OXFORD



LIFE VISION

Student Book

A2/B1

Pre-Intermediate

Jane Hudson and Weronika Sałandyk

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Guide for Classroom Presentation Tool

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Use present tenses to talk about appearances.

A great look!

1 Work in pairs. Make a list of as many clothes as you can in one minute.

2 Read the chat. Answer the questions.
1 What does Agnes think of Harry's clothes?
2 What does Pavel think at first?
3 What does he think in the end? Why?



Harry

Hey Pavel!

Hi Harry! Are you having a good day?

Not bad, but Agnes is laughing at me!

Why?

She says I look weird.

What are you wearing?

A black dress, a dark grey cardigan and a scarf.

Very formal! Which dress is it?

The long, baggy one with white spots.

And the scarf?

The pale grey one with stripes. [A]I'm sending you a pic.



Great boots! Are they yours?

No, they're my niece's. [B]I often borrow them.

[C]Does she know you're wearing them today?

Of course!

What's that in your hair?

It's my dad's hankie.

Why have you got a hankie in your hair?

[D]I'm trying to grow it. I want to have long, straight hair. [E]The hankie keeps it out of my face.

It's a great look – very comfortable. Grey suits you because you've got blue eyes!

Thanks!

3 Look at the examples of present tenses (A–E) in the chat. Then complete the grammar rules with *present simple* or *present continuous*.

Present tenses

We use the [1]_____:
1 for something that happens regularly.
2 for stating a fact.
3 with certain verbs that we do not usually use in continuous tenses, e.g. *know*, *like*, *love*, *mind*, etc.

We use the [2]_____:
4 for something happening at this moment.
5 for something happening around this time.

GRAMMAR BOOSTER P128

4 Match examples A–E in the chat to grammar rules 1–5.

5 Complete the sentences with the present simple or present continuous form of the verbs below. Use contractions where possible.

borrow go look for not close
not give not talk not wear sit

1 We _____ coats because it's hot today.
2 My sister rarely _____ my clothes.
3 Anya is angry with Ethan, so she _____ _____ to him.
4 I hardly ever _____ shopping with my parents.
5 My brother _____ his shoes – he can't find them.
6 The shops _____ until 10 p.m. at weekends.
7 I _____ next to a door, and I'm cold!
8 The teacher _____ us homework every day.

6 VOCABULARY Write the highlighted words from the chat in the correct column.

Appearance	Clothes and fashion

7 Work in pairs. Add the words below to the table in Ex 6. Use a dictionary if necessary.

a beard a lovely smile a top attractive brown eyes
curly hair jewellery slim socks wavy hair

8 Work in pairs. Add at least three more words to each column in Ex 6.

9 Match 1–3 to A–C.

1 She's	A long, wavy hair.
2 She's got	B a pink top with red flowers.
3 She's wearing	C very attractive.

10 Work in pairs. Look at the photo and describe Pavel. Use sentence beginnings similar to those in Ex 9 and the words in Ex 6 and 7.



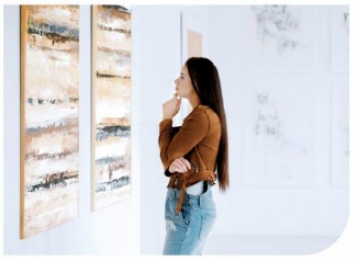
Pavel

11 THINK & SHARE Work in pairs. Write a description of a famous person you admire. Read it aloud for the class to guess who it is.

Culture vultures







1 Read the definition of *culture vulture*. Which of your friends or family is most like a culture vulture? How?

> **culture vulture** /ˈkʌltʃə vʌltʃə(r)/ (*n*) (*humorous*) a person who is very interested in serious art, music, literature, etc.

2 0.01 Read and listen to the quiz. Choose the correct answers for you.

Are you a culture vulture? Quiz

1 How often do you go to art galleries?
- A I'm not interested in art.
- B I prefer street art to pictures in galleries.
- C I know all the paintings in our local gallery.

2 How many 19th-century novels have you read?
- A My bookshelf is full of works from that period.
- B I don't know any 19th-century authors.
- C I only ever read fiction at school.

3 Do you ever go to concerts?
- A I've never been to a live concert, but I often watch them online.
- B I'm a musician, so I go to concerts to perform.
- C I'm not really into music, so I rarely listen to it.

4 Have you ever seen a Shakespeare play?
- A I've never been to the theatre.
- B I'm not really into Shakespeare, but I love street theatre.
- C I love drama and I've acted in several Shakespeare plays.

5 What kind of programmes do you watch on TV?
- A I only watch TV to find out about celebrities.
- B I watch lots of films and documentaries.
- C I usually watch series on Netflix.

3 Calculate your score. Go to page 150 and read the key. Do you agree with the comments?

1	A 0	B 1	C 2
2	A 2	B 0	C 1
3	A 1	B 2	C 0
4	A 0	B 1	C 2
5	A 0	B 2	C 1

4 VOCABULARY Write the highlighted words from the quiz in the correct category.

Verbs	People
publish	character
Products	**Places and events**
drawing	arts festival

5 Work in pairs. Do the words in Ex 4 apply to art (A), literature (L), music (M), theatre (T) or television (TV)? Some words can be related to more than one type of media.

6 Complete the leaflet for an arts festival with words in Ex 4.

The best of Oakland Arts Festival

7 June Ashok Gupta and Ben and David Powell play a [1]_____ of music by Beethoven. Get tickets early – these three [2]_____ are very popular!

8 June Tim Fisher shows artists how to make a quick [3]_____ with a pen or pencil. Tim has an [4]_____ online if you want to see some of his paintings.

9 June Chapterhouse Theatre Company is at the festival again with another [5]_____. This year, they [6]_____ Shakespeare's *A Midsummer Night's Dream*.

10 June [7]_____ Vanessa Rigg teaches new writers about writing a good novel. She explains how to build interesting [8]_____ and how to write dialogues for them.

7 Read the rules. Find an example for rules 1 and 2 in the quiz.

Present perfect

We use the present perfect (*have* or *has* + past participle) to talk about an experience in our lives.

1 We can use *ever* (= at any time) in present perfect questions.
2 We can use *never* (= at no time) + affirmative verb to give a negative meaning to a sentence.

We use *been*, not *gone*, as the past participle of *go* when we are referring to an experience.

Have you ever been to Florence?
No, I haven't. I've never been to Italy.

GRAMMAR BOOSTER P129

8 Work in pairs. Write ten questions for a quiz about culture in your country. Use the verbs below once only and the words in Ex 4.

act draw go listen to meet paint perform play read see

Have you ever read a novel by Pérez Galdós?

9 Swap pairs. Ask and answer your questions in Ex 8. Score one point for every *Yes, I have* answer. The winner is the student with the most points.

Have you ever read a novel by Pérez Galdós?

Yes, I have. I've read *Fortunata y Jacinta*.

Use articles to talk about cities and the countryside.

Mumbai Beach

1 Where is your nearest sea, lake or river? Is it clean? Why? / Why not?

2 0.02 Read and listen to the news story. What is the good news about Versova Beach?

NEWS

Good news about

VERSOVA BEACH



Mumbai is [A]a city on the west coast of India. Like all cities, it has houses, apartment buildings, office blocks, roads and railways. But Mumbai is different. It's very large – more than 20 million people live there. Also, it's on an island, so there's water all around it. Bridges connect [B]the city to the rest of India. There are rivers, lakes and parks on the island, and there are beaches too. Some of the beaches are very dirty.

Several years ago, Versova Beach had a lot of rubbish – it was over 1.5 metres high! In October 2015, Mr Afroz Shah went to live in the area. He was [C]a lawyer, but he was also interested in [D]nature. When he saw the beach, he decided to clean it. During the week, he went [E]to work, and instead of relaxing at home at the weekend, he went to clean the beach. At first, he worked alone, and then a neighbour joined him. Soon, more people came to help, including a celebrity from Bollywood. In two years, Mr Shah and his team cleaned 13 million kilograms of rubbish from the beach. Today, turtles go to Versova Beach to lay eggs. Mr Shah was there when the first baby turtles came out of their eggs. He watched them walk down the beach to [F]the sea, and he was very happy!



3 Look at the examples of articles or no articles (A–F) in the news story. Match each example to the rules below. Complete the rules with *a* / *an*, *the* or no article (–).

Articles

1 We use [1]_____ to talk about something for the first time.
2 We use [2]_____ when we mention something again.
3 We use [3]_____ when it's clear what we're talking about, or when there's only one of something.
4 We use [4]_____ to say what someone's job is.
5 We use [5]_____ to make generalisations.
6 We use [6]_____ in some set phrases, e.g. *in* / *to bed*, *at* / *to* / *from school*, *in hospital*.

GRAMMAR BOOSTER P130

4 Find another example in the news story for each grammar rule (1–6).

5 Complete the paragraph. Use *a* / *an*, *the* or no article (–).

Living in a city has several advantages. First of all, you don't need to travel very far. If you're [1]___ student, you can walk to [2]___ school, or maybe go by bus – there's usually [3]___ bus stop near your house. Secondly, it's easier to find [4]___ job in a city. Companies have offices in [5]___ city centre, and they need [6]___ people to work there. Finally, there are a lot of things to do in a city. If you want to see [7]___ film, you can go to the cinema. After [8]___ film, you can go to a restaurant to have dinner.

6 VOCABULARY Write the highlighted words from the news story in the correct column.

City	Countryside	Both

7 Work in pairs. Add the words below to the table in Ex 6. Use a dictionary if necessary.

desert factory farm field hill path rainforest square village wood

8 Work in pairs. Add at least two more words to each column in Ex 6.

9 THINK & SHARE Discuss in pairs. What are the advantages of living in the country? Make a list.

10 Write a paragraph about living in the country. Use the correct articles and words in Ex 6. Use the paragraph in Ex 5 to help you.

On the high street

1 Look at the photo of a high street. Where is your nearest high street? What can you do there?



2 0.03 Read and listen to the article. What did the first high streets look like? What do they look like now?

Before 1870, people rarely went shopping, because they grew their own food. Then they got jobs in the new factories, and work took up everybody's time. Shops opened in town centres, and the high street was born. There was always a baker's and there was usually a butcher's in the high street.

A few years later, there were department stores on the high street too. These had polite and helpful shop assistants. Customers bought all kinds of items there, from clothing to things for the house.

In the 1960s, the first supermarkets appeared, and there were cheaper prices. The small shops made their shop windows bigger so that customers continued shopping there. All the shops were full of people spending money. At first, they paid in cash. Later, they used credit cards and spent more money.

Now, many shops have closed, and there are more restaurants and cafés than shops. People prefer online shopping or shopping centres out of town. In the UK, one in ten shops is empty, and the high street looks very different today than it looked in the past.

3 VOCABULARY Write the highlighted words from the article in the correct category.

Where to buy things	How to pay	Other nouns

4 Work in pairs. Add the words below to the table in Ex 3. Use a dictionary if necessary.

bookshop chemist's coin hairdresser's market note payment queue receipt sale

5 Work in pairs. Add at least two more words to each category in Ex 3.

6 Complete the information about a successful high street. Use words in Ex 3 and 4.

The town of Crickhowell in Wales recently won a prize for its high street. The high street is in the [1]_____, and some of the shops have been there for many years. HJ and D Webb and Sons opened in 1936 and is now called Webbs of Crickhowell. The shop is a [2]_____ and each section sells different [3]_____ for the home and the garden. If you walk past and look in the [4]_____, you can see everything from beds to garden chairs. MT Cashell & Sons has been in Crickhowell for over 45 years. The shop is a popular [5]_____, and it sells meat from the area. Book-ish is a [6]_____ that first opened about ten years ago. It also has a café, so [7]_____ often stay for a coffee and a cake after shopping there. The shops in Crickhowell all work together. Recently, a big [8]_____ wanted to sell food and things for the home on the high street. The other shops all said they didn't want this new shop to open, and in the end, it didn't. Both local people and tourists enjoy shopping in Crickhowell, and there are no empty shops on the high street.

7 Find four examples of *there was / there were* in the article. Complete the grammar rules with the words below.

plural nouns singular nouns

There was / there were

We use *there was / there were* to say that something existed or didn't exist in the past.

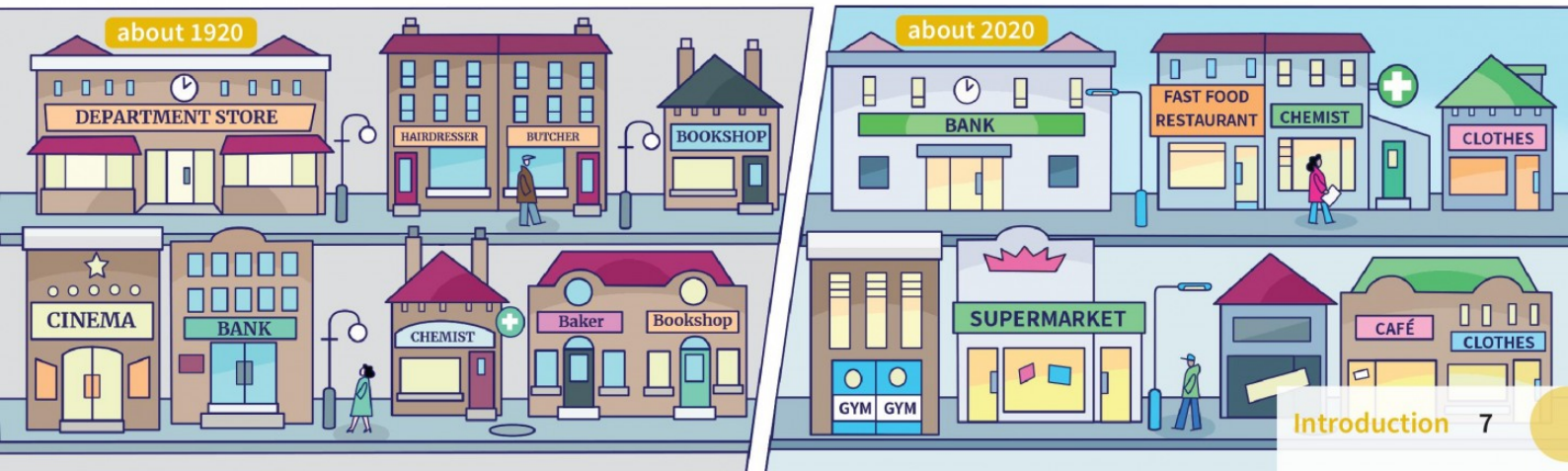
1 We use *there was / there wasn't* with _____.

2 We use *there were / there weren't* with _____.

GRAMMAR BOOSTER P131

8 Work in pairs. Look at the pictures. Discuss what is different. Use *there was / there were* and the words in Ex 3 and 4.

Today, there's a gym. In the past, there was a cinema.



1 Going places

VOCABULARY
A day out
Travel

GRAMMAR
Past simple
Past simple questions + question words

READING
Holidays through history

LISTENING
An interview about the Mongol Rally

GLOBAL SKILLS
Managing your time

SPEAKING
Talking about your weekend

WRITING
A description of an attraction

VISION 360
Uros floating island

VOCABULARY BOOSTER P112–113
GRAMMAR BOOSTER P132–133



1 Work in pairs. Answer the questions.
1 What do you understand by 'a day out'?
2 What can you do on a day out?

2 THINK & SHARE Look at the video still and answer the questions.
1 Where was Dan's day out?
2 What do you think he did?

3 1.01 Watch or listen. Why does Dan try to hide one of his photos at the end?

