middle or at the end of a sentence, but never have commas before or after them.

GRAMMAR BOOSTER P142

5 Complete these quiz clues with the correct relative pronouns.

Quiz questions

1. The Maori are the people _____ first settled on these islands around 700 years ago.
2. This is the ancient city _____ democracy was born and _____ surrounds the Acropolis.
3. This is a mountainous country _____ flag is the only one in the world _____ doesn't have four sides.
4. This is the country _____ gave the world chocolate and _____ you can find huge pyramids, which were built over 2,000 years ago.
5. The people _____ live in this South American city are known as Cariocas and speak Portuguese.
6. This is the only city in the world _____ is in two continents.

6 Work in groups. Try and solve the clues in Ex 5.

Subject and object pronouns

Who, *which*, and *that* can refer to the subject or object of the verb in the relative clause. When the relative pronoun (*who*, *which*, *that*) refers to the object, we can leave it out.

It's someone who is from Los Angeles. (subject)

It's someone ~~who~~ I met in Los Angeles. (object)

GRAMMAR BOOSTER P142

7 Find two examples in the dialogue in Ex 2 where the relative pronoun can be left out.

8 Rewrite each pair of sentences as a single sentence using the correct relative pronoun. Leave out the pronoun if possible.

1 Fatima is a girl. I went to school with her.
2 Marco works in a shop. It sells old maps.
3 This is the book. My sister wrote it.
4 New York is the city. People call it 'the Big Apple'.
5 He's the man. His cat came into our garden.
6 Ed Sheeran is the singer. He lives in my town.
7 This is the restaurant. You can get amazing sushi.

9 6.06 Listen to a description of one of the places in Ex 5 and complete the sentences about it with suitable relative clauses.

1 It is a country …
2 Rotorua is a city …
3 The Maori are the people …
4 The All Blacks are a rugby team …
5 *The Lord of the Rings* is a film series …
6 The Taupo Volcanic Zone is an area …

10 Work in pairs. Choose one of the places or things below and define it to your partner without saying what it is. Use defining relative clauses. Can your partner guess what you are talking about?

backpack Beijing bicycle Buenos Aires bus driver hotel London Madrid Moscow New York passport pilot plane police officer restaurant suitcase Sydney taxi driver train waiter

Helping hands

1 Work in pairs. Discuss the questions.

1 Have you ever done any volunteering? What was it? If not, would you like to do any? Why? / Why not?
2 Do you know of any volunteering groups in your area? What do they do?

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 Read the strategy. Underline the key words in the questions below. Then scan the article to find the answers.

1 What do the letters SCI mean?
2 How many countries does SCI work in?
3 How old were the volunteers at the camp?
4 How many weeks did the writer volunteer for?

3 VOCABULARY 6.07 Read the article. Then match the highlighted phrasal verbs in the article to the meanings (1–6).

1 have a particular result
2 learn something new
3 appear or arrive
4 start a company or organisation
5 get information about something
6 think about something from the past

4 6.08 Listen and check your answers from Ex 3.

5 Read the article again and answer the questions.

1 Why does the writer mention Pierre Cérésole? What did he do?
2 What sort of projects does SCI get involved in?
3 What sort of children turned up at his centre?
4 What was the writer's favourite part of the experience?
5 How did volunteering benefit him?

6 THINK & SHARE Work in pairs. Discuss the questions.

1 What does the writer compare his volunteering holiday to in the last paragraph? Why do you think he does this?
2 What do you think are the main reasons young people volunteer? To help other people or to help themselves?
3 What sort of volunteering holiday would you like to do?

7 MEDIATION Your English-speaking friend is interested in volunteering for SCI, but they are worried that they will feel lonely. Write a message telling them about the article you have read.

ARTICLES ABOUT SIGN IN

VOLUNTEER HOLIDAYS

Doing good on holiday

I'd just finished school and was keen to go abroad, but with little savings, I knew it would be difficult. But then a friend of mine sent me a link to the SCI (Service Civil International) website and suggested I check it out. Six weeks later, I was volunteering at a community centre which was helping street kids in Tirana, Albania. It turned out to be one of the best decisions I have made.

SCI is a global volunteering organisation that organises 'camps' in 43 countries. It was set up in Switzerland after the First World War by Pierre Cérésole. He was an engineer who had seen the horrors of war and was determined to bring young people from different countries together in an atmosphere of peace and understanding. The first camp he organised, which included volunteers from France and Germany, helped to rebuild a village destroyed in the war.

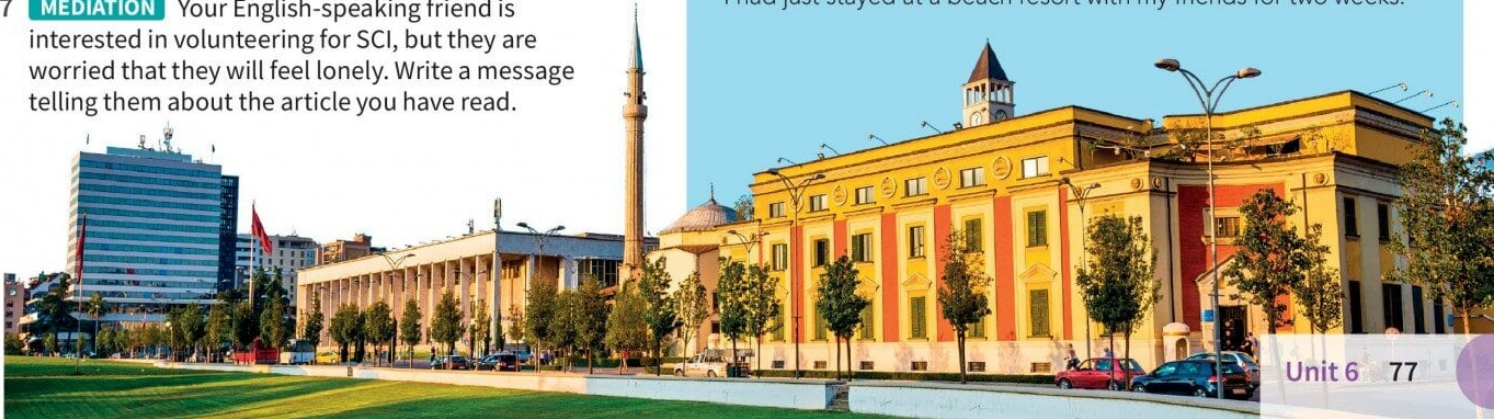
These days, SCI has hundreds of projects that need enthusiastic, friendly and fun volunteers. These include preparing food at a restaurant for the homeless in Vietnam, helping disabled children at a summer camp in Russia or organising a music festival for young people in Croatia.

At my camp, there were eight volunteers whose ages went from 18 to 25, and were from Spain, Portugal, Mexico, Poland, Japan and, of course, Albania. We all stayed in a community centre and we didn't have to pay for accommodation or meals, and this happens in most camps.

Every day, about 20 children turned up at the centre. These were kids whose families lived in dangerous houses on the edge of the city often without electricity or fresh water. We played games together, helped them with English, sang songs and one day we even cooked some traditional food from our countries. The kids were great. They were so friendly, curious and full of life.

In the evenings, we were free to explore the area and see the sights of Tirana. It's a city which has got plenty to offer. But when I look back, what I liked best was the chance we had to meet local people and learn about their country. And I'll never forget the party the local volunteers organised for us on our last night there.

The two weeks I had volunteering with SCI in Albania gave me the chance to pick up new skills, make new friends and, most importantly, make a decision about what I wanted to do with my future. Let's face it, there's no way I would have got any of that if I had just stayed at a beach resort with my friends for two weeks.





Cultural awareness

1 THINK & SHARE Work in pairs. What kinds of misunderstandings can happen when you meet someone from a different country? What things do we all have in common?

2 Read the three texts. What do you think is the problem in each situation?

A When I was 15 and I came to the UK on a student exchange, my exchange partner came to the airport to pick me up. When I saw her, I went over, said hi, gave her two kisses on the cheek and said that it was great to meet her and her family. She seemed a bit surprised.
David, Cali, Colombia

B When I was studying in Prague last year, a Czech girl invited me to her apartment to work on our group project. When I arrived, I walked straight into the living room to join the others. The host seemed a bit unfriendly. A few minutes later, I looked around and noticed I was the only person wearing my shoes.
Alba, Cáceres, Spain

C My parents had invited some Egyptian friends round for dinner one evening. They were great fun and we were having a lovely dinner together. But then, my little sister let our dog in to say hello. They didn't say anything, but our guests looked really shocked.
Brad, Brighton, UK

3 6.09 Listen to an expert on cultural customs talk about each situation and check your answers to Ex 2.

4 6.09 Listen again and complete the sentences summarising what she says with one or two words in each gap.

1 Our beliefs, _____, everyday habits and _____ all influence our culture.
2 How we greet people and _____ gestures are different around the world.
3 In some countries, you should show respect to people's _____ by taking off your _____ when you _____.
4 Attitudes differ towards _____.
5 In _____ countries, dogs are considered dirty.
6 In the USA and Europe, dogs are part of the _____.
7 Differences give us an opportunity to _____.

5 Work in pairs. Did any of these customs surprise you? Which ones? Why?

6 VOCABULARY 6.10 Check the meaning of the words below. Then use them to complete the sentences about customs around the world. Listen and check.

attitude behaviour belief ceremonies
custom gesture law respect sacred

1 In India, cows are _____ and people often worship them and use them in religious _____.
2 It is a _____ in China to drink hot water because people believe it is good for your health.
3 In Bulgaria, the _____ for 'no' is moving the head up and down.
4 There is a _____ in Brazil that it is bad luck to leave a house out of a different door than you entered.
5 Blowing your nose in public in Japan is considered to be bad _____.
6 When visiting a friend's parents in Turkey, as a sign of _____, you should call them *teyze* or *amca*, which means aunt and uncle.
7 In the UK, people generally have a caring _____ towards animals.
8 It is against the _____ in Switzerland to do your recycling or hang your laundry outside on Sundays!

7 Choose the correct alternative. Which tip do you think is the most important? Why?



FIVE TOP TIPS FOR CULTURAL AWARENESS

1 Think about your own cultural [1]**customs / laws**, the things you do, how you speak to people and your [2]**respect / behaviour** towards others in certain situations.

2 When you're in a new situation, look at what other people are doing, watch their [3]**attitudes / gestures** and body language, and follow them. Listen before you speak.

3 Be interested and ask questions. It shows [4]**respect / belief** for someone else's culture. Remember, everyone likes to talk about themselves.

4 Don't judge when someone does something differently. They are not wrong, just not the same as you.

5 Smile. It shows people you have a positive [5]**attitude / belief**, which is something that is appreciated in every culture.

8 THINK & SHARE Work in groups. Give advice to a visitor about life in your country. Discuss what you do in the following situations.

- meeting people for the first time
- greeting friends
- going to someone's home
- meal times

9 What advice about other cultures would you give to a student from your country who is going travelling? Use vocabulary from Ex 6.

Describing places

1 Look at the photo in the blog post. What do you know about the place? How could you describe it? Why might you want to visit it?

2 Read the blog post. Were you surprised by the writer's experience?

MY BLOG

Posted 2 August



As a child, I was fascinated by Stonehenge, the 4,000-year-old circle of stones that can be found on the mysterious Salisbury Plain. In the photos it looked a really peaceful place to visit, and the stones themselves looked simply breathtaking. I knew I had to see them.

Finally, last year my dream came true. I took a bus from the charming town of Salisbury, and set off on my journey, full of excitement.

That was until I got to the visitor centre, which was crowded with people. Entry to see the stones was extremely expensive, and to be honest, a bit overpriced. With so many people, it has to be well organised, and there is a bus to take you from the visitor centre to the stones, but I felt that the whole visit was rushed. You can't get close to the stones, which was really disappointing, and it definitely isn't peaceful. In fact, there is a busy road about 100 metres away, which is really depressing when you think about it. I'm afraid to say, I didn't think the stones were extraordinary. In fact, in my opinion, they were a bit dull.

3 6.11 VOCABULARY Look at the highlighted adjectives in the text and complete the table below. Which word could be both positive or negative? Listen and check.

Generally positive	Generally negative
peaceful	

4 Read the text again. Are the sentences true (T) or false (F)? Correct the false ones using the highlighted adjectives.

1 From the photos he'd seen, the writer thought Stonehenge would be lively.
2 The writer had a good impression of Salisbury town.
3 There were very few people at the visitor centre when he arrived.
4 Tickets to see the stones were expensive.
5 The writer was happy with the view of the stones.
6 The writer recommends the experience.

5 Add the adjectives below to the table in Ex 3.

dangerous lively polluted unforgettable

6 Choose the correct alternative. Can you guess what city or attraction each person is describing?

RATE-MY-TRIP

OVERVIEW REVIEWS NEARBY PRICES

The views over Paris from the top are [1]**breathtaking** / **peaceful**, but it's always so [2]**crowded** / **depressing**, so be prepared to wait! It's a good idea to book tickets in advance.

Because of all the traffic in Agra, the city is really [3]**extraordinary** / **polluted**, but seeing this world-famous building is still an [4]**unforgettable** / **overpriced** experience. It's best to go very early in the morning to avoid the crowds.

There is always something to see in this [5]**dull** / **lively** and international city on the River Thames. It has a [6]**well-organised** / **breathtaking** public transport system, and if you want to escape the busy shopping streets, there are plenty of [7]**peaceful** / **dull** parks and gardens.

I'm afraid this was another one of those really [8]**disappointing** / **dangerous** attractions. It's difficult to appreciate the [9]**lively** / **charming** 12th-century tower because of all the tourists taking photos of each other 'holding it up'. It was so [10]**extraordinary** / **depressing** that no one actually seemed interested in its history.

7 Work in pairs. Describe these places. Use the adjectives in Ex 3 and 5 to help you.






This looks like a charming little village.

8 THINK & SHARE Work in groups. Thinking about your country, talk about …

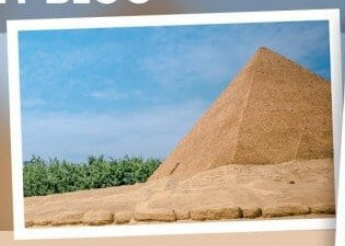
- a place that is crowded, overpriced and/or disappointing.
- a tourist attraction that is well organised.
- a city that is dull and depressing.
- a view that is breathtaking.
- a town or city that is charming and peaceful.

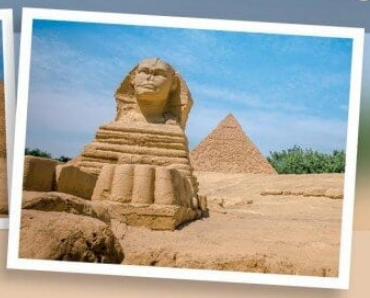
Non-defining relative clauses

1 Look at the photos in the blog post. Do you recognise the tourist attractions? Where would you expect to see them?

2 Read the text and check your answers to Ex 1. Would you like to visit any of these places? Why? / Why not?

MY BLOG





Posted 17 May

I was rather surprised when my friend Ted, who had just been on holiday to the USA, showed me a selfie of him in front of the Eiffel Tower, which I'd always thought was in Paris. But Ted hadn't been to Europe at all – he had just visited the lively city of Las Vegas, where you can see everything from the New York skyline, the canals of Venice to the Eiffel Tower. Welcome to the world of fake tourist attractions.

The number one place for fake tourist attractions in the world must be China, whose tourist population has grown massively this century. In Macao, which is a popular and crowded resort on the south coast, you can visit the 'Roman' Colosseum. If that isn't enough, why not check out the Great Sphinx of 'Giza' in the industrial city of Shijiazhuang? While in Suzhou, you can drive across 'London's' Tower Bridge.

As strange as this sounds, it makes a lot of sense. These attractions are built for Chinese tourists, who now don't have to travel halfway around the world to see them. Although the experience may be disappointing when you compare them to the originals, visiting them is cheaper, easier and less damaging to the environment and the original attractions. So, maybe fake tourism is the future!

3 Read the text again and look at the highlighted clauses. Then choose the correct alternative and complete the rules with the correct pronouns.

Non-defining relative clauses

Grammar animation

We use non-defining relative clauses to [1]**give us extra information about** / **define** a noun.
The sentence [2]**still makes sense** / **doesn't make sense** without the clause.
A non-defining relative clause comes [3]**before** / **after** a noun.
The clause [4]**never has** / **always has** a comma before it and either a comma or full stop at the end.
We use [5]_____ for people, [6]_____ for things, [7]_____ for places and [8]_____ for possession. We don't use *that*.

GRAMMAR BOOSTER P143

4 Complete the sentences with phrases A–H and a suitable relative pronoun.

1 Last year, my parents took me to the mountains, _____.
2 This week, I got a new passport, _____.
3 Our neighbours, _____, often go to Slovakia for their holidays.
4 In Tokyo, _____, you can see a model of the Statue of Liberty.
5 My grandmother, _____, speaks five languages fluently.
6 As a child, I went to school in Madrid, _____.
7 India, _____, has the most vegetarians in the world.
8 There's an airport in Jamaica named after Ian Fleming, _____.

A originally comes from Italy
B means I can go abroad again
C best-known achievement was the James Bond novels
D is a country I've always wanted to visit
E son lives in Bratislava
F we spent a week hiking
G I learned to speak Spanish
H is one of the largest cities in the world

5 Rewrite each pair of sentences as a single sentence with a non-defining relative clause.

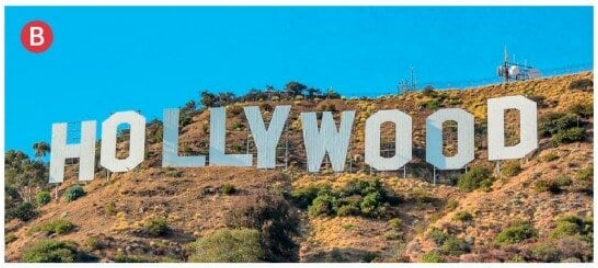
1 In Argentina, there is a wide variety of wildlife. My parents were born there.
2 I booked the train tickets for our trip to Paris next week. They cost 80 euros each.
3 I met my friend Chris when I was on holiday last year. He's a student in Mexico.
4 The scenery in Transylvania is breathtaking. I went on holiday there last summer.
5 My friend Elena is going to take me there next year. Her cousins live in Kazakhstan.
6 Everyone says the Village Restaurant is the best in the city. It serves Italian food.
7 Our guide, Marcus, helped us to experience the local culture in Hong Kong. He was really charming.
8 In the city centre, it isn't dangerous to take public transport. It runs throughout the night.

6 Read the guidebook entry. Add non-defining relative clauses to the text to make it more interesting. Use adjectives from lesson 6.5.

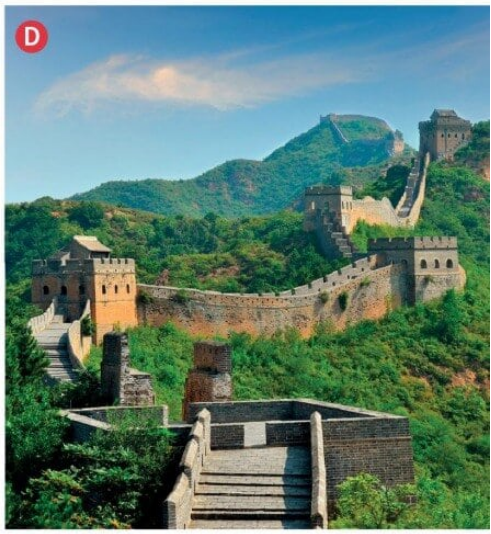


In Rome, which is one of the world's most breathtaking cities, you can see many interesting sights. Everyone must visit St Peter's Square. The Sistine Chapel is also nearby. A good place to experience the culture and meet local people is at one of the city's food markets or cafés. Finally, you must visit the Colosseum and at least one of the art museums.









Tourist traps

1 Look at the photos. What do you know about these tourist attractions? What adjectives could you use to describe them?

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 6.14 Read the strategy. Then check the meanings of adjectives in 1–4. Listen to four speakers. Which adjective (A–D) best describes each speaker's attitude or feeling?

1 A relieved B guilty C arrogant D stressed
2 A annoyed B ashamed C hopeful D bad-tempered
3 A guilty B enthusiastic C stressed D understanding
4 A anxious B hopeful C annoyed D pessimistic

3 6.15 Listen to four speakers talking about the tourist attractions in the photos. Match the speaker to the tourist attractions A–D.

4 6.15 Read the strategy. Then listen again. Which speaker (1–4) sounds:

A bad-tempered? ___
B enthusiastic? ___
C understanding? ___
D very disappointed? ___

5 6.15 Listen again. Choose the correct answers: A, B, C or D.

1 Speaker 1 was most impressed by the …
A celebrities. B long walk.
C views. D quiet people.

2 Speaker 2 was expecting the place to be …
A more glamorous. B busier.
C more dangerous. D depressing.

3 Speaker 3 was annoyed about people taking selfies in front of …
A the museum. B a painting.
C the Eiffel Tower. D each other.

4 Speaker 4 …
A organised the walk himself.
B was annoyed with the guides.
C didn't find the mountain too crowded.
D didn't meet any local people.

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.

6 PRONUNCIATION 6.16 Read the pronunciation box. Listen to a sentence said three different ways. Match sentences 1–3 to feelings A–C.

A excited ___ B serious ___ C worried ___

7 Work in pairs. What do you think the news could be in each sentence in Ex 6?

8 Work in pairs. Use the adjectives in Ex 3 to describe how you would feel in the situations below. Then respond to each sentence in an appropriate tone of voice.

1 Are you sure you didn't break my computer? Because you're the only person who's been here.
2 I'm sorry to inform you that the train has been cancelled because we don't have a driver.
3 It's a beautiful day – let's go to the beach!
4 I'm calling about the wallet you left on the train. We've found it!
5 Please put your seatbelts on immediately as the aircraft is approaching a very heavy storm.
6 I feel really bad that we cheated in the exam. I think we should tell the teacher.

9 THINK & SHARE Work in groups. Discuss the questions.

1 Over half a million people visit Machu Picchu every year. What do you think are the pros and cons of mass tourism at this ancient site?
2 Ten million people go to the Louvre museum to see the *Mona Lisa* each year. What do you think is the attraction of this one painting?
3 Have you ever been annoyed, shocked or confused when you've visited a tourist attraction? What happened?

Experience of a lifetime!

1 Work in pairs. Look at the poster for a backpacking tour in Australia. What information would you want to find out about it before making a reservation?



2 6.17 Listen to Patrick and Phil talking to Maria, the organiser of the Outback Experience tour. What information do they want to know? Was it the same as you?

3 6.17 Complete the Phrasebook with the words below. Then listen again and check your answers.

interested possible recommend repeat shame sounds tell think useful

PHRASEBOOK Asking for information

Asking for general information
I'd like to find out a bit more about …
Could you tell me about … ?
I'm [1]_____ in …

Asking for specific information
Can you [2]_____ us if … ?
What / Which would you [3]_____ … ?
Is / Are … included in the price?
Is it [4]_____ to … ?

Clarifying something
Could you [5]_____ that, please?
Could you be more specific, please?
What do you mean?

Asking for advice
Do you [6]_____ we should … ?
What should we … ?

Responding to an answer
That's really [7]_____.
That [8]_____ great.
That's a [9]_____.

STRATEGY Using modal verbs

In spoken English, you 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.

4 6.17 Read the strategy and listen again. What modal verbs did the speakers use? Match the modal verbs to each of the functions below.

- making a request
- making an offer
- asking about possibility
- asking for and giving advice

5 Complete the dialogue with the Phrasebook phrases. In pairs, practise the dialogue.

Jack Hello. [1]_____ the whale-watching trip.
Tina Certainly.
Jack [2]_____ it's certain that we will see a whale?
Tina Unfortunately, it isn't guaranteed.
Jack I'm sorry – I don't understand. [3]_____?
Tina I mean it isn't certain as the whales are wild animals. But there is a good chance.
Jack OK, [4]_____. Is lunch [5]_____?
Tina No, it isn't. You'll need to bring a packed lunch.
Jack [6]_____. [7]_____ the morning or evening trip?
Tina Definitely the morning trip.
Jack [8]_____. Thanks a lot.

6 Look at the adverts for volunteer holidays. In pairs, do a role-play. Swap roles.

Student A
- Choose the holiday you are interested in. Think of three or four questions asking for information and advice about it.
- Prepare questions using the Phrasebook and modal verbs.
- Include one clarifying question in your dialogue.

Student B
- You are the organiser of the holiday. Think of questions which the holidaymaker might ask you.
- Use the dialogue in Ex 5 to help you.



Build footpaths in the Slovenian mountains

Spend a week in the mountains on this important project. Includes one-day trip to local festival. Join volunteers from Slovenia and around the world. Accommodation provided in local hostel.



Help organise children's festival in Vietnam

We need enthusiastic and fun volunteers to help at our five-day festival in Hanoi. Transport and accommodation included.

Something for everyone

1 Work in pairs. Make notes about four or five things in your area which you would recommend to tourists. Include two or three examples for the topics below.

- local landmarks
- areas of natural beauty
- tourist attractions
- places of entertainment
- things for young people

2 Read the blog post describing the writer's local area. Which of the things from Ex 1 does the writer talk about?

MY BLOG

Posted 28 May



Welcome to Brno, which is my home, my city and an amazing place to visit.

Brno has a population of approximately 400,000 people. It's the second-largest city in the Czech Republic and the capital of Moravia, which is the region in the east of the country. It's a calm and relaxing city with a mixture of historical buildings and modern architecture.

In the centre, you'll find lots of narrow little streets and some pleasant squares. The two most famous landmarks are Špilberk Castle, which is on top of a steep hill, and the cathedral, which is in the centre of the old town. You should also visit the old town hall and see the famous Brno Dragon, and Villa Tugendhat, whose modern architecture is world-famous.

Outside of Brno, there is some beautiful countryside that I highly recommend visiting. To the north of the city there is Moravský Kras, which is a nature reserve and is great for walking. Fifty kilometres south of the city, you will find Pálava – a hilly region with ancient castles.

If you're interested in finding out more, why not come and visit? You won't regret it, that's for sure!

3 Read the post again. Underline the adjectives in the text that describe places.

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.

4 Read the strategy. In pairs, think of more adjectives that you can use to describe different places.

5 Read the description and add adjectives to make it sound more interesting. Then read the Phrasebook and add a phrase to start and finish the description. Compare with a partner.

I live in a city by the sea. There is a shopping centre in the middle of the city and lots of streets. Lots of tourists come to the city to visit the museum, the 15th-century tower and the beach. Near the city, there is a forest and some mountains. You can use the walking and cycling paths to visit some villages in the mountains.

PHRASEBOOK Starting and finishing a blog post positively

Starting a post

Welcome to my …
Have you ever been to / heard of … ?
Would you like to know about … ?
There's something for everyone in …

Finishing a post

If you'd like to … , why not … ?
Why not come and visit?
Thanks for reading! See you soon.
It would be great to hear what you think.

6 Read the task. Then choose three of the topics from Ex 1 and use your notes and examples to help you.

Write a blog post describing your local area.

- Organise your points into paragraphs. Give each paragraph a clear purpose.
- Use the strategy on descriptive vocabulary and make notes of the adjectives you could use.
- Think about how you will start and finish your blog post.

7 Plan your blog post describing your local area using your notes in Ex 6 and the paragraph plan below.

Paragraph 1: introduce your local area and say where it is.
Paragraphs 2, 3, 4: write about each topic in order of importance and include examples.
Paragraph 5: finish your description with a final positive sentence.

8 Write your blog post.

9 CHECK YOUR WORK Did you …

- use relative clauses correctly?
- use travel vocabulary and descriptive adjectives from this unit?
- check your spelling and vocabulary?

Grammar

1 Match the sentence halves.

1 Rome is the city
2 It's an interesting country
3 The first time I visited the Czech Republic,
4 This is the hostel
5 The prime minister of our country,
6 The festival usually takes place
7 The science museum,
8 There are many reasons to visit this hotel,
9 The exhibition is in the city hall,
10 Most of the famous people

A when there is snow on the ground.
B that offers a free breakfast every day.
C who likes swimming and sailing, has a house near the beach.
D whose staff knows a lot about the subject, is one of the oldest in the world.
E which is the country my parents are from, I was only eight years old.
F whose people speak many different languages.
G where you can also see the first map of the city.
H who visit the city stay in this hotel.
I where you can find the Colosseum and the Trevi Fountain.
J which has a spa and roof garden.

Vocabulary

2 Complete the sentences with the adjectives below.

breathtaking charming dull
mysterious polluted well organised

1 Because of the chemical factory nearby, the river has become really _____ and you hardly ever see fish in it.
2 Our holiday to Brazil was really _____. We had plenty of time to visit the sights and there were no problems at all.
3 There's a _____ old building on top of the hill. No one really knows why it was built or what the writing on its wall means.
4 The views from the top of Table Mountain were _____.
5 We had lunch in a _____ little village called Quenington. It was very pretty and the local people we met were really friendly.
6 It's quite _____ here in the evenings. Most of the restaurants and cafés are closed and nearly everyone stays at home.

3 Complete the sentences with one word in each gap.

1 If you would like to stay in our hotel, you can _____ a reservation online or by phone.
2 A Did you _____ backpacking when you were younger, Dad?
B Yes, I went to Australia for six months.
3 I'd like to book a _____ ticket to Tokyo, leaving on Saturday and coming back on 10 May.
4 It's a small city and you can _____ all the sights in an afternoon.
5 How many times have you _____ abroad, Elisa?
6 We will leave Buenos Aires after breakfast and hope to _____ at our destination before lunch.

Cumulative review

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

Hi Anita,

Greetings from Thailand! We're having the most fantastic time here. We spent three days in the lively city of Bangkok [1]___ the area and experiencing the local [2]___. Last night, we had dinner in a traditional restaurant [3]___ is famous all over the country. It was really noisy and [4]___, but they had lots of staff there and the food, [5]___ was served really quickly, was amazing.

Now we're relaxing on the island of Ko Tao. After the noise and crowds in the city, it feels so different here. It's [6]___ and really charming, and the local people we have [7]___ have been very friendly.

We didn't want to [8]___ at a big resort, so we booked accommodation with a local family. The grandmother, [9]___ is 86, does all the cooking! She's brilliant.

I'll be really sad to leave Thailand, but it's been the most [10]___ holiday ever.

See you in two weeks!

Cassie

1	A knowing	B exploring	C meeting
2	A culture	B sights	C people
3	A where	B what	C which
4	A peaceful	B crowded	C dull
5	A that	B which	C who
6	A disappointing	B depressing	C peaceful
7	A met	B made	C been
8	A book	B arrive	C stay
9	A whose	B who	C that
10	A unforgettable	B mysterious	C depressing

Think & share

5 Speak or write. Read the quote and answer the questions.

> **The world is a book, and those who do not travel read only one page.**
> *Augustine of Hippo, theologian and philosopher*

1 What do you think this quote means? Do you agree or disagree? Why?
2 What do you think are the three most important reasons why people travel?
3 Can you describe a place that you've visited that you have either really liked or really disliked?

Listening

EXAM STRATEGY

In a listening task, if you don't hear all the answers, think about the context and make a sensible guess.

1 Read the **strategy** above. Then look at the exam task in Ex 2. Try to predict some possible answers for each gap.

2 6.18 You will hear a man called Brad talking about a railway journey across Russia. For questions 1–10, complete the sentences with a word or short phrase.

1 Brad says that _____ has some interesting train routes for people to enjoy.
2 His journey across Russia lasted for _____.
3 Brad took some time to see the _____ before he got on the train.
4 He went to a _____ in Moscow one evening after dinner.
5 Brad says that there wasn't a _____ on the train.
6 Many Russian people make _____ train journeys than Brad's.
7 He says that taking _____ is a good way to start talking to other travellers.
8 The bridge over the Ob River is almost _____ long.
9 Brad uses the word _____ to describe the waters of Lake Baikal.
10 He recommends taking some _____ to pass the time on the journey.

Use of English

EXAM STRATEGY

When you do a word formation task, if you are not sure of the correct part of speech, write down all the forms of the word that you can think of. Then decide which one looks correct in the gap.

3 Read the **strategy** above. Then look at the exam task in Ex 4. Write down all the forms of *amaze* that you can think of. Which one is correct for the first gap?

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

Food festivals

One of the most [0]enjoyable things about travelling abroad is experiencing new and exciting food. And a great way to experience it is by going to one of the many [1]_____ food festivals that happen all over the world. If you're a pizza fan, you [2]_____ don't want to miss Pizzafest. It's a [3]_____ of this typical Italian treat and takes place in Naples. And for anyone who loves a sweet treat, Salon du Chocolat in Paris is the world's [4]_____ event focused on chocolate and cocoa. You can see incredible [5]_____ of works of art made with chocolate. It's extremely [6]_____ too – there's a show where the models wear costumes made out of chocolate! In India, there is an annual street food festival which attracts thousands of [7]_____ from all over the country. It aims to show the [8]_____ of street food sellers in India's culture.	ENJOY AMAZE DEFINITE CELEBRATE LARGE EXHIBIT FASHION VISIT IMPORTANT

Writing

EXAM STRATEGY

When you have to reply to an email, you should avoid copying the exact words and phrases from the notes and email. Express your ideas and opinions using your own words.

5 Read the **strategy** above. Then look at the exam task in Ex 6. Below is a student's answer to the exam task. Why is this not a good answer? Can you think of better ways to respond to Sami's email?

Hi Sami,

I am really looking forward to my trip next month.

Yes, I would like to do a bus tour of the city to see the sights.

We can go to the beach one day as well.

I'd like to do other things too.

Bye for now!

6 Read this email from your friend Sami and the notes you have made. Write your email to Sami using all the notes.

From: Sami
Subject: Your trip
Hi,
I'm really looking forward to your trip here next month!
And me!
There are lots of things we can do. Would you like to do a bus tour of the city to see the sights?
Yes!
We can go to the beach one day as well if you want to?
Great idea!
Let me know what other things you'd like to do here.
Make suggestions.
Bye for now!
Sami

7 Making a difference

VOCABULARY
Social issues
Jobs

GRAMMAR
Reported speech
Reported questions

READING
An online article

LISTENING
Voicemails about uncontacted peoples

GLOBAL SKILLS
Communciations campaign

SPEAKING
Making decisions

WRITING
A formal letter

VISION 360
Under the sea

VOCABULARY BOOSTER P124–125
GRAMMAR BOOSTER P144–145



1 THINK & SHARE Work in pairs. Discuss the questions.

1 How do you help the environment? Make a list.
2 What are the biggest environmental problems where you live?
3 What can people do to help solve these problems?

2 7.01 Watch or listen. Which things do Yasmin and Lewis mention?

clean a park give money to charity inform people
organise a meeting pick up litter raise money
speak in public start a petition

3 7.01 Watch or listen again. Answer the questions.

1 What was Jamal's local park always full of?
2 Who couldn't he wait for?
3 What are teams of teenagers all over the world doing?
4 How will people know about the park event?
5 What did Jamal need to raise money for?

4 MEDIATION You want to inform students at your school to get involved in the park clean movement. Create a poster using the information from the vlog. Talk about ...

- what the park clean is
- who started and why
- how popular it has been
- what you need to start your own park clean

5 REAL ENGLISH Are the sentences true (T) or false (F)? Correct the false ones.

1 When someone is 'a legend', it means they are well known and respected for positive reasons.
2 'To lend a hand' means not wanting to help someone.
3 'To do your bit' means to help achieve something good.
4 If you answer 'You bet!' to a suggestion, you're showing enthusiasm about the idea.
5 If you are 'up for it', it means you don't want to participate in something.

6 7.02 VOCABULARY Complete the definitions with the words below.

assistance campaign charity crisis donations fundraising issue movement poverty relief unemployment volunteer

1 _____ is when you help other people.
2 _____ is the situation of not having a job.
3 A _____ is an organisation that gives assistance to people who need help.
4 _____ is food, money or services that charities or governments give to people in a _____, an extreme situation.
5 A _____ is a planned group of actions that intends to achieve a specific aim.
6 A _____ is an unpaid worker, often for a charity.
7 A _____ is a group of people working together to promote their shared opinions, ideas, etc.
8 An _____ is an important topic or problem.
9 _____ is the act of collecting _____ (for example money) so that charities can help people in need.
10 _____ is the condition of being very poor.

7 Choose the correct alternative.

1 We created a **donations** / **fundraising** page to raise money for the local hospital.
2 Katy does a lot of work for **charity** / **volunteers** in her free time at the weekends.
3 The problem of **poverty** / **issues** is often worse in rural areas.
4 **Unemployment** / **Crisis** is really high in towns by the sea, especially in the winter.
5 We need to organise a **campaign** / **charity** to let people know about the park clean-up.
6 Poorer students can get financial **assistance** / **movement** from the university if they apply for it.
7 I'm part of a national **assistance** / **movement** to help with climate change.
8 There are always lots of **fundraising** / **volunteers** to help clean the beach – they are always happy to give some of their time.
9 My mum always makes a **relief** / **donation** to Children in Need each year.
10 We had a meeting to talk about the **issue** / **campaigns** of the plastic pollution in the town centre.
11 The **financial** / **poverty** crisis in 2008 meant that many people lost their jobs.
12 Musicians got together to record a single to raise money for famine **unemployment** / **relief** in Africa.

8 Complete the poster with correct form of the words in Ex 6.



9 THINK & SHARE Work in pairs. Discuss the questions.

- What's the most inspiring aspect of Jamal's work?
- What organisations in your country give support like Helpinghand?
- What is a local issue that needs people's assistance?
- What would be a useful campaign that would support fundraising for the local issue? What jobs could volunteers do to help out?

10 Present your issue to the class. While your classmates are presenting, take notes. Which issue would you want to be a volunteer for? Why?

The **Liter of Light** organisation

has turned thousands of used one-litre plastic drinks bottles into lights! In one of their YouTube videos, they said that 1.5 billion people in the world had no access to electric light. One of the videos was from the Philippines – [1]the presenter explained that many of the people lived in poverty there and that their houses didn't have any windows. However, the video presenter said that a plastic bottle could provide light. How? They first made a hole in the roof, then filled a plastic bottle with water and then put the bottle in the hole. When the sun shone through the bottle, it passed through the water and was as bright as an electric light in the dark room! [2]Liter of Light said they had provided light to thousands of people the year before and that they would provide light to thousands more. [3]They also said that they had created their own mini-solar panels and that they were teaching people in fifteen countries how to build them too.



Reported speech

1 Read the text. How do the bottle lights work?

2 Match the highlighted sentences in the text to the direct speech (A–C) below. What has changed in sentences 1–3?

A 'We have created our own mini-solar panels for light at night.'
B 'Many of the people live in poverty here.'
C 'We provided light to thousands of people last year.'

3 Complete the rules with the words below.

adjectives don't personal object pronouns say time

Reported speech

Grammar animation

We use reported speech to say what someone else has said. We often use a reporting verb like [1]_____ or *tell*. *Tell* is always followed by a [2]_____.

- In reported speech, we move the verb one tense back in the past: *help – helped*. The past perfect doesn't change in reported speech.
- The verbs *can*, *may*, *must* and *have to* usually change form, but *might*, *would*, *could*, *should* and *ought to* [3]_____ usually change form.
  [4]_____ and possessive [5]_____ often change: *I*, *you*, *we*, *they*, *myself*, *yourself*, *my*, *your*, etc.
- Phrases referring to [6]_____ and place often change too, for example: *today – that day*, *tomorrow – the next day*, *yesterday – the day before*, etc.

GRAMMAR BOOSTER P144

4 Complete the table with the correct tenses.

Direct speech	Reported speech
1 _____	past simple
2 _____	past continuous
3 _____	past perfect
4 _____	past perfect
5 _____	*could / couldn't*
6 _____	*would / wouldn't*

5 Find five more examples of reported speech in the text and rewrite them in direct speech.

6 Rewrite the sentences using reported speech.

1 The speaker told the audience, 'We will explain how we'll collect more plastic next year.'
2 They said, 'Our organisation is providing clean drinking water now.'
3 Darshna said, 'People at the concert left a lot of rubbish in the park last night.'
4 Amy told us, 'Rivers carry the plastic from the land to the sea.'
5 Sam said, 'We have to stop plastic from entering our food.'
6 The presenter told us, 'We held a successful fundraising event last weekend.'
7 Hasan said, 'Our charity has helped thousands of people here.'
8 The speaker told the audience, 'It should help us control the amount of pollution in the air.'

7 7.05 Listen to someone talking about their efforts to be more environmentally aware. What two things does she do?

8 7.05 Listen again and complete the report.

Kate said she [1]_____ to be greener and so [2]_____ her family. She said at home they recycled everything that they [3]_____. She said she [4]_____ a volunteer in a group to clean up the local river. She said she had joined [5]_____ and so far they [6]_____ a clean-up of the park next to the river. Next, she said they [7]_____ a fundraising event so they [8]_____ a special net to catch rubbish. She said she [9]_____ something useful and she was enjoying it too!

9 THINK & SHARE Work in pairs. Think of or research an invention or development (for example, an app or device) which has a positive effect on the environment. Tell another pair about your invention.

Be the change

1 THINK & SHARE Work in pairs. Why do you think children might not complete their education? Use the ideas below to help you. Then share your ideas with the class.

disability environment politics poverty resources sexism

I think poverty is a problem because children have to leave school early to get a job to help support their family.

2 7.06 Read the article. How do the two young people help others with their education?

Volunteer WORLD

NEWS CHARITIES GET INVOLVED

This week on Volunteer World we tell you about two teens that will make you want to get out and help others!

Yash Gupta



There are 13 million children in the world who go to school every day and can't focus on the blackboard. Why? Because their families can't afford to buy them glasses. When teenager Yash Gupta broke his glasses, he discovered how difficult life could be without them. Yash spent a week waiting for new glasses and he said he couldn't see anything in the classroom at all. It was during that week that he learned about all the children around the world who needed glasses. So, at just fourteen, Yash launched a campaign to collect used glasses and send them to school students all over the world. Since then, his organisation, Sight Learning, has provided 60,000 pairs of glasses to grateful school students, giving them the chance to make the most of their education.

Caragan Olles



A lot of young children find the first day at school a stressful event, but for Caragan Olles every day was stressful. Teachers told her she was lazy, and couldn't understand why she found school difficult. Then when she was nine, Caragan was told she had dyslexia. People with dyslexia encounter problems learning to read and understand the meaning of words, letters and other symbols. Getting help was expensive, but Caragan realised that she wasn't the only student with dyslexia, so at the age of ten she set up a charity, Bright Young Dyslexics. Thanks to donations and Caragan's hard work and fundraising, Bright Young Dyslexics has now helped over 2,500 young people overcome the difficulties presented by the condition. Today, sixteen-year-old Caragan continues to organise campaigns to bring about change in the way society deals with dyslexia.

3 Read the article again. Answer the questions with the names of the two young adults.

Who …

1 didn't know what the problem was for some time?
2 solved a problem related to money?
3 had a problem for a short time?
4 suffered from people's lack of knowledge?
5 started a charity before they were a teenager?
6 uses something people don't want to help other people?
7 wants to educate people about difficulties some students will face?

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. Look at the highlighted collocations in the article. Can you work out their meaning? Match each of the verbs below to the collocations to help explain them.

benefit cause find receive solve start

5 VOCABULARY 7.07 Complete the sentences with the correct form of the collocations from the article. Listen and check.

1 The charity has _____ to raise money to pay for medical aid for victims of the disaster.
2 Tom _____ that his disability caused and went on to participate in the Paralympics.
3 We can't _____ in people's lives if we don't give a good example ourselves.
4 We _____ and difficulties while we were working on the project.
5 Thanks to Sight Learning, children with poor eyesight _____ so they could read and see in the classroom.

6 THINK & SHARE Work in pairs. Which project impressed you the most? Why?

Planning a communications campaign



1 THINK & SHARE Work in pairs. Look at the photos. Which media would you use to …

- inform elderly people about activities at a community centre?
- tell your friends about a charity concert that involves your favourite singer?
- tell parents about a campaign to stop the local council closing a school?
- carry out fundraising for a charity that collects schoolbooks for schools in developing countries?

2 7.08 Listen to the organiser of a charity talking about a communications campaign. Complete the titles (1–6) of the six sections that she talks about with one word.

Communications campaign

Mission [1]_____

Tell people [7]_____, what we're doing and why.

[2]_____ **goals**

Have clear aims, aims that people think they can [8]_____.

Target [3]_____

Focus on one or two groups and think about what those groups [9]_____.

Successful [4]_____

Think about the best media for the people we want to [10]_____.

[5]_____

Make sure that our target audience can [11]_____.

Powerful [6]_____

Tell stories that touch [12]_____.

3 7.08 Listen again. Complete the summaries (7–12) of each section of the communications campaign plan.

4 VOCABULARY 7.09 Work in pairs. Check the meaning of the below nouns from the recording. Listen and repeat.

availability goals input mission
statistics target audience

5 Complete the sentences to show the meaning of the words in Ex 4.

1 Our **mission** is to …
2 The charity's **goal** for this campaign is to …
3 We need **input** for the campaign from …
4 We should increase the **availability** of …
5 The **statistics** show that …
6 Our **target audience** this year is …

6 Read the speech bubbles. Which sections in Ex 2 do their comments match?

A We've set up an online forum so our audience can make suggestions and ask questions about the campaign.

B Our audience needs to know about his terrible childhood and lack of opportunities at school.

C We want to collect 10,000 books for libraries in developing countries in six months.

D Let's run an advertising campaign on local radio for the holiday period.

E At WorldGlobalAction.com we search for solutions to poverty and promote justice for all – join us!

F Secondary school students and their parents are the group that is most likely to be able to help us.

7 Work in pairs. What do you think is the most important thing in planning a communications campaign? Why?

8 Work in pairs. Choose one of the charities below or a charity in your own country. Prepare a communications campaign for one of them. Answer the questions below and use Ex 2 and 3 to help you.

- What is your mission statement?
- What are your goals?
- Who is your audience?
- What media will you use?
- How can your audience contact you?
- What kind of stories do you want to tell?

Save the Children is part of a global movement, working in 120 countries around the world to improve children's lives. They do this through funding development programmes, campaigning and emergency response work in places affected by war, natural disasters or any other kind of crisis.

Save the Children

WWF

The World Wildlife Fund has over 5 million members and is working on around 1,300 projects in 100 countries. We use the best scientific information to build a future where humans and nature can live together.

Médecins Sans Frontières / Doctors Without Borders (MSF) is an independent medical humanitarian organisation. We provide life-saving emergency relief and long-term medical care to some of the most vulnerable and excluded communities around the world. For us, it is important that care gets to the people who need it regardless of ethnic origin, gender, religion or political beliefs.

MEDECINS SANS FRONTIERES
DOCTORS WITHOUT BORDERS

9 Work in pairs. Present your communications campaign. Listen to the other campaign. Which campaign do you think was best? Why?

Jobs

1 THINK & SHARE Work in groups. Discuss the questions.
1 Which period of history would you like to visit in a time machine? Why?
2 What do you think would be positive and negative about life for teenagers in that period?
3 What would you miss about your modern lifestyle?

2 Read the article. In which period did …
1 children leave home to go and work in someone else's house?
2 all children participate in full-time study?
3 girls have to marry to improve their family's status?
4 girls stay at home while their brothers went out?

TEENAGERS BACK IN TIME!

THE BRONZE AGE (3000 BCE–1200 BCE)



All young teenagers were expected to work long hours for their families, and they carried out duties such as looking after animals and collecting fruit, plants and firewood. Young teenage girls from important families wore beautiful jewellery and were sent to other regions to marry, so their parents could make political connections.

THE ROMAN EMPIRE (27 BCE–393 CE)



Teenagers from poor families worked in the houses of the rich, and the teenagers from rich homes were expected to develop skills that would help their families. Boys did apprenticeships for different jobs while the girls worked indoors with their mothers.

THE MEDIEVAL AGE (476–1453 CE)



When children reached the age of nine, they were sent to other people's houses to live and do chores. Parents believed they were helping their children by sending them away to work and save money so they could do an apprenticeship later.

THE 20TH CENTURY (1901–2000)



Many countries became richer and there was more money for education. As a result, all young people had to go to school until fourteen or sixteen. Some teenagers had part-time jobs, but very few worked full-time. Parents also spent money on their teenage children and they became a new target for the fashion and entertainment industries.

3 THINK & SHARE Work in pairs. Which period do you think was best or worst for teenagers? Why?

4 7.10 VOCABULARY Match the highlighted collocations in the article to the definitions. Listen and check.
1 get better at an ability to do something
2 train to do a skilled job for a period of time
3 do a job inside a building
4 do something that you have to do
5 work for just a few hours a week
6 carry out small jobs, especially at home
7 spend a lot of time at work

5 VOCABULARY Complete the text with the words below.

a contract apply lots of work experience
the trade time off up the position



When my grandad left school at fourteen in 1960, young people didn't [1]_____ for jobs like we do now. He saw a job advertised at a newspaper office, phoned the newspaper in the morning and took [2]_____ in the afternoon! He got [3]_____ in the office and so he asked if he could work as a journalist, and they said, 'Yes!' He had to work hard to learn [4]_____ and continued to work hard all his professional life. He never got [5]_____, not even when my dad was born, and he never signed [6]_____ in the 50 years he was there either!

6 Work in pairs. Discuss the questions.
1 Which chores do you have to do at home?
2 For your ideal job, what skills would you have to develop?
3 What type of part-time jobs do students often have?
4 What type of jobs do you do an apprenticeship for?

7 Work in pairs. Write a short text about the 21st century.
- What do teenagers do today?
- How do they help at home?
- What type of work, volunteer activities, etc. do they do?
- How do they find work?
- Find an image to illustrate your text.



Reported questions

1 7.13 Listen to a radio report of an interview about a TV reality show. Answer the questions.

1 Is the family happy after two months on the show?
2 What does Lisa think of a sixteen-year-old girl's life in the 19th century?
3 What could teenage girls do during that time?
4 What will she do when she leaves the house?

2 Read the reported questions from the radio report. Complete the direct questions with the exact words that were used in the interview.

1 Ann Baker asked her family if they wanted to take part in a reality show.
Ann Baker asked, 'Do _____?'
2 A newspaper asked Lisa what she thought of 19th-century life.
A newspaper asked Lisa, 'What _____?'

3 Read the rules and choose the correct alternatives.

Reported questions

Grammar animation

We use reported questions to tell someone else what another person asked. We use *ask* to report a question.

1 We **use** / **don't use** the words *do* or *did*.
2 We **use** / **don't use** question marks.
3 We use *if* or *whether* when we report ***yes* and *no*** / ***wh-*** questions.
4 The changes to tense, subject pronouns and time words **are** / **aren't** the same as for reported statements.
5 The word order in reported questions is the same as the word order in direct **questions** / **statements**.

GRAMMAR BOOSTER P145

4 Rewrite the questions in Ex 1 in reported speech.

The journalist asked if ...

5 Rewrite the reported questions using direct speech.

1 Senyo asked us if we wanted to help with the chores.
2 I asked them where they were working.
3 My teacher asked me if I had already done my history project.
4 My mum asked us when we would arrive home.
5 The organiser asked me why I hadn't arrived on time the day before.
6 I asked the guide if I could try on a Roman helmet.
7 Yasmin asked Ashok if we should bring bags for the rubbish.
8 We asked him what life had been like in the Stone Age.

6 Read the dialogue. Then complete the email with reported speech.

Lydia What's your name and where do you live?
Luis My name's Luis and I live about ten minutes from the museum.
Lydia Can you speak foreign languages?
Luis Yes, I can.
Lydia Why do you want the job?
Luis I really love history.
Lydia Do you want to study history at university?
Luis Yes, and I think the job will help me get a place.
Lydia Have you got enough free time to work as a volunteer?
Luis Yes, I can work two evenings a week and Saturdays.
Lydia Great! When can you start?
Luis Now!

I had an interview to work as a volunteer at the museum yesterday. First, the interviewer asked [1] _____. Then she asked [2] _____ because lots of foreign tourists visit the museum. The next question was quite difficult to answer. She asked [3] _____. I told her that I really love history. Then she asked [4] _____ and I answered yes and that I thought the volunteer job would help me get a place. Next, she asked [5] _____. I said I could work two evenings a week and Saturdays. Finally, she asked [6] _____! That really surprised me, but I said, 'NOW!' and she took me straight into the museum!

7 Work in pairs. Imagine you can communicate with people in any time in history. What three questions would you ask the people of that period about their lives?

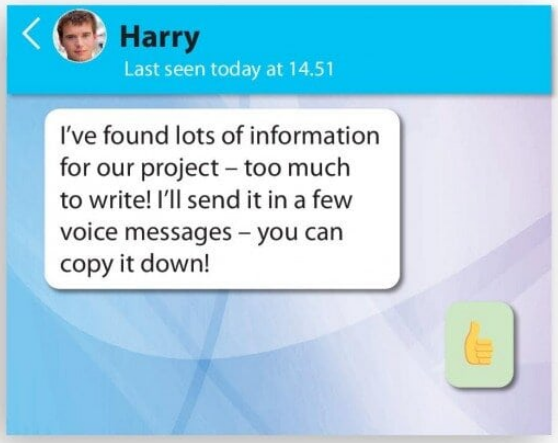
I'd love to speak to the Romans. I would ask what it was like to see gladiators in action. I'd also ask ...



We don't want your help!

1 Work in pairs. Look at the photos and discuss the questions.

1 There are about 100 groups of people who live without contact with the rest of the world. Which countries do you think they live in?
2 Why do you think uncontacted peoples want to avoid contact with the modern world?
3 How do you think they've been able to avoid contact with the modern world?



2 7.14 Read Harry's message. Then listen to his first voice message and check your answers to the questions in Ex 1.

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 feelings

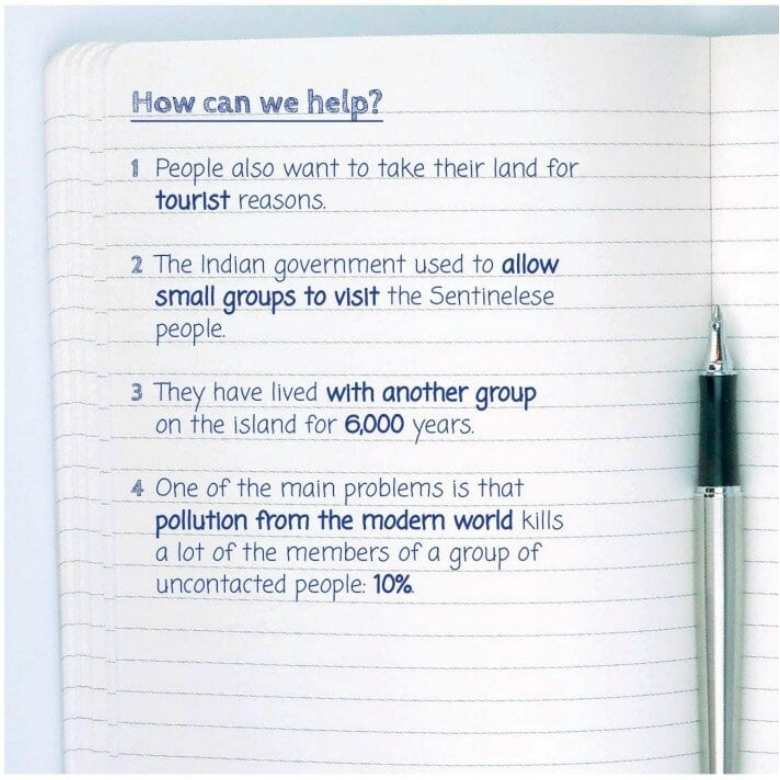
Sometimes you are more interested in how someone feels about a topic. You know this from *how* they are talking about it (intonation) as well as the language they choose to talk about it.

3 Read the strategy. Then read the questions below. What type of listening skill do you think you will have to use to answer each question?

1 Who did Harry get the information from?
2 How does Harry feel about tourism to the Andaman Islands?
3 What is the main reason for leaving the second voicemail?

4 7.15 Listen to Harry's second voice message. Answer the questions in Ex 3.

5 7.15 Listen again and correct the **bold** mistakes in Ellen's notes.



6 THINK & SHARE Work in pairs. Put the actions for protecting uncontacted peoples in order from the most useful to the least useful. Add one more idea of your own.

give them modern tools give them vaccines
help them join the modern world
protect the environment stop tourism

7 Work in groups. Compare your ideas from Ex 6. Which ideas do you think would be the most useful? Why?



Making decisions

1 THINK & SHARE Work in pairs. Read the reasons for volunteering below. Which three would persuade you to volunteer? Why?

connect the community
contribute to a cause that you care about
do practical things for others good for your CV
help others learn new skills make a difference

2 7.16 Listen to Ava and Oli talking about volunteering. What activity do they choose? Which reasons do they give for choosing it?

3 7.16 Listen again. Tick (✓) the phrases from the Phrasebook that Ava and Oli use.

PHRASEBOOK Making decisions

Making suggestions
How about … ?
Why don't we … ?
Shall we … ?
Maybe we could …

Giving opinions and reasons
I think … could be a good option because …
I don't think that would be as good because …
The good / bad thing about … is that …

Involving your partner
What do you think / reckon?
Do you think that's a good idea?
Do you have any ideas about … ?
Which do you think is best?

4 PRONUNCIATION 7.17 Read the pronunciation box. Then listen and repeat.

PRONUNCIATION Linking

In fluent speech, words are not separated. They are linked together. We link words that end with a consonant and begin with a vowel. When you say them, imagine that the consonant is at the beginning of the next word.
We both_agree.
volunteering_at_an_after-school club
It would look good_on my CV.

5 7.18 Read the sentences. Which words do you think link together? Listen and check.
1 The good thing about volunteering is contributing to a cause.
2 We would be helping elderly people.
3 Now all we have to do is start this application.
4 I think it could be a good option.

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 phrases 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.

6 Read the strategy and then take it in turns to start a conversation on the topics below and respond.
- Teenagers today are the luckiest that have ever lived.
- Giving money to a charity is a waste of time.
- We're all responsible for looking after the planet.
- We shouldn't buy things that were made in factories by children.

I actually think that teenagers today aren't the luckiest ever because of all the pressure from social media to be cool. What do you think?

That's true, but compared to 100 years ago, I think …

7 You raised €300 at a fundraising event at your school. You now have to decide which charity to give the money to. In pairs, talk together about the different options and say which you would like to donate the money to.
To buy …
- birthday presents for children in a poor neighbourhood.
- wheelchairs for an old people's home.
- books for a school in a developing country.
- sports equipment for a local sports team with financial problems.
- baby clothes for the baby unit at a local hospital.

8 REFLECT Give feedback on how your partner managed the conversation. Mention what was good about it and what could be improved.

Shopping with a conscience

1 Work in pairs. Discuss the questions.

1 When do you have to write a formal email or letter? When was the last time that you wrote one?

2 What do you think are the differences between a formal and informal email or letter?

STRATEGY Writing formal letters

When you write a formal letter or email, 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 Read the strategy and the formal letter. Which point can you not find an example of?

435 Albert Drive
Halifax
HX2 4AF

21 April 2025

ABC Fashions
312 Regent Street
London
W1 4ER

Dear Sir or Madam,

I am writing in the name of the No Child Workers charity to complain about the sale of clothes in your shops that are made by children. Although we realise your company is not responsible for making the clothes, we feel you should tell clothing companies that you will not buy their clothes if children make them. In recent years, clothing companies have saved money by moving their factories to developing countries. However, there is often high unemployment and poverty in these countries and working conditions are very poor. Although children are not allowed to work by most governments, families send them to work because they need to survive. We are organising a campaign to tell people about this terrible situation. Even though these children should be at school, they told us that they needed the jobs to help their families and wanted better conditions. Therefore, we are asking you to refuse to sell clothes from these companies and perhaps consider donating money to education charities in developing countries. In spite of their bad image, these companies will not change if they do not think they are going to lose money. We look forward to hearing that your company has decided to join us. Despite the difficulties that talking to the clothing companies might cause, we are sure you would prefer your customers to think that you are an ethical company.

Yours faithfully,

Kerem Deniz

3 Read the letter again. Divide it into four paragraphs and say what the purpose of each paragraph is.

4 Look at the highlighted words in the letter. Do the linking words and phrases add new information or contrast information?

5 Read the Phrasebook and complete the rules with the highlighted words in the letter.

PHRASEBOOK Contrast words

1 _____ begins a new sentence that introduces something that is different from the idea, opinion, etc. in the sentence before. We use a comma after the word.

2 _____ and _____ are followed by a subject and a verb. If they start a sentence, we use a comma at the end of the first clause.

3 _____ and _____ are followed by a noun or an *-ing* form. If they start a sentence, we use a comma at the end of the first clause.

6 Choose the correct alternative.

1 The company didn't change its policy, **although** / **despite** being criticised by the newspaper article.

2 **Despite** / **Although** the children need to work for their families, they also need to go to school.

3 A lot of people complain about children working. **In spite of** / **However**, they buy clothes from shops that sell clothes that are made by children.

4 **In spite of** / **Even though** the terrible conditions, they had to take the job.

5 **Even though** / **In spite of** sales are good, they are selling the company.

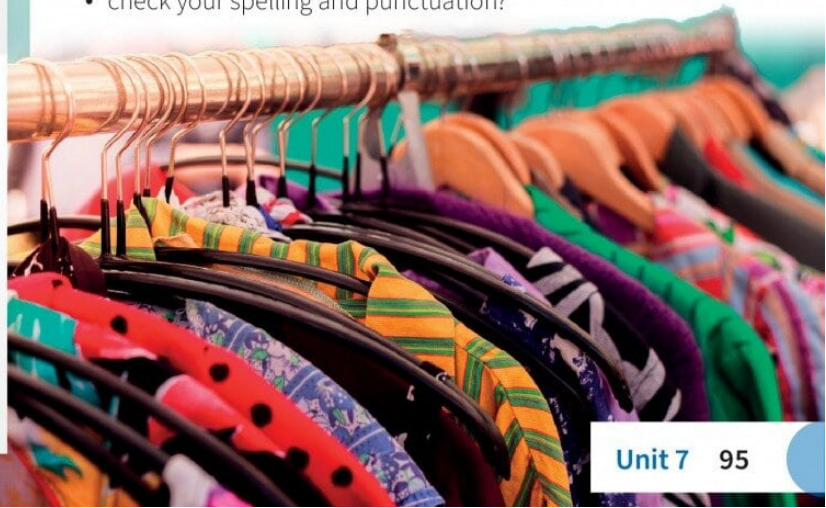
7 Read the task. Then write your formal letter.

Your local supermarket uses a lot of plastic packaging. Write a letter to the manager expressing your opinion and what action you expect them to take.

- Make notes about the problem, its negative effects and possible solutions.
- Organise your points into paragraphs. Give each paragraph a clear purpose.
- Use the strategy on writing a formal email or letter.

8 CHECK YOUR WORK Did you …

- use contrast words?
- use the vocabulary from the unit?
- organise your letter into paragraphs?
- check your spelling and punctuation?



Grammar

1 Complete the mini-dialogues with the words in brackets and reported speech.

1 A Logan has been on holiday to Bali. (Hawaii)
B Really? I thought he said he had been to Hawaii.
2 A Priti is studying the Bronze Age this week. (the Roman Period)
B Is she? She told me _____.
3 A Soroush has made an application for the job at the gym. (swimming pool)
B Has he? I thought he said _____.
4 A Lily will prepare a communications campaign. (fundraising event)
B Will she? She told me _____.
5 A Nasser said he made a donation of food last weekend. (clothes)
B Did he? I thought he said _____.
6 A Camila is collecting books for a children's library in Manchester. (Leicester)
B Is she? She told me _____.
7 A Hannah can't come to the meeting on Tuesday. (Thursday)
B Can't she? She told me _____.

2 Rewrite the questions in reported speech. Begin the reported questions with *He* or *She*.

1 Can you speak any foreign languages?
She asked me if I could speak any foreign languages.
2 When will they get time off?
3 Has she signed a contract?
4 How are you developing your skills?
5 Did Andy work as a volunteer last year?
6 Which charity does Ally work for?

Vocabulary

3 Choose the correct alternative.

1 We need to do some **fundraising** / **campaign** if we want to buy books for the school.
2 The **movement** / **campaign** will include advertising and interviews with local and national media.
3 **Unemployment** / **Donations** has gone down, but a lot of the jobs are only part-time.
4 Providing everyone with clean drinking water is the most important **issue** / **relief** at the moment.
5 The government can't always expect **charities** / **campaigns** to help with social problems and provide **relief** / **fundraising** to people in crisis.
6 A **movement** / **volunteer** gives the most important thing that they have: their time.
7 More and more people are joining the **assistance** / **movement** to reverse climate change.
8 We accept three types of **charities** / **donations**: money, food and clothes.
9 The rich are getting richer, but the reality in most cities is that many people live in **unemployment** / **poverty**.
10 With some financial **assistance** / **relief**, we could make the town square a lot nicer.