4 1.01 Watch or listen again. Correct the mistakes in the sentences.
1 Dan hasn't got any photos for the vlog.
2 One of his favourite places is the Why Valley.
3 You can see plants called peregrine falcons at Symonds Yat Rock
4 Goodrich Castle is quite modern.
5 You can borrow equipment to go canoeing on the river.
6 Dan goes brown when it's sunny.

5 REAL ENGLISH Choose the correct meaning for the words and phrases in **bold**.

1 **At last!**
A That was quick! B That took ages!

2 **What a gorgeous day!**
A It's sunny. B It's raining.

3 **That sounds fun!**
A I'm laughing. B I'd like to do that.

4 **That's really funny!**
A I'd like to do that. B I'm laughing.

5 **Don't be silly!**
A That's a bad idea. B That's a good idea.

6 **That's a shame.**
A I'm pleased about that. B I'm sorry about that.

6 VOCABULARY Look at the words and phrases for a day out. Match them to photos A–C below. You can match some words to more than one photo.

A day out

1 what to do

explore go canoeing go cycling
go on a guided tour look round

2 what to see

a cave an attraction an exhibition
countryside ruins wildlife

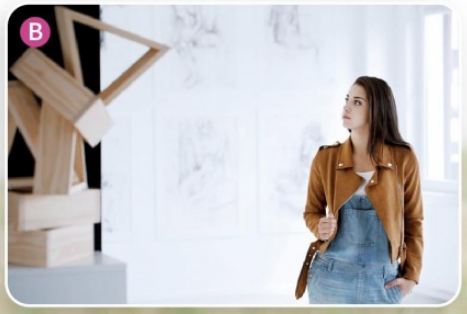
3 what to take

an audio guide equipment suncream

4 what it's like

peaceful spectacular





C

7 Work in pairs. Add at least two words to each section (1–4) in Ex 6. Use a dictionary if necessary.

8 Work in pairs. Student A: read the advert on this page. Student B: read the advert on page 149. Complete the adverts for a day out with words and phrases in Ex 6.

A

A day out on the Isle of Arran

The Isle of Arran is the perfect place to [1]_____. You don't need to bring your own [2]_____, as you can pay to borrow a bike in Brodick. The [3]_____ on the island is beautiful, and there are [4]_____ views from the highest hills. Go north to visit the [5]_____ of Lochranza Castle, or cross the island to go into the [6]_____ in the rocks at Blackwaterfoot. Stay by the coast to see sea animals and other [7]_____.



9 MEDIATION In your pairs, you are going to decide which of the places in Ex 8 you would like to visit. Student A: tell Student B about your place in three sentences. Student B: tell Student A about your place in three sentences. Which of the two days out do you prefer? Why?

10 Work in pairs. Write a short advert (50–70 words) for a day out to a place that you know. Share your advert with the class. Think about …

- where to go.
- what to do there .
- what you can see there.
- what to take.
- what it's like.

Past simple

1 Read Dan's chat with his friend Luke. Why did Luke not go canoeing with Dan?



2 Read the grammar rules. Then match the underlined verbs in Dan's chat (A–F) to the grammar rules (1–5).

Past simple: affirmative and negative

Grammar animation

We use the past simple to talk about finished actions that happened once, or more than once, in the past.

1. We form the affirmative past simple form of **regular verbs** with base form + *-ed*, e.g. *want – wanted*.
2. **Irregular verbs** have irregular past simple forms, e.g. *eat – ate*. See the irregular verbs list on page 148.
3. The past simple forms of ***be*** and ***can*** are also irregular: *be – was / were*, *can – could*.
4. We form the negative past simple form of **regular** and **irregular** verbs with *didn't* + base form, e.g. *didn't go*.
5. The negative past simple form of ***be*** and ***can*** is irregular: *be – wasn't / weren't*, *can – couldn't*.

GRAMMAR BOOSTER P132

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

cry	go	have	look	meet	not be (x2)
not can	not go out	not like	not pass		
play	see	sit	stop	study	

1 My parents _____ at home, so I _____ a party!
2 We _____ surfing, but I _____ stand up on the board.
3 I _____ a friend, and we _____ football.
4 We _____ a film, and I _____ at the end.
5 Iris _____ all weekend because she _____ very well.
6 We _____ round an art exhibition, but I _____ it.
7 Scott _____ for the exam, but he _____ it.
8 They _____ by a river and _____ down under a tree.

4 PRONUNCIATION How are the regular past simple forms below pronounced? Write them in the correct column. When do we pronounce *-ed* as an extra syllable?

laughed	looked	needed	played	started
stopped	waited	walked	wanted	watched

One syllable	Two syllables

5 1.04 Listen and check your answers in Ex 4. Then listen and repeat the past simple forms.

6 1.05 Listen to a phone conversation between Beth and Mia, about Mia's day trip to Sydney, Australia. Tick (✓) the things she did and cross (✗) the things she didn't do.

1 go up Sydney Tower ___
2 go shopping on Market Street ___
3 look round the art gallery ___
4 explore the Royal Botanic Gardens ___
5 have lunch at Sydney Harbour ___
6 go on a guided tour of the Opera House ___
7 take a boat around the Harbour ___
8 visit the zoo ___

7 Work in pairs. Use your answers in Ex 6 to say affirmative or negative past simple sentences about Mia's day trip.

Mia went up Sydney Tower. She ...

8 Imagine you went on a day trip to New York. Choose activities from the list below and complete the email. Use the correct past simple form of the verbs.

explore Central Park	go on a tour of the Statue of Liberty
go into the library	go up the Empire State Building
look round the MoMA	have a burger at Shake Shack
see a Broadway show	visit Grand Central Station
visit Times Square	walk across the Brooklyn Bridge

Hi!
Just to tell you about my trip to New York!
First, we [+] ... .
We ... [–] because ...
Next, we [+] ... .
After that, we [+] ... .
We ... [–] because ...
After lunch, we [+] ... .
We ... [–] because ... .
Finally, we [+] ... .
Next time, why don't you come with us?!

9 Work in pairs. Imagine you are just back from a day trip to an amazing city. Choose a city that you know. Write sentences about what you did. Then tell another pair about your trip. Remember to use the past simple.

Holidays: past and present

1 Look at the photos of places to go on holiday. What is the attraction of each place?



Florence, Italy



Egypt, North Africa



Benidorm, Spain



Thornbury Castle, UK

2 1.06 Read the article. Compare your answers in Ex 1. Match photos A–D to paragraphs 1–4.

Holidays through history

1 Where it all began

The Romans were the first people who thought about leaving their homes to go travelling for fun. There was peace during the Roman Empire (27 BC to 476 AD), so Romans with money – and **leisure** time – went on holiday for as long as two years! The Empire contained parts of North Africa and West Asia, as well as Western Europe, so people could travel a long way without crossing a **border**. Travellers needed a place to eat and sleep, so inns and restaurants opened, where they could spend the night or have a meal.

2 A royal holiday

In 15th-century England, it was mainly kings and queens who went on holiday. They usually took about a thousand people with them – Henry VIII once took four thousand! Their **destination** was the country house of a 'friend' of the royal family, where they stayed from one night to a few weeks. In total, they were away for about a month. These holidays happened twice a year: once in summer, to **escape** the heat of the city, and again in winter, so that they didn't get bored in the palace.

3 The Grand Tour

In the middle of the 17th century, the sons of rich families in Western Europe began spending time **abroad** to complete their education. This trip was called the Grand Tour, and the idea was to experience different cultures and learn foreign languages. The first tours lasted up to three and a half years, but later tours were usually 'only' two years long. The young men visited, among other countries, France and Italy because of their famous artists and works of art. Later, rich young women also began going on a Grand Tour, but an older family member always went with them.

4 Mass tourism

During the Industrial Revolution, travel became easier because there were new forms of transport, such as the train. In the 1840s, the businessman Thomas Cook began arranging trips that included travel, food and hotels, but these were still for the rich. The invention of the plane in the 1900s made it quicker to travel long distances, but the first flights were expensive. In the 1960s, flights became cheaper, and companies began offering trips to the Mediterranean that ordinary people could **afford**. Today, these holidays are still popular, but many tourists prefer to travel further away, to places like Machu Picchu in Peru.

inn (*n*) a place where you could have a meal and stay the night
the Mediterranean (*n*) the countries next to the Mediterranean Sea, e.g. Spain, Italy and Greece

STRATEGY Finding specific information

When you want to find specific information in a text, you don't need to read every word. First, read the question and decide what information you need. Then read the text quickly to find the information. Remember, the words in the text will probably be different from the words in the question.

3 Read the strategy. Then read the article again and answer the questions.

1 What made it possible for rich Romans to start travelling?
2 What was the effect of their travels?
3 How long were each of the king's or queen's holidays?
4 Why did they need a break from the city?
5 How did the Grand Tour change over time?
6 What did young people do while they were away?
7 What affected travel most in the 19th and 20th centuries?
8 What kind of holidays do people look for today?

4 VOCABULARY Match the **bold** words in the article to the definitions.

1 the line that divides two countries _____
2 have enough money to be able to buy something _____
3 free time when you don't have to work or study _____
4 in or to another country _____
5 a place where somebody is going _____
6 get free or away from a place _____

5 THINK & SHARE Discuss in pairs.

1 How do you usually spend your holidays?
2 How do you think your parents spent their holidays when they were your age?
3 Imagine you can travel through time. Choose a period in the article. How do you spend your holidays?

Managing your time

1 Read the definition. Then look at the example itinerary and answer the questions.

itinerary /aɪ'tɪnərəri/ *(n)* [C] a plan of a journey, including the route and the places that you will visit

1 Where is the group planning to go?
2 How are they planning to get there?
3 What activities are they planning to do?
4 How long are they planning to spend there?

Trip to Edinburgh

Time	Activity
9.00 a.m.	Meet on station **platform**
9.24 a.m.	Train **departs** for Edinburgh
10.31 a.m.	**Arrival** in Edinburgh
10.50 a.m.	Look round Edinburgh Castle (buy tickets online **in advance**)
12.45 p.m.	Lunch (Luna to **make a reservation**)
2.15 p.m.	Sightseeing **cruise**: The Maid of Forth
4.25 p.m.	Go shopping on the Royal Mile
6.05 p.m.	Train leaves Edinburgh

2 VOCABULARY Match the **bold** words and phrases in the itinerary to the definitions.

1 ask someone to keep something for you, e.g. a table _____
2 leaves a place, especially to start a trip _____
3 before something happens _____
4 a journey on water, visiting several different places _____
5 the place where you get on and off the train _____
6 the act of coming to a place _____

3 1.07 Read *Things to do in Cardiff*. Then listen to a phone conversation between Ruby and her mum about Ruby's day trip to Cardiff. Number the activities in the order you hear them.

THINGS TO DO IN CARDIFF


Explore this ancient castle and discover 2,000 years of Welsh history.


Learn how to bodyboard at the Cardiff International White Water Centre.


You have 60 minutes to get out of the room at Cardiff Escape Rooms.


Have lunch at Viva Brazil and try fourteen different kinds of meat.


Experience the Bay Blast: an exciting fifteen-minute ride on a high-speed boat.


Go on a guided tour of the Principality Stadium, home of Welsh rugby.

4 1.07 Listen again and answer the questions.

1 Which activity did Ruby and her friends do?
2 Why didn't Ruby and her friends do the other activities? Complete the sentences.
   A There was a _____.
   B There weren't any _____.
   C They didn't _____.
   D It was too _____.
   E It was too _____.
3 What can you do to avoid the problems in 2?

5 Read the advice on how to plan an itinerary. What did Ruby and her friends **not** do? For each problem (A–E) in Ex 4, find the piece of advice they needed to follow.

How to plan an itinerary for a day trip

An itinerary will help you use your time well so that you have a successful day out.

1. Research opening times and prices of activities.
2. Find the places on a map, and plan the best order to do them in.
3. Agree how much money you want to spend.
4. Buy tickets online in advance for popular activities.
5. Make a reservation for specific restaurants.

6 Work in pairs. Think of at least one more piece of advice to add to the advice in Ex 5. Use the ideas below or your own ideas.

how long | meeting place
transport | which activities

7 Work in pairs. Plan an itinerary for a day trip. Use *Things to do in Cardiff* in Ex 3, or research a different place. Use the itinerary in Ex 1 to help you.

8 Compare your itinerary with another pair's. Which is best? Why?

9 THINK & SHARE Answer the questions.

1 Do you usually make an itinerary before you go on a day trip? Why? / Why not?
2 Do you think an itinerary is useful? Why? / Why not?
3 Do you think you will make an itinerary in the future? Why? / Why not?

Travel

1 THINK & SHARE How do you prefer to travel long distances? Number the forms of transport in order of preference (1 = the form of transport you like best). Explain your choices.

2 Read the travel information about different ways of getting from London to Paris. Which is the quickest way to travel? Which is the slowest?



Getting from LONDON to PARIS

By train The Eurostar train departs from St Pancras Station in London and goes through the Channel Tunnel to reach Paris. The journey takes around two and a half hours. It's expensive, but convenient because both stations are in the city centre.

By plane Flights from London to Paris are cheap, but it takes longer than going by train. There's a long wait in departures if you have to check in a bag. You often have to wait at security, and then again at the gate before you board the plane, especially if it's delayed.

By ferry To get to Paris by ferry, you first have to catch a train to Dover. Passengers can buy tickets at the port, but there are often long queues. The journey takes nine hours, but it's longer if you miss a train.

By coach Some coach companies use the tunnel to cross the Channel; others go by ferry. It's the cheapest way to travel, but it's also the longest. The journey can take up to ten hours if there's a lot of traffic.

By car The journey takes between seven and nine hours – it depends if you use the Channel Tunnel or go by ferry. Driving is comfortable because you can put your luggage in the boot of your car. It's also expensive, as you have to pay for petrol on top of your tickets.

3 VOCABULARY Match the highlighted words in the travel information to photos A–C. You can match some words to more than one photo.







4 Work in pairs. Think of at least two words to add to each photo. Use a dictionary if necessary.

5 Complete the sentences with the correct form of two highlighted words in Ex 2.

1 The train goes through a long _____ before it _____ Cardiff.
2 We had a coffee before we went to the _____ to _____ our flight.
3 All our _____ didn't fit in the _____, so we had to put several bags in the car.
4 It was a gorgeous day, so we decided to _____ the Channel by _____.
5 When we arrived at the airport, we went to _____ to _____ our bags.
6 We ran to the station because we didn't want to _____, but in the end it was _____.
7 We live near the _____, so it's more _____ for us to go by boat.
8 It was the start of the holidays, so there were _____ of people waiting to go through _____.

6 Work in pairs. Discuss the best form of transport from London to Paris for people 1–6. Explain your answers.

1 a student with a lot of time, but very little money
2 a family with two small children who are visiting France for a month
3 two friends who want a cheap weekend in Paris
4 a passenger who doesn't like going through tunnels
5 the manager of a multinational company who has a meeting in Paris
6 a football team who have a match in Paris on Saturday afternoon

I think the best form of transport is the ferry because the student has a lot of time.

Yes, but the coach is cheaper than the ferry. I think the coach is better.

7 Think of a place you would like to visit. How are you going to get there? Research the trip and plan the travel arrangements. Then share them with the class.