4 Complete the text with the words below.

applications apprenticeship contract experience part-time skills time off trade

My sister's doing an [1]_____ in woodwork because she wants to be a carpenter. She has always wanted to learn a [2]_____. She made lots of [3]_____ and she's really happy that she's now got a [4]_____ with a professional carpenter. She has a [5]_____ job with the company so that she can get [6]_____ to study at college two days a week. She's getting lots of work [7]_____ and developing the [8]_____ that will help her start her own business one day. I'm really happy for her!

Cumulative review

5 Complete the interview with the words below. Then rewrite the interview using reported speech.

campaign ~~charity~~ donations fundraising hours skills volunteers

Reporter So, what is the [1]charity planning to do?
Jack We're organising a [2]_____ of different activities that includes a big [3]_____ event.
Reporter When will it take place?
Jack We have planned a day of activities at Castle Park for next Saturday.
Reporter What type of activities can people do at the event?
Jack Well, there will be a barbecue and also a concert.
Reporter Do you need [4]_____ to help you to prepare for the event?
Jack No, we don't. We've worked long [5]_____ to get everything ready.
Reporter Can anyone attend?
Jack Yes, everyone is welcome.
Reporter What is the fundraising for?
Jack We need [6]_____ to pay for our traditional farming projects.
Reporter Have you started any projects?
Jack Yes, we're helping young farmers to develop [7]_____ that are needed for environmentally friendly farming.
Reporter Well, that sounds interesting. Thanks for speaking to me!
Jack It's been a pleasure.

The reporter asked what the charity was planning to do.
Jack said they were organising a ...

Think & share

6 Speak or write. Answer the questions.

1 What are the most well-known charity organisations in your country? What do they do?
2 Is it better to help others by giving your time and skills instead of money? Why? / Why not?
3 Do you think it's better to give money directly to a poor person or to a charity that helps poor people? Why?
4 Do you think that one day we won't need charities?

Reading

EXAM STRATEGY

When you do a task with different types of short texts, think about where you might see each text and what its purpose is. Understanding the context can help you choose the correct option.

1 Read the strategy above. Then read the exam task in Ex 2. Before you answer the questions, decide where you might see each text and what its purpose is.

2 Read the texts below. For each question, choose the correct answer.

1



No barbecues allowed on this beach from Monday to Friday.

A You must never have a barbecue on this beach.
B Barbecues are banned at the weekend.
C You can have a barbecue here on certain days.

2

Notice from school staff

Next week's school trip is cancelled.

Normal lessons will take place instead.

All students are asked to attend.

A Students don't have to go to school next week.
B The planned trip is not going to take place.
C Students should ask their teachers for information about the trip.

3

To: Ben

From: Lucy

Ben, are you going to Alex's party on Saturday? I've lost his address! Can you let me have it?

What does Lucy want Ben to do?
A remind her where Alex lives
B go out with her on Saturday
C invite Alex to her party

4

To find out about our new prices for gym membership, please speak to the receptionist.

A The cost of gym membership has changed recently.
B All members of the gym should contact the receptionist.
C You can only join the gym by asking the receptionist.

5

Friday's charity quiz event!

Teams of four.

Free entry, but donations welcome.

All money raised goes to local hospital.

A Only four teams can take part in the event.
B The quiz is being organised by some doctors.
C You don't have to pay to do the quiz.

Speaking

EXAM STRATEGY

In a role-play task, don't speak for too long without involving your partner. Ask a question to bring them into the conversation.

3 Read the strategy above. Then complete the phrases for inviting your partner to speak.

1 What _____ you think?
2 Do you see _____ I mean?
3 How do you feel _____ that?
4 Do you agree _____ me?

4 Work in pairs. Read the information below and role-play the situation. Then swap roles.

Student A

You want Student B to give you a hand with a problem you have. Student B is busy. Try to persuade Student B to help you. Say what you promise to do if they agree to help.

Student B

Student A wants you to give them a hand with something. You are busy. Listen to what Student A says. Decide whether to help or not. Give reasons.

VISION 360°

Learn about plastic in the sea and create a campaign advert.

Save our seas



Unit 7 360° hotspots

1 THINK & SHARE Look around you and name eight objects that contain plastic.

2 Look at the photo. Work in pairs and discuss the questions.

1 What can you see in the photo?
2 Do you think the plastic is a problem? Why? / Why not?
3 Where do you think the plastic comes from?
4 What do you think the people in this picture are doing?

3 Look up the meaning of the words and phrases below in a dictionary. Then complete the sentences.

climate change | current | decompose | ecosystem | lay their eggs | microplastics | wildlife

1 Many birds and other types of _____ die every year because they eat rubbish people leave on the streets and beaches.
2 Baby sea turtles swim away from the beaches where they are born using the ocean _____. When they are older, they will return to the same beach to _____.
3 _____ can also get into the sea's _____ when larger plastic products _____.
4 _____ means that oceans are getting warmer. This is causing coral reefs to lose their colour and die.

EXPLORE 360°

Access the interactive 360° content now!

4 ALL HOTSPOTS Explore the hotspots. Work in pairs and answer the questions.

Which project …

1 uses recycled materials to make something new?
2 protects sea creatures in danger?
3 uses public donations to clean the oceans?
4 is easiest for young people to get involved in? Why?
5 offers the most unusual solution to a problem? Why?
6 has the greatest benefit to the planet? Why?

5 Read the interview. Are the sentences true (T) or false (F)?

1 Inna said that when she was young, it had made her angry to see lots of rubbish on the beach.
2 Inna said that on a typical day she spent a lot of time in the sea.
3 Inna said that she had been involved with a supermarket's campaign to reduce the amount of plastic packaging.
4 Inna said that the apprenticeship had been a great way to develop new skills.



6 Listen to the radio news programme. Which photo shows how Boyan Slat's project works?





7 Watch the video about a company called Bureo. Make notes and use some of the verbs below to describe what Bureo do.

add	clean	collect	cut	make
put	recycle	throw away	use	

Old fishing nets are thrown away ...

8 THINK & SHARE Read the poster. Work in pairs and make a list of other ways you could reduce the amount of plastic you use. Then discuss the questions.

1 Do you already do any of these things to reduce the amount of plastic you use?
2 Which of these ideas will you try to do in the future?

CREATE ... a campaign advert

STEP 1

You are going to create a campaign advert about the problem of plastic waste. Which hotspot contains the most useful information? Which facts could you use in your advert?

STEP 2

Look at the list of things to include in your advert. Work in pairs and think about where you can find the information.

- One or two photos that will make an impact
- Four or five facts about plastic
- Eight ideas of how to avoid or reduce the amount of plastic we use every day.
- An interesting title or slogan for the advert

STEP 3

RESEARCH IT!

Go online and find any information or photos you want for your advert.

STEP 4

Create the advert.

STEP 5

Share it with your class. Find four ideas in other pairs' adverts for reducing plastic waste which you will try to do in the future.

8 Buying and selling

VOCABULARY
Shopping
Advertising

GRAMMAR
Third conditional
Verb patterns

READING
An online article

LISTENING
A podcast about how to be a smart shopper

GLOBAL SKILLS
Money and savings

SPEAKING
Negotiating

WRITING
An opinion essay

DOCUMENTARY
Our clothes

VOCABULARY BOOSTER P126–127
GRAMMAR BOOSTER P146–147



1 THINK & SHARE Work in pairs. Discuss the questions.

1 How often do you go shopping? How much do you spend?
2 What kinds of shops do you go to?
3 What kind of things do you buy online?
4 How often do you buy something you don't really need? Why do you think you do this?

2 8.01 Watch or listen. Choose the correct summary of Max and Isobel's conversation.

Max and Isobel are talking about …

A different ways for people to save money when they go shopping.
B the rights that shoppers have when they spend their money.
C things that shops do that encourage people to spend more money.
D how to spend your money well.

3 8.01 Watch or listen again and complete the sentences. Use up to three words.

1 Shops often have sales to _____.
2 When Max refreshes the web page, the trainers are _____.
3 Shops often play _____ to make you feel at home.
4 Shop assistants treat customers like they are their _____ to make them buy things.
5 You should always check the _____ before you buy something.
6 You should _____ before you decide to buy something.

4 REAL ENGLISH Choose the best definition for the words in **bold**: A or B.

1 **What are you getting at?**
A What do you mean? B What do you want?
2 No one wants to **miss out on** an amazing offer.
A not be included in B not have time for
3 It's a bit **weird**.
A stupid B strange
4 **Get real!**
A Don't be silly! B Really?
5 **Spot on!**
A That's wrong! B That's right!

5 8.02 VOCABULARY Match the phrases below to the pictures. Listen and check.

get free delivery get into debt
buy something in the sales keep the receipt
make a complaint make a purchase
take something back try something on



6 8.03 VOCABULARY Complete the phrases about shopping with the verbs below. Listen and check.

cancel find get (x2) have place

1 _____ a discount
2 _____ a good offer
3 _____ a budget
4 _____ / _____ an order
5 _____ a refund

7 Choose the correct alternative.

DISCUSSIONPOINT

CHAT | REVIEWS | LOCAL | LINKS

> SHOPPING

How do you like to shop?

JazzerB

I love online shopping, except when I'm buying clothes. It's much easier to compare prices and [1]**get into debt / find a good offer**, but you can't [2]**try them on / buy them in the sale**. After you've received an online order, you can't [3]**make a complaint / take it back** to the shops and try it in a different size or colour.

sal97

I don't think this 'buy now, pay later' culture is a good idea. It's just an easy way to get [4]**a refund / into debt**. If you don't [5]**have the budget / get a discount** for something, it's simple – don't buy it!

Bergo00

I love online shopping. It's convenient, I can do it all from home and you usually get [6]**into debt / free delivery** which saves me having to go to a shop to pick it up. You can often get [7]**a discount / a refund** on the shop price when you buy online too. And if you change your mind, it's easy to [8]**cancel / place** your order before the item's been delivered or [9]**make a purchase / get a refund** later if you don't like it.

8 Work in pairs. Whose opinions in Ex 7 do you agree with? Why?

9 THINK & SHARE Work in pairs. Discuss the questions.

1 In many countries around the world, shopping is one of the most popular free-time activities for young people. What do you think of this and why do you think it is true?
2 Why do you think more young people are getting into debt these days? What do you think governments, banks and schools should do about this?

Third conditional

1 Work in pairs. Have you ever bought something online and regretted it later? If so, what was it? Why did you regret it?

2 Read the blog post. What was the problem? What positive thing happened because of the purchase?

MY BLOG



Posted 10 October

A study in the UK has found that around 70% of people regularly regret buying things online. It isn't difficult to see why. Last month, I needed a new school backpack. I saw one online, it looked good in the photos and I thought I'd found a really good offer. I got free delivery too! But when it arrived, it was tiny. It was the right size for my cat, Benji! When I looked again at the website, I realised my mistake. If I had read the description more carefully, I would have seen that it said it was an extremely small backpack. If I had known that, I wouldn't have bought it. If I hadn't bought it, though, I wouldn't have got a cute photo of Benji sitting in it.

The next time I buy something online, I'll remember to read the small print!

3 Find three sentences that start with *if* in the text. Then complete the rules.

Third conditional

Grammar animation

We use the third conditional to talk about [1]**real** / **unreal** situations in the past and their [2]**real** / **imaginary** results.

If they had been in the sale, I would have bought those cool jeans.

(= The jeans [3]**were** / **weren't** in the sale and I [4]**bought** / **didn't buy** them.)

We form the third conditional with *if* + [5]_____, *would have* + [6]_____.

We can also use the third conditional to talk about actions we regret.

If I hadn't clicked on that link, my computer wouldn't have got a virus.

(= I [7]**clicked** / **didn't click** on the link and my computer [8]**got** / **didn't get** a virus.

We can put the *if* clause in the first or second part of a conditional sentence.

I would have bought those cool jeans if they had been in the sale.

GRAMMAR BOOSTER P146

4 Complete the third conditional sentences with the correct form of the verbs in brackets.

1 I _____ (not make) the purchase if I _____ (realise) the shoes were bright red.
2 If Shona _____ (try on) the dress, she _____ (not buy) it.
3 If Russell _____ (not keep) the receipt, he _____ (not be able) to get a refund.
4 If they _____ (know) the product was dangerous, _____ they _____ (sell) it?
5 If we _____ (not get up) early, we _____ (not get) the best discounts in the sale.
6 Lana _____ (not get) into debt if she _____ (not spend) more than her budget.

5 Rewrite the sentences using the third conditional.

1 Mark was arrested because he didn't pay for the book.
Mark wouldn't have been arrested if he had paid for the book.
2 I didn't make a complaint because I didn't see the manager.
3 I left my wallet at home so I had to borrow money from my friend.
4 My cousin got into debt because he bought an expensive watch.
5 I didn't know it was so high in sugar, so I bought it.
6 We queued for three hours so we could buy the best tickets for the show.

6 8.06 Listen to a talk about a decision that Coca-Cola regretted. What was the decision and why did they regret it?

7 8.06 Listen again and complete the third conditional sentences with the correct form of the verbs in brackets.

1 If Coca-Cola _____ (change) the recipe, it _____ (lose) customers to Pepsi.
2 If Pepsi _____ (be) so successful, Coca-Cola _____ (change) their recipe.
3 If Coca-Cola _____ (be) such a big part of culture in the USA, people _____ (be) so angry.
4 If Coca-Cola _____ (realise) its mistake, Pepsi _____ (become) the number one cola.

8 Work in pairs. Use the third conditional to tell your partner about something you achieved with some difficulty.

If I hadn't been able to convince my parents, I wouldn't have taken part in the school play!

Smart shopping

1 Work in pairs. Imagine you are going to make an important purchase such as a new phone, laptop or pair of trainers. What do you do before you make the decision about which one to buy?

2 VOCABULARY Check the meaning of the words below. Then complete the adverts.

brands chain coupon deals discount
offer prices reductions season stock











3 Look again at the words *deal*, *reduction* and *offer*. Match them to definitions A–C.

A a business agreement _____
B a cheap price or special arrangement for something you're buying _____
C a decrease in something, usually the price _____

4 8.07 Listen to a podcast about how to save money when you shop. Which of your ideas in Ex 1 did they mention? Which advice do you agree with?

5 8.07 Listen again. Match the people Amy (A), Jack (J) or both (B) to the opinions below.

1 There are lots of ways to save money.
2 People don't always know how to save money.
3 You can sometimes get a discount if you ask for one.
4 You can get offers or coupons online for branded clothes.
5 Don't buy the latest technology straight away.

STRATEGY Dealing with unknown words

When you come across an unknown word in a listening text, think about the following.

- Use your knowledge of sentence structure to work out what type of word it is.
- What is the subject of the sentence or paragraph where the word appears? Use your knowledge and experience of the subject and the world to try and understand the word.
- Is the word there to contrast a word that appeared earlier? Listen for words like *or*, *although*, *even though*, *despite*, *but* or *however* that often signal this.

6 Read the strategy. Then read the sentences from the podcast. Use the techniques to work out the meanings of the underlined words.

1 My first tip is a simple one. Use price comparison websites. They will help you know if you're getting a good deal or being ripped off.
2 Following on from that, don't be afraid to haggle for a price reduction. These days, it's possible to get a discount by asking for one.
3 But be prepared to abandon the deal and politely say 'no, thank you' if they can't.
4 It's a good idea to follow your favourite brands. They often post special offers and details of clearance sales on social media.
5 I wouldn't rush out and buy the latest gizmo the moment it's in stock. Prices are always highest for new technology for the first few months.

7 8.07 Listen again and answer the questions.

1 What does Jack wish he had known about a few months ago? Why?
2 According to Jack, what is the best way to negotiate a discount?
3 Where can you find information about good deals and discounts, especially when a shop is closing down?
4 What happens to the price of new technology after a few months?

8 Think about the money-saving ideas in the podcast. Which ideas do you think are most useful? Which ideas will you probably not follow in the future?

Talk about money, savings and the future.





Make a savings plan

1 Work in pairs. Discuss the questions.

1 How often do you manage to save money?
2 What are you saving for?
3 Where do you keep the money you save?
4 What's the hardest thing about saving money?

2 Read the article and complete the sentences about it.

1 The writer couldn't go on holiday because …
2 Before you open a bank account, it's a good idea to find out which ones give …
3 You can keep a record of how much you spend and save on a …
4 Your savings will increase if you …

Get saving



Last summer, some of my friends were planning a holiday to celebrate the end of our exams. We were going to spend two weeks camping by the beach – it would have been amazing. The only problem was I didn't have any money to go. That got me thinking. If I had saved a little money each week over the previous year, I would have had enough to go on holiday … and probably quite a bit more. But how do you do it? Here's what I've learned.

1 Open a separate savings account

Check out several banks online to find the ones that offer the best interest for younger savers. Even if you just deposit a little bit each week, it will soon add up. By the end of the year, the balance may be more than you think.

2 Make a savings plan

Use a spreadsheet or a handy app on your phone to keep a record of …

- your weekly income from pocket money, wages from part-time jobs, etc.
- your outgoings. How much you spend each week, e.g. purchases, transport costs, entertainment, etc.
- how much you can afford to save.

If you have nothing left to save at the end of each week, try giving yourself a spending budget and don't spend more!

3 Set a goal and don't touch your savings!

They are for the future, not the present. Remember that the longer they stay in the bank, the more interest you will earn and the more your money will grow.

3 VOCABULARY 8.08 Listen to a discussion between Tim, a British student, and a savings adviser. Complete the savings plan with the words below.

afford balance income interest
outgoings pocket money savings wages

Tim's monthly savings plan

Income

1 _____ £40
2 _____ £80
Total 3 _____ £120
4 _____

Purchases £20
Entertainment £50
Essentials £30
Total outgoings £100

5 _____ goal = £500
Saving period = 12 months
Current bank 6 _____ = £160
7 _____ rate = 2%
(can 8 _____ to save £30 a month)

PHRASEBOOK Talking about possibility and probability

Possibilities
I can … / I could …
It's possible that …
I might be able to …
Probabilities
It may / might (not) …
It's (un)likely that …
It'll probably be …
Certainties
I'm certain that …
I'm sure that …

4 8.08 Read the Phrasebook. Listen again and tick (✓) the phrases you hear.

5 MEDIATION Your friend wants to buy a bike, but does not have enough money and is not good at saving. Record a voice message for your friend to give them three pieces of advice about saving. Use the information from this lesson.

Advertising

1 THINK & SHARE Work in pairs. Discuss the questions.
1 How many different forms of advertising can you think of?
2 Think about a memorable advert you've seen recently. What product was it for? What did you like about it?
3 What do you think makes a successful advertising campaign?

2 Read the infographic. Does it include any of your ideas from Ex 1?

How to produce a SUCCESSFUL advertising campaign

Goals

Why are you advertising? Do you want to attract customers to your website or shop? Or promote your business or recommend your service to new customers? Perhaps you are trying to launch a new product.

Create a need

How can you convince your customers that they can't live without your product or service? What problem does your product claim to solve?

The competition

How does your product compare with the competition? What can you offer your customers that your competitors can't? Know your advantage, because your competitors will know theirs!

Positioning

Once you know who your customers are, you can decide where you want your advert to appear. Think! If your product is aimed at teens, where is the best place to grab their attention?

Customers

Think carefully about your customers. Who are they? How can you appeal to them?

3 8.09 VOCABULARY Work in pairs. Look at the highlighted advertising words in the infographic. Choose the correct alternative. Listen and check.
1 I was first **advertised** / **attracted** / **appealed** to the brand by a vlogger; then I started using it.
2 Brazil **recommends** / **produces** / **appeals** great coffee.
3 If you **create** / **compare** / **produce** these two phones, it's obvious that this one is better.
4 Most top brands don't usually **produce** / **offer** / **attract** great discounts on their clothes.
5 Can you **recommend** / **promote** / **launch** a good online technology shop?
6 The shopping centre will **offer** / **launch** / **create** 300 new jobs.

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

advertise appeal appear claim
convince launch promote

Since it [1]_____ its product as a global brand in the 1990s, the company behind the energy drink Red Bull has done its best to [2]_____ to young people. It has [3]_____ its drink at extreme sports events, the logo has [4]_____ on Formula One cars and jet planes, and it has used celebrities to [5]_____ the drink. In 1997, it also started to use the slogan 'Red Bull gives you wings'. While no one thought the company was [6]_____ that drinking the sugary drink would actually give you wings, one US consumer believed that the company was being dishonest. He argued that the slogan suggested that the drink could improve concentration and give you more energy than drinking a cup of coffee, when in fact it didn't. And in August 2014, he [7]_____ a judge in the USA to agree. The company was made to pay $10 to any customer who had bought the drink in the USA between 2002 and 2014 and was disappointed that it hadn't 'given them wings'. This cost the company more than $13 million!

5 THINK & SHARE Work in groups. Choose an advert that you know well. Discuss how successful it is using the questions in the infographic.

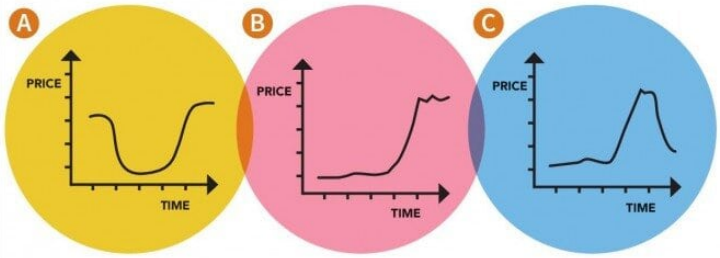
Let's talk about the advert for H&M. Who is the customer? And how does it appeal to them?

It should appeal to young people by ...

Verb patterns

1 Do you know what a cryptocurrency is? Can you name any cryptocurrencies?

2 Read the text. Which graph (A, B or C) best matches the description of what happened to bitcoin?



Imagine investing all your savings in something you don't understand, can't see, touch or hold in your hands. It sounds crazy. But that's what millions of people decided to do in the 2010s.

Bitcoin was the world's first 'virtual' currency, or cryptocurrency, and at the start of 2013, you could buy one bitcoin for around $13. Soon the price began increasing as more people bought these virtual coins. Investors hoped to see the price go up further and their investment grow. People convinced family and friends to invest, and by the start of 2017, millions of people owned bitcoins and the price of one coin was around $1,000. Some experts advised people to sell their 'coins', but instead people wanted to buy more. They hoped the investment would let them make a lot of money. When the price reached $10,000, bitcoin became headline news around the world, attracting even more investors. The price kept rising until one virtual coin was selling for almost $20,000. Then the price fell fast and many people were left with coins that were worth a lot less than they paid for them. They forgot the famous saying: what goes up must come down.

3 Read the text again and complete the rules with the infinitive form of the highlighted verbs.

Verb + infinitive or *-ing*

Grammar animation

- Some verbs are followed by *to* + infinitive. These verbs include *prefer*, *happen*, *promise*, *prepare*, *start*, [1]_____, [2]_____, [3]_____.

  They preferred to advertise online.
- Some verbs are followed by the *-ing* form. These verbs include *fancy*, *miss*, *enjoy*, [4]_____, [5]_____, [6]_____.

  They enjoy watching old films.
- Some verbs are followed by a noun or pronoun + *to* + infinitive. These verbs include *tell*, *ask*, *invite*, *remind*, [7]_____, [8]_____.

  My sister reminded me to buy more milk.
- *Make* and [9]_____ are followed by a noun or pronoun + infinitive without *to*.

  They made us work late on Fridays.

GRAMMAR BOOSTER P147

4 Write complete sentences using the prompts. Use the correct verb pattern and tenses.

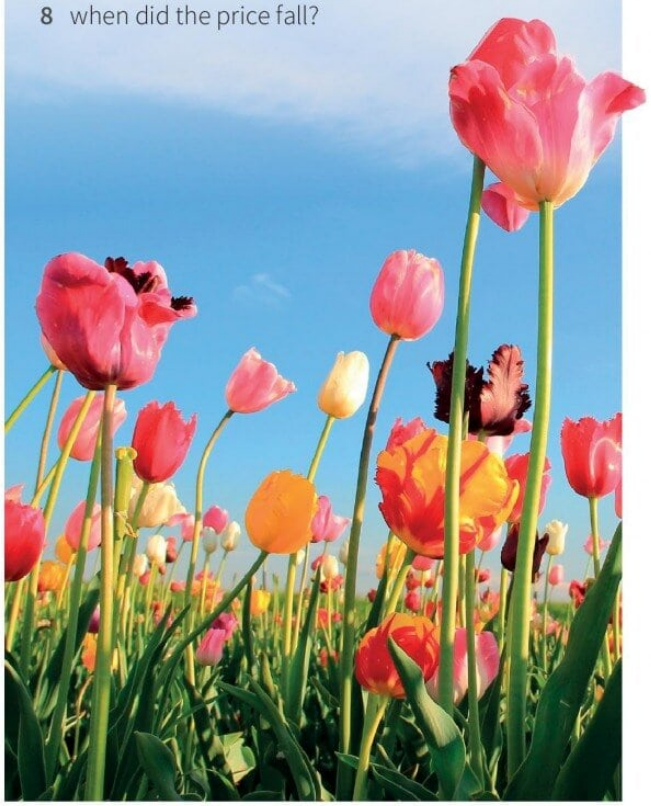
1 the manager / tell / everyone / leave / the shop
2 I / always / prefer / go / shopping / on my own
3 you / fancy / meet / at the café / this evening?
4 my dad / not let / me / buy / a motorbike / yet
5 Zach / sometimes / imagine / live / in Paris
6 the assistant / convince / me / buy / the sunglasses
7 which / bag / Sally / decide / buy?
8 my cousins / not invite / me / go / shopping

5 8.12 Listen to part of a lecture. How is this story similar to the bitcoin bubble?

6 8.12 Listen again and answer the questions.

At the start of the 17th century, …

1 what did Dutch people enjoy in their homes?
2 what did farmers learn?
3 what happened to the prices?
4 what did rich people offer to do?
5 what did the rich people not want to do?
6 what did the rich people fancy doing with them?
7 what did people keep doing?
8 when did the price fall?



7 THINK & SHARE Work in pairs. Talk about something that you …

- spend your money on.
- decided to buy and regretted it.
- enjoyed doing recently.
- convinced someone to do.

The psychology of advertising

1 Do you know which products these slogans advertise? Why do you think the slogans are successful?

JUST DO IT.

Because you're worth it.

The Power of Dreams

I'm lovin' it

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. In pairs, read the title of the article, the opening paragraph and subheadings and discuss the questions.

1 How are the title and the opening paragraph linked?
2 Who is Abraham Maslow and why are his ideas the main focus in the opening paragraph?
3 Which paragraph (A–D) do you think talks about …
- a product which is already popular?
- how a product makes you feel?
- how price is used to attract customers?
- buying a product before it disappears?

3 8.13 Read the article. Were you correct about paragraphs A–D?

4 Read the article again and choose the correct answer: A, B, C or D.

1 Maslow's ideas have become popular with …
A friends. C psychologists.
B advertisers. D all humans.

2 People choose a brand of shampoo because they think it …
A makes them more attractive.
B cleans their hair.
C is an unusual colour.
D smells nice.

3 People are more likely to buy something if they know …
A the facts about it. C it's very popular.
B nobody else has it. D it works.

4 Companies selling luxury brands …
A give discounts.
B keep the price high.
C have sales.
D want everyone to be able to buy them.

5 Read the article again. Match paragraphs A–D to advertising slogans 1–4.

1 Join the smartphone revolution.
2 Quality that is priceless.
3 Because you're beautiful.
4 Last few tickets remaining!

6 THINK & SHARE Work in pairs. Think of examples of successful and popular adverts that use the techniques in the article.

NEWS

How advertising hacks into our needs



In 1943, psychologist Abraham Maslow wrote about the needs that all humans have. As well as the simple things we need to survive such as food, water, safety and a place to live, he found a number of psychological and emotional needs: to belong, to feel included and part of something and to have friends, love, success and respect. Advertisers have used these ideas to help to sell their products and services.

A Keep it emotional

When you're selling a product that everyone uses, you need more than facts to sell your brand. All shampoos do the same thing: they clean your hair. So, how do advertisers convince us to buy their shampoo? They meet our emotional needs. This might be the need to feel attractive, valued, in control or confident.

B Follow the crowd

We like to be part of a group to feel safe, liked and respected and we often follow what other people are doing. Advertisers try to exploit this by claiming that a product is already popular and part of most people's lives. If lots of people have already decided to do something, we will feel more confident about making the same decision. This is often used by companies that are launching new technology. Mobile phones only became popular after huge advertising campaigns had convinced people that they were already popular.

C FOMO (Fear of Missing Out)

It is a basic human emotion not to want to miss out on something. That's why advertisers often tell you to 'buy now while stocks last' or give you a limited time to buy something. The popularity of the Black Friday sales is a good example here. If people hadn't seen news stories about people fighting to find a good offer, it's unlikely that millions more would have joined the queues. Some companies also produce fewer products than they can sell to create excitement and fear as people try to get their hands on them.

D Only for the rich

If you tell someone they can't have something, they will want it more. Luxury brands know this, so they rarely give discounts or have sales. But by keeping their products very exclusive, people want the products much more and only those with a high status can afford them.

8.8 SPEAKING — Negotiate in a conversation about organising an event.



How to haggle successfully

1 Work in pairs. Discuss the questions.

1 Do you have an end-of-year party at your school? If so, who organises it?
2 Imagine you are organising a party at school to celebrate the end of the year. What kinds of things would you need to discuss with the school?

2 8.14 Listen to Magda and Alex talking about their plans for a school party with their teacher and answer the questions.

1 Which areas of the school do they want to use?
2 What condition does the teacher give them?
3 What finishing time is agreed?
4 How much money does the teacher agree to give them?

3 Read the tips. Tick (✓) the ones that Magda and Alex use.

How to negotiate: five essential tips

1. Prepare. Make sure you know what you want before you begin the negotiation. It shows the other person that you are serious.
2. Listen and respond to what the other person says. Recognise their concerns and deal with them.
3. Be polite and friendly. Remember that a negotiation isn't a competition or a battle. It's a discussion.
4. If the other person doesn't offer you what you want, be prepared to ask for it and convince them why it's a good idea. Perhaps you can offer them something in return.
5. Remember win-win! Negotiating is about getting the right deal for everyone. Be fair and show respect to the other person at all times.

4 8.14 Read the Phrasebook. Listen again and complete the phrases with a maximum of three words.

PHRASEBOOK Negotiating

Starting the negotiation
We'd like to [1]_____ …
Can we begin by talking about … ?
Making a request
Do you think you could … ?
Would we [2]_____ … ?
It would be great if we could …
Would you consider … ?
Negotiating conditions
If you could … , we would agree to …
[3]_____ that … , we would be happy to …
Accepting and rejecting
I'm afraid that's out of the [4]_____.
I would have no objection to that.
I think we can [5]_____ that.
We can't go along with that.

5 Complete the dialogue with phrases from the Phrasebook. Then, in pairs, practise the dialogue.

Marco Can we [1]_____ by talking about the music?
Teacher Yes, certainly.
Marco Do you [2]_____ you could lend us the school sound system for the party?
Teacher Provided that only trained students are allowed to use it, I would be [3]_____ to.
Marco Of course. It [4]_____ great if we could also borrow some musical instruments.
Teacher We can't [5]_____ with that. They are too valuable.
Marco Would you [6]_____ letting us use the school piano?
Teacher I would have no [7]_____ to that.
Marco Thank you.

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.

6 Read the strategy. Then match the sentence halves to make negotiating conditional sentences.

1 I can let you use the room
2 If you can't give us any money,
3 Would you be prepared to come at 6 a.m.
4 I'll pay £50,

A if I asked a few others to come too?
B if you promise to clean up afterwards.
C but only if you include a free case.
D can you help us promote the event?

7 Work in pairs. Choose a role and make notes.

Student A
You want to organise a street party to raise money for a local charity. Make notes about …
- the timing of the event.
- when the road needs to close.
- the staff and volunteers you will need.
- how much money you will need.

Student B
You are the local mayor. Make notes about …
- the maximum amount of time you can close the road.
- if you can offer the organisers any staff on the day.
- how much money you are prepared to give.

8 Work in pairs. Do the role-play in Ex 7. Use phrases from the Phrasebook. Then swap roles.

Money matters

1 THINK & SHARE Work in pairs. How much money do you think someone your age in your country needs each month? Why? Who do you think should provide that money? Why?

2 Read the essay. What is the writer's opinion?

All teenagers should receive a monthly income from the government. Do you agree?

Most people agree that teenagers should have their own money. Some people even think that the government should give young people an income every month. Why should it be the government's responsibility to pay for teenagers to go out and have fun? Aren't there more important things to spend money on?

As I see it, giving teenagers a small monthly income would have few benefits and many drawbacks. Firstly, teenagers would not understand that you have to work to earn money. In addition, they would also not understand the value of money. I believe that they would become lazy and not so motivated to succeed at school.

What's more, if teenagers received a monthly income, it is likely that they would spend this money on having fun rather than on something useful like buying books and educational materials. There are a lot more important things for the government to invest money in, like healthcare and education.

I strongly recommend that our government doesn't give teenagers a monthly income. It is clear to me that this would not improve the situation for young people, and could create a generation of lazy, unmotivated teenagers who see money as a right rather than something they have to work for.

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.

3 Read the strategy. Then read the opening paragraph again. Which technique does the writer use to get the readers' attention?

4 Read the essay again and answer the questions.

1 What are the two main arguments the writer makes in support of her opinion?
2 In which paragraphs does she express these opinions?
3 What is the purpose of the last paragraph?

5 Complete the Phrasebook with phrases from the essay.

PHRASEBOOK Writing an opinion essay

Giving your opinion
In my opinion, …
It seems to me that …
1 _____
2 _____
3 _____

Giving someone else's opinion
It is often said that …
It is believed that …
4 _____
5 _____

Making an additional point
Furthermore, …
Moreover, …
6 _____
7 _____

Making recommendations
It is vital that …
I would suggest that …
8 _____

6 Work in groups. Think of ideas that support giving teenagers a monthly income.
Talk about …

- how it would help students manage their money.
- how it would help teenagers at school.
- the benefits it would bring to the economy.
- how it could create a more equal society.

7 Use your notes in Ex 7 to write a paragraph plan in favour of giving teenagers a monthly income. Think about …

- 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.

8 THINK & SHARE Compare your plan with a partner. How are they different? What could you do to improve yours? Write one improvement you could make to your own essay.

9 Write your essay.

10 CHECK YOUR WORK Did you …

- use language for writing opinion essays?
- use money vocabulary from this unit?
- check your spelling and grammar?

Grammar

1 Complete the third conditional sentences using the prompts in brackets.

1 We would have found some good offers _____ to the Black Friday sales. (if / we / go)
2 If I hadn't wasted money on those trainers, _____ concert tickets. (I / be / able / buy)
3 _____ about it if I hadn't told you? (you know)
4 My dad _____ if I had spent the money on schoolbooks. (not mind)
5 _____ selling coffee, they would have had to close down. (if / they / not start)
6 What _____ if she had missed the train? (she / do)

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

1 I prefer … my weekends outside.
A spending B spend C me to spend
2 My friends keep telling … the new Marvel film.
A me to see B me see C to see
3 Nick's parents made … in and study.
A him to stay B him stay C him staying
4 Can you remind … some flour at the supermarket?
A me to buy B buying C me buy
5 Pete asked … anyone about his news.
A me not tell B not to tell C me not to tell
6 Do you fancy … the basketball match?
A to watch B watch C watching
7 Sarah promised … with his computer.
A help Cal B to help Cal C Cal to help
8 Even though we had finished, none of the teachers let … the exam early.
A us leave B us to leave C us leaving

Vocabulary

3 Complete the sentences with the words below.

back budget discount order
purchase receipt refund sales

1 If you don't keep the _____, it might be difficult to get a _____ if you need to take what you bought _____.
2 You can get a 10% _____ and save quite a lot of money if you show your student card in this shop.
3 You should probably read more about it before you make a _____.
4 If you change your mind and want to cancel the _____, you will need to do this online by 1 p.m.
5 A What's your _____ for buying a new laptop?
B I don't want to spend more than £300.
6 If you wait for the _____, I'm sure they will reduce the prices even further.

4 Replace the words in **bold** with the best alternative: A, B or C.

1 The shop assistant **persuaded** me that the more expensive phone was the best one.
A compared B convinced C offered
2 The company wants to **start selling** its new car this week and has invited journalists to review it.
A launch B produce C create
3 That clothes shop **is attractive** to people like my dad.
A promotes B advertises C appeals
4 In their advert, they **said** that their new shampoo had no chemicals in it, but I don't believe that's true.
A recommended B convinced C claimed
5 They've started **making** electric vehicles in their factory.
A attracting B producing C launching
6 The adverts for our company **were featured** in magazines, newspapers and on the sides of buses.
A appeared B advertised C promoted

Cumulative review

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

What do you think [1]___ happened if advertising had been stopped in your city ten years ago? In 2007 in São Paulo, the mayor did just that! He made all businesses [2]___ outdoor adverts. Shops couldn't even give out paper adverts telling customers where to find a [3]___. Many businesses were unhappy and [4]___ complaints.

By removing thousands of ugly signs from the city, people could see old architecture and it also showed some of the social problems in the city. If the signs [5]___ removed, no one [6]___ able to see the poor people who often lived behind them in very bad conditions. Although not everyone was [7]___ by the change, it managed to [8]___ a positive feeling in the city as business and building owners spent time [9]___ their buildings and artists were given the chance to [10]___ huge new artworks where adverts had once been.

1	A would	B would have	C have
2	A remove	B to remove	C removing
3	A receipt	B good offer	C budget
4	A gave	B did	C made
5	A hadn't been	B had been	C weren't
6	A would have been	B was	C would be
7	A recommended	B attracted	C convinced
8	A create	B appeal	C appear
9	A to paint	B paint	C painting
10	A launch	B offer	C produce

Think & share

6 Speak or write. Read the quotation and answer the questions.

> **We make a living by what we get, but we make a life by what we give.**
> *Winston Churchill, British politician*

1 What do you think this quote means? Do you agree with it?
2 Which do you prefer to do: give a gift or receive a gift? Why?
3 Does money always mean a better life? Why? / Why not?

Listening

EXAM STRATEGY

When you have to match speakers to opinions or summaries, it is important to listen for a speaker's general meaning, instead of trying to listen for words that match exactly. The correct answers often use synonyms to express a speaker's ideas.

1 Read the strategy above. Then underline the key words in the statements in Ex 2 and think of other ways of expressing them.

2 8.15 You will hear five short extracts in which people are talking about shopping. For questions 1–5, choose from the list A–H what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

1 Speaker 1 ___
2 Speaker 2 ___
3 Speaker 3 ___
4 Speaker 4 ___
5 Speaker 5 ___

A I only enjoy shopping if I can do it with friends.
B Shopping is better for me if it involves personal contact.
C I often spend too much money when I shop online.
D I'm concerned about a recent change to my local shops.
E The science of shopping has always fascinated me.
F I don't like being told that I need to buy more things.
G Quality is important to me when I'm shopping.
H I don't want to buy the same things as everyone else.



Use of English

EXAM STRATEGY

When you complete a text with missing words, read the whole sentence carefully to decide what sort of word is missing, for example, a preposition, pronoun, article, verb, adjective or adverb.

3 Read the strategy above. Then read the exam task in Ex 4 and decide what sort of word is missing from each gap.

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

The psychologist Abraham Maslow was [1]_____ great influence on how businesses advertise many of [2]_____ products. Another psychologist working at the same time in the USA was Ernest Dichter. He [3]_____ born in Austria in 1907. His parents weren't rich, but Dichter was able to educate himself, attending university in both Paris [4]_____ Vienna. During the 1930s, Dichter left Europe and moved to New York, [5]_____ he then began a career in advertising. Dichter wasn't just interested in looking at what people [6]_____ buying. He wanted to understand why they made certain choices about which products to buy. He set up small groups of consumers called 'focus groups' and used psychological techniques to research people's emotional relationship [7]_____ products. Although some of Dichter's work is considered controversial, there is no doubt that he was responsible for some [8]_____ the most successful advertising campaigns of the last century.

Writing

EXAM STRATEGY

When an essay task gives you some notes and also asks you to add your own idea, you need to think of your idea before you start writing. This is an important part of planning your essay.

5 Read the strategy above. Then read the exam task in Ex 6. Think of a third point to include.

6 Read the instructions for an essay about shopping. Write your essay using all the notes and giving reasons for your point of view.

Many people today do their shopping online rather than using local shops. Is this a good or a bad thing?

Notes

Write about:

1 choice of what to buy

2 enjoyment of the experience

3 _____ (your own idea)

Games and gaming

1 GET STARTED 1.04 Complete the text with the words below. Listen and check.

go climbing go swimming go to an exhibition
leisure centre look around museums
play computer games see a spectacular show
solitary walk

What do you usually do in your free time?

I spend most of my time with friends and family, but sometimes I like to relax on my own. I go on a [1]_____ in the park or [2]_____ in my room. I also really like doing things with my friends. We go to the [3]_____ on Saturdays and [4]_____ in the indoor pool. I'm also really interested in history, so I [5]_____ almost every weekend – my favourite is the British Museum. Next week I'm going to [6]_____ about Ancient Rome. In summer, we often [7]_____ in the mountains. And when it's my birthday, we always go to the theatre and [8]_____ or a musical.

2 Work in pairs. Ask and answer questions about the activities in Ex 1.

1 Which activities do you usually do outside?
2 Which activities do you do on your own?
3 Which do you do with other people? Who?

3 Work in pairs. Put the activities in Ex 1 in order from the most fun to the most boring.

4 PRACTISE Complete the sentences with the words and phrases below.

cheating competitive follow the rules
give up guess make a move take turns

1 In this game, you need to know the right answer to solve the mystery. You can't _____.
2 We only have one bike, so the children _____ riding it.
3 This puzzle is very difficult. I _____! I'm going to read my book instead.
4 That isn't fair! You can't look at her cards! You're _____!
5 You need to _____ of the game very strictly. Let me explain them to you.
6 You have to answer the question correctly before you _____ on the board.
7 Priyanka doesn't mind if she wins or loses. She isn't at all _____.

5 Choose the correct alternative.

1 I don't know the answer to this question. Can you give me another **clue** / **rule**?
2 He enjoys games that are a **challenge** / **entertainment**. He thinks easy games are boring.
3 It's raining outside. Shall we do a **game** / **puzzle**? I have one of the Eiffel Tower with 1,000 pieces.
4 This maths problem is very difficult. Have you found a **challenge** / **solution** to the problem yet?
5 Do you like playing games with **players** / **teammates** or by yourself?
6 Do you need **teammates** / **skill** to play this game or is it all just luck?
7 They provide lots of **entertainment** / **puzzles** for young children in the hotel, including dancing and magic shows.
8 Which do you prefer: **making moves** / **taking part** in a game or watching it?

6 EXTEND 1.05 Match the words below to the photos. Then listen and check.

board game chess dice
games console pieces scoreboard



7 Complete the sentences with words from Ex 6.

1 _____ is one of the oldest board games in the world.
2 Oh, dear! Look at the _____. They are winning by 20 points.
3 We need a new _____ to play the latest games. Ours is very old now.
4 You need two _____ to play Monopoly, Ludo and Backgammon.
5 You need another _____ to play this game. There are only nine here, and you need ten to play.
6 Scrabble is a very popular _____ which is great for improving your vocabulary.

Feelings adjectives

1 GET STARTED 1.13 Match the sentence halves. Then underline eight adjectives that describe feelings. Listen and check.

1 It rained every day for a week;
2 Tina was miserable because
3 Raul doesn't worry about things;
4 Yuka is scared
5 Henry was surprised to see her;
6 People are worried
7 Luca isn't afraid of
8 We're so pleased that

A he's usually very calm.
B about the economic situation in the country.
C you're coming to visit.
D everybody was fed up.
E he thought she was on holiday.
F anything.
G she failed her exams.
H of spiders and snakes.

2 Work in pairs. Answer the questions with adjectives from Ex 1.

How do you feel …

1 when it rains all weekend?
2 when you pass all your exams?
3 when you see a very big dog?
4 when somebody in your family is ill?
5 at the beginning of the summer holidays?
6 walking in the dark by yourself?

3 PRACTISE Choose the correct alternative.

1 We were **confused** / **convinced** because we didn't understand the instructions.
2 The traffic was very bad, so I'm **amazed** / **fascinated** that you arrived so quickly.
3 There is nothing to be **frightened** / **annoyed** of; you're safe here.
4 Enrique was **cheerful** / **delighted** that everybody could come to his party. Everyone had a good time.
5 Kamili was **disappointed** / **embarrassed** because she slipped and fell in front of the whole class.
6 Anton was **lonely** / **relaxed** when he went to university because he didn't know anybody.
7 It was very **nervous** / **painful** when I fell and broke my leg.
8 My teacher was **annoyed** / **embarrassed** with me because I was late for school.

4 Match the words 1–5 to the opposite meanings A–E.

1 convinced	A sad
2 fascinated	B bored
3 cheerful	C nervous
4 disappointed	D unsure
5 relaxed	E pleased

5 Work in pairs. Ask and answer the questions.

1 What makes you feel confused?
2 What are you fascinated by?
3 Did you feel annoyed yesterday? Why? / Why not?
4 When do you feel cheerful?
5 What sort of thing makes people feel disappointed?
6 Do you ever feel lonely? When?
7 What makes you feel relaxed?
8 Do you ever feel nervous? Why? / Why not?

6 EXTEND 1.14 Match the adjectives below to their definitions. Listen and check.

anxious astonished dissatisfied
doubtful irritated stressed

1 not sure; uncertain
2 very surprised
3 not happy or satisfied with somebody / something
4 annoyed or angry
5 too nervous and tired to be able to relax
6 feeling worried or nervous

7 Choose the incorrect alternative.

1 Amelia feels very **anxious** / **stressed** / **doubtful** because she hasn't studied enough for her exams.
2 We are **uncertain** / **dissatisfied** / **pleased** with his work.
3 I felt **anxious** / **astonished** / **stressed** because I had too much work to do at the weekend.
4 Peter was **annoyed** / **unsure** / **irritated** by the loud music late at night. He couldn't sleep.
5 Maryam was **astonished** / **doubtful** / **anxious** that she came first in the competition.

8 Complete the sentences so they are true for you. Compare with a partner.

1 I am anxious when _____.
2 I am often irritated by _____.
3 My friends were astonished when _____.
4 My parents are stressed if _____.
5 I think it's doubtful that I will _____.
6 I was dissatisfied with the results of _____.

Word skills

ADJECTIVES ENDING IN *-ED* AND *-ING*

9 Underline the adjectives in the sentences.

1 Annie was irritated because I wasn't listening.
2 It is really irritating when people don't listen.

Which is used to describe a thing, a place, a person or a situation? Which is used to describe how you feel?

10 Complete the sentences with the correct form of the words in brackets.

1 The restaurant looked very nice, but the food was _____. (disappoint)
2 I'm _____ by what you said. Can you explain it again, please? (confuse)
3 I love that film. It's _____. (amaze)

Qualities of a friend

1 GET STARTED 2.03 Match the words 1–7 to the opposite meanings A–G. Listen and check.

1 friendly	A boring
2 rude	B don't like
3 strange	C unfriendly
4 positive	D negative
5 fun	E polite
6 agree	F disagree
7 enjoy	G normal

2 Complete the sentences with the correct form of the words from Ex 1.

1 You shouldn't eat with your mouth open. It's very _____.
2 Kaheem is a _____ person. He always thinks everything is going to be OK.
3 I thought that film was really _____. It wasn't just unusual; it was also difficult to understand.
4 That book was so _____ that I fell asleep reading it.
5 Ali's classmates are very _____. They invited him to a party the first week he was there.
6 You are wrong! I _____ with everything you say.
7 I hope you _____ the film. I thought it was amazing!

3 Rewrite the sentences so they are true for you. In pairs, compare your sentences.

1 I like my friends to agree with me all the time.
2 All my friends are quite strange.
3 I don't think it's important to be polite.
4 My friends are boring.
5 My friends are negative all the time.
6 My neighbours are very unfriendly.

4 PRACTISE Match the question halves. Then ask and answer in pairs.

1 Is it important for parents to take	A the same things as your friends?
2 Do you find it easy to make	B friends with people of different ages?
3 Do you get on	C up a friend who is feeling sad?
4 What do you do to cheer	D an interest in their children's schoolwork?
5 Are you into	E sense of humour as your friends and family?
6 Do you have the same	F well with your neighbours?

5 Complete the text with the words below.

honest kind loyalty respect support truth



My grandfather has always been a very important person in my life. He is very [1] _____ and always gives [2] _____ to anyone who needs help. I really like the fact that he shows everyone [3] _____, from little children to very old people. He treats everyone well. Even if he has to tell me something I don't want to hear, he will always be [4] _____ with me and he'll always tell the [5] _____. He shows his [6] _____ by always being there and supporting his family and friends when they need him. Everybody loves him.

6 Work in pairs. Describe three people who are important to you.

7 EXTEND 2.04 Complete the sentences with the words and phrases below. Listen and check.

acquaintance close friends dependable extrovert generous good listener introvert sociable

1 Edward isn't _____. He never does what he says he's going to do. I won't ask him for help again.
2 My aunt gives great presents. She's very _____.
3 Gina and Kim really like each other. They do everything together and know each other very well. They're very _____.
4 My brother is an _____ who loves meeting new people. He really doesn't like being on his own.
5 Susie is a _____. Everybody calls her when they have a problem.
6 Ella and Lisa are always inviting people over or going out to meet friends. They are very _____.
7 David doesn't really like meeting lots of people or going to parties. He prefers to be on his own. He's an _____.
8 Marek isn't really a friend. He's an _____. I've only met him a couple of times, but I'd like to get to know him better.

8 Think about people you know who have the characteristics in Ex 7. Make a list and tell your partner about them.

Relationships

1 GET STARTED 2.13 Complete the text with the words below. Listen and check.

cousin divorced family nephew niece
only child parents relatives twin

This is my [1]_____ tree. You can see that I come from a very big family. I have a lot of [2]_____, including five aunts, four uncles and nineteen cousins. These are my [3]_____: my dad, Fred, and my mum, Julia. I have a brother and a sister. My sister is my [4]_____. We were born on the same day and we are identical. My brother is much older than me. He's married and he has a little girl called Lucy. I'm an aunt and Lucy is my [5]_____. She's really cute. This is Terry. He's my age and his dad is my dad's brother, so Terry is my dad's [6]_____. Terry is my favourite [7]_____. He hasn't got any brothers or sisters. He's an [8]_____. Terry's parents aren't together anymore. They are [9]_____. He lives with his mum, but he sees his dad every weekend. On Sundays, we often go to my grandparents' house for lunch. I love having such a big family.



2 Work in pairs. Describe your family.

3 PRACTISE Complete the phrases with a preposition: *in*, *of*, *on*, *to*, *up*, *with*.

1 co-operate _____
2 rely _____
3 fall out _____
4 look up _____
5 turn _____
6 be fond _____
7 get _____ know
8 be keen _____
9 keep _____ touch
10 catch _____ with

4 Choose the correct alternative.

1 I always **keep in touch with** / **rely on** my friends at home when I'm travelling around the world.
2 We need to **be keen on** / **co-operate with** the team so we can get the job done quickly.
3 She **fell out** / **caught up** with her brother because he didn't give her support during a difficult time.
4 They **catch up with** / **look up to** their older sister because she's very successful and she has travelled a lot.
5 Over the last month, Matthew has **got to know** / **turned to** Tim very well.
6 Are your friends **fond** / **keen** of animals?

5 Complete the sentences. Then compare them in pairs.

1 I usually rely on _____ if I need support.
2 Sometimes, I fall out with _____.
3 I look up to _____.
4 When I'm sad, I turn to _____.
5 I am fond of _____.
6 I always keep in touch with _____.

6 EXTEND 2.14 Match the sentence halves to complete the definitions. Listen and check.

1 Your **ancestors** are people in your family
2 A person's **descendants** are
3 A **generation** includes all the people
4 Your **extended family**
5 **Identical twins** are
6 Your **sibling** is
7 A **step-parent** can be
8 To **belong** is

A who were born at about the same time.
B to feel comfortable and happy in a particular situation or with a particular group of people.
C who lived a long time ago.
D two boys or two girls born from the same mother at the same time who look exactly like each other.
E a stepfather or stepmother who is married to one of your parents, but who is not your biological parent.
F your brother or sister.
G includes your aunts, uncles, cousins, grandparents and other relatives that aren't in your immediate family (mother, father, brothers, sisters).
H their children, their children's children and all the relatives who live after them.

7 Work in pairs. What do you know about your ancestors? How would you describe your parents and your generation?

Word skills

PHRASAL VERBS

8 Complete the rule with the words below.

meaning particles verbs

You make phrasal [1]_____ by adding one or two [2]_____ (a preposition or an adverb) to a verb, which changes the [3]_____ of the verb.

*He **gave** me some chocolates.* = His chocolates are a present.
*He **gave up** chocolate.* = He stopped eating chocolate.
*We **gave back** the book.* = We returned the book.
*Don't **give in** to temptation.* = Don't allow yourself to be tempted.

9 Complete the phrasal verbs with the particles below.

on (x2) out up (x2)

1 Carry _____ with your homework until you have finished all of it.
2 We were sad, but we cheered _____ when our friends came to see us.
3 Children depend _____ their parents for everything that they need until they grow _____ and become independent.
4 People will find _____ the truth in the end. It's very difficult to keep it secret.

Going online

1 GET STARTED 3.02 Complete the sentences with the words below. Listen and check.

chat connect media message online
profile social networking technology

1 Digital _____ has changed the way people communicate.
2 Sometimes it's easier to _____ online than to have a face-to-face conversation.
3 Lu would like to take some new photos for her online _____.
4 Social _____ can help people communicate more easily.
5 We don't use _____ sites like Facebook or Twitter anymore.
6 You need to _____ the printer to your computer with that cable.
7 I sent him a _____, but he hasn't replied to it yet.
8 To play the game, you need to go _____.

2 Work in pairs. Discuss the questions.

1 How many hours do you spend online every day?
2 How easy is it to connect to the internet where you are?
3 How often do you change your profile photo?
4 What social networking sites do you use?
5 Does social media have any negative effects?
6 What would your life be like without technology?

3 PRACTISE Match the sentence halves.

1 You need to analyse
2 We have to contact
3 This article was copied and
4 I often delete
5 Don't always google things
6 He was upset because lots of people trolled
7 I don't think parents should tweet

A when you forget things – try to remember them first.
B about their children all the time.
C our school when we're ill.
D emails once I've read them.
E the data before you write your report.
F pasted from a news website.
G him after he posted on his blog.

4 Choose the correct alternative.

1 Isa **blogs** / **browses** about the books that she has read.
2 I **analyse** / **browse** the news reports I read on social media. It's important to look at the information carefully.
3 Tony **messaged** / **posted** another video of himself skateboarding on holiday.
4 I can **stream** / **update** music on my phone as long as I'm connected to the internet.
5 I had to **browse** / **post** through lots of websites before I found the information I needed.
6 **Paste** / **Update** your profile photo – this is very old.
7 She **follows** / **streams** the actor on Instagram.

5 Work in pairs. Do the quiz.

QUIZ

1 What do you call a message using Twitter?
2 What do you do with a message that you don't want to keep?
3 What word can you use to describe looking for something in a shop or looking for information online?
5 What can you do with glue on paper and in a document on your laptop or computer?

6 EXTEND 3.03 Choose the correct answer: A, B or C. Listen and check.

1 Google Chrome, Safari, Firefox, Opera and Internet Explorer are all examples of …
A live streams. B web browsers. C retweets.

2 What are you doing when you post a message that has been written by another user on Twitter?
A You are retweeting. B You are streaming.
C You are going viral.

3 What do you call watching something on video that is happening at the same time, for example, a concert or a sports event?
A instant messaging B live-streaming C being online

4 What do we call not being connected to the internet?
A being offline B live-streaming C going viral

5 What do you use to search for trending topics?
A instant messages B browsers C hashtags

6 What do you call a written message that you send online very quickly to chat with someone?
A an email B a live stream
C an instant message

7 What do we say when a video has been sent over and over again and seen by thousands of people?
A It's gone viral. B It's retweeted.
C It's a live stream.

8 What do we call little smiley or sad faces or a red heart in a text message or email?
A emojis B hashtags
C social networking

7 Work in pairs. Ask and answer the questions.

1 What was the last hashtag you used?
2 Have you ever retweeted anyone? If yes, who?
3 Do you like using emojis? If yes, which ones?
4 What browser do you use?
5 Do you download music to listen to offline?
6 Has anything you've posted gone viral?
7 Do you ever watch live streams?

Flexible learning

1 GET STARTED 3.10 Choose the correct alternative. Listen and check.

1 I've got a new **keyboard** / **laptop** for my desktop computer.
2 Google is not the only **network** / **search engine** you can use.
3 You need to **click** / **log into** your social media account if you want to message her.
4 If we don't have it in store, you can order it from our **internet** / **website**.
5 I've **loaded up** / **uploaded** a new profile picture to my social media account. What do you think of it?
6 I can't log into my account because I've forgotten my **site** / **username** and my password.
7 You need to download the **app** / **link** on your phone if you want to play this game.

2 Work in pairs and discuss the questions.

1 Should everyone use a laptop at school?
2 What apps should everyone have?
3 Why should you change your username often?
4 Should each country have a different search engine?
5 Why could it be dangerous to click on a link?

3 PRACTISE Match words 1–7 to definitions A–G.

1 interactive
2 convenient
3 efficient
4 suitable
5 portable
6 wearable devices
7 reliable

A that you can trust
B the right or correct thing for sb / sth
C involving direct communication both ways
D technology consisting of things that can be worn such as clothing or glasses
E useful, easy or quick to do; not causing difficulty
F that can be moved or carried easily
G able to work well without making mistakes or wasting time or energy

4 Choose the correct alternative. Work in pairs and ask and answer the questions.

1 Is your laptop a **handy** / **reliable** size or is it quite big?
2 Would you ever take a **smart** / **virtual** tour of a museum?
3 Do you have a reliable **wearable** / **wireless** internet connection at home?
4 Do you think that **advanced** / **interactive** technology will solve the climate crisis?
5 Do you agree that the internet has become a very **portable** / **powerful** tool in education?
6 Do you think it's possible to work in a **remote** / **virtual** village if you have access to the internet?
7 Is it important to have the latest **interactive** / **smart**phone? Why? / Why not?
8 Do your parents have any **time-saving** / **reliable** kitchen gadgets or tools that help them cook and clear up more quickly? If yes, what?

5 EXTEND Match the words below to the pictures.

memory stick scanner touchscreen webcam



6 3.11 Complete the sentences with the words and phrases below. There is one word or phrase you do not need. Listen and check.

create a password have access
memory stick scan a document scanner
software touchscreen webcam

1 I'm sorry, I can't scan your photos because my _____ isn't working.
2 Tablets and some laptops have a _____ so you don't need to use a keyboard all the time.
3 Do you ever use a _____ to store photos or documents and to move them from one computer to another?
4 My parents have just bought a _____ so we can have video chats with our friends and family.
5 I need to _____ for my new online bank account.
6 We can't go online because we don't _____ to the internet here.
7 I'd like to get a job as a computer engineer and create _____ for computers.

Word skills

ADJECTIVE SUFFIXES

We can make adjectives by adding a suffix to a verb or a noun.
Common suffixes include *-able*, *-ful* and *-ive*.
suit + *-able* = suitable
cheer + *-ful* = cheerful
interact + *-ive* = interactive

7 Match the suffixes below to the words to make adjectives.

-able -ful -ive

1 power _____
2 wear _____
3 attract _____
4 adapt _____
5 act _____
6 use _____

Exercise

1 GET STARTED 4.03 Complete the words with the missing letters to make questions. Listen and check. Then ask and answer in pairs.

1 Do you have a lot of e___ ___ ___gy or do you often feel tired?
2 Do you have a he___ ___thy diet?
3 Do you ever eat unh___ ___lt___y food? If you do, what is it?
4 Do you do ph___si___ ___l ed___ ___ ___ ___ion at school? If you do, how many times a week?
5 Do you ever g___ jo___ ___ ___ ___g?
6 Do you t___ ___ ___n for a sport after school? If you do, what and how often?
7 Do you enjoy doing ex___ ___ ___ ___se?
8 Are you a member of a h___ ___ l___ ___ club?

2 Work in groups and discuss the questions.

1 What can you do to stay healthy?
2 What can you do to have more energy?
3 What can people do to become less tired and unhealthy?

3 PRACTISE Match the sentence halves.

1 We need to bring
2 I've got better and stronger and now I can keep
3 Tina would like to take
4 Badrey is going to join
5 I hurt my leg so I had to drop
6 Nadia is going to carry
7 Carl is really fit because he works

A on doing yoga next month.
B in when we go running next week.
C about change so that we can all get fitter.
D out in the gym every day.
E up with all the other swimmers in my class.
F out of the race.
G part in the tennis match next week.

4 Read the text and complete it with one word in each gap. What do you notice about it?

Last year, I decided to take [1]_____ a new sport and get fit. So, the first think I did was sign [2]_____ for the end-of-year race at school. I had to work hard to catch [3]_____ with everyone else in the running team, but I didn't give [4]_____, and after three months, I am doing really well. I'm so happy I joined in! Now I get up early every morning, warm [5]_____ and run to school!

5 Work in pairs. Discuss the questions.

1 What sports do you take part in?
2 What new sport would you like to take up?
3 Do you always warm up before you do sport?

6 EXTEND Check the meaning of the words below. Which ones can you see in the photo? In pairs, explain the meaning of the other words.

cross trainer fitness centre fitness tracker
heartbeat lifting weights personal trainer
strength training equipment stretch yoga mat



7 4.04 Complete the advert with words from Ex 6. Listen and check.



8 Work in pairs. You are planning to run a race in six months' time. Decide how long the race is and how and when you will train for it. Then write a fitness plan.

Sport

1 GET STARTED 4.08 Write the words in the correct column. Add other words you know. Listen and check.

a helmet a sports watch a tracksuit a warm-up
athletics basketball hiking hockey push-ups
rock climbing rugby skiing

do	go
1 _____	4 _____
2 _____	5 _____
3 _____	6 _____
play	**wear**
7 _____	10 _____
8 _____	11 _____
9 _____	12 _____

2 Complete the questions. Work in pairs, and ask and answer.

1 Do you _____ a helmet when you go cycling?
2 Have you ever _____ athletics?
3 Do you _____ skiing in the winter?
4 Would you like to _____ rock climbing?
5 Should you _____ a warm-up before running or swimming?
6 Do you _____ rugby?
7 Have you ever _____ hockey or basketball?
8 Do you _____ a tracksuit to work out?
9 Can you _____ a sports watch in the pool?
10 How many push-ups can you _____?

3 PRACTISE Choose the correct alternative.

1 Your **opponent** / **referee** is the person you play against.
2 The **coach** / **referee** is the person who controls a competition or a match and makes sure everybody follows the rules.
3 **Competitors** / **Spectators** are the people who play against each other in a competition or a match.
4 Your **coach** / **opponent** is the person who trains you to compete in a sports event.
5 You are not allowed to **dive** / **race** into the pool – it's too shallow and it could be dangerous.
6 Tim **defeated** / **scored** a goal in the first half.
7 The girls ran on to the football **pitch** / **track**.
8 I had to stop running halfway round the **court** / **track** because I hurt my ankle.
9 Lisa won the long-distance **race** / **run**, but she lost the short-distance one.
10 They've got a tennis **course** / **court** in their garden.

4 Work in pairs. Think of a sport and describe it to your partner, but do not say what it is. Your partner guesses what it is.

5 EXTEND 4.09 Match the words below to the pictures. Listen and check.

dribble goalkeeper kick pass save victory



6 Complete the commentary with the correct form of the words in Ex 5.

Pria [1]_____ the ball, then she [2]_____ it to Frida. Frida gets past our opponents' defenders and [3]_____ the ball towards the goal. The [4]_____ jumps up and [5]_____ the ball. It isn't a goal … Now the ball is with Emma and she passes it back to Frida. Frida is very fast, she keeps the ball, she's getting close … And GOAL! That's three goals to one. It's [6]_____ for the team at last …

7 Work in pairs. Describe a game you have watched or taken part in.

Word skills

-EE, -ER, -OR SUFFIXES

To talk about the person who does something, we can often add a suffix like *-ee, -er, -or.*

A person who drives is a driver.
A person who plays football is a footballer.
A person who acts is an actor.
A person who is employed by an employer is an employee.
BUT
A person who cooks is a cook. (NOT ~~a cooker~~)

8 Complete the sentences.

1 The people who spectate at a football match are _____.
2 The person you compete against is your _____.
3 The person who trains you is your _____.
4 A person who runs is a _____.
5 A person who controls the game in a sport like football is a _____.

Senses

1 GET STARTED 5.03 Complete the sentences with the adjectives below. Listen and check.

healthy hot mild minty unhealthy

1 My friends wanted to go to the new Indian restaurant, but I don't actually really like _____ food. I suggested going to an Italian restaurant instead.
2 This cheese is very strong. I prefer a _____ cheese like mozzarella.
3 Does your toothpaste have a _____ flavour?
4 Eating too much salt is very _____. It's bad for you.
5 I'll have the _____ option: a salad and some fruit.