8 Answer the questions.

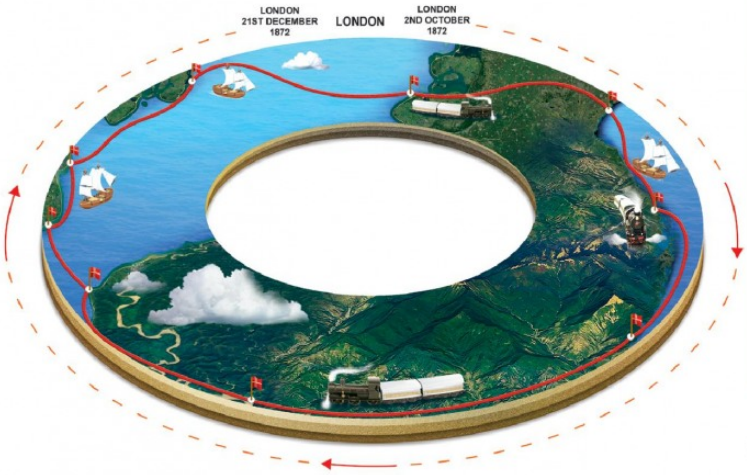
In your opinion, which form of transport in Ex 1 is …

1 the most comfortable?
2 the most convenient?
3 the most stressful?
4 the best for the planet?

Past simple questions + question words

1 In 1873, Jules Verne published his novel *Around the World in Eighty Days*. Look at the route the characters Phileas Fogg and Passepartout took and answer the questions.

1 When did they depart from London?
2 How did they cross the oceans?
3 What was their arrival date back in London?



2 Study the questions in Ex 1 and complete the grammar rules.

Past simple questions

Grammar animation

Regular and irregular verbs

1 With regular and most irregular verbs, we form past simple questions with: _____ + subject + base form … ?
2 When we use a question word, we use: question word + _____ + subject + base form … ?

be* and *can

3 With *be* we use: *Was / Were* + subject … ?
With *can* we use: *Could* + subject … ?

3 Nellie Bly was the first person to travel around the world in real life. Use the words to write questions about her.

1 who / be / Nellie Bly?
2 be / she / a millionaire?
3 whose idea / be / it / to travel around the world?
4 why / she / want to make the trip?
5 when / she / depart?
6 where / she / start from?
7 which country / she / visit first?
8 how / she / travel there?
9 she / travel alone?
10 what / she find out when she got to Hong Kong?

4 Underline the question words in the questions in Ex 3. What do they mean?

5 Read the first part of Nellie Bly's story and answer the questions in Ex 3.



NELLIE BLY'S real name was Elizabeth Cochran, and she was an American journalist. Her first job was with the *Pittsburgh Dispatch*, but she got bored at this newspaper, and went to New York. After four months, she had hardly any money left, but she was lucky to find a job at the *New York World*. Some months later, she read Jules Verne's famous book, and she had an idea. She wanted to see if it was possible to travel around the world in real life. And she wanted to complete the trip faster than Phileas Fogg. The editor agreed that Nellie could go, so on 14 November 1889, she left New Jersey on a boat for London. Nellie's only luggage was a small bag, and she travelled alone. The first part of the journey went well, and she reached Hong Kong on 25 December. But when she got there, she found out that she was in a race with another reporter. Elizabeth Bisland from *Cosmopolitan* magazine wanted to complete the trip faster than Nellie, and she was already three days in front of her.

6 1.10 Listen to the second part of Nellie Bly's story. Answer the questions.

1 Who won the race around the world?
2 Who helped her win?

7 Study the two questions in Ex 6. Why do we use the past simple and not *did* + base form? Read and complete the rule.

Subject and object questions

Nellie Bly read ***Around the World in Eighty Days***.
[subject] [object]

What did Nellie Bly read?
Around the World in Eighty Days. (object question)
Who read Around the World in Eighty Days?
Nellie Bly. (subject question)
We don't use *did / do / does* in _____ questions.

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8 Choose the correct alternative in the subject and object questions.

1 Who **did Nellie travel** / **Nellie travelled** with?
2 Which newspaper **did Nellie work** / **worked Nellie** for in Pittsburgh?
3 Which newspaper **did give** / **gave** Nellie a job in New York?
4 What **did Nellie take** / **Nellie took** with her on her trip?
5 What **did happen**/ **happened** in Hong Kong?
6 Who **did pay** / **paid** for a private train?
7 How many countries **did Nellie visit** / **Nellie visited**?

9 Write questions to ask a partner about their longest trip. Use the verbs below or your own ideas.

board catch cross depart drive get go like miss reach take travel wait

10 Work in pairs. Ask and answer your questions. Then tell the class about your partner's trip. Whose trip was the longest?

The Greatest Adventure in the World



1 Read the advert and study the map. Answer the questions.

1 Where does the Mongol Rally start and finish?
2 Why is it 'a different kind of car race'?
3 Why do you think people call it 'the Greatest Adventure in the World'?

THE MONGOL RALLY *A different kind of car race*

- 15,000 km in eight weeks in a tiny car.
- There's no route, not many roads and you get no help.
- YOU'RE ON YOUR OWN.

It's the Greatest Adventure in the World!!!



STRATEGY Listening for gist

The first time you listen to a recording, focus on the general meaning or gist. Try to work out who is speaking, where they are, when the conversation is taking place and why.

2 1.11 Read the strategy. Listen to an interview and answer the questions.

1 Where are the people?
2 Who are they?
3 When is the interview taking place?
4 Why are people asking the guests questions?

3 1.11 Listen again and complete the notes. Write between one and three words, or a number.

Ana and Ed's Mongol Rally

- They did the race after their [1] _____.
- They planned their route on [2] _____.
- The countries they most wanted to visit were Romania and [3] _____.
- Before the race, they had to get the right [4] _____.
- The first races finished in [5] _____.
- They were on [6] _____ in Kazakhstan when they had a problem with their car.
- After their bad experience, they [7] _____ with some local people.
- The total amount of money they raised was [8] £_____.

4 Work in pairs. Imagine you did the Mongol Rally. Answer the questions. Use your imagination!

- What car did you drive?
- What did you pack?
- Which country did each of you want to see?
- Which route did you take?
- What problems did you have?
- How did you feel when you finished?

5 You are going to interview another pair about their trip. Write 2–4 more questions. Use the words below to help you.

When? Where? Who? Whose? Why?

6 Work in groups of four. Pair A: interview Pair B about their trip. Then swap. Which pair gave the best interview? Why?

How was your weekend?

1 Work in pairs. Where did you go last weekend? Did you do any of the activities in the photos?






2 1.12 Listen to the dialogue between Ryan and Ellie. Answer the questions.

1 What did Ellie do last weekend?
2 Did she have fun? Why? / Why not?
3 Is Ryan interested in what Ellie is saying? How do you know?
4 How does Ryan keep the conversation going?
5 Does Ellie do anything to keep the conversation going? If so, what?
6 What does Ellie say to change the focus of the conversation to Ryan?
7 What did Ryan do last weekend?
8 Did he enjoy it? Why? / Why not?

STRATEGY Maintaining a conversation

You only need a few words to keep a conversation going.

1 Use one word to show you are interested and listening, e.g. *Yeah?*, *Right*.
2 Use a short phrase to show your feelings, e.g. *How nice!*, *That's a shame*.
3 Use an auxiliary verb to make a short question, e.g. *Do you?*, *Are you?*

3 1.12 Read the strategy and the Phrasebook. Then listen again. Which phrases do Ryan and Ellie use? Which phrase do you hear twice?

PHRASEBOOK Maintaining a conversation

Asking about the weekend
How was your weekend?
Did you have a good weekend?
Expressing interest
Really? Wow! OK.
How lovely! That's amazing! What a great idea!
Did you? Were you?
Expressing sympathy
How awful! That's sad. What a pity!
Changing the focus
And you? How about you?
What about your weekend?

4 PRONUNCIATION 1.13 Listen to the phrases for expressing interest and sympathy in the Phrasebook. In which phrases does the speaker's voice go up? What happens to the speaker's voice in the other phrases? Practise saying the phrases with a partner. Try to sound interested or sympathetic.

5 Work in pairs. Add at least two phrases each to Expressing interest and Expressing sympathy in the Phrasebook.

6 Number the dialogue in the correct order 1–10.

___ We went for a ride in the countryside. It was awesome.
___ Hey Simmy! Did you have a good weekend?
___ Yes, I did – a chocolate cake. It was delicious! What about your weekend, Iris?
___ How lovely! Maybe I can go with you next time.
___ Hi Iris! Yes, it was fun. We visited my grandparents.
___ It was amazing! I went cycling with my brother.
___ It was my grandad's birthday, so we had a party.
___ Really? Where did you go?
___ Did you? What did you do at their house?
___ How lovely! Did you make him a cake?

7 Make notes about a memorable weekend. Use your own ideas or one of the activities in Ex 1. Use the questions below to help you.

- Where did you go?
- What did you do there?
- How was it / were they?
- Who did you go with?
- How did you get there?
- Did you have fun? Why? / Why not?

8 Work in pairs. Prepare a dialogue about a memorable weekend. Use the phrases in the Phrasebook to help you.

9 Work in pairs. Practise your dialogue in Ex 8. Try to sound interested or sympathetic. Then act out your dialogue for the class. Which dialogue is best? Why?

10 REFLECT Work in pairs. Answer the questions.

1 Was your dialogue successful? Why? / Why not?
2 Did you manage to maintain the conversation? Why? / Why not?
3 Which phrases from the Phrasebook did you use?

A description





1 THINK & SHARE Discuss in pairs.
1 What do you know about the attractions in the photos? Where do you think they are?
2 What do you think are the good and bad points about each attraction?
3 What are the most popular attractions in your country? Name two or three.

2 Read the description and answer the questions.
1 Which of the attractions in Ex 1 is the writer describing?
2 What exactly is the attraction?
3 What did the writer like about it?
4 What didn't she like about it?
5 What does the writer do in the last paragraph?
6 In general, is it a positive or negative description?

A bird's-eye view

1 I went to this fantastic attraction when I visited London with my family last September. It's called the London Eye. It's an enormous wheel that goes around and takes you up into the sky.

2 The ride was amazing! We were in a large glass cabin with about 20 people, but it was very comfortable. We could sit down or walk around to look out of the windows – the views were spectacular!

3 However, the attraction wasn't perfect. We bought tickets online in advance, but they were still expensive. On top of that, there were long queues and we waited 40 minutes to get on the wheel.

4 Our ride on the London Eye wasn't cheap, and it took ages to get on, but I'll never forget the experience. I recommend going on this incredible attraction, but you only need to do it once.

3 Look at the description in Ex 2. Match paragraphs 1–4 to topics A–D.

1 Paragraph 1	A negative points
2 Paragraph 2	B conclusion
3 Paragraph 3	C positive points
4 Paragraph 4	D general description

STRATEGY Using vocabulary to make your writing more interesting

When you write a description, you can make your writing more interesting by using adjectives. We often use adjectives that are either positive or negative.

4 Read the strategy and underline the adjectives in the description in Ex 2. Does the writer use them with a positive or a negative meaning? Write the adjectives in the table.

Positive	Negative

5 Add the adjectives below to the table in Ex 4. Then, with a partner, add two more adjectives to each column. Use a dictionary if necessary.

ancient beautiful boring crowded exciting famous

6 Think of an attraction you visited in the past. Answer the questions about the attraction with a partner.
1 What was it?
2 Where was it?
3 When did you visit it?
4 What did you like about it?
5 What didn't you like about it?
6 Would you like to go again? Why? / Why not?

7 Write a description of the attraction you visited. Follow the paragraph plan in Ex 3 and write two adjectives in each paragraph.

8 CHECK YOUR WORK Did you ...
- write four paragraphs?
- write a title?
- include a variety of adjectives?
- use the correct verb forms?
- check spelling, grammar and punctuation?

Grammar

1 Complete the sentences with the affirmative or negative past simple form of the verbs in brackets.

1 My team _____ very well in the last match. (play)
2 I _____ my homework yesterday. (not finish)
3 My brother _____ lunch last Saturday. (make)
4 I _____ go to my cousin's party. (not can)
5 We _____ my grandparents last weekend. (not see)
6 I _____ a lot of photos in the countryside. (take)
7 A friend _____ me this morning before school. (call)
8 My parents _____ at home last night. (not be)

2 Write past simple questions for the answers. Use the question words below where necessary.

how how long what when where who why

1 A _____?
  B My last holiday was in the summer.
2 A _____?
  B We went to Sicily.
3 A _____?
  B We went to Sicily because my parents wanted to go there.
4 A _____?
  B My mum booked the holiday.
5 A _____?
  B We travelled to Sicily by plane.
6 A _____?
  B We were there for two weeks.
7 A _____?
  B We ate fish and a lot of different pasta.
8 A _____?
  B Yes, we had a really good time.

Vocabulary

3 Match 1–8 to A–H.

1 When we arrived in Mostar, we went on
2 My brother got up late, so he missed
3 I arrived early because I had to check in
4 After the cathedral tour, we looked round
5 It was a beautiful day, so I decided to go
6 He got to the port in plenty of time to
7 We put the luggage in the boot of the car;
8 It takes between six and eight days to cross

A then we set off on our holiday.
B cycling along the canal path.
C a bag at the airport.
D the Atlantic Ocean by boat.
E a guided tour of the city.
F the exhibition of paintings.
G board the ferry.
H the train to his summer camp.

4 Complete the sentences with the correct word.

1 The first humans lived in c _ _ _ _ in the side of a hill or under the ground.
2 In the past, there was a castle at the top of the hill, but now only the r _ _ _ _ are there.
3 I had to show my passport and boarding pass at the g _ _ _ before I could board the plane.
4 They built a t _ _ _ _ _ through the mountains so that cars no longer had to drive over the top.
5 You should put s _ _ _ _ _ _ _ on your skin every two hours if you're outside in the summer.
6 Our flight was d _ _ _ _ _ _ by an hour, so we went to get something to eat.
7 W _ _ _ _ _ _ _ in the area includes rabbits, mice and snakes.
8 My brother had to open his bag at s _ _ _ _ _ _ _ to show the customs official what was in it.

Cumulative review

5 Complete the text with the words below.

appeared attractions convenient could
countryside didn't explore queues reach
spectacular weren't wrote

The Lake District is a large area of [1]_____ in the north-west of England. The region is very wet, and it has a lot of high hills, so people [2]_____ often travel there in the past. Then, in 1778, the first book about the area [3]_____: *A Guide to the Lakes* by Thomas West. In his book, West included a list of the best places to enjoy [4]_____ views over the lakes. Soon, people began travelling to the area to see its [5]_____ for themselves. And they [6]_____ disappointed! In 1810, a famous English poet, William Wordsworth, [7]_____ another guidebook, and this attracted even more visitors to the area. At first, it was only rich people who went to the Lake District, because it wasn't easy to [8]_____. The first railway to the area opened in 1847, and this made it more [9]_____ to travel there. It meant that workers from cities like Manchester, Liverpool and Newcastle [10]_____ go there on a day trip. In the 1960s, people started travelling to the area by car, and many of the railways closed down. Today, around 12 million visitors go to [11]_____ the Lake District each year. In the summer, there are often long [12]_____ of traffic on the narrow roads leading to some of the most popular villages.

Think & share

6 Read the quote. Then answer the questions.

> **Work, travel, save, repeat.** *Anonymous*

1 How expensive was your last day out?
2 What did you and your family or friends spend money on?
3 Is it necessary to spend a lot of money to have a good time? Why? / Why not?
4 How often do you think people should have a day out?

Reading

EXAM STRATEGY

When you complete a text with missing sentences, look at the sentences before and after the gaps. Look for words that might link to the missing sentences, for example, subjects, pronouns and reference words.

1 Read the strategy above. Then look at the exam task in Ex 2. Read the text. Which words before or after the first gap might link to the missing sentence? What do these words tell you about the missing sentence?