2 Choose the correct alternative. Then ask and answer in pairs.

1 Do you ever **prepare** / **taste** dinner for your family? Why? / Why not?
2 Is there a good **recipe** / **variety** of fruit and vegetables in your local market?
3 Do you usually add more **salt** / **sugar** and pepper to your food? Why? / Why not?
4 What do you think insects **taste** / **test** like?
5 Have you got a good **receipt** / **recipe** for chocolate cake?

3 Rewrite the sentences so they are true for you. Compare with a partner.

1 I like mild curries, not hot curries.
2 I don't like the taste of coffee with sugar.
3 I usually add salt to my food.
4 I really like minty chocolates.
5 I prepare sandwiches for my lunch every day.
6 I don't eat sweets because they're unhealthy.

4 PRACTISE Match adjectives 1–6 to nouns A–F.

1 salty
2 bitter
3 sour
4 spicy
5 sweet
6 deafening

A chicken curry, garlic and chilli sausage
B crisps, peanuts
C ice cream, chocolate cake
D vinegar, lemons
E coffee, dark chocolate
F music, shouting

5 Choose the incorrect alternative.

1 I need to wash my hands because they're quite **smooth** / **sweaty** / **sticky**.
2 The sheets in this hotel are very **blurred** / **rough** / **smooth**.
3 The fish I had for lunch was **rotten** / **tasty** / **vivid**.
4 I couldn't see her face properly because the photo was too **blurred** / **pale** / **sweaty**.
5 We decorated our house in **smooth** / **pale** / **vivid** colours.

6 EXTEND 5.04 Complete the dialogue with the words below. Listen and check.

chewy crispy crunchy flavour
fresh greasy ripe tasteless



A Did you have a good meal?
B Not really. I ordered a spicy curry, but it was very mild. I couldn't taste any of the spices. In fact, it was [1]_____! The only thing we could taste was the oil. It was very [2]_____ And [3]_____ too.
A Oh, dear! Was any of it OK?
B Well, we had a nice salad. The vegetables were very fresh and [4]_____. But the fruit we had for dessert was horrible, hard and sour – it wasn't [5]_____. What about you?
A We had fish and chips. It was great. The fish was really [6]_____, just out of the sea, and the chips were really [7]_____.
B That sounds delicious. What else did you have?
A Well, Sam was still hungry, so we had a pizza on the way home …
B No!
A And then we had an ice cream …
B Are you serious? What [8]_____?
A Chocolate, of course.

7 Work in pairs. Ask and answer.

1 How do you like your fruit?
2 Do you like chewy sweets? If yes, which?
3 Do you like any greasy food? If yes, which?
4 What are your favourite biscuits? Why?
5 What food do you think is tasteless?

Food

1 GET STARTED 5.11 Label the food. Listen and check.



1 f_____
2 m_____
3 c_____
4 b_____
5 r_____
6 p_____
7 c_____
8 s_____
9 p_____

2 Work in pairs. Add more food items to each group. Compare in groups.

3 Work in pairs. Ask and answer the questions.

1 What do you usually have for dinner?
2 What's your favourite fruit?
3 Do you hate any vegetables? If yes, which?
4 What do you eat at parties and special occasions?

4 PRACTISE Complete the text with the words below.

additives barbecue beef crops farming kebabs laboratory meatballs portion red

1 Lamb and beef are examples of _____ meat.
2 Could you give me a smaller _____ of pasta? I'm not very hungry.
3 In the summer, we often have a _____ in the garden with lots of friends.
4 Burgers are usually made from _____.
5 They have a dairy farm where they produce milk. They don't grow any _____.
6 Gina wants to study _____ and then work on her family's farm.
7 We made vegan _____ with red peppers, courgettes and aubergines.
8 My dad is a scientist. He works in a _____ at the university.
9 We often make _____ to have with spaghetti and tomato sauce.
10 These crisps are made with potatoes, oil and salt, with no extra _____.

5 Complete the text with the words below.

delicious diet healthy food ingredients nutritious

Last month, my parents decided to give up unhealthy food like sweets, chocolate and crisps and to change the family's [1]_____. Now we only eat [2]_____. We never have ready-cooked meals, like pizza or fish and chips anymore. We have to buy all the [3]_____ for every meal and cook [4]_____ food that's full of vitamins and hasn't got any additives. At first, I thought it was going to be really boring and the food would be horrible, but to be honest, most of the meals they've cooked have been [5]_____!

6 EXTEND 5.12 Match the verbs below to the definitions.

bake boil chop fry roast slice steam stir

1 to cook something in hot fat or oil
2 to cook food, especially meat in an oven or over a fire
3 when you heat a liquid to a high temperature and it creates bubbles and it starts to change into a gas
4 to cook food over boiling water, not in the water
5 to cut food (like onions) into small pieces with a sharp knife
6 to move a liquid or substance around, using a spoon or something similar, in order to mix it completely
7 to cook food in an oven, especially bread or cakes
8 to cut food, like bread or meat, into thin flat pieces

7 Complete the sentences with verbs from Ex 6.

1 If you _____ your vegetables in lots of water, they lose vitamins. It's better to steam them.
2 Can you _____ some bread to make sandwiches?
3 First, you need to _____ some vegetables into small pieces.
4 The recipe says you should _____ the lamb in the oven at a high temperature.
5 I think it's healthier to boil potatoes than to _____ them in a pan with lots of oil.
6 First, mix the eggs, butter and sugar together. Then add the flour, and _____ carefully with a wooden spoon. Finally, _____ it in the oven for 45 minutes.

8 Work in pairs. Compare recipes for a dish you really like. Tell your partner how to make it. Look up the ingredients and the recipe if you do not know it.

Word skills

COMPOUND NOUNS

9 Look at the words below. What do they all have in common?

beef burger birthday farmland fruit juice meatball T-shirt

10 Complete the rule with: *most*, *one* and *separate*.

Compound nouns are made with two or more words. They can be [1]_____ word like *popcorn*, or [2]_____ words like *ice cream*. [3]_____ compound nouns don't have a hyphen (-).

11 Form compound nouns with the words below. Which three compounds are one word? Which three compounds are two words? Check in a dictionary if necessary.

First word:
break bus super swimming tea washing

Second word:
fast machine market pool pot stop

Travel and holidays

1 GET STARTED 6.03 Complete the words in the sentences. Listen and check.

1 You can't put your tent up on the beach. You have to stay on a c_____e
2 We don't fly to the island. We always take the f_____y because I'm scared of heights.
3 What time do you need to get to the p_____t to board the ship?
4 I took the c_____h from London to Paris. It took eight hours, but it was cheaper than flying or going by train.
5 My l_____e is over there: the two red suitcases and the backpack.
6 Next month, we're going on a c_____y b_____k to New York – just for the weekend.
7 This summer, a group from school is going on an adv_____t_____e h_____d_____y to the jungles of Indonesia.
8 There was a very l_____g q_____e to check in at the airport. We waited over an hour.

2 Work in pairs. Do the quiz.

QUIZ

1 **How do you cross a river with a car?**
A on a boat **B** on a ferry **C** on a ship

2 **What do you call a long weekend in Amsterdam or Tokyo?**
A an adventure holiday **B** a city break
C a ferry crossing

3 **What do you call your suitcases and bags when you travel?**
A your luggage **B** your case
C your backpack

4 **Where do you go to get on a ship or a boat?**
A a station **B** a queue **C** a port

3 PRACTISE Match the sentence halves.

1 During the summer holidays, they went
2 You should book
3 We saw all the
4 We're planning to set off on
5 He's arriving at
6 They booked

A his destination tomorrow.
B sights when we travelled in Asia.
C backpacking all over Europe.
D their tickets for the journey yesterday.
E your accommodation before you go.
F a journey when we finish university.

4 Complete the text with the words below.

abroad experience explore
meet reservations resorts

In the summer holidays after their last year at school, many British teenagers go [1]_____ with their friends to celebrate the end of school. Some stay at [2]_____ on the beach where they can enjoy water sports and [3]_____ the area, but others like to visit cities and go backpacking all over Europe. They take the train from one city to another and stay in hostels and guest houses. They need to make [4]_____ before they go in case all the hostels are full. It gives them the opportunity to [5]_____ the local culture in different countries and [6]_____ the local people.

5 EXTEND 6.04 Match the words below to the definitions. Listen and check.

arrivals connection crew currency
departures gate security terminal

1 a large railway station, bus station or building at an airport where journeys begin and end
2 a bus, train, plane, etc. that leaves soon after another arrives; this takes you to your next destination
3 the place at an airport where you get on or off a plane
4 the activities involved in protecting a country, building, airport, station or person against attack, danger, etc.; you have to go through this before you can get on a plane
5 the place you go to in an airport to wait to go to your gate and get on your plane
6 the place you get to in an airport when you arrive at your destination
7 the system or type of money that a country uses
8 all the people who work on a ship, a plane, etc.

6 Complete the sentences with words from Ex 5.

1 If you land in one _____ and you need to get to the other part of the airport, there is usually a train or bus to take you.
2 I can pick you up from the airport, no problem. I'll meet you at _____.
3 The cabin _____ welcomed us as we boarded the plane.
4 I need to change some money because they have a different _____ in Iceland.
5 Now that we've checked in, let's go through to _____. We can have a coffee and look around the shops.
6 They've called our flight. We need to go to _____ number eight.
7 When you go through _____ at the airport, you have to put your liquids in a plastic bag first.
8 Our train was late so we missed our _____.

Describing places

1 GET STARTED 6.12 Complete the sentences to match the photos. Listen and check.

clean dirty foggy historic modern
spectacular sunny windy










1 a _____ view
2 a _____ building
3 a _____ building
4 a _____ kitchen
5 a _____ kitchen
6 a _____ room
7 a _____ day
8 a _____ day

2 Work in pairs. Ask and answer the questions.

1 Do you live in a modern house or flat?
2 Is there a historic centre with beautiful old buildings where you live?
3 What's the view like from your house or flat?

3 PRACTISE Match the sentence halves.

1 The view from the mountain was so brilliant,
2 That book is brilliant and strange;
3 It's a very lively
4 They were a mysterious
5 It's an unforgettable
6 The exhibition was so disappointing,

A city with lots to do and see.
B I can't recommend it to anyone.
C society which we know very little about.
D it was breathtaking.
E play which I'll remember all my life.
F it's extraordinary.

4 Match the words 1–9 to their opposites A–I.

1 depressing	A unattractive, dull, not friendly or pleasant
2 polluted	B interesting
3 dull	C cheap, low-priced
4 crowded	D noisy, crowded, not relaxing
5 dangerous	E badly organised
6 overpriced	F clean and healthy to live in
7 well organised	G empty, with very few people
8 peaceful	H positive, that makes you feel happy
9 charming	I safe

5 Work in pairs. Complete the sentences with your own ideas. Compare in groups.

1 I think _____ is dull and overpriced.
2 I thought _____ was well organised.
3 I think _____ is a very lively and interesting person.
4 _____ is charming and peaceful.
5 The view from _____ is breathtaking.
6 _____ live in a very crowded city.

6 EXTEND 6.13 Complete the text with the words below. Which three are positive? Which four are negative? Which one means 'very surprising'? Listen and check.

astonishing filthy hideous messy run-down
spacious spotless well maintained

For our city break last month, we made a reservation in a guest house in the city centre. When we got there, we couldn't believe it was the same place. Instead of a charming, beautiful house, it was [1] _____! It was old and very [2] _____, with paint peeling off the walls and even a broken window. Nobody had been looking after it or had fixed anything. All the rooms had looked [3] _____ in the photos, but in reality they were tiny with just enough space for a bed. And they weren't at all clean. In fact, they were [4] _____, and instead of the tidy house in the photos, we found a very [5] _____ house full of old boxes, clothes on the floor and washing-up in the sink. We couldn't believe it! It was [6] _____ that the photos could be so different from reality. We decided to leave straightaway. Luckily, we found a very nice hotel a few streets away. Unlike the guest house, it was [7] _____: everything worked perfectly, it had been painted recently and all the rooms were really clean. In fact, they were [8] _____.

7 Work in pairs. Student A: think about a building, park or garden that your partner knows. Do not tell your partner. Student B: ask *yes/no* questions until you can guess the answer. Then swap roles.

Word skills

EXTREME ADJECTIVES

8 What is the difference between these pairs of adjectives? Complete the rule.

nice / breathtaking cold / freezing

Normal adjectives are **gradable** / **non-gradable**. For example, you can say *quite hot*, *very hot*, *extremely hot*. Extreme adjectives are **gradable** / **non-gradable**. You **can** / **can't** use adverbs like *slightly*, *quite* or *very* with extreme adjectives. You **can** / **can't** use *absolutely*.

9 Which adjective in Ex 1 is extreme?

Social issues

1 GET STARTED 7.03 Choose the correct alternative. Listen and check. Then ask and answer in pairs.

1 What can you do to **assist** / **give** an old person who can't see very well?
2 Do you think people should **donate** / **lend** their old clothes to charity?
3 Have you ever **borrowed** / **lent** anyone your phone or computer?
4 Do you often **borrow** / **lend** clothes from your friends?
5 Have you ever **earned** / **won** money from babysitting?
6 When somebody gives you some money, do you usually **save** / **store** it or spend it quickly?
7 Do you think parents should **lift** / **support** their children after university?
8 What do you **spend** / **use** most of your money on?

2 Complete the sentences so they are true for you.

1 I never borrow _____.
2 If someone asks me to lend them something, I always say _____.
3 In the holidays, I earn a bit of money doing _____.
5 I _____ save money to spend _____.
6 I'm going to donate _____ to charity.

3 PRACTISE Match the sentence halves.

1 We're going to take part in some
2 After the fires, the government provided assistance
3 We are collecting donations of
4 The organisation offers relief to everyone
5 We have started a campaign to stop
6 The crisis in the country has been caused
7 The charity needs more volunteers to help
8 Our charity was set up to make sure everyone
9 I've joined a campaign to deal with difficult issues
10 Many people don't have jobs because of
11 A lot of people have become part of
12 We will reduce poverty by making education

A like child employment.
B who has suffered in the disaster.
C available for everyone, which will then make it easier for people to get jobs.
D fundraising for the new school building.
E high unemployment in the country.
F to help people who had lost their homes.
G with fundraising for cancer research.
H a movement that deals with animal rights.
I clothes to help the people who lost everything in the fire.
J by floods and hurricanes during the winter months.
K in the country has access to clean water.
L people from using plastic bags.

4 Work in pairs. Complete the sentences. Compare in groups.

1 I'd like to take part in fundraising to _____.
2 In future, I'd like to volunteer to _____.
3 I think our school should start a campaign to _____.
4 We should deal with difficult issues like _____.
5 I'd like to become part of a movement that _____.

5 Work in pairs. Ask and answer the questions.

1 Would you like to work as a volunteer? Why? / Why not?
2 Have you ever given a donation to a charity?
3 What issues in your country do you think are the most important to solve? Why?
4 How do you think the issues of unemployment could be solved?

6 EXTEND 7.04 Complete the sentences with the words and phrases below. Listen and check.

do community service | generous | give aid | raise funds for charity | shelter | sponsor | welfare | work in a charity shop

1 Do you think richer countries should _____ to poorer ones? Why? / Why not?
2 Would you like to _____ that sells second-hand clothes? Why? / Why not?
3 When do you think it's better for a person to _____ as a punishment instead of going to prison?
4 Do you think having a cake sale at school is a good way to _____?
5 Do you think it's OK for fast food companies to _____ sports events?
6 How does your government look after the country's _____?
7 How important do you think it is for friends to be _____ with their things and their time?
8 What could you do to help provide _____ for people who have lost their homes in natural disasters?

7 Work in pairs. Ask and answer the questions in Ex 6.

Jobs

1 GET STARTED 7.11 Match the phrases below to the photos. Listen and check.

clear the table | do the cooking | empty the dishwasher
iron your clothes | lay the table | load the dishwasher
make the bed | take out the rubbish










2 Complete the questions about household chores. Then ask and answer in pairs.

1 Who _____ and _____ the dishwasher in your house?
2 Do you ever _____ the cooking?
3 How often do you _____ and _____ the table?
4 Do you _____ the bed every morning?
5 Who washes and _____ your clothes?
6 Who takes _____ out?

3 PRACTISE Match the sentence halves.

1 Farmers' children are expected to carry out
2 Thomas left school at sixteen and did
3 Everybody in the family is expected to do chores
4 Fran has developed many
5 Simran is at university, but he has a part-time
6 Marisa wants to be a farmer –
7 When there is a lot to do on the farm and not enough people to do the work,

A she doesn't want to work indoors.
B new skills since she started working in the restaurant.
C duties like collecting eggs, picking fruit and milking cows.
D everybody in the family has to work long hours.
E an apprenticeship to become a carpenter.
F job in a supermarket to make a bit of extra money.
G like shopping, helping to cook and clean the house.

4 Work in pairs. Complete the sentences with the phrases below. Discuss if the sentences are true (T) or false (F).

carry out duties | develop skills | part-time jobs | work long hours

1 In the 14th century, teenage girls from poor families didn't go to school because they had to _____ at home.
2 During the 19th century, it was common for children to _____ in factories – up to 48 hours a week.
3 In many countries, young children are allowed to have _____ at weekends.
4 In the 14th century in Europe, it was common to send teenage boys to stay with other families to _____ like carpentry or working with metal.

5 EXTEND 7.12 Match the words and phrases below to the definitions. Listen and check.

babysitting | experienced | full-time | internship
seasonal job | temporary | trained | untrained

1 a period of time during which somebody, especially a student, gets practical experience in a job (sometimes without pay), for example, during the summer holidays
2 work at a particular time of the year
3 looking after children for a short time while their parents are out
4 a job for a normal period of work (for example, Monday to Friday from 9 a.m. until 5 p.m.)
5 something (e.g. a job) lasting for a short time
6 having knowledge or skill because you have done something many times
7 when you have been taught how to do a particular job
8 when you have not been taught or you have not learned how to do a particular job

6 Work in pairs. Complete the quiz.

1 What type of job is strawberry picking?
A an internship **B** babysitting **C** a seasonal job
2 How do you describe someone who has had the same job for 30 years?
A temporary **B** experienced **C** untrained
3 Which job do students sometimes do without being paid?
A trained jobs **B** untrained jobs **C** internships
4 What job can't be done by teenagers still going to secondary school?
A full-time jobs **B** babysitting jobs **C** seasonal jobs
5 Teachers, doctors and nurses have to be …
A trained. **B** untrained. **C** seasonal.

Word skills

COLLOCATIONS

7 What are collocations? Choose the correct alternative.

A collocation is a group of **one** / **two or more** words that we say together **less** / **more** often than we would say by chance. Collocations sound **right** / **wrong** to native speakers.

8 Match the words to make collocations.

1 work	A chores
2 develop	B long hours
3 part-time	C duties
4 do	D job
5 carry out	E skills

Shopping

1 GET STARTED 8.04 Match the words below to the pictures. Listen and check.

bookshop cash customer debit card market
shop assistant shopping centre supermarket

















2 Work in pairs. Describe the shops near your house. Where do you normally shop? What do you buy? How do you pay for things?

There isn't a ..., but there is ...

3 PRACTISE Choose the correct alternative. Then ask and answer the questions in pairs.

1 Where can you **buy** / **find** a good offer for trainers in your town?
2 Do you **make** / **give** complaints if you are unhappy about something?
3 Do you **give** / **have** a budget for clothes?
4 Do you **do** / **place** orders for schoolbooks online?
5 Can you **cancel** / **stop** an order the same day it is going to arrive?
6 Do you always **keep** / **put** the receipt when you go shopping?
7 Do you ever buy shoes without **trying** / **wearing** them on?
8 Do you buy your clothes **in** / **on** the sales?
9 Have you ever **returned** / **taken** something back to a shop?
10 What was the last purchase you **made** / **bought**?

4 Complete the text with one word in each gap. What do you notice about it?

It can be very easy to [1]_____ into debt. Some companies offer free delivery, but you have to spend a certain amount before you can [2]_____ free delivery. You can also [3]_____ discounts if you buy more. Remember, if you buy more than you can afford, you can always [4]_____ a refund!

5 Work in pairs. Ask and answer the questions.

1 Have you been shopping recently? If you have, what did you buy? Why?
2 What's the best shopping experience you've ever had? What's the worst?

6 EXTEND 8.05 Match the words and phrases below to the definitions. Listen and check.

cashier checkout corner shop
department store exchange (an item)
newsagent's second-hand shop
self-service checkout voucher

1 a printed piece of paper that can be used instead of money to pay for something
2 the place where you pay the assistant for the things that you are buying in a supermarket
3 a system that allows customers in a shop, especially a supermarket, to scan and pay for goods without help from a shop assistant
4 a small shop that sells food (including meat and vegetables), newspapers, etc., especially one near people's houses
5 a shop that sells newspapers and magazines
6 a large shop that is divided into several parts, each part selling a different type of goods
7 to give or return something that you have and get something different or better instead
8 a shop selling things that aren't new, that were owned by somebody else before

7 Complete the questions with words from Ex 6. Then ask and answer in pairs.

1 Do you pay for things at the cashier checkout or at the _____ in the supermarket?
2 Is there a _____ near your house where you can buy some vegetables for dinner?
3 Do you ever use a _____ instead of money to pay for things?
4 Have you ever bought something that isn't new from a _____?
5 Do you usually _____ clothes that you've bought online if they don't fit, or do you prefer to get a refund?

Advertising

1 GET STARTED 8.10 Match the sentence halves. Listen and check.

1 The aim of this research
2 I usually get that brand of coffee because
3 I got a really good deal when I bought this laptop
4 There's a lot of competition between
5 There's a very funny new
6 We need to put up posters to
7 I'm going to buy this mobile
8 The company needs to create

A brands selling sports clothes.
B because it's got great reviews.
C advertise the concert at school next week.
D is to find out what people want.
E new products to continue to do well in the market.
F because it's very good quality and it wasn't expensive.
G advert online for pet shampoo.
H it's much better than other brands.

2 Work in pairs. Ask and answer the questions.

1 What is the main aim of advertising?
2 What kind of adverts do you enjoy?
3 Do you notice the brands other people wear?
4 Can you think of an example of a good deal you've found when shopping for something?
5 Is there a lot of competition between shops selling to young people? Give some examples.
6 Do you read the reviews before you buy something online? Do you think they are always true?

3 PRACTISE Choose the correct alternative.

1 Our customers are young people so our clothes need to **appeal** / **attract** to them, not to their parents.
2 They **claim** / **convince** that their shampoo will make your hair grow faster.
3 Every year, the company **compares** / **produces** new sports equipment for the market.
4 We can **create** / **offer** our customers the best quality for the lowest price.
5 Sports coaches **appeal** / **recommend** our trainers because they are good quality.
6 Before we launch our new product, we need to **create** / **convince** a need for it.

4 Complete the text with the words below.

appear attract compare
convince launch promote

5 EXTEND 8.11 Complete the sentences with the words below. Listen and check.

campaign loss market leader pressure profit
recommendation satisfied customer slogan target audience

1 A _____ is a customer who will probably buy a product again.
2 They are the _____ in mountain bikes. They sell more than any other brand.
3 Their _____ is easy to remember because it's funny.
4 We need a new advertising _____ on TV and online to attract new customers.
5 An ad will often use a _____ from an expert like a doctor or scientist to make their product more attractive to customers.
6 Children will often put _____ on their parents to buy them sweets and chocolates at supermarket checkouts.
7 A successful company makes a _____, not a _____. They have to make money, not lose money, to survive.
8 The _____ for these online ads is teenagers. They are our main customers.

6 Work in groups. Discuss the questions.

1 Who do you think is the market leader for trainers?
2 What is a popular slogan that reminds you of a brand?
3 What's your favourite advertising campaign at the moment?

Word skills

PHRASAL VERBS: SEPARABLE OR INSEPARABLE

7 Complete the rules with the words below.

can can't inseparable separable

Phrasal verbs [1] _____ be separable or inseparable.
[2] _____ phrasal verbs:
He put up posters. = He put posters up. / He put them up.
You [3] _____ say *He put up them.*
[4] _____ phrasal verbs:
He got into the car. = He got into it.
You can't say *He got it into.*

8 Are the phrasal verbs in **bold** separable (S) or inseparable (I)?

1 We're going to **give up** our membership. ___
2 I **looked after** the children. ___
3 We're going to **take part in** the competition. ___
4 How can we **bring about** improvement? ___

BEAUTIFUL BRACES MEAN BEAUTIFUL TEETH!



We have exciting news! We are going to [1] _____ a new toothbrush, especially for teenagers. This is the first of its kind. We are hoping to [2] _____ young people who are having orthodontic treatment, mainly those wearing braces. Our ads will [3] _____ mainly online and will [4] _____ our new toothbrush with other common brands. We also want to [5] _____ our toothbrush at dental practices all over the country. We will give dentists free samples to hand out to their patients. We won't need to [6] _____ dentists that our toothbrush is the best. Dentists will recommend it because it *is* the best!

0.1 Present simple

We use the present simple to talk about our everyday lives and things we do regularly.

Omar goes to school from Monday to Friday. He doesn't go to school at the weekend.

We also use the present simple to talk about how we think or feel about something.

I enjoy maths. She doesn't like doing sport.

We form the present simple affirmative with subject + verb. The spelling changes for *he / she / it* forms. With most verbs, we add *-s*.

I / We / You / They live in London.
He / She / It lives in London.

We add *-es* to verbs ending in *-o*, *-s*, *-x*, *-z*, *-ch* and *-sh*.

she goes / he finishes / it watches

We change *-y* to *-ies* after a consonant.

He studies

We form the present simple negative with subject + *don't / doesn't* + verb.

I / We / You / They don't live in London.
He / She / It doesn't live in London.

We form present simple *yes/no* questions with *Do / Does* + subject + verb + ?

'Do I / we / you / they live in London?' 'Yes, we do.'
'Does he / she / it live in London?' 'No, she doesn't.'

Present continuous

We use the present continuous to talk about things that are happening now.

'What are you doing, Alex? Are you playing computer games?'
'No, I'm not! I'm doing my homework.'

We also use the present continuous to talk about things that are happening around now (*today*, *this week*, etc.).

We aren't going to school this week. We're on holiday.

We form the present continuous affirmative with subject + *be* + *-ing* form.

I'm / You're / We're / They're having lunch.
He's / She's / It's having lunch.

We form the present continuous negative with subject + *be* + *not* + *-ing* form.

I'm not having lunch.
You / We / They aren't having lunch.
He / She / It isn't having lunch.

We form *yes/no* questions with *be* + subject + *-ing* form + ? Notice the short answers:

Am I having lunch?	Yes, I am.
Are you / we / they having lunch?	Yes, we are.
Is he / she / it having lunch?	No, she isn't.

Notice the spelling for the *-ing* form of the verb:
With most verbs, we add + *ing*: *watch* = *watching*.
For verbs ending in *-e*, we change *-e* to *-ing*: *ride* = *riding*.
With verbs that end in vowel + consonant (not *w*, *x* or *y*), we double the consonant + *-ing*: *run* = *running*.

Dynamic and state verbs

Dynamic verbs describe actions and we can use them in the simple or continuous form. State verbs describe states or situations and we don't usually use them in continuous tenses.

Some common state verbs are *believe*, *belong*, *hate*, *know*, *like*, *love*, *mean*, *need*, *prefer*, *remember*, *understand*, *want*.

Some verbs can be state or dynamic.
Dynamic: *What are you thinking about?* (mental activity)
State: *What do you think of the book?* (opinion)
Dynamic: *Are you having a good time?* (experience)
State: *Do you have a car?* (own)

1 Choose the correct sentence: A or B.

1 **A** Do you need a pencil?
B Are you needing a pencil?
2 **A** I walk to school this morning.
B I am walking to school this morning.
3 **A** He doesn't believe you.
B He isn't believing you.
4 **A** We hate the rainy weather.
B We are hating the rainy weather.
5 **A** The students play sports every day.
B The students are playing sports every day.
6 **A** Where do the students go this week?
B Where are the students going this week?
7 **A** Do you understand the question?
B Are you understanding me?
8 **A** Alice and Darshna watch the new spy film on Alice's laptop.
B Alice and Darshna are watching the new spy film on Alice's laptop.

2 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

1 I _____ (not work) right now.
2 Oh no! It _____ (rain).
3 Pedro _____ (have) a test every Friday.
4 Amelia _____ (go) by bus to school today.
5 My brother _____ (not have) his own computer.
6 The students _____ (study) climate change this week.
7 Kiera _____ (belong) to her local tennis club.
8 Freddie _____ (not think) the book is very good.

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

be climb feel have help
love make say

The teachers at my school always [1]_____ that exercise [2]_____ important. It [3]_____ us to feel confident and do well in school. So every day, I [4]_____ all the regular classes, like maths, science, literature and languages, but I also learn new sports and activities. This week, we [5]_____ and I [6]_____ it – it's a lot of fun! Sport [7]_____ me happy. Sometimes I'm sad, but after exercise, I always [8]_____ better!

0.2 Articles

Countable nouns

Countable nouns are things that we can count. They have singular and plural forms.

There's one student away today.

There are twenty students here.

We use *a / an* before singular nouns when we talk about something for the first time. We use *a* when the noun starts with a consonant sound.

My mum has a twin.

We use *an* when a noun or the next word starts with a vowel sound:

My brother is now an uncle.

My gran is an elderly woman.

We use *the* when we mention something for the second time or when we talk about specific things.

I've got a book about the different stages of life. The book is really helpful and interesting.

We don't use an article before plural nouns when we talk about things in general.

I love books. I really like stories about families.

TIP

1 We use *the* when it is clear what we are talking about, when there is only one of something and in superlatives:
Can you bring me the phone?
The red car is mine.
Jamie is the best listener.
2 We use *a / an* to say what someone's job is:
She's an engineer.
3 There are set phrases that do not follow a rule:
go to school, at the weekend, watch TV, go to the cinema, in the morning / afternoon, on Monday

Uncountable nouns

Uncountable nouns are always singular because we cannot count them. We don't use *a, an* or numbers with uncountable nouns.

I found information about my family history online.

We don't use an article before uncountable nouns when we talk about things in general.

Everyone loves childhood!

1 Choose the correct alternative.

1 A Do you have **–** / **a** brothers or sisters?
B Yes, I have **a** / **the** sister, but no brothers.
2 A Did you go to **the** / **–** game on **the** / **–** Saturday?
B No, I didn't. I was busy at **the** / **–** weekend.
3 A Do you have **the** / **–** homework tonight?
B Yes, I do, and I need **a** / **–** time to do it.
4 A We had **an** / **the** anniversary party last month.
B Really? Was it **a** / **an** big event?
5 A Is your sister looking for **a** / **the** new job?
B Yes, she is. She's **a** / **the** nurse, but she isn't enjoying it.
6 A Making mistakes is **an** / **the** important part of growing up.
B I agree – I made lots of mistakes in my early twenties, but now I'm **the** / **a** happiest person I know!
7 A What did you do at **–** / **the** weekend?
B We went to **a** / **the** cinema.

2 Complete the sentences with the correct articles. Write – if no article is needed. Then answer the questions.

1 What's _____ best stage of life?
2 Did you grow up in _____ city?
3 What age do most people start _____ family in your country?
4 Who is _____ important person in your life?
5 Where do you go to _____ school?
6 What did you do on _____ Saturday?
7 Do you have _____ penfriend, Fatima?

3 Find and correct six mistakes. Rewrite the text.

In 2014, I saw film *Boyhood* in the cinema. It is one of a best films I've ever seen. They filmed it over twelve years! For this reason, it was a amazing film because you saw the real boy grow up during the film. The film showed all big events in someone's childhood and teenage years. It followed boy's family and the relationships between his parents, him and his sister. Like life, it was sad, exciting, upsetting and beautiful!

0.3 Zero conditional

We use the zero conditional to talk about causes and results that are always true.

I can't study if it's noisy.

We form the zero conditional like this:

If clause		Result clause
If	Subject + present simple	Subject + present simple
If	plants don't get water,	they die.

In zero conditional sentences, we can use *when* instead of *if*.

When it rains, we play basketball indoors.

We usually put the *if* clause before the result clause. We use a comma after the *if* clause:

If I study hard, I get good results.

We can put the result clause before the *if* clause when the result is important. We don't use a comma after the result clause.

I get good results if I study hard.

First conditional

We use the first conditional to talk about possible events and their results.

If I get a job, I'll move into my own apartment.

We form the first conditional like this:

If clause		Result clause	
If	Subject + present simple	Subject + *will / won't*	Verb
If	you run,	you won't	miss the bus.
If	it doesn't rain	we'll	go to the beach tomorrow.

We can use *unless* in conditional sentences. *Unless* means *except if*.

He won't know your name unless you tell him.

I won't need an umbrella unless it rains.

Second conditional

We use the second conditional to talk about situations that are not real or are unlikely. We use it when we imagine events and their results.

If I did a bungee jump, I'd be very nervous!

We form the second conditional like this:

If clause		Result clause	
If	Subject + past simple	Subject + *would / wouldn't*	Verb
If	you went to bed earlier,	you wouldn't	feel tired all the time.
	I lost this phone,	my parents would	be angry.

After subject pronouns, we usually use the short form *'d* instead of *would*.

If I had lots of money, I'd travel around the world.

We can put the *if* clause or the result clause first. When the *if* clause comes before the result clause, we put a comma after it.

If you opened a bank account, you'd save more money.

You'd save more money if you opened a bank account.

In *if* clauses, we can use *was* or *were* after *I / he / she / it*. *Were* is more formal.

Informal: *If I was eighteen, I'd get a credit card.*

Formal: *If I were eighteen, I'd get a credit card.*

1 Complete the sentences with the correct form of the verbs below. Use the zero or first conditional.

boil learn love need not let not pass rent

1 If I leave home this summer, I _____ a flat with my best friend.
2 I feel upset when I _____ an exam.
3 If you go abroad later this year, you _____ a passport.
4 If you like modern art, you _____ this exhibition.
5 When the museum gets too crowded, they _____ people in.
6 When you turn seventeen, most people _____ to drive.
7 If you heat water to 100 degrees centigrade, it _____.

2 Complete the sentences using the second conditional.

1 If I _____ (start) my own online business, it _____ (be) a fashion business.
2 If I _____ (have) a lot of money, I _____ (save) it for university.
3 If Tim _____ (go) abroad to live, where _____ he _____ (go)?
4 What _____ you _____ (do) if you _____ (not get) the job?
5 Ayesha _____ (rent) a flat in London if she _____ (have) the money.
6 If I _____ (have) a car, I _____ (not lend) it to my brother!
7 If I _____(be) a millionaire, I _____ (give) money to charity.

3 Complete the sentences using the words in brackets. Use the zero, first or second conditional.

1 If we took part in a race together, _____. (we / have / fun)
2 When it's foggy, _____. (we / not cycle / to school)
3 Unless I open a bank account, _____. (I / not get / a credit card)
4 If you left home, _____. (I / miss / you)
5 If I can find a flatmate, _____. (we / rent / the flat)
6 If you study a different language as a child, _____. (it / be / easier / to learn it)

0.4 Modal verbs for obligation

Have to / don't have to

We use *have to* to talk about things that are necessary.

I have to make my bed every day.

We use *don't have to* to say that it isn't necessary to do something.

I don't have to make my breakfast. I get it at school.

Subject	*have to*	Verb
I / We / You / They	have to / don't have to	make breakfast.
He / She / It	has to / doesn't have to	

do	Subject	*have to*	Verb
Do	I / we / you / they	have to	make breakfast?
Does	he / she / it		

TIP

We usually answer *yes/no* questions with short answers.
'Do you have to take out the rubbish?' 'No, I don't.'
'Does your brother have to make his bed?' 'Yes, he does.'

Need to / don't need to

We can use *need to* when we talk about obligation at a specific time.

I need to start my history project today, but I don't need to finish it until next week.

We use *don't need to* to say that something isn't necessary.

Must / mustn't

We use *must* to say that something is essential and we use *mustn't* to say it is essential that we don't do something.

We use *must* and *mustn't* for rules and when we feel it's very important to do something.

Subject	*must*	Verb
I / We / You / They / He / She / It	must / mustn't	be quiet.

TIP

1 We don't use *to* after *must / mustn't*.
You mustn't eat in the classroom.
2 We don't usually use *must* in questions. We use *have to* instead.
Does he have to tidy his room every day?

Mustn't vs *don't have to*

We use *mustn't* to say 'Don't do it!'

You mustn't use your phone in class!

We use *don't have to* to say that it isn't necessary to do something.

There's pizza at school today. We don't have to take lunch.

1 Choose the sentence (A or B) that has the same meaning as the first one.

1 I have to take my sister to school at seven o'clock.
A I need to take my sister to school at seven o'clock.
B I mustn't take my sister to school at seven o'clock.
2 She doesn't have to water the plants today.
A She mustn't water the plants today.
B She doesn't need to water the plants today.
3 We don't need to clear the table right now.
A We don't have to clear the table right now.
B We mustn't clear the table right now.
4 They mustn't use the dishwasher. It's broken.
A They don't have to use the dishwasher.
B Don't use the dishwasher.
5 Syed needs to work harder for his exams.
A Syed has to work harder for his exams.
B Syed doesn't have to work harder for his exams.

2 Choose the correct alternative.

1 I've loaded the washing machine – you only **need to** / **must** turn it on.
2 We **mustn't** / **don't have to** leave plastic bottles in the classroom.
3 Tell Jamal he **doesn't need to** / **mustn't** take out the rubbish – Dad has already done it.
4 **Must I** / **Do I have to** iron this shirt?
5 Amira **has to** / **must** clear the table after each meal because her mum told her to.
6 You **need to** / **mustn't** clean the cooker when it's still hot – you'll burn yourself!
7 We **have to** / **mustn't** wear a uniform at our school.
8 You **need to** / **don't need to** lay the table – we are going out for dinner.

3 Complete the sentences with modals from A and verbs from B.

A doesn't have to don't have to has to
have to must mustn't

B do fold make take tidy wash

1 You _____ all the housework today if you did it yesterday.
2 My sister is too young to help. She _____ the dishes or she'll break them.
3 I take the clothes out of the washing machine, and when they are dry, my brother _____ them.
4 The children _____ out the rubbish in the classroom before they leave school. It's a rule.
5 We _____ our bedrooms. Everyone is coming over in an hour!
6 Marc _____ his bed because his mother does it for him.

1.2 Narrative tenses

We use the past simple to talk about completed actions in the past.

I cycled to school yesterday.

We use the past continuous to talk about an action in progress in the past.

I was cycling to school yesterday at 8 a.m.

When we use these tenses together, we use the past continuous for the longer, continuous action and the past simple for the short, completed action.

I was cycling to school yesterday when I saw my teacher.

We use the past perfect to talk about an action that happened or finished before another action in the past.

When I took my phone out of my bag, the cute dog had gone.

We can use *when* and *while* to link two actions in the past. We often use *when* with the past simple and *while* with the past continuous.

I was walking in the park when I saw the cutest dog.

I saw the cutest dog while I was walking in the park.

TIP

We use the past perfect when we need to make the order of actions clear. With time adverbs like *before* and *after*, the order of actions is already clear so the past perfect is optional.

The exam (had) started before we arrived.

We arrived after the exam (had) started.

When an action directly follows after another action in the past, the past simple is often used.

When I arrived late, I apologised to the teacher.

We form the past continuous like this:

Past continuous		
Affirmative and negative		
Subject	***was / were* (+ *not*)**	***-ing* form**
I / He / She / It	was / wasn't	walking in the park.
You / We / They	were / weren't	

Questions		
Was / Were	**Subject**	***-ing* form**
Was	I / he / she / it	walking in the park?
Were	you / we / they	

We form the past perfect like this:

Past perfect		
Affirmative and negative		
Subject	***had* (+ *not*)**	**Past participle**
I / He / She / It / You / We / They	had / hadn't	gone

Questions		
Had	**Subject**	**Past participle**
Had	I / he / she / it / you / we / they	gone?

TIP

In spoken English, we often use *'d* as the short form of *had*.

When I arrived at Mary's house, she'd already gone out.

1 Choose the correct alternative.

1 I **was having** / **had** a shower when I heard my phone ring.
2 I found some money while I **was cleaning** / **cleaned** my apartment.
3 The man **wasn't talking** / **didn't talk** on the phone when he had the car accident.
4 The police officer **was eating** / **ate** lunch when he saw a robbery.
5 The man was walking down the street when he **was seeing** / **saw** his best friend.
6 While the woman was looking through her bag, her keys **was falling** / **fell** out.
7 Sara **did** / **was doing** her homework when her mother came into her room.

2 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or past perfect.

1 When I _____ at the train station, my train _____! I was so happy! (arrive / not leave)
2 I _____ the book twice before I _____ the film. (read / watch)
3 I _____ the game tonight. (not win)
4 My flatmate and I _____ friends for a long time before we _____ a flat. (be / share)
5 After the police officers _____ the thief, they _____ the bag to the woman. (catch / return)
6 The student _____ down when the teacher _____ into the room. (sit / come)
7 We _____ down the street, it _____ to rain. (walk / start)

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

I was at the theatre last week. When the show [1] _____, I [2] _____ up quickly to leave. While I [3] _____ away, I [4] _____ a man call out to me. When I [5] _____ around, I saw that a woman [6] _____ at me. The woman [7] _____ to a man because she had seen me pick up her bag. I had left so quickly that I [8] _____ her bag! It looked just like mine.

1	**A** ended	**B** was ending	**C** had ended
2	**A** got	**B** was getting	**C** had got
3	**A** walked	**B** was walking	**C** had walked
4	**A** heard	**B** was hearing	**C** had heard
5	**A** turned	**B** was turning	**C** had turned
6	**A** pointed	**B** was pointing	**C** had pointed
7	**A** talked	**B** was talking	**C** had talked
8	**A** took	**B** was taking	**C** had taken

1.6 *Used to*

We use *used to* + infinitive to describe past actions or habits that are different now.

I used to ride this bike every day, but I don't ride it now.
Did you use to have short hair?
No, I didn't use to have short hair.

TIP

We don't use *used to* when the action only happened once.
One day, I rode my bike to the beach.
(NOT ~~One day, I used to ride my bike to the beach.~~ ✗)

We form affirmative sentences like this:

Affirmative (+)		
Subject	***used to***	**Verb**
I / He / She / It / You / We / They	used to	be nervous.

We form negative sentences like this:

Subject	*didn't use to*	Verb
I / He / She / It / You / We / They	didn't use to	live here.

We form questions like this:

Question word	*did*	Subject	*use to*	Verb
Where	did	I / you / he / she / it / we / they	use to	live?
What				do?

Get used to + -ing

We use *get* + *used to* + *-ing* to talk about becoming accustomed to new situations.

I'm learning to drive in the UK and I'm slowly getting used to driving on the left.

We form questions and sentences with subject + *get* in the correct tense + *used to* + *-ing* form.

Did Jake get used to his new school?
Yes, he got used to being in a smaller class very quickly too.
He's getting used to travelling to a new school each day.
He hasn't got used to doing homework every night yet.
He'll never get used to wearing the horrible uniform!

Be used to + -ing

We use *be* + *used to* + *-ing* to talk about things that we are now accustomed to doing in the present.

My mum's got a shop, so she's used to working at the weekends.
I am not used to working at the weekends.

We form questions with *be* + subject + *used to* + *-ing* form:

Are you used to working at the weekends?

1 Complete the sentence with the correct form of *used to* and the verbs in brackets.

1 I _____ (go) to the bank, but now I pay all my bills online.
2 I _____ (exercise) much, but now I run three times a week.
3 Did you _____ (study) Italian? I think you were in my class.
4 I _____ (play) board games, but now I only play online games with people all over the world.
5 I _____ (like) doing competitive swimming, but I joined the team this year, and I love it!
6 My father _____ (take) us to school, but now we cycle.
7 What time _____ you _____ (get up) when you were very young?

2 Match sentences 1–6 to sentences A–F with the same meaning.

1 Yasmin didn't use to like English.
2 I am used to speaking English to my teacher.
3 I used to read many books in English.
4 I've got used to reading a lot for school.
5 I used to study English every day.
6 I haven't got used to using English all the time.
7 You'll soon get used to speaking English.
8 I'm not used to studying all day.

A Now it's normal for me to read a lot for my classes.
B I don't usually study for so long.
C In the past, Yasmin didn't like English.
D It isn't normal for me to always use English.
E In the past, I read a lot of English literature.
F In the past, I studied English daily.
G You'll be more comfortable talking in English soon.
H It's normal for me to speak English to my teacher.

3 Complete the dialogue with the correct form of *used to*, *get used to* and *be used to*.

A Hey Amina, I heard you got a new job. Congratulations!
B Thanks. Yes, it's exciting, but I'm also a bit sad to leave my old job.
A Oh, where did you [1] _____ (work)?
B I worked at the library. I sat at a desk all day.
A Did you [2] _____ (like) sitting for that long?
B Yes, I didn't mind.
A It was probably really quiet all day too.
B Yes, but I soon [3] _____ (not talk) much. It was nice actually. I [4] _____ (do) my homework while I worked. Now I work in the university bookshop. It's very different. I [5] _____ (talk) with so many people yet, but I like it. It's a nice change.

2.2 Present perfect and past simple

We use the past simple to talk about a completed action in the past. We often use a time expression to say when the event happened.

We won the match yesterday.

We use the present perfect to talk about actions or events in the past when we don't know the exact time or it isn't important.

We've won a lot of matches.

We use the present perfect with *for* to talk about a period of time, or with *since* to say when a situation started. We use *How long … ?* to ask questions about the length of time an action occurred.

How long have you played basketball?
I've played basketball for five years.
We've played basketball since 2015.

We can also use general time expressions, such as *recently*, *before* and *in my life*.

We've had a lot of homework recently.
I've been to Mexico before.
I've made a lot of great friends in my life.

We often use the present perfect with *ever* to start a conversation about our experiences. If we want to ask about details or give more information, we use the past simple.

'Have you ever visited Canada?'
'Yes, I have. I went to Canada with my parents last summer.'

Present perfect

Subject	*have / has*	Past participle
I / You / We / They	have / haven't	visited London.
He / She / It	has / hasn't	

Have / Has	Subject	Past participle
Have	I / you / we / they	visited London?
Has	he / she / it	

We use *just* to talk about very recent events.

I've just finished dinner.

We use *already* to talk about events that happened sooner than we expected.

'Where's Dad? Has he already left?'
'Yes, he's already gone.'

TIP

We usually put *just* and *already* in positive sentences between *have / has* and the past participle.

We use *yet* in negative sentences and questions. We put it at the end of the sentence or question.

'Have you tidied your room yet?'
'No, I haven't done it yet.'

We use *still* to talk about events that we expected to finish earlier. We put *still* in negative sentences before *haven't / hasn't*.

It's ten o'clock and I still haven't finished my homework.

1 Choose the correct answer: A or B.

1 I … my best friend Maria five years ago.
A met B have met
2 At the time, she … an international student at my university.
A was B has been
3 We share a flat. We … flatmates for three years.
A were B have been
4 We both love to travel. We … five countries together.
A visited B have visited
5 I … a better friend.
A never had B have never had
6 I … Cara because she's kind and funny.
A always liked B have always liked
7 We … friends when we were five.
A became B have become

2 Complete the sentences using an adverb from A and the correct form of a verb from B.

A already just never since still yet

B eat know learn leave meet play

1 Would you like some food or have you _____ _____?
2 I'm 26 and I _____ haven't _____ to swim!
3 Have you _____ your new flatmate _____?
4 Anna is not here. She has _____ _____.
5 He has _____ _____ in a cricket team before. This will be his first time.
6 Luc _____ Sami _____ they were at primary school.

3 Complete the dialogue with the present perfect or past simple form of the verbs in brackets.

A How long [1]_____ you _____ (be) friends with Senyo?
B We [2]_____ (know) each other for five years, but we [3]_____ (not be) friends until about four years ago.
A Oh, really?
B Yes, we [4]_____ (not go) to school together – we [5]_____ (meet) at work. I [6]_____ (join) the football team at work and we became friends.
A [7]_____ (you / play) football for long?
B No, but [8]_____ (become) quite good at it!

2.6 Present perfect simple and continuous

We can use the present perfect simple and the present perfect continuous to describe past events that have a direct link to the present.

I've just finished the test.

I've been working on the test all morning.

We use the present perfect simple …

- with *ever* and *never* to ask and talk about past experiences.

  'Have you ever studied Spanish?'

  'No, I've never studied Spanish.'
- to talk about actions that finished recently, especially when we're focusing on the result.

  I've made a cake. Would you like some?
- to say how many times we have done something.

  I've been to the United States three times.
- with state verbs like *love*, *be* and *have*:

  We've had our car for six months.

We use the present perfect continuous …

- to emphasise the duration of an action.

  'What have you been doing since I last saw you?'

  'I've been attending classes at university for two years.'
- for actions which have recently finished, but with the focus on the activity or the evidence of a recent activity.

  'You look exhausted. What have you been doing?'

  'I've been running!'

We don't use the present perfect continuous with verbs that describe states and not actions, like *be*, *have*, *know*, *believe*.

How long have you known them?

(NOT ~~How long have you been knowing them?~~)

We form present perfect continuous sentences like this:

Positive and negative			
Subject	***have / has* (+ *not*)**	***been***	***-ing* form**
I / You / We / They	have / haven't	been	working.
He / She / It	has / hasn't		

We form present perfect continuous questions like this:

Questions			
Have / Has	**Subject**	***been***	***-ing* form**
Have	I / you / we / they	been	working?
Has	he / she / it		

1 Choose the correct sentence: A or B.

1 **A** He hasn't been having a job for two years.
  B He hasn't had a job for two years.
2 **A** I have been working on my essay since 11 a.m.
  B I have worked on my essay since 11 a.m.
3 **A** My friend hasn't called me all week!
  B My friend hasn't been calling me all week!
4 **A** I have been looking for an apartment all summer.
  B I have looked for an apartment all summer.
5 **A** Who has cooked in the kitchen? It's a mess!
  B Who has been cooking in the kitchen? It's a mess!
6 **A** Has Geeta ever been moving?
  B Has Geeta ever moved?
7 **A** I have eaten sushi three times.
  B I have been eating sushi three times.
8 **A** I have been doing my homework. Can you check it, please?
  B I've done my homework. Can you check it, please?

2 Complete the questions and answers with the verbs in brackets. Use the present perfect simple or continuous.

1 _____ you ever _____ a job? (have)
  No, I _____.
2 How long _____ you _____ in Spain? (live)
  _____ for two years.
3 How many times _____ you _____ Turkey? (visit)
  _____ twice.
4 _____ she _____ video games all day? (play)
  Yes, she _____ since 10 a.m.
5 What _____ you _____ this evening? (do)
  I _____ (study) Spanish.
6 How long _____ you _____ in ghosts? (believe)
  I _____ (believe) in them since I was very young.

3 Complete the text with the present perfect simple or continuous form of the verbs below.

be go meet not make play work

Hi Erik!

How [1] _____ you _____? I hope you are enjoying your new job. [2] _____ you _____ any nice people at work? How long [3] _____ you _____ there now? Don't worry if you [4] _____ many friends yet. It takes time to become friends. I [5] _____ in a hockey team since April, and I [6] _____ only recently _____ out with the team for the first time. It was great! Give me a call soon!

Take care,

Hugo

3.2 Modals of deduction and speculation

We can use *must*, *can't*, *could*, *may* (*not*) and *might* (*not*) to guess if something in the present is true or not based on information we have.

We use *must* + verb to say that something is certainly true or that it seems the most likely possibility.

Darius must be rich because he goes on holiday six times a year.

We use *can't* + verb to say that something is certainly not true.

They can't be Australian because they don't understand English.

We use *could* / *may* / *might* + verb to say that something is possibly true.

'What's that noise?'

'It could be the wind. / It might be an animal. / It may be my brother.'

We use *may not* / *might not* + verb to say that something is possibly not true.

It might not be the wind. / It may not be an animal.

TIP

We don't use *can*, *couldn't* or *mustn't* to make deductions in the present.

It may / might be fake news. NOT ~~It can be fake news.~~ ✗

It can't be fake news.

NOT ~~It mustn't be fake news.~~ ✗

NOT ~~It couldn't be fake news.~~ ✗

We form deductions in the present with *must* / *can't* / *could* / *may* (*not*) / *might* (*not*) + verb. The form of the modal verb does not change.

Subject	Modal verb	Verb	
I / You / He / She / It / We / They	must can't could may (not) might (not)	be	happy.

1 Choose the correct alternative so the second sentence has the same meaning as the first.

1 I'm certain that the painting is a fake.
It **must** / **might** be a fake.

2 It's possible that I don't remember him. I'm not sure.
I **might not** / **can't** remember him.

3 She is not the winner. That's impossible.
She **can't** / **may not** be the winner.

4 It's possible that you are confused.
You **must** / **might** be confused.

5 I'm sure that the story is true.
The story **could** / **must** be true.

6 You're certainly not the person who tried to cheat.
You **may not** / **can't** be person who tried to cheat.

7 Look – they're smiling. They are definitely friends again.
Look – they're smiling. They **must** / **might** be friends again.

8 I think he is the writer, but I'm not certain.
He **could** / **can't** be the writer.

9 I haven't seem Ade. Perhaps he's not at school today.
Ade **can't** / **might not** be at school today. I haven't seen him.

2 Complete the sentences using the modals below and the verb *be*.

can't could might not must

1 He is not a thief. I'm certain!
He _____ the thief.

2 It's possible that she is from Mexico.
She _____ from Mexico.

3 I think she's in my class, but it's possible I'm wrong.
She _____ in my class.

4 The story is in every newspaper. I'm sure it's true.
The story _____ true.

3 Complete the sentences with the correct modal verbs.

1 I think she _____ be the person who took my bag, but I'm not sure.

2 He _____ be annoyed or maybe he is just stressed.

3 They _____ be angry with you. Maybe it's possible, but it was an accident.

4 He _____ be on social media. I don't think I've ever seen him post anything.

5 If he isn't at home, he _____ be at the leisure centre. He goes swimming there occasionally.

6 His identification looks fake and he looks too old to come to this school. He _____ be a student.

7 She looks scared. She _____ be frightened.

8 It _____ be Ian at the door – he sent me a message earlier to say he was on his way.

9 Paul _____ be younger than Charlie. Charlie is at university, but Paul is still at school.

10 He _____ speak Vietnamese. He used to live in Vietnam.

3.6 Comparatives and superlatives

We use comparative adjectives to compare things, places or people. We use superlative adjectives to compare one thing, person or place with the whole group.

My brother is taller than me. My brother is the tallest student in his class.

We form comparative and superlative adjectives like this:

Type of adjective	Comparative form	Superlative form
Adjectives with one syllable	Add *-er*: nice → nicer big → bigger	Add *the* + *-est*: nice → the nicest big → the biggest
Adjectives with two syllables ending in *-y*	Remove *y* and add *-ier* easy → easier	Remove *y* and add *the* + *-iest* easy → the easiest
Adjectives with two syllables or more	Put *more* / *less* before the adjective: expensive → more / less expensive	Put *the most* / *the least* before the adjective: expensive → the most / least expensive
Irregular adjective forms	good → better bad → worse	good → the best bad → the worst

We can use *as* + adjective + *as* to compare things that are similar.

I'm as tall as my sister. (= We're the same height.)

We can use *not as* + adjective + *as* to make negative comparisons.

I'm not as tall as my brother. (= I'm shorter than my brother.)

We use comparative adverbs to compare actions.

Khalid did the test more accurately than Joe.

We use superlative adverbs to compare one action to all others.

He runs the fastest.

Type of adverb	Comparative form	Superlative form
Adverbs ending in *-ly*	Put *more* before the adverb slowly → more slowly	Put *the most* before the adverb slowly → the most slowly
Other adverbs	Add *-er* hard → harder	Add *the* + *-est* hard → the hardest
Irregular adverb forms	badly → worse	badly → the worst

TIP

We normally use *than* after comparative adjectives and adverbs when we compare one thing to another.

My new shoes are more comfortable than my old ones.

Louise works harder than her sister.

We use these modifying adverbs to mean that there is only a small difference: *a bit*, *slightly*, *a little*.

She sings a bit better than me. She sings slightly better than me. She sings a little better than me.

We use these modifying adverbs to mean that there is a big difference: *much*, *far*, *a lot*.

He's much quicker than me. He's far quicker than me. He's a lot quicker than me.

1 Correct the errors. Rewrite the sentences.

1 My sister is more calm than I am.
2 She is the more cheerful person I know.
3 My father is nervous than I am.
4 I've never been most embarrassed than I was last night!
5 Our car isn't the reliable car.
6 I'm not as practical my mother.

2 Complete the sentences with the comparative or superlative form of the adverbs and adjectives in brackets.

1 He writes _____ stories in the class. They are excellent. (good)
2 Sasha is the best in the class. She works _____ and it shows. (hard)
3 Anya finished the race _____ – she came last. (slow)
4 My computer crashes _____ than the computers at school. (easy)
5 My new smartphone works _____ than my old one. It's the best device I've ever had! (good)

3 Look at the table. Then complete the review with the correct form of the adjectives below. Include modifying adverbs where necessary.

A a little a lot much slightly

B colourful convenient expensive good heavy slow

	Bike A	Bike B
Weight	★ (HEAVY!)	★★★
Convenient	★★★★★	★★★★★
Speed	★★	★★★★★
Colourful	★★	★★★
Price	£££	££££
Overall rating	★★★	★★★★★

I cycle to the train station every day and I take my bike on the train. Last week, I tried out two bikes to compare them. Both bikes were just [1]_____ each other – they both fold into a small and portable bag! I also found that I cycled [2]_____ on bike A than on bike B – maybe because bike A was [3]_____ than bike B. Bike B was [4]_____ bike A, but this was a nice extra! Bike B was [5]_____ bike A, but I think it would be worth paying more for bike B, because overall I thought that bike A wasn't [6]_____ bike B.

4.2 Quantifiers

We use quantifiers before countable and uncountable nouns to show *how many* or *how much*.

Countable nouns are things that we can count. They have singular and plural forms. We use *a* or *an* with singular countable nouns.

There's an exercise machine. There are three machines.

Uncountable nouns are always singular. We don't use *a*, *an* or numbers with uncountable nouns.

There's some information about the gym schedule.

Use these quantifiers with countable and uncountable nouns.

+ Singular countable noun	+ Uncountable noun	+ Plural noun
each, every	all, any, (a) little, most, no, some, much	all, any, both, (a) few, most, no, some, many, several

We use *a few* and *a little* for small amounts. We use *a few* with countable nouns, and *a little* with uncountable nouns.

I have a few minutes.

There's a little time before class.

When we use *few* or *little*, this means we have less than we would like.

Few people get the exercise that they need.

There's little time in their lives.

We use *much* and *many* to mean 'a lot of'.

We use *much* with uncountable nouns. We use *many* with plural countable nouns.

I don't have much time to exercise.

Many people go to the gym.

We can use *most* with plural nouns or uncountable nouns to mean *nearly all*.

Most students go to the gym.

Most exercise clothing is expensive.

We use *all* with plural countable nouns or uncountable nouns to refer to a whole group.

All the students passed the test.

We use *each* and *every* with singular countable nouns to mean *all*. We use *every* to talk about all the things, people, etc. in a group. We use *each* when we refer to all the things, people, etc. in a group, but considered individually.

Each day I get up at 7 a.m.

Every day I get up at 7 a.m.

Both refers to two things or people when only two are involved.

Both Kelly and Grace passed the test.

Several refers to more than two, but not all.

Several students passed the test.

We use *no* in positive sentences and *any* in negative sentences to mean none or zero.

There are no pastries left.

There aren't any cookies left.

We often use a quantifier before words like *his*, *my*, *the*, *these* + noun.

Some of these fitness trackers use your data.

We never use *of* after *every* or *no*. We use *everyone* and *none*:

None of my friends uses a fitness tracker.

Everyone uses a fitness tracker.

1 Choose the correct alternative so the second sentence has the same meaning as the first.

1 There are no snacks.
- **A** There aren't any snacks.
- **B** There are few snacks.

2 Each person needs a water bottle.
- **A** Everyone needs a water bottle.
- **B** Many people need a water bottle.

3 Several people did not join the team.
- **A** Both people did not join the team.
- **B** Quite a lot of people did not join the team.

4 Most people at the gym know me.
- **A** Many people at the gym know me.
- **B** A few people at the gym know me.

5 I have little time to run.
- **A** I run less than I would like to.
- **B** I run a few days.

6 Few people do enough exercise every day.
- **A** Most people don't do enough exercise every day.
- **B** Quite a lot of people do enough exercise every day.

2 Choose the correct alternative. Look at the information in brackets help you.

1 There aren't **any** / **no** basketball games on Friday. (0 games)
2 **Both** / **All** players on the team must wear blue. (8 out of 8 players)
3 **Most** / **Some** people on my team go to the same school. (6 out of 8 players)
4 **A few** / **Some** times a year, we compete in a big match. (3 times)
5 I have football practice **every** / **all** day. (7 out of 7 days)
6 **Both** / **All** boys play basketball for their local club. (2 boys)
7 Sadly, our team has won **a few** / **few** matches this year. (2 out of 12)

3 Complete the text with the quantifiers below.

a little each few most several

Studies show that [1]_____ types of exercise are good for you. This includes running, walking and playing sport. However, [2]_____ people get enough exercise. This can lead to [3]_____ problems and if people gain weight, that can cause other health problems. Doctors suggest that [4]_____ exercise, for example a 30-minute walk, [5]_____ day, can really improve your physical and mental health.

4.6 Ability in the past, present and future

Ability in the present

We use *can*, *can't* and *am / is / are able to* to talk about ability in the present.

Ability in the past

To talk about general ability in the past, we use *could* (*not*).

We could speak Spanish when we were at primary school.

To talk about ability in a particular situation in the past, we use *was / were able to*.

The river was deep, but we were able to cross it.

To talk about a particular achievement in the past that needed a lot of effort, we use *managed to*.

He managed to win the championship.

To talk about lack of ability in a particular situation in the past, we can use *couldn't, wasn't / weren't able to* or *didn't manage to*.

I couldn't / wasn't able to / didn't manage to climb the mountain because it was too hard.

We form sentences with *could* with subject + *could / couldn't* + verb. *Could* and *couldn't* are the same for all subjects (*I, you, he*, etc.).

Affirmative	Negative
I / You / He / She / It / We / They could ride a bike.	I / You / He / She / It / We / They couldn't ride a bike.
Questions	
Could I / you / he / she / it / we / they ride a bike?	

We form sentences and questions with *manage to* like this:

Affirmative	Negative
I / You / He / She / It / We / They managed to cross the river.	I / You / He / She / It / We / They didn't manage to cross the river.
Questions	
Did I / you / he / she / it / we / they manage to cross the river?	

We form sentences and questions with *be able to* like this:

Affirmative	Negative
I / He / She / It was able to sing. You / We / They were able to sing.	I / He / She / It wasn't able to finish the race. You / We / They were able to finish the race.
Questions	
Was I / he / she / it able to sing? Were you / we / they able to sing?	

Ability in the future

To talk about general or specific ability in the future, we can use *will / won't be able to*. We use *will / won't manage to* to talk about a specific ability in the future.

1 Choose the correct alternative.

1 I **didn't** / **wasn't** able to exercise yesterday.
2 **Was** / **Did** he manage to get the job?
3 Rana **manage** / **managed** to make the basketball team.
4 **Do you manage** / **Can you** meet me at the gym tomorrow?
5 She **couldn't** / **wasn't** run the race because she hurt her leg.
6 **Could** / **Was** he able to play hockey this week?

2 Order the words to make sentences.

1 she / manage to / in the Olympics / did / compete / ?
_____?
2 wasn't / wake up / he / able to / on time
_____.
3 manage / she / to win / didn't / the championship
_____.
4 will / she / be / practise tomorrow / able to / ?
_____?
5 couldn't / five years ago / I / swim
_____.
6 able to / our coach / feel better / help us / was
_____.

3 Complete the dialogue with the words and phrases below.

able to couldn't manage to
managed to wasn't will

A How was the competition? Were you [1]_____ enjoy it? Or were you too nervous?
B It was great! Our team did well. We didn't [2]_____ get first place, but we [3]_____ come second. I [4]_____ believe we did it! The other team was really good. I [5]_____ able to stay calm before we started, but in the future, I [6]_____ be able to because we did so well!

5.2 Future tenses

We can use the present simple, the present continuous, *be going to* and *will* to talk about the future.

We can use the present simple when the future event is part of a fixed schedule or timetable.

The race begins at 7.30 a.m.

We can use the present continuous to talk about future events that have already been planned and arranged.

I'm running a race tomorrow!

We can use *be going to* to talk about future intentions or for making predictions based on evidence.

I'm going to eat lunch after the race.

We can use *will* to make predictions without evidence, to show that something is a spontaneous decision or to offer help.

It'll be an exciting day!

I'll have the chicken salad.

I'll get you a new shirt when I go to the shop.

We form the present continuous affirmative like this:

Subject + *be*	*-ing* form	
I'm You're / We're / They're	running	a race tomorrow.
He's / She's / It's		

We form the present simple affirmative with subject + verb. We add *-s* to the verb with *he / she / it*:

Subject	Verb	
I / You / We / They	leave	tonight.
He / She / It	leaves	

We form sentences with *be going to* like this:

Subject + *be*		*going to*	Verb
I'm She's / He's / It's You're / We're / They're	(not)	going to	run.