Alaskan Adventure



Last summer, I had an amazing adventure. I went on a wild holiday with two friends to my dream destination – Alaska.

[1]___ We drove there because it was 25 kilometres from the nearest town! There were only two rooms in the cabin – a bedroom and another room that we used as a living room and kitchen. There wasn't any electricity, but it had a little gas cooker and some oil lamps. [2]___ There was a shower and a toilet – outside! Living like that was hard, but it was the most exciting adventure of my life.

The area was very beautiful. There were mountains and lakes a few kilometres away. Winter in Alaska is the most beautiful season, but it's also very difficult. We went in the summer because it was easier. We had warm, sunny weather for most of our stay.

[3]___ First, we went to get water from a nearby river. After that we did household jobs and then we went out to explore the area. In the evenings we made dinner, read books or played games. We always went to bed really early.

Luckily, there was a mobile phone signal in case of emergencies. We nearly used it one day. [4]___ But my friend found the problem and repaired it. That was our only emergency, but something quite frightening happened one night. We were in the cabin one evening when we heard a noise. We thought an animal was outside the cabin. [5]___ In the morning, we found animal tracks on the ground, and marks on the door! It was probably a bear! After that, everyone felt a bit more nervous, and nobody went to the toilet in the middle of the night!

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 sentences that you do not need.

A It was more comfortable than my house!
B We looked outside, but we couldn't see anything.
C We were on a mountain road when our car suddenly made a loud noise and just stopped!
D We stayed in a small wooden cabin (like a very simple cottage) in the middle of a forest.
E Every day we had the same routine!
F It had beds, a table, chairs and a sink.
G We flew to Anchorage, the biggest city in Alaska.
H The evenings were quite boring.

Speaking

EXAM STRATEGY

When you answer personal questions in a speaking task, be prepared to use different tenses.

3 Read the strategy above. Then read the questions in the exam task in Ex 4 and decide if they are in past or present tense. Write *past* or *present* next to each question.

4 Work in pairs. Ask and answer the questions.

1 Where did you go for your last holiday? _____
2 What kind of holidays do you prefer? _____
3 What activities do you like doing on holiday? _____
4 Where do you usually stay when you are on holiday? _____
5 What is your favourite tourist attraction in your country? _____
6 What do you usually do at the weekend? _____
7 What did you do last weekend? _____
8 What did you enjoy most about last weekend? _____





VISION 360°

Learn about tourism and create a travel vlog.

Floating islands



Unit 1 360° hotspots

1 THINK & SHARE Work in pairs. What are the positive and negative effects of tourism on an area? Make notes.

EXPLORE 360°

Access the interactive 360° content now!

2 Look around the photo. In pairs, discuss the questions.

1 What can you see in the photo?
2 Who are the people on the island?

3 ALL HOTSPOTS Explore the hotspots. Make a list of the activities that tourists can do on the island.

4 Listen to the tour guide. Answer the questions.

1 When did the Uros move to Lake Titicaca?
2 What is different about the houses now?
3 What are the good things about living on the lake?
4 How many people live on the islands?
5 What will the group of tourists do now?

5 Read the review. Answer the questions.

1 Is the review positive or negative?
2 What negative points does the review mention?
3 What advice does the review give?
4 Do you think the review is typical for this guest house? Why? / Why not?
5 Would you like to stay at the guest house? Why? / Why not?

6 Read the tips and the travel blog. Do you think Dana followed the tips? Why? / Why not? Complete the table.

She is a responsible tourist because ...	She isn't a responsible tourist because ...

7 Work in pairs. Compare and discuss your answers in Ex 6.



8 ALL HOTSPOTS Explore the hotspots again. How do tourists have an effect on the island? Using the information in the hotspots and your own ideas, think about:

1 effect on the land and environment
2 money
3 culture

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

1 Do many tourists come to the area where you live? Why? / Why not?
2 Which places do tourists visit in your area?
3 In general, do you think tourism has a more positive or negative effect on an area? Why?

CREATE ... a travel vlog

STEP 1

You are going to create a travel vlog about the town or area where you live. In pairs, think about the three or four places you would recommend to tourists.

RESEARCH IT!

Go online and find out an interesting fact about each place.

STEP 2

What other information will you include in your vlog? Use the ideas below to help you. Make notes and do extra research if necessary.

best places to eat how long to stay prices
things to do transport where to stay

STEP 3

Write a script or a plan for your vlog. In pairs, practise the script.

STEP 4

Create your vlog.

STEP 5

Watch another pair's vlog. What did you like about it?

2 Home sweet home

VOCABULARY
Jobs around the house
Describing a home

GRAMMAR
Past continuous
Past simple vs past continuous

READING
A text about apps

LISTENING
A podcast about neighbourhoods

GLOBAL SKILLS
Being a good neighbour

SPEAKING
Making and responding to requests

WRITING
A forum post about an event

DOCUMENTARY
Homes on wheels

VOCABULARY BOOSTER P114–115
GRAMMAR BOOSTER P134–135



1 Answer the questions.

1 How typical is it for teenagers to do these activities?
2 How often do they do them?
3 Do they usually enjoy doing them? Why? / Why not?

2 2.01 Watch or listen. Why does Lily say she had a busy day on Friday?

3 2.01 Watch or listen again. Are the sentences true (T) or false (F)? Correct the false ones.

1 Lily had a long list of homework to do last night. ___
2 She washed and dried the dishes. ___
3 She enjoyed washing the dishes. ___
4 She did all of the ironing in the ironing pile. ___
5 She swept the floor. ___
6 Dan helped her make dinner. ___
7 Dan didn't take out the rubbish. ___
8 Tonight, she is going to do the same as last night. ___

4 REAL ENGLISH Choose the correct meaning for the **bold** phrases.

1 I **nearly died** when I saw all of the ironing!
A I was shocked. B I was very ill.

2 By then, it was half past seven: **time for** dinner!
A It's too late. B It should happen now.

3 **Honestly!** I did everything!
A I'm pleased. B I'm annoyed.

4 He is **so rude**.
A very rude B a bit rude

5 I mean, **it's not fair!**
A It's wrong. B It isn't wrong.

5 VOCABULARY Label the photos with phrases below.

Housework

clean the cooker	✓	make the bed	
clear / lay the table	✗ ✓	put away clothes	
decorate a cake		sweep the floor	
do all the housework		take out the rubbish	
dust the shelves		tidy your room	
empty / load the washing machine		wash / dry the dishes	
fold the clothes		water the plants	
iron your clothes			


1 _____


2 _____


3 _____


4 _____


5 _____


6 _____


7 _____


8 _____

6 Work in pairs. Look at Ex 5 again. Tick (✓) the housework Lily did last night. Cross (✗) the housework she did not do. Put (?) if you are not sure. Compare your answers with another pair.

7 THINK & SHARE Discuss in pairs.

1 Which of the activities in Ex 5 do you do?
2 How often do you do them?

8 Work in pairs. Think of at least one more word you could use with the highlighted verbs in the housework phrases in Ex 5. Use a dictionary if necessary.

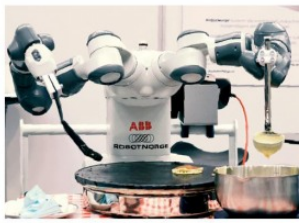
9 Work in pairs. At what age do you think people can start doing the housework in Ex 5? Complete the table.

Ages	housework
Ages 2–3	
Ages 4–5	
Ages 6–8	
Ages 9–11	
Ages 12–14	
Ages 15–18	

10 Work in small groups. Compare your table with another pair. Do you agree? Why? / Why not?

11 Work in pairs. Look at the photos of robots that do housework. Answer the questions.

1 What does each robot do?
2 Do you think it does the activity better than humans? Why? / Why not?
3 Which robot do you think is the most useful? Why?


12 THINK & SHARE Discuss in pairs.

1 What kind of robot do you think your family needs? Use the photos in Ex 11 or your own ideas.
2 Imagine you had this robot. Does it save you time and money?
3 What are the advantages and disadvantages of having a robot?

Past continuous

1 Read Dan's chat with his friend Owen about Friday evening. Who do you think did more housework, Lily or Dan?



2 Look at the underlined sentences in Dan's chat. Choose the correct alternative to complete the grammar explanation (1). Then complete rules 2–4.

Past continuous

Grammar animation

We use the past continuous to talk about activities that were [1] **in progress** / **completed** at a certain moment in the past.

Affirmative: *I / He / She / It* + [2]_____ + verb + *-ing*
You / We / They + *were* + verb + *-ing*

Negative: *I / He / She / It* + [3]_____ + verb + *-ing*
You / We / They + *weren't* + verb + *-ing*

Questions: *Was* + *I / he / she / it* + verb + *-ing*
[4]_____ + *you / we / they* + verb + *-ing*

GRAMMAR BOOSTER P134

3 Write sentences and questions about Friday evening. Use the past continuous.

1 Dan and Lily's parents / work / late
2 at 5.30 / Lily / empty / the washing machine
3 Dan and Lily / do / their homework / at 6.00 / ?
4 at 7.30 / Dan / not help / Lily with the dinner
5 at 7.45 / they / eat / pizza
6 Dan / play / video games all evening / ?
7 at 8.45 / Lily / not tidy / her room
8 at 9.00 / Dan and Lily / not talking to each other

4 Complete the dialogue about an important moment. Use the past continuous form of the verbs below.

celebrate decorate do get have lay not think open

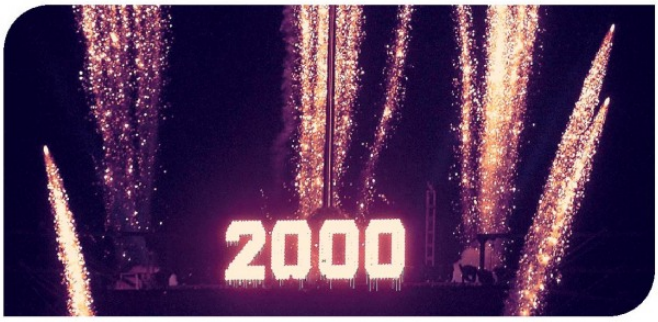
Zach Hey Kaya! I called you last night and you didn't answer your phone.
Kaya No, sorry. We [1]_____ my sister's eighteenth birthday. When did you call?
Zach At about six o'clock. What [2]_____ you _____ then?
Kaya At six o'clock, we [3]_____ everything ready for the party. My dad [4]_____ the table, and my mum and I [5]_____ the living room.
Zach I called again at eight o'clock.
Kaya That's when my sister [6]_____ her presents. I [7]_____ about my phone; I [8]_____ a good time!

5 Work in pairs. Ask and answer questions about the times below.

3.30 yesterday afternoon	4.30 last Sunday afternoon
9.30 yesterday morning	10.30 last Sunday morning
11.30 last Saturday night	eight o'clock this morning
seven o'clock yesterday evening	ten o'clock last night

What were you doing at eight o'clock this morning?
I was having breakfast. How about you?
I was cleaning my teeth.

6 Work in a group. Look at the photo and answer the questions.



1 How do you think people were feeling at the start of the new millennium?
2 What do you think they were doing?

7 2.04 Listen to four speakers talking about the start of the new millennium. Write what they were doing.

Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

8 Discuss in pairs.

1 Which members of your family saw the start of the new millennium?
2 What do you think they were doing?

9 THINK & SHARE Work in pairs. Choose an important event from the past that you can remember. Ask your classmates what they were doing at that moment. Share with the class which answers you found most interesting.

A change for the better?







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

1 Where do you think the places in the photos are?
2 What changes have people made to each place?
3 Which change do you like best? Why?

2 Work in pairs. Match headlines 1–3 to photos A–C. Try to work out the meaning of the **bold** words.

1 Neighbours take action on **potholes** in roads

2 City fills streets with **statues** of woman from painting

3 Young artist makes **sculptures** from **tree stumps**

STRATEGY Understanding a speaker's purpose

People have different reasons for speaking, for example, to give information or to describe an experience. While you're listening to a speaker, try to identify why they are speaking. This will help you understand what they are saying.

3 2.05 Read the strategy. Then listen to a podcast about the neighbourhoods in Ex 1. Choose the correct answer: A, B, C or D.

What is the speaker's purpose?

A to give advice on how to improve a neighbourhood
B to describe some changes in her area
C to give examples of places where people have improved their area
D to tell a story about how a town has changed

4 2.05 Listen again and choose the correct answer: A, B or C.

1 Why are there a lot of tree stumps in Rome?
A The trees fell down in a storm.
B The city decided there were too many trees and cut them down.
C The trees were dead, so the city cut them down.

2 Why did Andrea Gandini start making sculptures out of tree stumps?
A He wanted to attract attention to his work.
B He wanted people to notice the trees.
C He wanted to improve his technique.

3 What was the main thing the people in Toronto were annoyed about?
A The city wasn't doing anything about the potholes.
B They couldn't use the roads in their neighbourhood.
C Their roads were very badly made.

4 Why did they plant flowers in the street?
A They wanted to make the neighbourhood more attractive.
B They didn't want to see the potholes anymore.
C They wanted the city to notice the potholes.

5 Who are the statues of in Madrid?
A a famous Spanish painter
B a woman working for the royal family
C the King of Spain's favourite daughter

6 What was the main effect of the statues?
A They made people visit the city's museums.
B They helped the city look more attractive.
C They taught people about modern art.

5 Discuss in pairs. How could you make the area around your school more attractive? Use the ideas below or your own ideas.

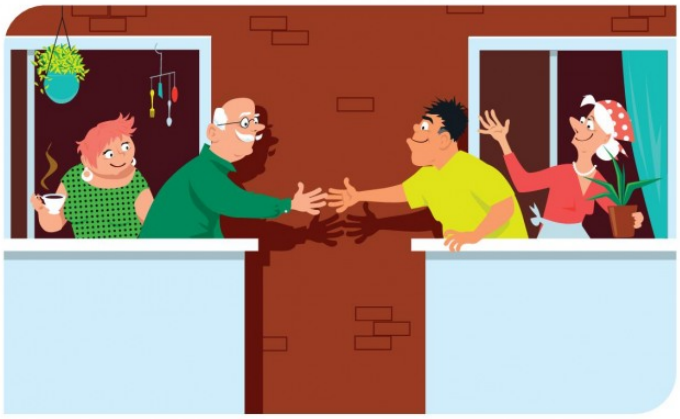
clean walls decorate trees plant flowers
sweep streets tidy parks water plants

6 THINK & SHARE Write a short proposal for improving the area around your school. Use your ideas in Ex 5. Explain your proposal to the class. Then vote on the best proposal. Why is it the best?

Being a good neighbour

1 THINK & SHARE Look at the picture and answer the questions.

1 What kind of relationship do you have with your neighbours? Why?
2 How do you think neighbours can help each other?



2 Read the news story and answer the questions.

1 What was Quinn's problem?
2 How did his friends and neighbours help?

That's entertainment!

At first, Quinn Waters' parents were confused when they noticed that their son wasn't walking properly. In the end, they took him to a doctor, who told them that three-year-old Quinn was seriously ill.

After a long stay in hospital, the doctors said Quinn could go home, but he couldn't leave his house or have any visitors. His parents were worried about this: young children get fed up quickly if they have to stay at home. Quinn didn't have time to feel miserable, however, because his friends and neighbours came to entertain him.

Quinn sat by his window and laughed while his friends were doing puppet shows outside for him. He sang with a neighbour who was playing her guitar. He waved at the local police officers and firefighters who were driving their vehicles past his front door, especially for him. Quinn's neighbours knew that they couldn't stop him being ill, but they could make him feel more positive.



Today, Quinn is well enough to leave his house. His first day out was a trip to the beach, and he loved it!

3 MEDIATION Imagine you are one of Quinn's neighbours. A friend is visiting next weekend and you would like them to help you entertain Quinn. Complete the email explaining the situation. Think about the things below.

- Describe Quinn.
- Explain why people are helping him.
- List activities that people have already done.
- Ask your friend for suggestions of ways to help.

Hi Chris,

Just to let you know about next weekend. I'd like to do something to help my neighbour, Quinn. He's …

4 Work in pairs. Think of three activities you could do to entertain Quinn. Compare with another pair. Which activities are best?

5 VOCABULARY Find four adjectives that describe feelings in the news story. Match the adjectives to the definitions.

1 very unhappy or uncomfortable _____
2 bored with a situation that continued for too long _____
3 not able to understand what is happening _____
4 feeling unhappy and afraid of bad things that are possible in the future _____

6 Match the adjectives below and in Ex 5 to situations 1–8 to describe how each person is feeling.

annoyed disappointed embarrassed frightened

1 An old man was looking for his cat. He last saw it two days ago. _____
2 Some children were playing football. A big dog was running towards them. _____
3 A woman was looking at the graffiti on the wall of her house. _____
4 A girl was crying because she didn't have any friends. _____
5 A teenager was looking after four children. The children were all arguing. _____
6 A boy was sitting on the wall with his report. He studied for his exams, but he failed some of them. _____
7 A man was taking the rubbish out. Suddenly, he fell and dropped it. _____
8 An old woman was walking up and down the street. She didn't know where she was. _____

7 Work in pairs. Imagine the people in Ex 6 are your neighbours. How can you help them?

8 THINK & SHARE Look at the photos. What problems do the people have? How do you think you could help?





Describing a home



1 THINK & SHARE Look at the photo and answer the questions.

1 Where in the world do you think people live in homes like this?
2 Why do you think the yurt has this design?

2 Read Ellie's report about her last holiday. Would she like to live in a yurt forever? Why? / Why not?

My holiday this year was very unusual – we went to Mongolia, and we stayed in a yurt! A yurt is a kind of round tent that people can carry around. Our yurt had a wooden frame, and the roof and walls were animal skins. The entrance was a wooden door, and inside there were different areas. At the far end, there was a wardrobe for our clothes, and our beds were near the wall on either side. In a traditional yurt, people usually sleep on rugs on the floor. The kitchen area was in the middle of our yurt: we had a wood stove which we used as a cooker and for heating – it got quite cold at night. The stove had a chimney which went out through a hole in the roof. This hole was a kind of window which let fresh air into the yurt. I could see the stars when I was lying in bed – it was amazing!

Our yurt was comfortable, but it was very basic. We had no electricity, so there weren't any lights, and you couldn't see a thing when it got dark. There was no running water, either, so we had to go outside to get water from an outhouse. This building also had toilets, so we were lucky – people living in real yurts don't have this luxury! A week was OK, but I don't think I'd like to live in a yurt every day!

3 VOCABULARY Match the highlighted words and phrases in Ellie's report to the definitions.

Homes and houses

1 water that goes into a house through pipes _____
2 the part of a building that gives it its shape _____
3 a way of doing something that hasn't changed _____
4 energy we use to make heat and light _____
5 a piece of thick material on part of the floor _____
6 clean air from outside _____
7 an opening in the wall _____
8 a thing where you can burn wood to produce heat _____
9 including only what is necessary _____
10 a system for making rooms and buildings warm _____
11 comfort _____
12 the layer that covers an animal's body _____
13 a thing for taking smoke up and out of a room _____
14 a large cupboard for hanging clothes _____
15 a small building outside a main building _____
16 where you sleep when you go camping _____

4 Work in pairs. How is a yurt different from your home?

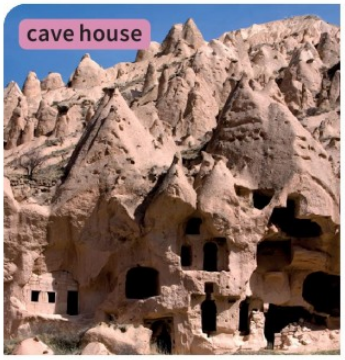
5 Complete the description of an igloo with the highlighted words and phrases in Ex 2.

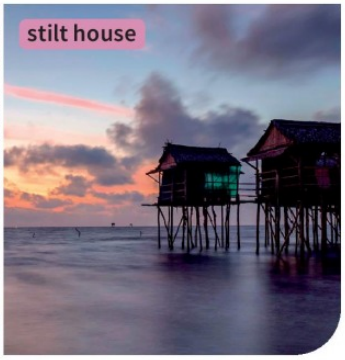
An igloo was the [1]_____ home of people who lived in very cold places, such as the Inuit of northern Canada. The walls and roof of the house were blocks of thick snow, and a block of ice was a kind of window. People could see out through this window, but it didn't let any [2]_____ come in. The [3]_____ of the igloo was very small, so people had to get down on their hands and knees to go in. The beds were platforms of snow, and people slept under [4]_____. There was no [5]_____, so they used an oil lamp for [6]_____ and cooking. The igloo had no [7]_____ to let out the smoke, so the houses got very dirty inside. People had to clean the walls every morning. Igloos were [8]_____, but they were perfect for cold and snowy places. People could find building materials easily, and the shape of their home kept them warm in the coldest weather.



6 Work in pairs. Look at the photos of other traditional homes and answer the questions. Use the highlighted words in Ex 2.

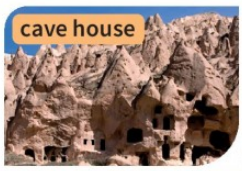
1 What does it look like?
2 What do you think it is like inside?
3 What is good about the design?





Past simple vs past continuous

1 THINK & SHARE What kind of accidents do you think are common in the homes below? Discuss.











2 Read the news article about an accident in the home. What was the accident and why did it happen?

NEWS

When 52-year-old Mrs Ryu was doing the housework one day in February, she had no idea that the morning would end in disaster. First, the South Korean housewife made the beds and washed the dishes. Next, she emptied the washing machine and hung out the clothes. Then she dusted and tidied the flat. After that, she felt tired, so she lay down on the floor to have a sleep.

In many parts of Asia, people sleep on the floor because it is cooler. Before she lay down, Mrs Ryu switched on her robot vacuum cleaner. She was sleeping while the robot was cleaning the floor. That is, until the machine found her hair.

When Mrs Ryu woke up, the vacuum cleaner was 'eating' her hair. She tried to stop it, but she could not find the switch. Instead, she called the emergency services. A whole minute passed before the vacuum cleaner switched itself off.

When the firefighters arrived, Mrs Ryu stayed on the floor while they pulled her hair out of the machine. Fortunately, she wasn't seriously injured, but she is not sure if she wants to use the robot again.

3 Study the highlighted sentences in Ex 2. Complete the grammar rules with *past simple* or *past continuous*.

Past simple vs past continuous

Grammar animation

1 We use the _____ for a sequence of events in the past. The actions happen one after another.
2 We use the _____ to describe a scene in the past. The actions were in progress at the same time.
3 We use both tenses in the same sentence when one action interrupts another. We use the _____ for the longer action that was in progress, and the _____ for the shorter action that interrupts it.

GRAMMAR BOOSTER P135

TIP

When a shorter action interrupts a longer one, we usually use *while* with the past continuous, and *when* with the past simple.

4 Write sentences where one action interrupts another. Use a past simple and a past continuous form in each sentence. Begin the sentences with *When* or *While*.

I / dust the shelves / I / see a spider
While I was dusting the shelves, I saw a spider.

1 Gemma / dry the dishes / she / drop a glass
2 my parents / come home / we / clean the kitchen
3 I / tidy my room / I / find some money
4 they / put up their tent / it / start to rain
5 the electricity / go off / we / watch a film
6 my friend / arrive / I / iron my clothes
7 we / move a wardrobe / my dad / hurt his back
8 I / get to the entrance / my friends / wait for me

5 PRONUNCIATION 2.08 Listen and check your answers in Ex 4. How are *was* and *were* pronounced in the past continuous?

6 2.08 Listen and repeat the sentences in Ex 4. Pay attention to the pronunciation of *was* and *were*.

7 Complete the sentences. Use the past simple or past continuous form of the verbs in brackets.

1 I _____ (lay) the table, then my dad _____ (bring) in the food.
2 We _____ (meet) at the outhouse: she _____ (come out), and I _____ (go in).
3 The heating _____ (not work) when I _____ (get) home from school.
4 First, Oliver _____ (fold) all the clothes. Then he _____ (iron) his shirts and _____ (put) them away.
5 The children _____ (lie) on the rugs, and the adults _____ (use) all the armchairs, so there was nowhere for me to sit.
6 I _____ (see) my neighbour while I _____ (take out) the rubbish.
7 We _____ (not listen) while Mum _____ (explain) about the washing machine, so we _____ (not know) how to put it on.

8 Work in pairs. Read the comments from people who had an accident in their home. What do you think the people were doing when the accident happened?

'I broke my toe.' 'I hit my head.'
'I fell down the stairs.' 'I burned my hand.'
'I cut my finger.'

9 2.09 Listen to five people talking about the accidents in Ex 8. Write what they were doing when the accident happened.

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

10 Work in pairs. Tell your partner about an accident you or someone you know had at home. Use the past simple and past continuous, and *while* or *when*. Then tell the class. What is the most common accident? Why?

Neighbourhood apps

1 Look at the phone screen. What do you think is the aim of apps like this?



2 2.10 Read the first paragraph and check your answers in Ex 1.

Neighbours online

Neighbourhood apps are becoming more and more popular these days. People who don't use these apps often join local groups on Facebook or WhatsApp. But are these apps and online groups actually useful?



Baljinder from Birmingham, UK, thinks they are. A few years ago, she set up an online group to prevent crime in her community. Today, all 27 families in her street know each other better, and the area feels safer. In the US, Canada and now the UK people can use an app to protect their neighbourhoods from crime. The Ring app sends a video to your smartphone when anyone goes near the entrance of your house. The idea is that you contact a neighbour to find out what the person is doing.



Raghaventra agrees with Baljinder. He was living in an apartment block in Chennai, India, where he didn't know anybody. When he joined a WhatsApp group to help with a project to save water, he finally got to know his neighbours. In the USA, there's an app for projects like this. The ioby app helps people raise money for their projects and also finds volunteers to take part.



Kate and her neighbours in Montreal, Canada, use their online group to ask each other for recommendations – for example, where to get wood for a wood stove. She says that everyone gets on better because of the group. The Nextdoor app brings together neighbours in the same kind of way, and it's available all over the world. The app tells you activities that are going on in the community, like gaming competitions or mini-Olympics. Users can also give away things they don't want anymore, such as old wardrobes and rugs.

In general, it seems that people find neighbourhood apps very useful. It isn't easy to get to know your neighbours, but technology appears to be helping.

STRATEGY Reading a text quickly for general idea

When you read a text for the first time, don't try to understand every word. Read it quickly for the general idea first. This is called *skimming*.

3 Read the strategy and look at the text types below. In each type, what kind of information do you expect to find in a) the first paragraph, b) the main paragraphs and c) the final paragraph?

a letter a review a story an article

4 Skim the text in Ex 2 and answer the questions.

1 What kind of text is it? Choose from the text types in Ex 3.
2 Why did the author write the text?
3 How did Baljinder's online group improve her neighbourhood?
4 How did Raghaventra's WhatsApp group help him?
5 How did Kate's online group help her and her neighbours?
6 What is the author's opinion of neighbourhood apps by the end of the text?

5 THINK & SHARE Discuss in pairs. Do you agree with the author? Why? / Why not?

6 VOCABULARY Match the highlighted phrasal verbs in the text to the definitions.

1 causes people to be friendly with each other _____
2 discover some information _____
3 provide someone with something that you no longer need _____
4 has a friendly relationship with someone _____
5 created or started something _____
6 happening _____

7 Complete the sentences with the phrasal verbs in Ex 6.

1 What's _____ outside? There's a terrible noise.
2 We _____ well with most of our neighbours.
3 We're having a barbecue to _____ all our old school friends.
4 I'm going to _____ my old bike – I never use it.
5 My cousin wants to _____ his own business cleaning chimneys.
6 It was freezing in our new house, so we needed to _____ how the heating worked.

8 Work in pairs. Design an app for your neighbourhood. Use the questions to help you.

1 Who is the app for?
2 What can users do on it?
3 What is the name of the app?

9 Present your app to the class and vote on the best one. Why is it the best?

Polite requests



1 Imagine you are preparing a school barbecue. Which of the tasks below would you prefer to do? Number them 1–6 (1 = the task you would prefer to do).

buy the food do the cooking lay the tables
make the salads put up the tent serve the drinks

2 2.11 Listen to two students, Kate and Sam, planning a school barbecue with a teacher, Mrs White. Which three tasks in Ex 1 is each person going to do?

1 Mrs White _____ _____ _____
2 Kate _____ _____ _____
3 Sam _____ _____ _____

STRATEGY Using the correct register

You can use formal or informal language, depending on who you're talking to. You use more formal language with people you don't know well, or when you want to show respect. You use informal language with friends and family you know very well.

3 2.11 Read the strategy and the Phrasebook. Listen again. Which phrases for making requests does Kate use with Sam? Which does she use with Mrs White? Why?

PHRASEBOOK Requests

Making requests
Can you … ?
Could you please … ?
Do you think you could … ?
Do you mind … ?
Would you mind … ?
Responding to requests
Sure. No problem!
Yes, of course.
No, sorry, I can't.

4 Read the dialogues. Tick (✓) the requests with the correct register. Correct the requests with the incorrect register. Use each request in the Phrasebook once only.

1 You to a passenger on a bus:
Do you think you could open the window, please?
2 You to the head teacher:
Can you turn on the heating, please?
3 You to your sister:
Would you mind getting some water from the outhouse, please?
4 You to your mum:
Could you iron my new shirt, please?
5 You to a friend's dad:
Can you hold the tent frame, please?

WATCH OUT! In English, people usually use the word *please* with requests. It's more polite.

5 Work in pairs. Student A: imagine you are Kate. Make requests for the situations. Use the correct register. Use each request in the Phrasebook once only. Student B: respond to the request. Make an excuse if the response is *No, sorry, I can't.*

1 You want Mrs White to clean the barbecue. (✓)
2 You want Sam to clear the tables. (✗)
3 You want Mrs White to wash the dishes. (✓)
4 You want Sam to put the tent away. (✗)
5 You want Mrs White to take out the rubbish. (✓)

6 Work in pairs. Think of at least three more tasks to do after the barbecue. Make a list.

7 Work in groups of three. Role-play a conversation between Kate, Sam and Mrs White after the barbecue. Use your ideas in Ex 5 and 6. Follow the instructions.
Student 1 is Kate, Student 2 is Sam and Student 3 is Mrs White. Student 1: make requests to Students 2 and 3. Students 2 and 3: respond. Then swap.

8 REFLECT Discuss in in your group.

1 Was your role-play successful? Why? / Why not?
2 Did you use the correct register with each person? Why? / Why not?
3 Which phrases in the Phrasebook did you use?

A short forum post






1 Study the list of events in a neighbourhood. Tick (✓) the events that sometimes happen in your neighbourhood. How often do they happen? Compare with a partner.