We form questions with *be going to* like this:

be	Subject	*going to*	Verb
Am	I	going to	run?
Is	he / she / it		
Are	you / we / they		

We form sentences with *will* and *won't* like this:

Subject	*will / won't*	Verb	
I / You / He / She / It / We / They	will / won't	win	the race.

We form questions with *will* like this:

Will	Subject	Verb	
Will	I / you / he / she / it / we / they	win	the race?

1 Choose the correct alternative.

A When [1]**are you going** / **will you go** to the doctor?
B Tomorrow morning.
A What time is the appointment?
B It [2]**'s** / **going to be** at 9 a.m.
A [3]**Are you going to eat** / **Are you eating** breakfast before you go?
B Yes, I was planning to.
A OK, get some sleep. I think you [4]**'ll feel** / **feel** better soon.
B Thanks, I [5]**'ll** / **'m going to** go to bed now.

2 Write plan (P), prediction (Pr) or fixed event (F).

1 I'm going to Paris next week! ___
2 It will be a lot of fun. ___
3 The flight leaves at 10 a.m. ___
4 We're going to go to a lot of museums. ___
5 We'll probably eat at the hotel in the evenings. ___
6 We come back on Tuesday. ___

3 Complete the sentences with the correct future form of the verbs in brackets.

1 Let's go and get a coffee. I _____ (pay).
2 I hear you _____ (go) on holiday next week.
3 Artur _____ (come) for dinner on Friday.
4 What time _____ the class _____ (start)?
5 Look at those clouds! It _____ (rain)!
6 I'm sure that she _____ (pass) all her exams next year.
7 What _____ your cousin _____ (study) at university next year?
8 The train _____ (leave) in five minutes.

4 Complete the dialogue with the correct future form of the verbs in brackets.

A [1]_____ you _____ (come) to the film tonight? It [2]_____ (start) in an hour.
B No, I can't come. I forgot and I signed up for a class. I [3]_____ (go) to a new dance class at the gym.
A That [4]_____ (be) fun!
B Yes, but I'm sorry I can't go.
A That's OK. We [5]_____ (do) something at the weekend instead.
B Great! I [6]_____ (visit) my gran's on Sunday – so maybe Saturday.

5.6 The passive

We use the passive when we want to focus on an action rather than the person or the thing that caused the action, or if we don't know who did it.

The photo was taken by a famous photographer. It won several prizes.

We form the passive with the correct form of the verb *be* and the past participle. We use the passive infinitive (*be* + past participle) after modal verbs.

Tense	Passive form
Present simple	Rice **is sold** here.
Present continuous	A new sports centre **is being built**.
Past simple	The car **was made** in Italy.
Past continuous	Ella **was being driven** to the airport.
Present perfect	My bike **has been repaired**.
Past perfect	The painting **had been destroyed** in the fire.
Future with *will*	A prize **will be given** to the winner.
Modal verbs	Her homework **could** / **might** / **must** / **has to** / **should be done** tonight.

If we want to mention the person doing the action, we use *by*.

That window was broken by one of the students.

We form negative passive sentences by adding *not* to the auxiliary verb. We usually use the short form of the negative.

My homework hasn't been checked by the teacher.
The car wasn't made in Italy.

We form passive questions by putting the auxiliary verb before the subject.

Has your homework been checked by the teacher?
Was the car made in Italy?

1 Choose the passive sentence: A or B.

1 **A** The salmon was delicious.
  B The salmon was prepared in a butter sauce.
2 **A** The chef had been to school in France.
  B The food had been made in the French style.
3 **A** The meal has been cooked by the students.
  B The students have cooked the meal.
4 **A** More salt should have been added to the soup.
  B We should have added more salt to the soup.
5 **A** Dessert will be served in an hour.
  B We will have had dessert in an hour.
6 **A** Is the wedding cake being baked by Sam?
  B Is Sam baking the wedding cake?
7 **A** Dinner might be finished by 10 o'clock.
  B They might finish dinner by 10 o'clock.

2 Complete the sentences using the passive form of the verbs in brackets. Choose the correct tense.

1 _____ coffee _____ after we've had dessert? (serve)
2 When I got home, my shopping _____ already. (deliver)
3 The main course _____ while the guests ate their starter. (prepare)
4 The food _____ before 8 p.m. or we won't finish on time. That's really important – if not, we might miss the show. (serve)
5 Your sandwich _____ right now. (prepare)
6 The bread _____ at the restaurant every day. (bake)
7 _____ the cake _____ with normal flour or will you use gluten-free flour? (make)
8 The chicken _____ by now – let's check. (cook)

3 Rewrite the sentences using the passive.

1 They have built a new Italian restaurant in the town centre.
_____
2 They hadn't cooked the chicken before they added it to the stew.
_____
_____
3 Meera Sodha is writing a new recipe book.
_____
4 Hundreds of people watch the documentary *Blue Planet*.
_____
5 You can take your passport photo at home, but you should take it in a place with lots of natural light.
_____
_____
6 The flood destroyed the house.
_____
7 They make the bread from rice flour.
_____
8 The bike shop was repairing my bike all day yesterday.
_____
9 Someone will give you instructions.
_____

6.2 Defining relative clauses

We use defining relative clauses with the relative pronouns *that*, *which*, *who*, *when*, *where* and *whose* to identify the specific person or thing that we are talking about.

This is the backpacking tour that got such great online reviews.

We use *who* or *that* to introduce a defining relative clause about people. *That* is more informal.

Can you describe the man who / that stole your bag?

We use *which* or *that* to introduce a defining relative clause about things. *That* is more common.

France is the country which / that has the highest number of tourists.

We use *where* to introduce a defining relative clause about place.

That's the restaurant where we ate last night.

We use *when* to introduce a defining relative clause about time.

1992 was the year when my parents got married.

We use *whose* to introduce a defining relative clause about possession.

She's the person whose car we bought.

Defining relative clauses follow the nouns that they define and are not separated from the main clause of the sentence by any punctuation.

We can omit *who*, *which* and *that* from a defining relative clause when they refer to the object of the clause.

Those are the people (who) we met on holiday.

But we can't omit the relative pronoun when they refer to the subject.

That is the woman who sat next to me on the plane.
(= She sat next to me on the plane.)
NOT ~~That is the woman sat next to me on the plane.~~ ✗

1 Choose the correct alternative.

1 He's the salesperson **which** / **who** booked my accommodation.
2 The flight **that** / **where** we want to book is too expensive.
3 I've booked the tickets **that** / **whose** you found online.
4 She's the woman **who** / **whose** told me about the great ticket price.
5 The man **whose** / **who** luggage was lost is really upset.
6 The island **where** / **which** we are going has the smallest airport in the world.
7 Many people **who** / **where** live in India speak at least two languages.
8 Everyone wants a job **that** / **where** pays well.
9 That was the day **which** / **when** I first met my best friend.
10 2020 was the year **where** / **when** my sister went to university.
11 That's the place **where** / **that** we want to go.

2 Complete the text with the correct relative pronouns.

Switzerland is a country [1]_____ people speak several languages. German is one of four main languages [2]_____ are spoken in the country. Another language [3]_____ is spoken in Switzerland is Romansh. Not many people speak it. Switzerland also has some people [4]_____ speak French. Around 20% of the population speaks it. In addition, English is also spoken by around 20% of the people and is a language [5]_____ is often used in the workplace.

3 Rewrite the two sentences as one sentence. Use the pronouns in brackets.

1 We met up with my friend Angelo. I hadn't seen him in ten years. (who)
We met up with _____.
2 He took us to a restaurant. They served traditional food. (where)
He took us _____.
3 I had the soup. The waiter recommended it. (which)
I had _____.
4 We met Angelo's flatmate. His friends were also visiting. (whose)
We met _____.
5 We all went to a café. Angelo's grandmother made the desserts for the café. (that)
We all went _____.
6 We had the chocolate cake. It was voted the best in Prague. (which)
We had the _____.
My mum got a new car. It was in January. (when)
Last January
_____.
7 We had a wonderful guide on holiday. She spoke six languages fluently.
We had _____.

4 In which sentences in Ex 3 is it possible to omit the relative pronoun?

6.6 Non-defining relative clauses

We use non-defining relative clauses with the relative pronouns *which*, *where*, *who* and *whose* to give extra information about the person or thing that we are talking about.

My uncle, who was a famous explorer, travelled all over the world.

I went surfing yesterday, which was a new experience for me.

Last year we went to Paris, where we stayed in a flat near the centre.

That woman, whose sister I was at school with, is a famous artist.

A non-defining relative clause follows the noun that it is describing, and is separated from the main clause of the sentence by commas.

We can never omit the relative pronoun in a non-defining relative clause, even when it refers to the object of the clause.

My brother, who you met last weekend, has just got a new job.

NOT ~~My brother, you met last weekend, has just got a new job.~~ ✗

We don't use *that* in non-defining relative clauses.

The film, which was a romantic comedy, wasn't very good.

NOT ~~The film, that was a romantic comedy, wasn't very good.~~ ✗

1 Complete the sentences with the relative pronouns below.

where which (x2) who whose (x2)

1 There will be a new art museum, _____ is planned to open in June.
2 The tour guide, _____ was from Florence, knew a lot about Roman history.
3 Japan, _____ you can experience both city life and nature, is a popular place to visit in the spring.
4 My cousin, _____ first language is French, speaks three languages.
5 Art galleries, _____ often offer cheaper tickets to students, are good places to experience culture.
6 Cannes, _____ film festival is famous around the world, is in the south of France.

2 Complete the sentences with relative clauses. Use the information in brackets.

1 Prague is a great place to see classical music concerts. (We went there on holiday last year.)
Prague, _____, is a great place to see classical music concerts.
2 Salzburg is where Mozart lived. (It is on the border of Austria and Germany.)
Salzburg, _____, is where Mozart lived.
3 Mexico City is an exciting tourist destination. (The city's population is from all over Mexico and abroad.)
Mexico City, _____, is an exciting tourist destination.
4 The tour guide had grown up in Buenos Aires. (He was also the bus driver.)
The tour guide, _____, had grown up in Buenos Aires.
5 Madrid has amazing nightlife. (It is my favourite city.)
Madrid, _____, has an amazing nightlife.
6 Budapest has two parts to the city, Buda and Pest. (Budapest sits on the Danube River.)
Budapest, _____, has two parts to the city, Buda and Pest.
7 London has been a capital city for nearly 2,000 years. (You can see famous sights like Big Ben here.)
London, _____, has been a capital city for nearly 2,000 years.
8 Krystyna Chojnowska-Liskiewicz was the first woman to sail around the world alone. (She was born in Poland.)
Krystyna Chojnowska-Liskiewicz, _____, was the first woman to sail around the world alone.

3 Rewrite each pair of sentences as a single sentence. Begin with the words given, and join the sentences with *who*, *which*, *where* or *whose*.

1 My parents are from Ukraine. They live in Chicago now.
My parents _____
2 In the summer holidays, we visited Ukraine. Some of our family still live there.
In the summer holidays, _____
3 We hiked in the Carpathian Mountains. This is the most peaceful place in Ukraine.
We hiked in the Carpathian Mountains _____
4 My grandfather worked for the forest service. We stayed at his house.
My grandfather _____
5 In the summer, we made the most delicious jam from blackberries. We picked them in the forest.
In the summer, we made the most delicious jam _____
6 My grandmother showed us how to get honey. She kept bees.
My grandmother _____
7 Our summers in Ukraine were always amazing. We spent all our time outside.
Our summers _____
8 I'm going to visit my grandparents. They still live in Ukraine.
I'm going to visit _____

7.2 Reported speech

We use reported speech to talk about what someone said. We often use the verbs *say* or *tell* to introduce reported statements.

'The weather is nice.'
She said (that) the weather was nice.
She told me (that) the weather was nice.

When we change direct speech to reported speech, we usually change the verb and go one tense back. The past perfect doesn't change in reported speech.

TIP

We always use an indirect object after *tell*. We do not use an indirect object after *say*.
He told us he could speak three languages.
He said he could speak three languages.
(NOT ~~He said us he could speak three languages.~~ ✗)
We can use or omit *that* in reported sentences.
He said he felt ill. = He said that he felt ill.

Direct speech	Reported speech
Present simple	**Past simple**
'I like Italian food.'	He said he liked Italian food.
Present continuous	**Past continuous**
'It isn't snowing.'	She said that it wasn't snowing.
Present perfect	**Past perfect**
'I've been to the UK twice.'	She told me she'd been to the UK twice.
Past simple	**Past perfect**
'We didn't enjoy the film.'	They told us that they hadn't enjoyed the film.
can	***could***
'You can come to our meeting.'	They said that I could come to their meeting.
am / is / are going to	***was / were going to***
'I'm going to make some lunch.'	He said he was going to make some lunch.
will	***would***
'We won't go to the beach.'	They said they wouldn't go to the beach.

The modal verbs *can*, *may*, *must* and *have to* usually change form, but the auxiliary verbs *might*, *could*, *should* and *ought to* don't usually change form.

'We can't raise taxes again,' said the president.
The president said we couldn't raise taxes again.
'More people ought to volunteer,' said the mayor.
The mayor said that more people ought to volunteer.

Pronouns and possessive adjectives often have to change in reported speech. We also sometimes need to change references to time and place.

Fatima: 'I'm taking my project home with me tomorrow.'
Fatima said that she was taking her project home with her the following day.

Direct speech	Reported speech
today	that day
now	then
at the moment / time	at that moment / time
this morning	that morning
yesterday	the day before
last Tuesday / year	the Tuesday / year before
tomorrow	the following day
next Tuesday / year	the following Tuesday / year
here	there
this	that

1 Complete the sentences with the words below.

couldn't had hadn't was wouldn't

1 'We won't have enough time for everyone to present,' Alisha said.
Alisha said we _____ have enough time for everyone to present.
2 'You have shared some great ideas,' Max said.
Max said we _____ shared some great ideas.
3 'I can't give an award to everyone,' the presenter told us.
The presenter told us he _____ give an award to everyone.
4 The presenter said, 'It is a pleasure to be here.'
The presenter said it _____ a pleasure to be there.
5 Our teacher said, 'I didn't mark all the exams.'
Our teacher said she _____ marked all the exams.

2 Complete the sentences. Use no more than four words.

1 'I love volunteering,' Maria said.
Maria said _____ volunteering.
2 'You should be a volunteer,' Maria said.
Maria said _____ a volunteer.
3 'I can't go on the volunteer trip,' Bako said.
Bako said _____ on the volunteer trip.
4 'I have donated to charity many times,' he told us.
He told us _____ to charity many times.
5 'I'm going to start giving more to local charities,' she said.
She said _____ start giving more to local charities.
6 'I will organise some fundraising,' said Lin.
Lin said _____ some fundraising.

3 Read Mo's speech. Then rewrite it using reported speech.

[1]I think all teenagers should have jobs. [2]I worked at a restaurant when I was sixteen. [3]At the time, I hadn't made many friends in this town. [4]I was lonely, but my job changed that. [5]I met people different from me. [6]I will always be thankful for that experience.

7.6 Reported questions

When we want to say what someone has asked, we change direct questions to reported questions. The verb form usually moves back one tense.

'Do you like pizza?'

He asked me if I liked pizza.

We usually use the reporting verb *ask* to report what someone has asked. In *yes/no* questions, we add *if* or *whether*:

'Do you want a cup of tea, Joe?'

Mum asked Joe if he wanted a cup of tea.

Mum asked Joe whether he wanted a cup of tea.

To form reported questions with question words, we must repeat the question word. We use the structure (*somebody*) *asked* (*me / him / them*, etc.) + question word (*where*, *what*, *how*, etc.).

We don't use auxiliary verbs like *do* or *did* in reported questions. The word order is the same as in statements.

'Where do you live?'

She asked me where I lived.

(NOT ~~She asked me where did I live.~~)

'How are you going to pay for it?'

She asked me how I was going to pay for it.

(NOT ~~She asked me how was I going to pay for it.~~)

We can use *ask* with or without a direct object.

She asked where the bus station was.

She asked us where the bus station was.

In reported questions, we have to make the same changes to pronouns, possessive adjectives and time or place phrases as we do in reported statements.

'Where were you yesterday?'

She asked me where I had been the day before.

1 Read the questions about Hasan's volunteer work. Complete the reported versions of them.

1 'What does your organisation do?'
They asked him _____.

2 'Why did you start the organisation?'
They asked him _____.

3 'Who will the organisation help the most?'
They asked him _____.

4 'How are you going to pay for the project?'
They asked him _____.

5 'How much money did you raise last year?'
They asked him _____.

6 'Where will you be travelling to next month?'
They asked him _____.

2 Order the words to make sentences.

1 whether / I / she / had / asked / a job
_____.

2 I / done / she / whether / asked / had / my chores
_____.

3 asked / he / a part-time job / if / he / get / could
_____.

4 asked / if / had / that / bought / he / car / I
_____.

5 would / her / speech / asked / she / if / I / listen to
_____.

6 I / had / asked / when / she / I was / young / worked / where
_____.

3 Write the reported questions in Ex 2 as direct speech.

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

4 Rewrite the questions that Mrs George, the careers teacher asked Lucas, as reported speech.

1 'Do you want to travel?'
_____

2 'Do you like working with people?'
_____

3 'Which languages can you speak?'
_____

4 'Are you going to study at university?'
_____

5 'What subjects are you interested in?'
_____

6 'Where do you want to live?'
_____

7 'How many hours do you want to work a week?'
_____

8 'What kind of work experience have you had?'
_____

8.2 Third conditional

We use the third conditional to talk about imaginary situations in the past and their imaginary results.

If we'd seen you, we would have given you a lift.
(= but we didn't see you so we didn't give you a lift.)

We often use the third conditional to express regret or criticism.

If I'd driven more slowly, I wouldn't have had an accident.

The third conditional is made of an *if* clause and a result clause.

If clause		Result clause	
If	Subject + past perfect	Subject + *would / wouldn't have*	Past participle
If	Adam hadn't gone to that university,	he wouldn't have	met his best friend.
If	Adam hadn't gone to that party,	he wouldn't have	met Leo.

Notice the short forms of both *had* and *would* is *'d*:

If I'd had more time, I'd have stopped for petrol.

However, in written English, we don't usually shorten both forms:

If you'd worked harder, you would have passed your exams.

In spoken English, we often shorten both *would* and *have* in the main clause.

We can put the *if* clause or the result clause first. We put a comma after the *if* clause when it comes before the result clause. When the result clause comes first, we do not add a comma.

If you'd come with us, you would have had a good time.
You would have had a good time if you'd come with us.

If we are talking about imaginary ability or possibility, we can use *could* instead of *would* in the result clause.

If I'd known about the study session, I could have gone to it.

1 Match the sentence halves.

1 If I'd complained about the service,
2 I would have got a better seat on the flight
3 I would have exchanged the jumper
4 If I had known about the sale coming up,
5 If I hadn't spent so much money,
6 I would have got the sofa delivered

A if I'd known there were more colours available.
B I wouldn't have bought my ticket today.
C if I'd known it was free.
D I would have got a refund.
E if I'd paid more money for the plane ticket.
F I wouldn't have got into debt.

2 Order the words to make third conditional sentences.

1 could / put / had / more money / on holiday / into my savings account / I / If / I / have gone

_____

_____

2 hadn't / bought / If / those expensive earrings / could / I / have / I / bought / a new coat

_____

_____

3 had / kept / I could / I / If / the receipt / the jeans / have returned

_____

_____

4 hadn't been / I / would / able to afford it / have been / If / the dress / so expensive

_____

_____

5 she could have / If / saved some money / a part-time job / she had got

_____

_____

3 Read the situation. Then complete the second sentence. Use the third conditional.

1 I didn't pay off my credit card each month so I got in debt.
If I _____

_____

2 I didn't remember to call my friend yesterday so I didn't get to say goodbye before her trip.
If I _____

_____

3 I didn't hear my alarm and I missed my exam.
If I _____

_____

4 I didn't try on the jeans before I bought them so I got the wrong size.
If I _____

_____

5 I didn't go shopping with my mum. I didn't take that pair of jeans back to the shop.
If I _____

_____

6 I didn't wait for the trainers to go on sale so I paid too much.
If I _____

_____

8.6 Verb patterns

Sometimes when one verb comes after another in a sentence, the second verb will follow a pattern depending on what the first verb is.

We decided to go shopping.
I decided to buy a new bag.
I enjoy shopping online.
I enjoy finding the best bargain.

Some verbs are followed by *to* + infinitive. These verbs include: *aim*, *choose*, *happen*, *promise*, *decide*, *need*, *offer*, *learn* and *want*.

They chose to advertise online.
We happen to live next door.
They promised to lower the prices.
They decided to sell things online.
They need to advertise better.
He offered to lend me some money.
She learned not to spend her money on branded clothes.
They want to be better at marketing.

Some verbs are followed by the *-ing* form. These verbs include: *enjoy*, *fancy*, *keep*, *imagine* and *avoid*.

They enjoy watching old films.
She fancies travelling the world.
We keep searching for a better bargain.
Imagine winning the lottery!
I avoided answering my phone.

TIP

Some verbs that are followed by an infinitive can also be followed by the *-ing* form. These verbs include *like*, *dislike*, *love*, *prefer* and *try* with little or no change in meaning.
The company likes to advertise online.
Customers dislike seeing advertisements.

Some verbs are followed by a noun or pronoun + *to* + infinitive. These verbs include *ask*, *invite*, *convince*, *tell and help*.

The teacher asked me to present first.
He invited me to see his film.
Her vlog convinced me to buy that new phone.
The salesperson told me to buy the bigger TV.
He helped me decide which laptop to buy.

The verbs *make* and *let* are followed by a noun / pronoun + infinitive without *to*.

They made us stay to the end of the film.
They didn't let us leave early.

1 Choose the correct sentence. Sometimes both are correct.

1 **A** Do you prefer to shop online or go to a store?
B Do you prefer shopping online or going to a store?
2 **A** She asked me to buy one of her bracelets.
B She asked to buy one of her bracelets.
3 **A** They let us to have the discount even though the sale was over.
B They let us have the discount even though the sale was over.
4 **A** The store tried to appeal to young shoppers with their advertising.
B The store tried appealing to young shoppers with their advertising.
5 **A** He convinced to get the more expensive phone.
B He convinced me to get the more expensive phone.
6 **A** We decided to buy a new car.
B We decided buying a new car.
7 **A** She promised helping with the advertising campaign.
B She promised to help with the advertising campaign.
8 **A** He tried to make money from his investments.
B He tried making money from his investments.

2 Complete the sentences with the verbs below.

buying to borrow to cancel to lend to miss
to sell him to work us go working

1 She made _____ early because she didn't want _____ the beginning of the film.
2 I promised _____ my car when I got a new one.
3 I need _____ your phone for a moment.
4 I decided _____ my order. It was too expensive.
5 I fancy _____ a nice cup of coffee.
6 I've chosen _____ for a year before going to university.
7 I imagine _____ for a fashion magazine one day.
8 I offered _____ her enough money to pay for a chocolate bar.

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

In today's world, businesses keep [1]_____ (put) new products on the shelves. They convince us [2]_____ (buy) a new, better product, but should we? Of course, some people fancy [3]_____ (have) the latest product and want [4]_____ (be) one of the first to show off a new gadget. Other times, it isn't whether you want the product or not, but whether you need [5]_____ (make) that purchase. The fact is sometimes phones and laptops break. However, some people are asking if businesses purposely make products of poorer quality so they won't last as long. Products in the past lasted longer. But times and business practices have changed. Now, businesses not only try [6]_____ (meet) consumers' needs, they also aim [7]_____ (sell) more products.

IRREGULAR VERBS

Base form	Past simple	Past participle
be	was / were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left

Base form	Past simple	Past participle
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	showed / shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Lesson 1.2, Ex 8

Work in pairs. Read the text below. Then ask Student B questions to find out what happened. Use the past simple, the past continuous and the past perfect.

Student A

A man went to the police station and said that someone had broken into his house. While the police were searching his house, they discovered that the thieves had taken his gold watch and his wife's expensive jewellery. Two days later, the police discovered the watch and jewellery in a jewellery shop and they phoned the man from the shop. The man went straight to the shop and the police arrested him. Why?

Answer: The police hadn't told him the address of the shop, but he went there. The man had sold the watch and jewellery to the shop because he needed money. Then he lied to the police about a robbery because he wanted to receive money from the insurance company, the company that gives you money if you have a car accident or an accident at home or something like that.

Lesson 3.4, Ex 9

Ask and answer questions about the missing information. Give approximate information about the numbers.

B How many people make Google searches in one minute?

A About ... people make searches on Google.

Student A

One minute online.

3.8m – make Google searches

4.3m – view videos on YouTube

$996,956 – money spent shopping online

Lesson 4.2, Ex 10

Work in pairs. Read the advert for a new gym. Take turns to summarise the advert in five sentences using a different quantifier in each sentence.



Lesson 1.2, Ex 8

Work in pairs. Read the text below. Then ask Student A questions to find out what happened. Use the past simple, the past continuous and the past perfect.

Student B

Somebody stole some money from the restaurant of a hotel at 5 p.m. on the coldest December day in history. The police came and asked everyone what they were doing at that time. The cook had finished cooking and he was cleaning the kitchen. The gardener said he was outside and he was cleaning the swimming pool. The customers had finished eating and the waiters were collecting the plates from the tables. The receptionist was speaking to some customers who had arrived. Who took the money? How do you know?

Answer: It was probably the gardener. He said he was cleaning the swimming pool on the coldest December day in history. This is unlikely as the water was possibly frozen or at least too cold for anyone to want to swim in.

Lesson 3.4, Ex 9

Ask and answer questions about the missing information. Give approximate information about the numbers.

A How many people post tweets in one minute?

B About ... people post tweets in one minute.

Student B

One minute online:

481,000 – post tweets

260,000 – watch Netflix

347,222 – scroll through Instagram

375,000 – download apps

Lesson 5.1, Ex 10

10 **MEDIATION** Read the review and complete the text message to a friend.

REVIEW

Dans le Noir, London

★★★★★

If you are looking for something a little different, Dans le Noir is the place for you! This is an incredible experience for your senses - no lights, no candles ... just the dark! Give your eyes a rest and let your other senses tell you what you are eating for lunch or dinner! Our blind waiters will show you to your table and help you enjoy a meal you will never forget! I was really impressed by the quality of the food - it was delicious! It seems to be popular, so be sure to make a reservation to avoid disappointed!

Reviewed 2 days ago

Hi! I was looking for some interesting places to eat in [1]_____ when we go next month. I found this unusual restaurant called [2]_____, but there isn't any [3]_____, so it's all in the dark. The other thing that makes it special is that all the staff who serve you are [4]_____. I read a review and the person said they really [5]_____ the food.

You can go for [6]_____ or [7]_____. I think it can be very busy, so we should [8]_____ before we go ... if you want to, of course! Let me know what you think!

Lesson 4.8, Ex 6

1 Work in pairs. Student A: do the task below. Student B: listen and then answer the Feedback questions at the bottom of the page.

Compare and contrast the photos of people exercising and say why you think both types of exercise are popular.





2 Work in pairs. Student B: do the task below. Student A: listen and then answer the Feedback questions at the bottom of the page.

Compare and contrast the photos of people exercising and say why you think people do sport throughout their lives.





Feedback questions

1 How does your partner start the task?
2 Does your partner talk about both similarities and differences in the photos?
3 Do they include a variety of phrases from the Phrasebook?
4 Do they answer the question in the task and explain the reasons for their opinion?
5 Do they speak clearly and naturally?

1 CULTURE — Popular writers of the past

1 THINK & SHARE Work in pairs. Brainstorm what you know about the fictional character Sherlock Holmes. Then check the meaning of the words below. Which themes do you think appear in the novels about him?

comedy crime everyday life history
romance mystery science fiction

2 Read the article about the Scottish writer Arthur Conan Doyle. Are the sentences true (T) or false (F)?

1 Arthur Conan Doyle never worked as a doctor.
2 His training at university influenced his stories.
3 He believed his detective novels and stories were his most important work.
4 Many actors have played Sherlock Holmes.



Arthur Conan Doyle

Arthur Conan Doyle was a Scottish writer. He was born in Scotland in 1859. He studied medicine at university, and after graduating, he began his career as a doctor. However, his first love was writing, and in 1891, he left medicine, and started earning a living from writing books and stories.

By 1887 Conan Doyle had already published *A Study in Scarlet*, the first of many mystery stories and novels about a detective called Sherlock Holmes. His medical training helped his writing, and one of his professors at university, Dr Joseph Bell, helped form the character of Sherlock Holmes. Bell's careful attention to detail and talent for discovering the causes of problems became an important part of Sherlock Holmes' personality. However, the detective is also very messy and his mood can change very quickly, which is sometimes confusing for the people around him! However, he is never without his reliable assistant, Dr Watson, and together they travel around Britain and Europe, solving mysteries and catching criminals.

The Sherlock Holmes stories and novels became incredibly popular. However, the success of the fictional detective didn't make Conan Doyle happy. He also wrote historical and science fiction novels, which he thought were more important. In 1893, Conan Doyle published the story *The Final Problem* about Sherlock Holmes' death. However, the British public was so upset about the end of Holmes' adventures that Conan Doyle later went back to writing Sherlock Holmes stories again.

Arthur Conan Doyle died in 1930. Although his historical and science fiction novels are not well known, Sherlock Holmes is now one of the most famous characters in British fiction. Since the first Holmes book was published in 1887, there have been hundreds of films, plays and TV dramas.



3 Read the article again and answer the questions.

1 Why did Arthur Conan Doyle stop working as a doctor?
2 Which details of his old professor's personality did he use when creating Sherlock Holmes?
3 What can be difficult about Holmes's personality?
4 Where do the Sherlock Holmes stories take place?
5 How did Conan Doyle feel about the success of his Sherlock Holmes character? Why was this?
6 What has happened to the Sherlock Holmes stories since Arthur Conan Doyle's death?

4 1.21 Listen to a recording about the famous Canadian writer Lucy Maud Montgomery. Tick the topics that you hear about.

1 family ☐
2 education ☐
3 career ☐
4 friendships ☐
5 loss ☐
6 illness ☐

5 1.21 Listen again. Complete the summary with the missing words.

Lucy Maud Montgomery



Lucy Maud Montgomery was born in 1874. She grew up on Prince Edward Island in Canada with 1 _____, and started writing at an early age. In 1908 she published her most famous novel, *Anne of Green Gables* about a young girl who lives with an elderly brother and sister. The story takes place on Prince Edward Island, where Anne changes 2 _____ of the people there.

Although parts of Montgomery's life were happy, it was sometimes full of sadness, too. She lost 3 _____ as a young child, and also one of her own children. However, Montgomery became one of the most successful authors of her time, and *Anne of Green Gables* went on to sell over 4 _____ copies. There have been TV, film and theatre adaptations as well as 5 _____.



6 Work in pairs. Imagine you are going to read one of the novels in this lesson. Which one would you choose and why?

7 Research an author whose books you enjoy. Find out about the following things:

- Their lives and whether their own experiences have influenced their writing
- The genre of their novels
- A list of their most popular books

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2 CULTURE Nelson Mandela

1 THINK & SHARE Work in pairs. Read the quote by Nelson Mandela. What do you think it means and do you agree with it?

'No one is born hating another person because of the colour of his skin, or his background, or his religion … love comes more naturally to the human heart than its opposite.'



2 Read the biography of Nelson Mandela. Check your answers to Ex 1.

Nelson Mandela was born in South Africa in 1918. At that time in the country, black people didn't have the same rights as white people and their lives were very difficult. [1]___

In 1944, Mandela became a member of the African National Congress (ANC), which supported equal rights for black people. [2]___ Mandela was often in trouble with the police because of his work for the ANC, and in 1962 he went to prison.

During Mandela's 27 years in prison, the South African government offered him his freedom several times. [3]___ Every time, Mandela refused. However, political ideas were changing, and a better life for black people was becoming possible. In 1989, Mandela met with the South African president FW de Klerk to work on a new future for the country.

Mandela was released from prison in 1990. [4]___ He continued his work with de Klerk to change South African politics, and to end the discrimination of black people. This partnership received international respect, and in 1993 they both won the Nobel Peace Prize.

In 1994 Nelson Mandela became president of South Africa. [5]___ As the country's new leader, Mandela worked hard to improve education, housing and employment opportunities for black people. When he retired from politics in 1999 he continued to work internationally, and started the Nelson Mandela Foundation in the same year. Its purpose is to encourage peace, justice and friendship around the world.