1 an ambulance takes someone to hospital ☐
2 firefighters save a family's pet ☐
3 an unusual animal appears in the area ☐
4 some neighbours have a party ☐
5 the police call on one of the neighbours ☐
6 there's a loud noise during the night ☐

2 Read the forum post and answer the questions.

1 Which event in Ex 1 does the writer describe?
2 Who or what was the surprising visitor?
3 What did the visitor do?
4 How long did it stay?
5 What did the writer do?



A surprising visitor

One evening last summer, we were clearing up after a barbecue. My mum and my brother were doing the dishes, while my dad and I were putting the food away. When I looked out of the kitchen window, a strange animal was crossing the garden. It was a quoll!

Quolls look a bit like small cats, and there aren't many of them left in Australia. I showed my dad the quoll, and he threw a piece of meat into the garden. At first, the quoll didn't seem very interested, but then it ran over and ate the meat. After that, I threw another piece of meat nearer the window. In the end, the quoll was very near. I took a great photo of it while it was eating.

The quoll stayed in our garden for about ten minutes, and then it left. I'm a bit disappointed because it never came back, but I'm very happy that I saw it that night. Also, I've still got my photo!

3 Match A–C to paragraphs 1–3 in the description.

1 Paragraph 1
2 Paragraph 2
3 Paragraph 3

A saying what happened in the end
B setting the scene for the event
C describing what happened

STRATEGY Choosing the right tense

When you write, you need to use the right tenses. Use the past simple for …

1 a sequence of events in the past.
2 a short action that interrupts a longer one.

Use the past continuous …

3 to describe a scene.
4 for a longer action that is interrupted.

4 Read the strategy. Find examples for each use of the past simple and past continuous in the description in Ex 2.

LANGUAGE FOCUS Sequencing expressions

When we describe an event, we often use sequencing expressions such as *first of all*, *next*, *later* and *finally* to show the order of each of the actions.

5 Read the Language focus. Find four more sequencing expressions in the description in Ex 2.

6 Complete the paragraph with suitable sequencing expressions.

[1]_____, I didn't pay any attention to the music. [2]_____ it started to bother me. [3]_____, I went round to my neighbour's house and asked them to turn it down. They refused. [4]_____, I called the police. [5]_____, the police came, and everyone at the party went home.

7 You are going to write a forum post about of an event in your neighbourhood. Use one of the events in Ex 1 or your own idea. Answer the questions.

1 When did the event happen?
2 What were you doing at the time?
3 What did you see?
4 What did you do?
5 What happened next?
6 What happened in the end?

8 Write your forum post. Follow the paragraph plan in Ex 3 and use the past simple, past continuous and sequencing expressions.

9 CHECK YOUR WORK Did you …

- write three paragraphs?
- use the past simple and past continuous correctly?
- include a variety of sequencing expressions?
- write a title?
- check spelling, grammar and punctuation?

Grammar

1 Complete the paragraph with the past continuous form of the verbs in brackets.

It was lunchtime, and we were in a restaurant in a village. We [1]_____ (wait) for our food to arrive. Suddenly, we noticed something strange. The people next to us [2]_____ (not eat). Why [3]_____ (they look) at the kitchen? A waiter [4]_____ (run) out of the door, but he [5]_____ (not carry) any food. What [6]_____ (he / say)? 'Fire! Fire!' Everybody got up and left the restaurant as fast as they could.

2 Complete the sentences with a past simple and a past continuous form of the verbs in brackets.

1 I _____ my phone while I _____ the bus. (drop, get off)
2 My sister _____ her homework when her computer _____. (do, crash)
3 We _____ the match when our team _____. (not watch, score)
4 _____ basketball when he _____ his arm? (Nico / play, break)
5 Sam _____ off his bike while he _____ to school. (fall, cycle)
6 My friend _____ when the teacher _____ his name. (not listen, say)
7 _____ in Italy when you _____ that photo? (you / travel, take)
8 We _____ a barbecue when it _____ to rain. (have, start)

Vocabulary

3 Complete the sentences with a suitable verb.

1 I _____ my bed every morning before I go to school.
2 I've made a birthday cake for my mum – now I need to _____ it.
3 We asked a neighbour to _____ our plants while we were on holiday.
4 There are books and clothes all over the floor – you need to _____ your room.
5 I usually _____ _____ the rubbish when I go to basketball training in the evening.
6 That shirt is clean, but you need to _____ it before you wear it.

4 Complete the sentences with the words below.

entrance heating outhouse rug tent wardrobe

1 When we got to the campsite, we put up our _____ and then we went to the beach for a swim.
2 If you're cold, we can put the _____ on.
3 The tour guide was waiting at the _____ to the palace when we got there.
4 My grandmother keeps all her coats in a _____ in her bedroom.
5 It's a very old building, so the toilet is in an _____ at the end of the garden.
6 We put a _____ on the floor of the living room in the winter because it gets very cold.

Cumulative review

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

What happens in your house when you [1]___ the table after a meal? Does someone stay in the kitchen to wash the dishes the [2]___ way? Or do you have the [3]___ of a dishwasher – a machine that washes your dishes for you?

The first automatic dishwasher appeared in 1886. A rich American woman called Josephine Cochrane invented it because she was worried about her beautiful old plates. Josephine didn't [4]___ any housework herself, because she had servants who [5]___ the floor and washed the dishes for her. But the servants weren't very careful with her plates. One evening, one of them broke a very valuable plate while she [6]___ the dishes after a dinner party. Josephine was putting the dishes away the next morning [7]___ she discovered this. She didn't want it to happen again, so she designed a machine. She gave instructions to a mechanic, and he [8]___ the machine for her. They tried it out when he finished, and it worked perfectly!

At first, only hotels and restaurants were interested in the dishwasher. At the time, normal houses didn't have [9]___, so people couldn't use Josephine's machine. Also, most houses only had cold [10]___ water, and this didn't wash the dishes properly. It wasn't until the 1950s that dishwashers became more common. Today, many people have them in their kitchens.

1	A clean	B clear	C lay
2	A basic	B comfortable	C traditional
3	A luck	B lucky	C luxury
4	A do	B have	C make
5	A dusted	B folded	C swept
6	A washed	B was washing	C were washing
7	A during	B when	C while
8	A built	B was building	C were building
9	A electrical	B electric	C electricity
10	A drinking	B flowing	C running

Think & share

6 Read the quote. Then answer the questions.

> **Home isn't a place; it's a feeling.**
> *Cecilia Ahern, Irish novelist*

1 When was the last time you spent more than one night away from home?
2 Did you miss your home while you were away? Why? / Why not?
3 What makes a house feel like home?
4 Is there anything you need to make your house more comfortable? What?

Listening

EXAM STRATEGY

When you complete missing information, read the task and the text carefully before you listen. Think about the meaning of the text and the type of word that might be missing.

1 Read the strategy above. Then read the exam task in Ex 2. What type of word do you think is needed in each gap (e.g. a number, an object, a place, etc.)?

2 2.12 For each question, listen and write the correct answer in the gap. Write one or two words, or a number, a date or a time.

You will hear a woman called Lucy James talking to a group of students about her work as an artist.

Lucy first painted pictures in her garden when she was [1]_____ years old.
She liked painting pictures of [2]_____ best.
At art school, Lucy made sculptures from [3]_____.
She won a trip to [4]_____ in a competition.
Now Lucy is creating at total of [5]_____ different sculptures to improve the neighbourhood.
People can look at her work on 31 [6]_____.

Use of English

EXAM STRATEGY

When you do a multiple-choice task with missing words, try each option in the gap. Cross out the answers that you are sure are not correct. You will then have fewer options to choose from.

3 Read the strategy above. Then look at the exam task in Ex 4. Read the first sentence in the text but ignore the gap. Read it again and try each of the options in question 1. Which options are definitely not correct? Why?

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

1	**A** am	**B** were	**C** was	**D** will be
2	**A** out	**B** up	**C** with	**D** in
3	**A** entrance	**B** opening	**C** arrival	**D** beginning
4	**A** shows	**B** show	**C** showing	**D** showed
5	**A** walk	**B** walked	**C** was walking	**D** am walking
6	**A** much	**B** so	**C** too	**D** many
7	**A** do	**B** make	**C** have	**D** go
8	**A** out	**B** up	**C** in	**D** away
9	**A** make	**B** take	**C** wash	**D** empty
10	**A** clear	**B** iron	**C** sweep	**D** make

Writing

EXAM STRATEGY

When you are given the first sentence of a story, you need to use your imagination to complete the story. Ask yourself questions to give you some ideas. Who is the story about? Where is it? What will happen next? How will the story end? Then put your notes together to tell the story with a beginning, a middle and an end. Use past tenses. Try to link your ideas together with words like *then*, *so*, *because* and *but*.

5 Read the strategy above. Then look at the exam task in Ex 6 and read the first sentence of the story.

1 Who is the story about?
2 Where is it?
3 What made the noise – was it a person, an animal or an object?
4 What happened next?
5 How will your story end?

6 Your English teacher has asked you to write a story. Your story must begin with this sentence.

I was taking out the rubbish when I suddenly heard a loud noise from the house across the street.

Write your story.

A robot exhibition

A few years ago when I [1]___ travelling around Scotland with my family, we went to an exhibition about robots at a science museum. I wanted to find [2]___ about the history of robots and how they are changing.

At the [3]___ to the museum there was a huge robotic dinosaur from Japan. After that, there were three rooms. The first room had a display of robots from popular culture. The second room [4]___ robots at work. The third room was about robots in the home.

I felt very excited while I [5]___ around the first room because they had R2-D2 from Star Wars. R2-D2 is my favourite robot character from a film. Some of the visitors in this room were wearing robot costumes, which I thought was [6]___ funny.

I also loved the robots in the third room. Imagine a robot that could [7]___ all the housework. It could put [8]___ your clothes and tidy your room. My parents would never ask me to [9]___ the dishwasher again. The robot would do everything. After the exhibition, we went to the museum shop and I bought a small model of R2-D2. It can move about and talk, but it can't [10]___ the table or do my homework. One day, I want to have a robot like that.



3 Staying healthy

VOCABULARY
Food
Sport

GRAMMAR
Quantifiers
Modals of obligation

READING
An article

LISTENING
A dialogue about healthy food

GLOBAL SKILLS
Developing healthy habits

SPEAKING
Asking for and giving advice

WRITING
An opinion blog

VISION 360
Taekwondo dojo

VOCABULARY BOOSTER P116–117
GRAMMAR BOOSTER P136–137



1 Look at the video still and answer the questions.

1 How does Dan feel about his breakfast? Why do you think he feels like this?
2 What do you usually have for breakfast? Is it healthy?

2 3.01 Watch or listen. What did Dan and Lily want to do? Did their plan work?

3 3.01 Watch or listen again. Complete the sentences.

1 Dan and Lily are not on a _____.; they are doing a challenge.
2 Lily's new lunch is rice, _____ and broccoli.
3 Lily's recipe for veggie burgers is _____.
4 Lily doesn't feel well because she ate too many _____.
5 Dan's first portion of fruit was an _____.
6 Dan had _____ for lunch.
7 Dan feels _____ after eating the new menu.

4 REAL ENGLISH Match highlighted phrases 1–5 to meanings A–E.

1 Check out our menus to find out.
2 Awesome! But that's a lot of carrots after a heavy meal.
3 Wait a minute! Strawberry jam is not a fruit!
4 Seriously?!
5 Well done ... I guess.

A Stop! I've just noticed something.
B Very good!
C You did a good job.
D Really?
E Look at it!

5 3.04 Listen and repeat the Real English phrases.

6 VOCABULARY Look at the highlighted words and phrases in the comments. Match them to the photos.







1 'They're great for someone who is on a diet. I love the variety of fruit.' ___
2 'There are some crisps! That's rather unhealthy!' ___
3 'Is this a medium-sized burger or a large one? It's such a heavy meal!' ___
4 'I'm sure there's a portion of spinach or broccoli in the green smoothie. You'll have a lot of energy when you drink it.' ___
5 'I hope there isn't any pineapple in them. I don't like it.' ___
6 'The person who has these probably lives a healthy lifestyle.' ___
7 'Delicious! I want a recipe for this veggie burger.' ___

7 Match the highlighted words and phrases in Ex 6 to the definitions.

1 a lot of different kinds of things _____
2 it tells you how to cook something _____
3 an amount of food _____
4 a type of fruit which is yellow inside _____
5 something which tastes good _____
6 eat less than usual _____
7 not good for you because it makes you ill _____
8 an amount of food that is big and makes you full _____

8 Write the definitions for the other highlighted words and phrases in Ex 6.

9 Complete the social media post with words and phrases in Ex 6.

@LoveFood You can't have a [1]_____ when you don't eat regular meals! For me, breakfast is the most important meal in the day. I usually have toast in the morning, but when I'm in a hurry, I only drink a [2]_____. I use a [3]_____ of fruit and at least one [4]_____ of vegetables, for example, some [5]_____ leaves. I don't need a [6]_____ to make a smoothie. I simply open the fridge, choose some fruit and vegetables and put them all in a blender. My favourite is made from two kinds of fruit: one [7]_____ orange and some [8]_____. It's simple and [9]_____! I [10]_____ to study when I drink such colourful smoothies.

10 Write a social media post describing what a healthy lifestyle means to you. Use some of the words in Ex 6.

11 Work in pairs. Say what you ate yesterday and count how many portions of fruit and vegetables you had.

12 THINK & SHARE Work in pairs. Discuss different ways you could add more fruit and vegetables to your diet.

Quantifiers

1 What did Lily and Dan try to do last Monday? Read the comments and discuss who has similar eating habits to you.

D **Dan**

We tried to eat TEN PORTIONS of fruit and vegetables in a day! **How many** portions do you eat?

6 Comments

M **Mark Taylor** Two! I drink **a little** juice and have an apple later. I don't like vegetables.

C **Cathy_2005** Maybe six or seven. I've got a great book with salad recipes. Over 100 of them! The book helps me eat **a lot of** different vegetables!

S **Sarah White** Dan, your smoothie looks delicious! **How much** spinach did you use? I don't want it to taste like grass. 🙂

D **DaveSJ** @Sarah White Smoothies taste better when you add **a little** peanut butter, but not **too much**. You want your smoothie to be healthy!

E **Emily Marks** Ten portions? Maybe in a week! I haven't got **much** time to do my own shopping and cook. My family doesn't buy **many** vegetables, except for broccoli and **a few** tomatoes.

A **Annie09** I love fruit and veg, but when I eat **too many** apples, my stomach hurts.

2 Read the grammar rules and choose the correct alternative.

Quantifiers

Grammar animation

We use *much* and *many* to talk about a [1]**small** / **big** *quantity* of things.
We use (*too*) *many* with [2]**countable** / **uncountable** nouns.
We use (*too*) *much* with [3]**countable** / **uncountable** nouns.
We use *How many* and *How much* to ask about quantity of things.
We use *a few* and *a little* to talk about a [4]**small** / **big** *quantity* of things.
We use *a few* with [5]**countable** / **uncountable** nouns.
We use *a little* with [6]**countable** / **uncountable** nouns.
We use *a lot of* to talk about a [7]**small** / **big** quantity of things.
We use *a lot of* with countable and uncountable nouns.

GRAMMAR BOOSTER P136

3 Complete the sentences with the words below.

a few a little how many many much too much

1 There aren't _____ veggie burgers on the menu of this restaurant.
2 I drank just _____ pineapple juice, but I didn't like it.
3 _____ meals do you eat every day when you're on a diet?
4 Is there _____ sugar in these biscuits? I'm on a diet, so I don't eat things which have a lot of sugar.
5 When I eat _____ ice cream, I don't feel well.
6 Alan eats green vegetables _____ times a week – usually twice or three times a week.

4 3.05 Read the phone conversation between Lauren and her mum. Choose the correct alternative. Then listen and check.

Lauren Mum, are you still at home?
Mum Yes, I am. Why?
Lauren My friends are coming tonight. I'd like to make pizza and have [1]**a few** / **a little** things to put on top. Everyone could choose what they like. I'm going shopping now, but I don't remember what we have at home. I don't want to buy [2]**too many** / **too much** food, like last time. Can you check it for me?
Mum Of course! OK, so we haven't got [3]**many** / **much** cheese in this pack. And there's only [4]**a few** / **a little** ham. What else? There's an open jar with black olives, but there aren't [5]**a few** / **many** olives left in it.
Lauren [6]**How many** / **How much** tomatoes are there? I need some for the sauce.
Mum Don't buy any. We've got [7]**a lot of** / **much** tomatoes! There's only [8]**a few** / **a little** flour. I used most of it to bake a cake last week.
Lauren Thanks, Mum!
Mum What time are they coming? Remember, you need [9]**a lot of** / **too much** time to make pizza. I only have [10]**a lot of** / **a few** meetings at work today, so I can come home earlier and help you.

5 Complete the sentences so that they are true for you. Use the words below or your own ideas.

bread broccoli burgers butter cheese chicken chocolate eggs meat pasta potatoes rice spinach sugar sweets tomatoes vegetables

1 I don't eat much _____, but I eat a lot of _____.
2 I eat a little _____ every week.
3 I don't eat many _____ for breakfast.
4 I eat a few _____ in a week.
5 I think I eat too much _____.
6 At weekends, I eat a lot of _____.
7 My parents say I eat too many _____.
8 I know I only eat a few _____ and I should eat more.

6 Work in pairs. Take turns to read your sentences in Ex 5. Are there any similarities between what you and your partner eat?

Good for you! Good for all of us?

Avocado farms are causing water problems in South America

Will British people stop eating avocados because of their huge carbon footprint?

We now buy 30% more avocados than last year







10 reasons why avocados are the healthiest fruit in the world

Are you on a diet? Eat avocados a few times a week!

carbon footprint /ˌkɑːbən ˈfʊtprɪnt/ (*n*) the amount of carbon dioxide (CO_2) that is produced by the daily activities of a person or company.

1 Look at the photos and read the article titles. Discuss the questions.

1 Do you recognise the fruit in the picture? Which of these sentences are true for you?
- I sometimes eat an avocado.
- My family buy avocados every week.
- I once saw an avocado tree.
- I don't understand why people like avocados.

2 What information do you think you can find in each article?

3 Which article would / wouldn't you like to read? Why?

2 3.06 Listen to the dialogue between Emily and her mum. Why does Emily not want to eat avocado toast?

3 3.06 Listen again. Complete the sentences.

1 Emily ordered _____ when they were in the restaurant last time.
2 Avocados are _____ and good for you.
3 The _____ about avocados that Emily found last week was very good.
4 _____ produces more greenhouse gases than fruit.
5 Avocados travel about _____ kilometres before they get to a supermarket in Emily's town.
6 It isn't OK that _____ cut down trees to plant more avocado trees.
7 A kilogram of apples needs _____ water to grow than a kilogram of oranges.
8 Avocado farms in Chile have problems because there isn't enough water in the _____.
9 The pictures of dry areas in Chile look _____.

STRATEGY Distinguishing fact from opinion

When you listen to someone, it's important to understand if the information is a fact or their opinion. A fact is a piece of information that we can check and prove true. An opinion is a personal belief about something which you can agree or disagree with.

4 3.06 Read the strategy. Look at the sentences in Ex 3. Listen again and decide which sentences show facts and which show opinions.

5 Work in pairs. Use the questions to make notes about a vegetable or fruit that you know. Include some facts and some opinions.

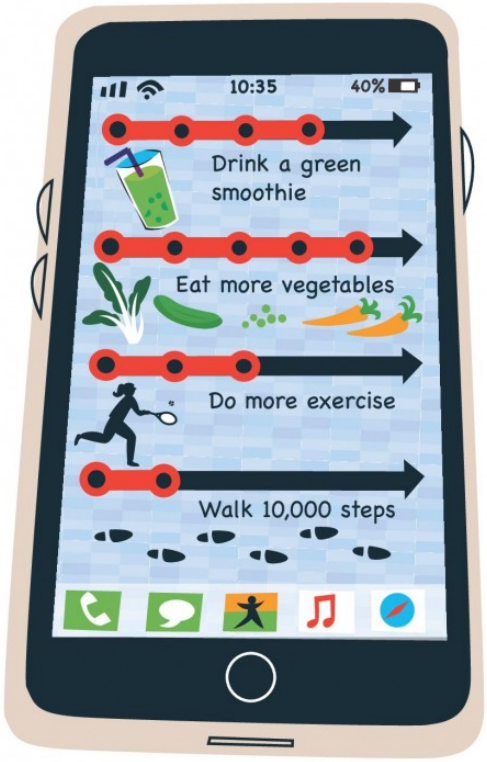
1 What fruit / vegetable is it? What does it look like? Where does it grow?
2 How do you eat it? Can you cook it? What are your favourite recipes with this vegetable / fruit?
3 What's your opinion about this vegetable / fruit?
4 Why should / shouldn't we eat it?

6 Work in groups. Pair A: tell Pair B about your fruit / vegetable. Pair B: listen and write down facts and opinions you hear. Then swap. Who presented more facts?

Facts	Opinions
Strawberries are red and sweet.	Strawberries taste best when you eat them in a salad with a lot of spinach and a little blue cheese.

Developing healthy habits

1 THINK & SHARE Look at the picture of an app and discuss the questions.



1 Do you try to develop healthy habits? What kind of habits are you working on?
2 Is it difficult for you to develop a healthy habit? Why? / Why not?

2 VOCABULARY Match the words below to the definitions.

develop focus give up in advance
keep track make patient succeed

1 _____ *habits*: start to have something that becomes better and stronger
2 _____ *something*: stop, not to do or have anymore
3 _____ *in doing something*: to achieve something that you have been trying to do
4 *plan* _____: decide earlier how you'll do something
5 _____ *on*: think about one thing only and not about others
6 _____ *of something*: continue to have information about what's happening
7 *be* _____: wait for a long time without becoming angry
8 _____ *a mistake*: do something that is not correct

3 3.07 Listen to the *Healthy Me* podcast and answer the questions.

1 What example of a habit does the speaker give?
2 What problems does the speaker mention people might have on the first and on the second day?
3 Why does it take a long time to develop new habits?

4 MEDIATION 3.07 Your friend Liam missed the podcast and has asked you to summarise the content for him. Listen again and complete the email with information from the podcast. Write one word in each gap.

RE: Project about developing habits

Hi Liam,

How strange! I also can't find this podcast online anymore. Luckily, I downloaded it, so here's all the information you need for your project.

The guy in the podcast says that developing healthy habits is [1]_____. He gives three reasons for that. Number 1: we don't take enough time to [2]_____ our new habits. Number 2: we can't [3]_____ in our goals every day. Number 3: it's impossible to change [4]_____ at the same time.

Then he gives a few tips. He says it's best to choose one habit which is [5]_____ to us, and then plan how to make it work. It helps to check how well we do every day. To do it, we can use an [6]_____ or [7]_____ it down somewhere. And he warns us that it can take a lot of [8]_____ to develop new habits.

Good luck with your project.

Matt

5 Read the questionnaire. Choose the correct alternatives.

Questionnaire

1 The healthy habit I want to [1]**develop** / **give up**: _____

2 How often do you want to do it?
A every day **B** a few times a week **C** every week

3 Did you try to change this habit in the past?
A yes **B** no
If you answered *yes*, describe what mistakes you [2]**made** / **did**.
_____

4 Why is it difficult for you to develop this habit?
A I haven't got much time to do it.
B I don't really like doing it, but I know it's good for me.
C How many habits can I develop at the same time? This is one of many habits I'm working on.
D I don't want to wait for results. I [3]**don't plan in advance** / **am not patient**.
E I know this isn't good for me, but I can't [4]**give it up** / **keep track of it**.

5 What will you do this time to make sure you [5]**succeed** / **give up**?
A [6]**Plan in advance** / **Keep track of** the habit using an app.
B [7]**Succeed in** / **Focus on** one habit only.
C Prepare myself to develop this habit – I will _____.

6 Look at the questionnaire in Ex 5. Choose a healthy habit you would like to work on. Complete the questionnaire for you.

7 Work in pairs. Tell your partner what habit you want to develop and talk about your answers in the questionnaire.

8 Work in pairs. Think about what you discussed in Ex 7 and answer the questions.

1 Do you think your partner will succeed? Why? / Why not?
2 What else can your partner do to develop their healthy habit?

Sport

1 Look at the timetable and answer the questions.

1 In what ways is the timetable different from your school timetable? Would you like to go to this school? Why? / Why not?

2 Is there enough sport for you at school? Would you like to have more or fewer P.E. lessons?

	Monday	Tuesday	Wednesday
7.30–8.30	Jogging	Basketball – shooting practice	Jogging
8.30–12.30	Regular classes	Regular classes	Regular classes
12.30–1.00	Lunch break	Lunch break	Lunch break
1.00–3.00	Regular classes	Regular classes	Regular classes
3.00–4.00	Regular classes	Regular classes	Basketball match
4.00–5.00	Basketball – skills practice	Gym	

2 Read the online leaflet and the comments. What sports can you do at the Green Lane Community Centre?

GREEN LANE COMMUNITY CENTRE

9–15 March

Move on MONDAY

Put on your tracksuit and trainers and visit us! Our staff can show you around and explain how to use the gym equipment.

7 p.m. Running club Go jogging with us! We do a warm-up first, and then run in the park or on the treadmills in the gym.

Try It TUESDAY

Try team sports. Play volleyball, football or basketball. Or bring your friends and play badminton on one of our courts!

Walking WEDNESDAY

6 p.m. Go hiking in the Darren Forest with us.

THURSDAY on two wheels

5 p.m. Cycling club Bring your bike and a helmet, and let's go for a ride!

Fitness Fun FRIDAY

Are you fit? Check yourself! How many press-ups can you do in one minute? How far can you run in twelve minutes? And many more …

SPORTS WEEKEND

SATURDAY

7 p.m. Football match
Come to support our football team!

SUNDAY

Help our basketball team score a few points! We're looking for new basketball players!

Comments

Annie2007 3 hours ago
Do I need my own racket to play badminton?

Ryan 1 hour ago
Where's the football match?

GreenLaneCC 45 minutes ago
@Ryan Behind the gym. There's a grass area with two goals.

3 Complete the categories with the highlighted words in the leaflet.

1 sports that you play: play _____, play _____
2 other sport activities: go _____, go _____
3 exercises that you do: do _____, do _____
4 things you wear to do sports: _____, _____, _____
5 sport equipment: _____, _____, _____
6 get a point in a game: _____ a point
7 like a team and watch their matches: _____
8 a place to play badminton or basketball: _____

4 Work in pairs. Add more sport words to the categories in Ex 3. Use a dictionary if necessary.

5 Complete the sentences with words in Ex 3.

1 I _____ every morning. In June, I'd like to run a marathon.
2 It's better to wear a _____ on your head when you go cycling.
3 At the beginning of P.E. lessons, we _____. It usually takes 5–10 minutes.
4 All my friends _____ Chelsea, but I prefer Manchester United.
5 We didn't _____ in the mountains on Saturday, because it was raining all day.
6 My brother and I spend every summer at the beach, where we _____. Joe can hit the ball hard.
7 When I was ten or eleven years old, my dad and I loved _____ in the garden. Look, these are our old wooden _____! Do you want to play?
8 In the gym I always run on a _____ for 20 minutes.
9 How many points did Soraya _____ in the last match?
10 My arms hurt, so I didn't _____ many _____ during the last sports practice.
11 Nobody was standing in the _____ when Max kicked the ball.
12 You can't wear jeans and sandals in the gym. You should wear a _____ and _____.

6 Complete the sentences so that they are true for you. Use the words in Ex 3.

1 I always wear _____ when I _____.
2 At weekends, I never _____.
3 I really want to learn to _____.
4 I can't _____, but I can _____ quite well.
5 When we play _____, I _____ points.

7 Work in pairs. Share your sentences in Ex 6 with your partner. Are any of your sports experiences the same?

8 THINK & SHARE Imagine your school received money to open a class where students could do more sport or outdoor activities. What sports or activities, in your opinion, could students do in this class? How would you encourage students to choose the class?

Modals of obligation

1 Look at the photo and read the first paragraph. Would you like to know more about underwater hockey lessons? Why? / Why not?

2 Read the rest of the leaflet. What kind of people will enjoy underwater hockey lessons?

DOLPHIN SWIM CLUB

Underwater hockey lessons

Are you looking for an exciting new sports activity? Choose underwater hockey at Dolphin Swim Club.

What is underwater hockey?
Underwater hockey is a fun team game which you play on the bottom of a swimming pool. There are ten players in each team, but only six are in the water. Each team tries to get the puck into the other team's goal.



What equipment does a player need to have during the practice?
Everyone has to have a mask, a snorkel and a pair of fins. They also need to wear a glove and use a special kind of stick.

What are the rules?
- You mustn't stand on the bottom of the pool.
- You must use the stick to move the puck. You mustn't touch it with your hands.
- You mustn't push or pull other players.

You needn't worry about the rules in your first lesson. The coach will explain everything.



What do I have to bring for the first lesson?
You don't have to bring anything. Just come and enjoy!

For more information, contact Coach Brian on 07890 772 395.

3 Look at the highlighted phrases in the leaflet. Complete the grammar rules with *have to*, *needn't* and *mustn't*.

Modals of obligation: *have to, don't have to, need to, needn't, must, mustn't*

Grammar animation

1 We use _____ and *need to* to say that it's necessary to do something.
2 When we want to say that it isn't necessary to do something, we use *don't / doesn't* _____, or _____.
3 We use *must* when we talk about things which are important to do, or to talk about written rules.
4 We use _____ when we talk about things which aren't allowed.

GRAMMAR BOOSTER P137

4 Choose the correct alternative.
1 You **don't have to** / **mustn't** bring a ball to basketball practice. There are a lot of balls in the gym.
2 Everyone **needs** / **must** wear a helmet when they go skiing in some parts of Canada.
3 Do you **have** / **need to** do a warm-up at the beginning of your P.E. lessons?
4 Jason **has to** / **needn't** save money for a sports watch. He got one from his parents last week.
5 We **needn't** / **mustn't** wear shoes in the gym. We can only wear trainers.
6 What do I **have** / **must** to do to join the school volleyball team?
7 We **mustn't** / **don't have to** wear a tracksuit in class. It's against school rules.
8 You **have to** / **needn't** know how to play badminton before you join the club at school. It isn't for beginners.

5 Complete the online posts. Sometimes there is more than one correct answer.

@Ava I do different sports in an after-school club. I'm quite good, but I want to be better! What do you [1]_____ do to be really good at sports?

@Nina You probably [2]_____ do a lot of sports. They all teach you some new skills! It's a good idea to try new activities – for example, learn to play volleyball or go hiking at the weekend. In my opinion, you [3]_____ do exercise every day. It's enough to do it three or four times a week. Sport [4]_____ be fun, so don't forget that, and enjoy your practice.

@Syed Do you want to be really good? Then you [5]_____ miss a practice! Nothing is more important than practice when you want to be the best. You [6]_____ do many different sports. Choose one you like, and focus on it!