3 Read the biography again. Match sentences A–G to gaps 1–5 in the biography.

A He also helped them as a lawyer.
B For the first time, black and white people voted together.
C However, Mandela's family was important in his community, so he was able to study at university and became a lawyer.
D By now his campaign to help black South Africans was famous, not only in South Africa, but all over the world.
E In return, they asked him to accept its rules, and promise not to work with the ANC.

4 2.20 Listen to the podcast and complete the summary.

The podcast tells us about ___

A a national holiday in South Africa that celebrates the life of Nelson Mandela.
B an international day when people offer support to those who need it.
C a charity that Mandela set up to help black people in his own country.

5 2.20 Listen again and choose the correct answer: A, B, C or D.

1 Mandela fought for change in South Africa because
A white people had control of black people.
B many black people spent too long in prison.
C not all black people were allowed to vote.
D white people didn't want a black president.

2 While Mandela was in prison he
A wasn't able to take part in team activities.
B brought prisoners together through sport.
C worked outside the prison in the local community.
D wasn't allowed to help the other prisoners.

3 The first Mandela Day took place
A on his 90th birthday.
B the day he left prison.
C a year after he died.
D in July, 2009.

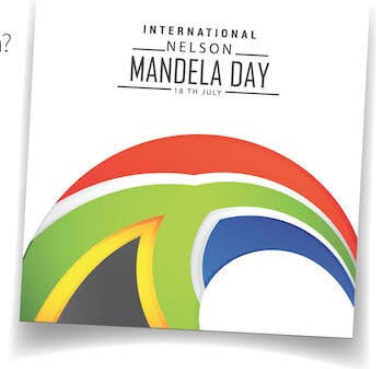
4 The aim of Mandela Day is to
A support elderly people.
B end discrimination.
C tidy up parks and other public spaces.
D help people in your own area.

5 Mandela Day's international goals include
A educating people about South Africa.
B creating jobs for people who need them.
C finding accommodation for homeless people.
D giving money to people who don't have enough.

6 Work in pairs. Can you think of any other people who are famous for the help they have given to others? What did they do? Is there a day to remember them?

7 Go to mandeladay.com and find ideas for what people can do in their community. Work in pairs and choose an idea you would like to do. Plan how you can do it and prepare a short presentation about it. Think about the following things:

- Who it will help?
- How it will help them?
- How you will organise it?



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3 CULTURE The BBC

1 THINK & SHARE Work in pairs. Look at the words below. Which types of content do you prefer? Compare how you watch or listen to them.

dramas documentaries films game shows
music news sports tutorials vlogs

2 Read the BBC fact file quickly. Answer the questions.

1 How big were the first television screens?
2 How many shows were streamed using BBC iPlayer in its first three weeks?
3 How many countries have bought BBC content?



EARLY DAYS

- The BBC began broadcasting daily on the radio from 14 November 1922. This included the international radio station BBC World Service.
- The BBC Television Service officially launched on 2 November 1936. It offered news, sport, drama, and children's shows.
- Some important live events were shown on TV, for example, the coronation of Queen Elizabeth II in 1952 and the Apollo Moon landing in 1969.
- People used to watch BBC programmes on tiny 30 cm screens, and everything was in black and white!

GOING ONLINE

- The BBC's online services were launched in 1997 when the BBC recognised how important the internet would become for broadcasting.
- BBC iPlayer offers viewers BBC TV content online. In its first three weeks viewers streamed 3.5 million programmes!
- BBC Sounds is where you can listen to any audio content including BBC Radio stations, podcasts, programmes, and music online.
- Bitesize is the BBC's free online learning support for students in the UK. It started by covering the seven main school subjects and now covers 35.

BBC AROUND THE WORLD

- The BBC sells programmes to over 200 countries, including its hit nature show Planet Earth.
- It also sells ideas for shows to different countries.
- The British dance competition Strictly Come Dancing now has local versions in 54 different countries, and is also known as Dancing with the Stars.

broadcast (something) to send out programmes on television or radio

3 Are the sentences true (T), false (F) or not stated (NS)?

1 The BBC has shown TV shows since the corporation began in 1922.
2 Not many people had televisions in the early days of TV broadcasting.
3 The BBC couldn't show the Moon landing because it happened in the night.
4 The BBC's online services includes radio.
5 BBC Bitesize helps students prepare for exams.
6 There are shows very similar to *Strictly Come Dancing* in many different countries.

4 3.18 Listen to five teenagers talking about what they watch and listen to. Choose the correct answer: A, B or C.

1 Which Olympic sport does Speaker 1 like best?
A hockey B football C cycling
2 Which device does Speaker 2 NOT use?
A phone B radio C laptop
3 What does Speaker 3's friend enjoy about *Dancing with the Stars*?
A the dancing B the dresses C the judges
4 Which type of podcasts does Speaker 4 enjoy?
A news B cooking C history
5 How many hours did Speaker 5's grandparents spend watching the Apollo moon landing?
A five B nine C eleven

5 3.18 Listen again. Complete the notes.

Speaker 1 and 2 are both interested in [1]_____. These days, Speaker 1 watches it on his laptop, but Speaker 2 watches it on TV with his [2]_____. Speaker 3 and her friends watch their favourite TV show live or they [3]_____ it online later. Speaker 4 listens to the news in [4]_____ different languages, and Speaker 5's grandparents watched a live event on BBC TV in [5]_____.

6 Work in pairs. Discuss this quotation. Do you think it is true? Think about what you read in the fact file.

> *The BBC's aim is to educate, inform and entertain.*
> John Reith, first Director General of the BBC

7 Research an important event that you have watched in your country.

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4 CULTURE — Sports around the world

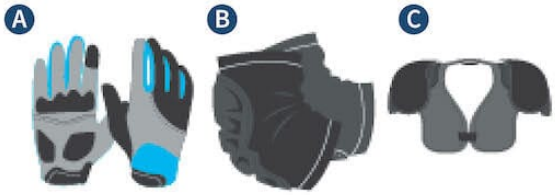
1 THINK & SHARE Work in pairs. Brainstorm the most popular team sports in your country or in the world. Why do you think some sports are more popular than others?

2 4.19 Listen to a radio programme about different sports. Match them to the countries where they are very popular today.

1 Lacrosse	A the UK
2 Hurling	B Canada
3 Cricket	C the USA
4 Football	D India
5 Baseball	E Ireland

3 4.19 Listen again. Choose the correct answers: A, B or C.

1 What protective equipment does the speaker talk about?



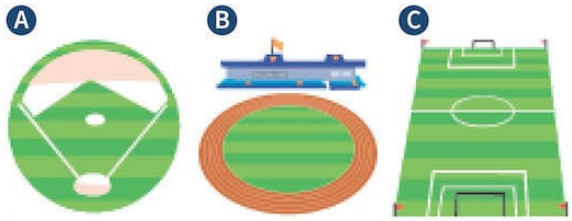
2 In hurling, what AREN'T you allowed to do?



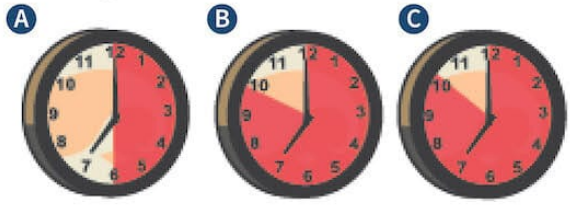
3 Which national team has won the most test matches recently?



4 What does an Australian-rules football pitch look like?



5 How long was the shortest baseball game?



4 Read the fact file on rugby. Match the headings to the paragraphs.

1 Record figures	3 A 19th century invention
2 National customs	4 A global export

5 Read the fact file again and answer the questions.

A UK schoolboy William Webb Ellis broke the rules during a football match in 1823 when he ran with the ball — and this was how rugby was born! The first rugby balls were rounder than today and made of leather. Players used to wear boots with sharp nails and kicked their opponents to get the ball! These days, rugby is still a tough game, but players rarely wear anything to protect themselves.

B Rugby spread from the UK and across the British Empire to Australia, New Zealand, South Africa and Fiji. It has now become a famous international sport. In the 1980s, women's rugby became popular in the USA, Canada, and the UK. The Women's World Cup began in 1991 and this sport continues to grow worldwide.

C Many national teams have their own traditions before matches that relate to their culture. At England matches, fans often sing songs or chants. The Fijian teams are famous for their beautiful singing. New Zealand's national team, the All Blacks, perform the haka before games. This was originally a war dance used by the Maori people, but now it's only used at rugby matches.

D South Africa and New Zealand have both won the Rugby World Cup three times — more than any other country. Winners receive the Webb Ellis Cup. Canada is the only team that has received two red cards in the same match: this happened in 1995 in a match against South Africa, where they lost 20-0.



1 How were rugby balls different in the past?
2 What don't rugby players usually use?
3 What development took place in the late 20th century?
4 Which cultural tradition does the haka come from?

6 Work in pairs. Discuss why people enjoy supporting national teams, and whether a country's culture plays a part in this.

7 Research another popular sport in an English-speaking country. Find out about its origins, how the game is played, and its popularity today.

PHOTOCOPIABLE © Oxford University Press

5 CULTURE British food

1 THINK & SHARE Work in pairs. Discuss the questions.




1 Look at the photos. In which country do you think people eat these meals?
2 Have you ever eaten them? Would you like to? Why? / Why not?
3 What types of food do you eat every day? What do you eat on special occasions?
4 How often do you eat food from other countries?

2 Read the article. Choose the correct summary.
The article describes …

A why British food isn't popular.
B what the British like to eat.
C where to find traditional British food.

Outside the UK, public opinion of British food is fairly negative. [1]___ However, the truth is actually very different. London is considered the food capital of the world by many food experts. British people love cooking and spend more time in their kitchens than the French! And cook books are more popular than fiction!

In the last 20 years, British cooking has changed a lot. Cheap air travel and large numbers of people moving to the UK from abroad have brought new food, styles, and tastes from many countries around the world. [2]___ Here you can find products from Europe, Asia, and the Caribbean — from chilli peppers to chickpeas! And tasty street food is more popular than ever before. This growing interest in food is shown in popular TV food shows, where chefs test their cooking skills against each other.

So, which are the UK's favourite dishes? [3]___ You can also find Chinese, Greek, and Mexican restaurants, Japanese sushi bars, French cafés, and Spanish tapas bars. Italian pizzerias are in most towns, and more recently, Scandinavian restaurants have begun to appear. [4]___

But what about traditional British food? Is it really as bad as people say? Ask any UK family what their favourite meal is, and their answer will probably be a roast dinner. [5]___

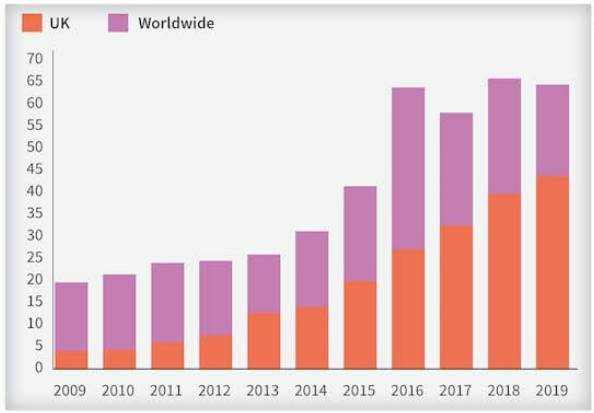
3 Match sentences A–E to gaps 1–5 in the biography.

A The British love eating foreign food, and this is clear to see on every high street.
B 1.28 billion are still eaten every year, so Sunday lunch with meat and two vegetables hasn't completely disappeared!
C Supermarket shelves are now filled with unusual ingredients, next to the more traditional British products.
D When you ask people their opinion of it, they imagine roast beef and boiled vegetables without any taste.
E For most people, Indian food is number one and its popularity and history goes back 200 years.

4 Choose the correct definition for the word *veganism*.

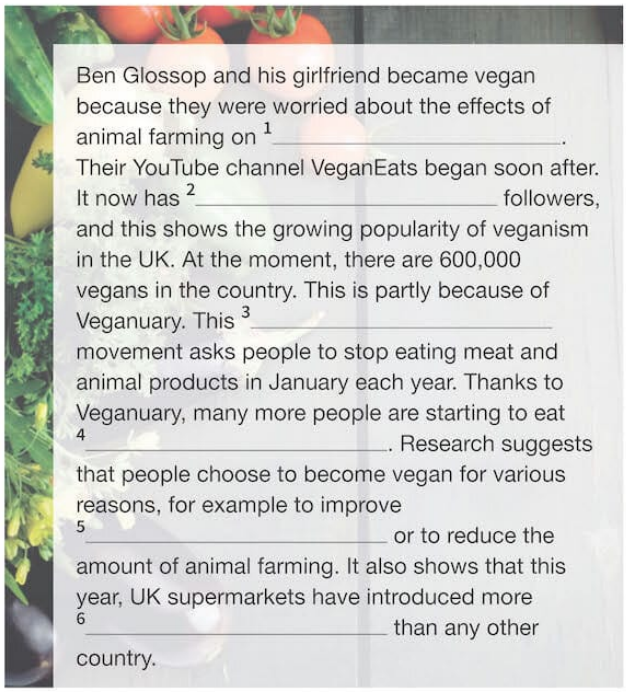
A not eating or using any animal products
B not wearing any animal products
C growing your own fruit and vegetables

5 Look at the bar chart. What does it tell you about veganism in the UK? Why do you think this is happening?



6 5.17 Listen to a radio show about veganism. Were your ideas in Ex 5 correct?

7 5.17 Listen again. Complete the gaps in the summary with the correct words. Use two words in each gap.



Ben Glossop and his girlfriend became vegan because they were worried about the effects of animal farming on [1]_____. Their YouTube channel VeganEats began soon after. It now has [2]_____ followers, and this shows the growing popularity of veganism in the UK. At the moment, there are 600,000 vegans in the country. This is partly because of Veganuary. This [3]_____ movement asks people to stop eating meat and animal products in January each year. Thanks to Veganuary, many more people are starting to eat [4]_____. Research suggests that people choose to become vegan for various reasons, for example to improve [5]_____ or to reduce the amount of animal farming. It also shows that this year, UK supermarkets have introduced more [6]_____ than any other country.

8 Work in pairs. How popular are vegetarian dishes in your country? Do you think vegan and vegetarian diets are healthier than a diet that includes meat?

9 Research the following:

1 How food trends have changed in your country over the past twenty years. Prepare to write a short article.
2 A popular recipe from your country or another country whose food you enjoy. Write the instructions in English.

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6 CULTURE Multicultural cities

1 THINK & SHARE Work in pairs. Which cities do you think are the most multicultural? How do you think the different cultures and traditions are represented in those cities?



2 6.19 Listen to a woman talking about Melbourne in Australia. Choose the correct answer (A, B, or C).

1 Over ___ languages are spoken in Melbourne.
A 100 B 80 C 60

2 ___ was discovered in Melbourne in the 1850s.
A Silver B Gold C Iron

3 Italians introduced ___ to the city.
A new buildings B food C traditional dancing

4 ___ brought the tea ceremony to Melbourne.
A Japan B Britain C China

5 You can find Aboriginal ___ in Federation Square.
A food B medicine C art

3 6.19 Listen again. Answer the questions.

1 How did the first Europeans travelled to Melbourne in the 1830s?
2 How long were the Aborigines in Melbourne before the Europeans?
3 What was the population of Melbourne in 1970?
4 Three buildings were built by the British.
5 Which three traditional activities came from China?
6 Which types of business can you find in Little Italy?

4 Read the article about San Francisco. Which communities live in North Beach, Fillmore and Mission?

5 Read the article again. Match the headings to the paragraphs. There is one extra heading.

1 A great place for a party ___
2 The centre of café culture ___
3 Why you should visit ___
4 A place we recognise ___
5 Where gold was discovered ___
6 Famous for its musicians ___
7 Traditions from an Asian country ___
8 Where to get a fantastic view ___

6 Work in pairs. Discuss what you think the quotation means and whether you agree with it. Give reasons for your answers.

> *The world is now multicultural the same way the world is round.*
>
> Zadie Smith, UK novelist

7 You are visiting San Francisco. Write a message to a friend telling them where you have been and what you have done there. Write 80–100 words.



A Many of us are familiar with San Francisco, a city in California, USA. Images of its Golden Gate Bridge, and its beautiful streets are often seen on TV and in films. But did you know that San Francisco is one of the most multicultural cities in the world? Over 30% of its population was born outside the country?

B San Francisco's largest foreign community is from China. The Chinese arrived in the 1840s, when gold was discovered in California! The Chinese community is the largest outside Asia, and San Francisco's Chinatown is the oldest Chinese neighbourhood in North America. Here you can find charming teahouses, sacred buildings, shops and restaurants.

C The city's Russian population arrived in the 1920s and again in the 1990s, after big political changes in their own country. The Russian district is known as Little Russia — you can take a cable car up the hill, and look down on the ocean and Golden Gate Bridge! This area is also popular for its food, in particular, its sweets and sausages.

D The first Italian immigrants also came in search of gold, and they are the biggest European community in San Francisco today. North Beach is full of life, with shops and outdoor bars and restaurants. Here you can learn some Italian while you drink a coffee, and you shouldn't leave without a visit to its beautiful church of Saint Peter and Paul.

E The Fillmore District is home to San Francisco's African-American community. In the 1940s, many came to the San Francisco area to work at the port, taking goods on and off ships. It is well known for its jazz clubs, where stars such as Charlie Parker and Billie Holiday performed. But you can also experience African-American culture in its bookshops, its church singing, and its restaurants.

F California was under Mexican control until 1848, when it became part of the USA. At this point, all Mexicans living there became American citizens. The Mission District is the Spanish-speaking heart of the city. On 5th May, you can experience the Cinco de Mayo celebrations, an annual party with Mexican and Latino music, food and dancing!

G Whether you go to enjoy the great weather and fantastic views, the food, the tram rides, or the huge variety of culture — you are guaranteed to have the holiday of a lifetime! San Francisco is a great place and just one trip won't be enough!

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7 CULTURE — Sir Edmund Hillary

1 THINK & SHARE Work in pairs. Discuss the quotation. What do you think it means?

> *No one has ever become poor by giving.*
> Anne Frank

2 Read the article. Choose the correct answers (A–D) to complete the text.



Every spring and autumn, climbers queue at the top of Mount Everest, all hoping to spend a few minutes at the top of the world. Since the 1950s, this challenge has become extremely popular, and it all started because of a climber from New Zealand, called Edmund Hillary.

In New Zealand, Hillary is considered a national hero. His face even appears on the country's five dollar note. Although he did many great things in his life, his greatest [1]___ are perhaps what he did for the people of Nepal.

Hillary was born in 1919 and discovered his [2]___ of mountain climbing as a teenager. His first important expedition was New Zealand's Mount Ollivier in 1939, which helped him prepare to climb the highest mountain in the world, Mount Everest in Nepal. On 29th May 1953, he became the first person to [3]___ the top of Everest. But he knew he could not have done it without the assistance of his Nepalese guide, Tenzing Norgay.

Hillary then took up [4]___, travelling to the South Pole in 1958, and climbing Antarctica's Mount Herschel in 1967. He travelled up the rivers of Nepal, and flew a plane to the North Pole with the first man on the Moon, Neil Armstrong. Despite everything he had achieved, he never forgot the [5]___ of the Everest region, many of whom lived in poverty, and he made regular trips to visit them throughout his life.

On these trips, Sir Edmund asked local people how he could help them. In 1960, he set up a(n) [6]___ called the Himalayan Trust, and helped workers to build schools, hospitals and health centres, and provide safe drinking water. In 2003, Hillary was given Nepalese nationality in thanks for all he had [7]___ for the country.

Hillary died in 2008, but his name will never be [8]___. Many places are named after him, and Time magazine has named him as one of the 100 most important people of the 20th century.

1	A lessons	B achievements	C competitions	D experiences
2	A love	B like	C feeling	D care
3	A arrive	B stand	C reach	D rise
4	A exploring	B discovering	C searching	D investigating
5	A population	B public	C people	D society
6	A system	B arrangement	C plan	D organisation
7	A made	B finished	C ended	D done
8	A lost	B forgotten	C mentioned	D read

3 Read the article again and answer the questions.

1 Who helped Hillary reach the top of Everest?
2 Which other places did he travel to?
3 Did Hillary visit the people in the region again after he climbed Mount Everest?
4 What did he receive from the people of Nepal?

4 7.19 Listen to a text about an organisation called the Himalayan Trust. Complete the summary below with one word in each gap.

The Himalayan Trust was set up in [1]_____ by Edmund Hillary to help the people in the Everest region of Nepal. Many of them live in poverty, and, since then, the trust has built 28 schools, offered [2]_____ for teachers, and provided schools with furniture, books and teaching [3]_____. Thanks to the hospitals and health centres that the trust built, some diseases have [4]_____ disappeared. After two [5]_____ in 2015, the trust built 150 [6]_____ that could survive them. Through the work of the Himalayan Trust, the people of the Everest region have new hope for their future.

5 7.19 Listen again. Are the sentences true (T), false (F), or not stated (NS)? Correct the false sentences.

1 In Nepal, many people have stopped speaking the local language.
2 In 1961, the Himalayan Trust built 28 new schools.
3 Today, the children always have hot food at lunchtime.
4 The trust has helped young people start new careers.
5 In the past, people walked all day to reach a doctor.
6 After the earthquakes, school lessons continued.

6 Work in pairs. Discuss the questions.

1 Have you ever done any volunteer work? If yes, what did you do? If no, what would you like to try?
2 Do you think it is better to give time or money to help people?

7 Research another organisation in your own country that offers help and support and give a presentation on it. Think about the following things:

- When was it founded and who by?
- Who does it help?
- What kind of assistance does it give?
- What are the results of its help?

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8 CULTURE London markets

1 THINK & SHARE Work in pairs. Answer the questions.



1 Look at the photos of two markets. What products are being sold?
2 Think about other types of markets you know of. What do they sell?
3 Do you go shopping at any markets? If so, which ones? If not, why?

2 8.16 Listen to five different people talking about markets in London. Tick the topics that you hear about.

1 prices ☐
2 shopping days ☐
3 types of customer ☐
4 the market's history ☐
5 opening hours ☐
6 special events ☐
7 types of product ☐
8 where products are from ☐

antique something that is old and valuable

3 8.16 Listen again. Match the speakers 1–5 with the statements (A–G). Some of the speakers match more than one statement. There is one extra statement you do not need.

Which speaker talks about a market which ...?

A is over 300 years old.
B sells clothes and food.
C only sells old furniture.
D isn't inside a building.
E only sells to businesses.
F opens very early.
G has changed its location.

4 Read the first text about Camden market. Write one word in each gap.

CAMDEN MARKET



Camden Market is one of the world's [1]___ famous markets. It is the fourth-most popular tourist destination in London, attracting around 250,000 people [2]___ week and several million visitors a year. The market shuts on only one day of the [3]___, and that's Christmas Day!

It started as a little craft market about 50 years ago, but now it's a big group of different markets [4]___ a thousand stalls! The market sells different things, from clothes and jewellery, to street food and furniture! If you are [5]___ for an unusual gift, or just want to browse for something a little bit different, you are sure to find something!

The market's website is [6]___ of information about the different stalls and products. You can also learn about the history of Camden Town and why people have been visiting the area for a [7]___ time! In the 1960s, it was a centre for music and fashion. Young designers started experimenting with new styles of clothes — which they sold on market stalls to the musicians and other young people [8]___ gathered here.

5 Read the text about Borough Market and answer the questions.

1 What's different about the market's location today, compared to the past?
2 When did the market get its new building?
3 What are two different options for having a meal?
4 Where can you enjoy the London landscape?
5 Which events take place at the market?
6 How often did the the market bell used to be rung during the day?



Borough Market

Borough Market is a busy indoor food market in South London. The market is hundreds of years old. In the 12th century, the market activity took place in the middle of the road, with animals wandering around amongst the street stalls. In 1756, it moved to its current location.

These days it's a fantastic place to explore: you can find fresh fruit and vegetables, cheese, meat and fish from all over the world. It also has a number of popular restaurants and bars nearby if you fancy stopping for a coffee or a bite to eat. In the summer, you can buy street food from the market and sit next to the river. From here, the views of the city are beautiful.

The market isn't only for shopping. It also holds food festivals, talks and cooking demonstrations given by chefs from around the world. You can also go on walking tours to learn about the market's history. You should look out for an old bell on the wall inside the market — this used to be rung to announce the start and the end of the business day!

6 Work in pairs. You are tourists in London. Discuss which of the markets from Ex 2–5 you would like to visit and explain why.

7 Research a market that interests you. Find out the following things:

- Where is it?
- What does it sell?
- When is it open?
- What is its history?
- How popular is it?
- Has it got a website?

PHOTOCOPIABLE © Oxford University Press

Farhana's *rafikis*



Before watching

1 THINK & SHARE Work in pairs. Discuss the questions.

1 Are you a vlogger?
2 Do you know anyone who is a vlogger?
3 Do you watch any vlogs?
4 Do you have a favourite vlogger?
5 What topics do you like people to talk about in their vlog?

While watching

2 Watch the video. What does *rafiki* mean? Choose the correct answer.

A follower
B friend
C fan

3 Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Farhana gets hundreds of likes on posts and videos.
2 This is going to be her first meet and greet event in Mombasa.
3 The big rafiki meet and greet is on Sunday.
4 After the meet and greet, Farhana thanks @Rarainthekitchen.
5 The word *rafiki* comes from Swahili – a language spoken in Kenya.
6 The meet and greet was also a success as a marketing event for everyone.

After watching

4 Put the sentences Farhana says in order. Then watch the video and check.

___ … so I'm super excited.
___ Love you guys! Bye!
___ Hi, *rafikis*, I hope you're all doing well. As you guys know from the title of this video, I want to meet all of you guys!
___ Basically, I want to meet all of you beautiful souls who show me so much love and support every single day.

5 Imagine you are going to the meet and greet. Think of five questions to ask Farhana.

6 Work in pairs. Take turns to be Farhana and answer your partner's questions from Ex 5.

Writing

7 Look at Farhana's *About me* page on her vlog. Underline any new information you have learned about her.



8 Write an *About me* page for you or your favourite vlogger. Write about:

- who you / they are
- what you / they vlog about
- what videos you / they have posted recently

PHOTOCOPIABLE © Oxford University Press

4 DOCUMENTARY Race to the Pole



Before watching

1 THINK & SHARE Work in groups. Discuss the questions.

1 What do you know about the South Pole?
2 Imagine you are going to the South Pole. Which five things would you take with you?
3 If you were going to walk across the South Pole, how would you prepare?

While watching

2 Watch the video. Answer the questions.

1 What world record is Richard trying to break?
2 Does Richard break the world record?

3 Watch the video again. Answer the questions.

1 What was Richard's previous job?
2 What does Richard love about being an extreme athlete?
3 How long has Richard been training for his journey to the South Pole?
4 What challenges has he faced when he was preparing for his journey?
5 How many calories will he need from food every day?
6 Where will Richard get the majority of the calories from?

After watching

4 Watch the video from 02:03 to 02:09. Complete the sentences with the missing words.

> **And then you've got things like [1]_____ and [2]_____ and [3]_____ and all the other bits.**

5 Work in groups. Richard loves new challenges. Design a new challenge for him. Use the questions below to help you.

1 Where will the challenge be?
2 What does Richard have to do?
3 What can he take with him?
4 How long does he have to complete the challenge?

Writing

6 Watch the video again from 02:25 to 03:00 without sound. Think about how Richard feels at each stage of the challenge. Make notes.

7 Use your notes from Ex 6 to write a diary entry from Richard's point of view.

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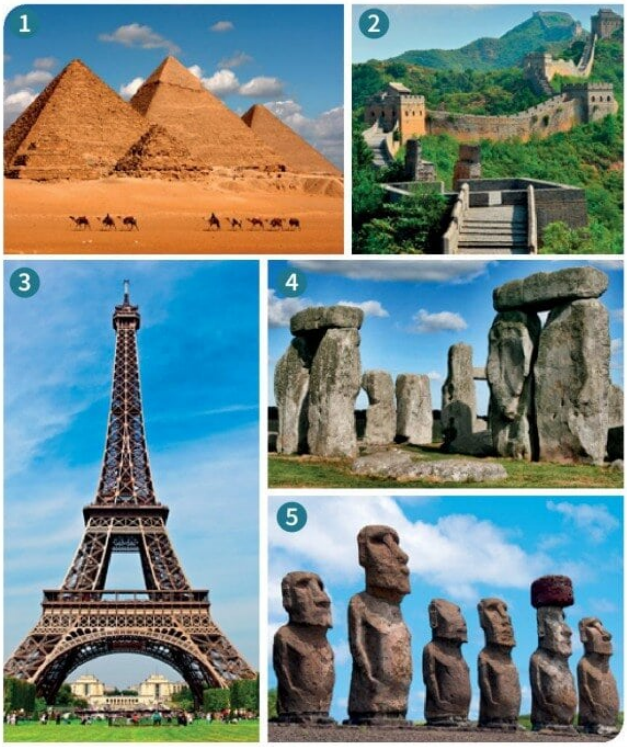
Rapa Nui



Before watching

1 THINK & SHARE Work in groups. Look at the photos and discuss the questions.

1 What is the name of each famous tourist sight?
2 Where do you think each sight is?
3 When do you think it was built?



While watching

2 Watch the video. Choose the best title for the video.

A The adventures of Te Radar
B Spectacular island statues
C A 90s film mystery

3 Watch the video again. Answer the questions.

1 Where is Rapa Nui?
2 How far has Te Radar travelled to get to Rapa Nui?
3 How many Moai heads are there on the island?
4 Why were the Moai heads made?
5 Where are the bodies of the Moai heads and how long are they?
6 Why is there a Moai under the sea?

After watching

4 Watch the video from 00:45 to 00:55. Complete the sentences with the missing words.

There's something about _____
_____
_____.

5 THINK & SHARE Work in groups. Read the question below and share possible answers. Make notes.

How did they manage to create so many of these gigantic statues hundreds of years ago?

Writing

6 Imagine you have just returned from Easter Island. Write an email to a friend telling them about your trip. Include:

- what you saw on the trip
- what you learned about the Moai heads
- some of the adjectives used in the video

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8 DOCUMENTARY Our clothes



Before watching

1 THINK & SHARE What do your classmates do with their old clothes? Complete the table with their answers.

keep	throw away	recycle	give to charity	give to friends or family

While watching

2 Watch the video. Put the events in order.

A ___ Ade travels to the countryside.
B ___ Ade visits a market.
C ___ Ade travels to the city.
D ___ Ade meets people making changes to second-hand clothes.

3 Watch the video again. Are the sentences true (T) or false (F)?

1 Ade Adepitan is travelling to Ghana to buy some second-hand clothes.
2 There dye to jeans are good quality clothes at the market.
3 Second-hand European clothes are more expensive than Ghanaian clothes.
4 In the mini factory, the people can turn trousers into skirts.
5 Traditional Ghanaian clothing isn't important anymore.
6 In the city, local people don't wear Ghanaian clothing.

4 Watch the video from 01:34 to 01:43. Complete the sentences with the missing words.

1 _____ this guy here,
2 _____ dye to the jeans.

3 _____ this guy,
4 _____ ironing.

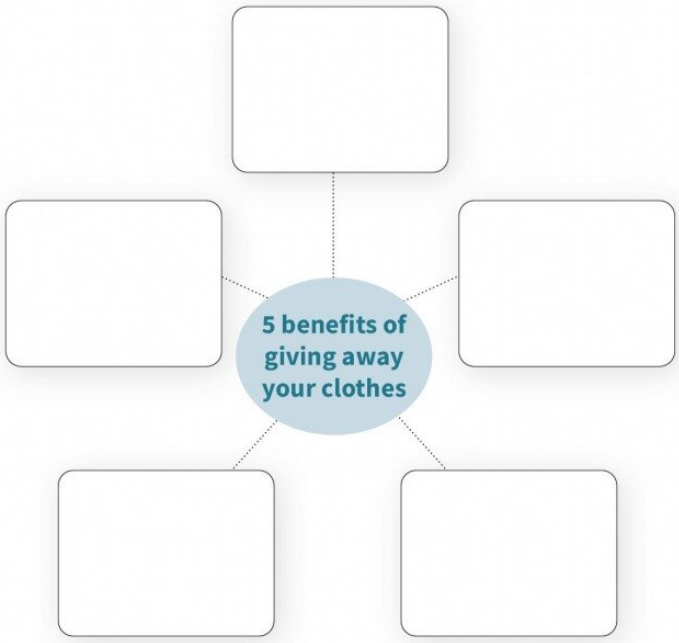
After watching

5 Work in groups. In the video, the clothes are all mixed up. How could you organise them?

by colour

Writing

6 Work in groups. Complete the mind map with five advantages for giving away your old clothes.



7 Design a poster for a second-hand shop explaining your ideas.

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