6 What are the rules in your school? Complete the sentences using *must*, *mustn't*, *have to*, *need to*, *don't have to* and *needn't*. Then work in pairs and discuss your answers with your partner.
1 When you're in the gym, _____.
2 You _____ in the library.
3 You _____ in the classroom.
4 You _____ during a lunch break.
5 When you're late, _____.
6 When you don't bring your homework, _____.

7 Work in pairs. Student A: choose one of the places below, or use your own ideas. Tell Student B five rules about how to behave there. Student B: try to guess the place. Then swap roles.

café cinema football field gym library museum park school supermarket swimming pool

Let's walk

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

1 How do you get to school, to your friend's house, to a shopping centre or to after-school classes? Do you go by bus, by car or on foot?

2 Do you use a sports watch or an app to count your steps? If yes, how many steps do you take every day?

STRATEGY Predicting from subheadings

To understand a text better, look at the title and the subheadings before reading. Try to guess what the text is going to be about. Later, when you read it, check your predictions.

2 Read the strategy. Then look at the title and subheadings in the article. Work in pairs and answer the questions.

1 What do you think the text will be about?

2 Do you know anything about this topic? Did you read a similar article in the past?

3 Do you think the article will be interesting for you? Why? / Why not?

4 Which part would you like to read the most?

3 3.10 Read the article. Which of your predictions about the subheadings in Ex 2 were correct?

The power of walking

Get creative

Do you have a lot of great ideas when you're walking? If you do, you aren't the only one. Scientists from Stanford University noticed that, and they did an experiment. They asked 176 students to do a few creative tasks. During the experiment, some students were walking, while others were sitting. Those who were walking were 60% more creative than those who were sitting.

Remember better

In the USA, some schools began to use a special programme of walking classrooms. Instead of sitting in their classroom, students walk outside, wear headphones and listen to an audio lesson. Tests show that students in walking classrooms remember more information. Similar ideas about studying while walking are used by teachers in Canada, Mexico and Spain.

Walk and talk

Not only schools benefit from walking. Steve Jobs, the creator of Apple, often organised walking meetings. He looked for creative solutions with his employees while they were walking. Today, many managers in Silicon Valley and around the world organise walking meetings. They say that some of their employees seem to be more creative when they move.

Silicon Valley (*n*) the area in California where there are many companies connected with the computer and electronics industries
composer (*n*) a person who writes music

4 Read the article again. Correct the mistakes in the sentences.

1 Students who were sitting had as many ideas as students who were walking.

2 In the walking classrooms, students learn more new information than in sitting classrooms.

3 Managers believe that their employees have creative ideas because they do sport in their free time.

4 Dickens was walking and writing his books at the same time.

5 Darwin was walking in the park and thinking of his science problems.

5 Look at the article and write questions for the answers.

1 scientists from Stanford University
Who proved that when you walk, you are more creative?

2 176

3 They use headphones to listen to their lessons.

4 Canada, Mexico and Spain

5 Because he needed creative ideas from his employees.

6 Beethoven, Dickens and Darwin

6 VOCABULARY Match the highlighted words in the article to the definitions.

1 a person who works for somebody _____

2 a person who studies science, for example physics, chemistry or biology _____

3 to see or hear somebody / something _____

4 to be in a better position because of something _____

5 having the skill to produce something new _____

6 a way of dealing with a problem _____

7 THINK & SHARE Discuss in pairs.

1 Did you learn anything new from the article? What was it?

2 Imagine you and your friends had to make an experiment to check the information in the article. What would you do? What would your experiment look like?

Famous people that walked

The idea of going for a walk to think isn't new. The German composer Beethoven walked around Vienna and made notes. He used them later when he was working on his music. Charles Dickens, a British writer, walked for many kilometres while he was planning his books. British scientist Charles Darwin built a path around his house. He called it his 'thinking path' and often walked there when he needed to solve problems.



Where did the time go?



1 Work in pairs. Discuss the questions.
1 What problem does the girl in the photo have?
2 Do you remember the last time you had a similar problem? Describe what happened.

2 3.11 Listen to a dialogue between Poppy and her dad. Answer the questions.
1 Why is Poppy wearing sports clothes?
2 What, according to Poppy, happens to her every day?
3 What does Dad tell her to do?
4 What's the problem with Poppy's list?
5 How does Dad want to solve this problem?
6 What should Poppy do when she takes a break?
7 Is Poppy happy with Dad's advice?

3 3.11 Listen again. Tick (✓) the phrases that Poppy and her dad use. Then listen and repeat.

PHRASEBOOK Asking for and giving advice

Asking for advice
What should I do?
What do you suggest?
What do you think I should do?

Giving advice
You should / shouldn't …
It's / It isn't a good idea to …
Why don't you … ?
Try to …
How about … ?

4 Do you think Dad's advice will help Poppy? What else can you tell Poppy to help her with her problem?

PRONUNCIATION /ʊ/ and /u:/ sound

Remember that in English we have a long /u:/ sound, like in the word *choose* and a short /ʊ/ sound, like in the word *book*.

5 PRONUNCIATION 3.12 Read the pronunciation box. Listen to the words from the dialogue. Circle the words with a short /ʊ/ sound like *book*. Underline the words with a long /u:/ sound like *choose*.

book choose could do fruit look put school smoothie too took tracksuit

6 3.12 Listen again. Repeat the words.

STRATEGY Using collocations

When you learn new collocations, make a list of phrases and try to use them later in a conversation. Collocations will help you speak faster and more fluently. They'll also make your speech more varied.

7 Read the strategy. Complete the diagrams with the missing collocations with the words below.

a list a mistake a phone call a seat a shower
a smoothie a warm-up ages exercises
homework photos plans the bed the bus
the housework the shopping yoga

8 Work in pairs. Compare your diagrams. Can you think of other collocations with the verbs *make*, *do* and *take*?



9 Look at the speaking tasks. Write three pieces of advice you can give in each situation. Use the phrases from the Phrasebook.

Your room is always messy and you can't find things that you need. You tidy it every week, but it doesn't help. Ask your friend for advice.

Your cousin, who you last saw a few years ago, is coming to visit you this weekend. You don't know what you can do together. Ask your friend for advice.

10 Work in pairs. Choose one of the speaking tasks in Ex 9 and prepare a dialogue. Use some collocations and the phrases for asking for and giving advice in the Phrasebook.

11 Work in pairs. Practise your dialogue in Ex 10.

12 REFLECT Work in pairs and answer the questions.
1 Did you ask for and give advice? Which phrases in the Phrasebook did you use?
2 Did you use any collocations?

An opinion blog

1 Discuss in pairs.

1 Do you ever eat ready meals? Or do you usually cook?
2 Do you think people need to know how to cook? Where can you learn to cook?



2 Read the opinion blog and answer the questions.

1 What is the writer's opinion about learning to cook at school?
2 In which paragraph does the writer give her opinion for the first time?
3 What three arguments does the writer give to support her opinion?
4 Why does the writer think that cooking is a fun activity?
5 How, according to the writer, can students learn about food waste?



ChefPotato 20 Oct

Should students learn to cook at school?

1 Why should I learn to cook when I can buy a ready meal in a supermarket? Well, that is what I thought until we had our first cooking lesson at school. Now I believe all students should learn to cook.

2 In the lessons, we learn to use a recipe and prepare a meal step by step. Last week, we learned a few dishes which were quick and easy to make.

3 As I see it, these lessons are the best way to discover that cooking isn't difficult. Besides, in my opinion, cooking with friends is really enjoyable. We all share responsibilities and help each other. And when our dish is ready, it's fun to eat it together.

4 It also seems to me that in cooking classes, we can learn a lot about food waste. How? We first have to plan what to bring and how much. When we finish cooking, we have to decide what to do with the products that are left.

5 Last week, I cooked dinner for my family for the first time. They all loved it! Personally, I think these are the most useful classes we have.

3 Look at the opinion blog again and complete the phrases for giving opinions.

1 I *believe* …
2 As I _____ it, …
3 In my _____, …
4 It _____ to me …
5 _____, I think …

STRATEGY Expanding on main points

In an opinion blog, you support your opinion by giving a different argument in each paragraph. When you aren't sure how to develop your main point, you can …

- explain why you think so.
- give examples.
- add more details.

4 Read the strategy and look at paragraph 2 in the opinion blog. Which sentence (A–F) is the main point in the paragraph? Which sentences develop the main point? Which point does the writer **not** talk about?

A You discover that cooking doesn't take much time.
B You learn to use a recipe.
C You learn how to use kitchen equipment.
D You learn to cook quick and simple dishes.
E You do everything step by step.
F You learn that cooking is easy.

5 Look at paragraphs 3 and 4 in the opinion blog. Add one more sentence to expand the main point.

6 Read the question below and then plan your opinion blog using questions 1–3.

Should teenagers do their own food shopping?

1 How would you answer the question? What is your food shopping experience?
2 What three arguments can you give to support your opinion? How can you expand on these arguments?
3 Can you add a personal comment and an opinion at the end of your blog post?

7 Write an opinion blog. Use the topic and notes you made in Ex 6. Remember to expand your main points.

8 CHECK YOUR WORK Did you …

- express your opinion in paragraph 1?
- write arguments in paragraphs 2, 3 and 4?
- present a clear, main point in paragraphs 2–4 which you explained and developed?
- add a personal comment and an opinion at the end of your blog post?
- check spelling, grammar and punctuation?

Grammar

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

1 How … time does it take to cook broccoli?
A many B much C few

2 I don't know … people who are on a diet.
A a lot B much C many

3 Can you help me find … recipes for quick lunches?
A a few B a lot C a little

4 There's … spinach in this salad. It doesn't taste good.
A too many B too much C few

5 Jake always adds … water when he makes a smoothie.
A a little B many C a few

6 … my friends have a healthy lifestyle.
A A lot of B Too much C Too many

7 There isn't … pineapple juice left in the fridge.
A many B a few C much

2 Complete the second sentence so that it has the same meaning as the first. Use *must*, *mustn't*, *have to*, *need to*, *don't have to* and *needn't*. Sometimes there are two correct answers.

1 It's OK when you don't bring a racket to the gym.
You _____ a racket to the gym.

2 We always wear white T-shirts in P.E. lessons, because these are the school rules.
We _____ white T-shirts in P.E. lessons.

3 It's important for the football players to do a warm-up before a match.
Football players _____ a warm-up before a match.

4 It's against the rules to ride a bike in this street.
You _____ a bike in this street.

5 There's no volleyball practice today. I can stay at home.
I _____ to volleyball practice today.

6 It's necessary to do these exercises every day.
You _____ these exercises every day.

Vocabulary

3 Complete the sentences. The first letter of each word has been given.

1 I used black beans and carrots to make these v_____ b_____. They're d_____, aren't they?

2 This restaurant offers a v_____ of pasta dishes.

3 It's u_____ to eat too many sweets.

4 Eddie gave me a r_____ for the chocolate cake he made last week. It doesn't have much sugar, so you can eat it even when you're on a d_____.

5 Green vegetables such as s_____ or b_____ are very healthy.

6 We add a few pieces of p_____ and a m_____-s_____ banana to the s_____ we drink every morning.

7 Darius wants to have a h_____ l_____, so he tries not to eat h_____ m_____ such as pizza in the evening.

4 The **bold** words are in the incorrect sentences. Move the **bold** words into the correct sentences.

1 Hugo left his new tennis **tracksuit** on the **trainers** yesterday. Luckily, when he came back, it was still there.

2 Every summer, we go **treadmill** by the lake.

3 Ruby loves sports clothes and shoes. She usually wears a **jogging** and **press-ups**.

4 We can't play football in the park. There aren't any **court**.

5 A lot of people prefer to run on the **racket** than in the streets.

6 You should do a **support** before you go **volleyball**. It's easier to run when you do a few dynamic exercises first.

7 We went to see a **hiking** match yesterday, but the team we always **score** didn't **warm-up** many points.

8 How many **goals** can you do?

Cumulative review

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

You [1]___ to spend too [2]___ money to [3]___ a healthy lifestyle. My friend Sarah thinks that going to the gym and running on the [4]___ is the best way to stay fit. But to do it, she [5]___ pay a lot for the gym. Instead, she could [6]___ jogging in the park, or try [7]___ other sports activities. She could bring her old [8]___ and play badminton on the [9]___ in the park with her friends (it's free!), or [10]___ in the forest (also free!). Sarah isn't [11]___ a diet, but she eats [12]___ healthy products. She buys a [13]___ of fruit, such as mango or [14]___, and uses them to make a [15]___ for breakfast.

1	A needn't	B don't have	C mustn't
2	A many	B few	C much
3	A have	B do	C make
4	A treadmill	B tracksuit	C trainers
5	A needn't	B needs	C needs to
6	A run	B do	C go
7	A a little	B much	C a few
8	A goal	B racket	C helmet
9	A recipe	B treadmill	C court
10	A go hiking	B do push-ups	C score some points
11	A in	B on	C of
12	A a little	B much	C a lot of
13	A variety	B lifestyle	C medium-sized
14	A spinach	B broccoli	C pineapple
15	A veggie burger	B heavy meal	C smoothie

Think & share

6 Read the quote. Answer the questions.

> **Follow your dreams, work hard, practise and persevere. Make sure you eat a variety of foods, get plenty of exercise and maintain a healthy lifestyle.**
> *Sasha Cohen, American figure skater*

1 How is your lifestyle different from what Sasha Cohen suggests?

2 What advice would you give to someone whose diet is rather unhealthy and who doesn't like sport?

3 What do you think is the most difficult in living a healthy lifestyle?

Reading

EXAM STRATEGY

When you have to decide whether statements about a text are true or false, you need to find evidence in the text. For each statement, underline the sentences in the text which support your answer.

1 Read the strategy above. Then read the exam task in Ex 2. Read the article and look at the first statement. Is it true or false? Which sentences support your answer?

2 Read the article about Jamie Oliver. For each statement, write *T* (True) or *F* (False).

Jamie Oliver

Jamie Oliver is one of Britain's favourite chefs, writers and restaurant managers. Jamie grew up with food. His parents worked in their own pub and restaurant. Young Jamie often helped in the kitchen. When he finished school at the age of sixteen, he started at catering college. He then worked in a few different restaurants. While he was working at a restaurant, a TV producer at the BBC discovered him and asked him to do a TV show. It was called *The Naked Chef* and was very successful. It was the first of many programmes and the book, with the same name, was also the first of his many books about food. Jamie continued making programmes about British, American and Italian food.

Jamie Oliver stopped school very early because he was dyslexic. He didn't read a full novel until he was 38. Today, Jamie thinks it's a good idea to look at dyslexia in a positive way. He says that people with dyslexia can be very creative because they think in a different way from other people. This is also important for many children in school today. Jamie knows that many young people aren't successful enough at school, for lots of reasons. He started a restaurant called Fifteen, where young people with problems can learn about cooking and working in restaurants.

Jamie Oliver is also famous for trying to make school meals healthy. Many years ago, he started to work with schools, students and parents and the government to help children eat healthy food at school. At the time, many British children only ate fried food for their school lunches. They didn't eat enough salad or vegetables. Jamie Oliver appeared in a TV programme called *Jamie's School Dinners* to help people choose a healthy diet and he continues to work for this goal.

Jamie Oliver is famous for his work and for his public campaigning about healthy meals, but family life is also very important to him. He and his wife have been together since they were seventeen, and they now have five children. The family often appear in videos on his YouTube channel.

1 The BBC asked Jamie Oliver to do a TV show because a producer saw his YouTube channel. ___
2 Jamie Oliver's TV shows aren't always about British food. ___
3 As soon as he left school, Jamie Oliver got a job in a restaurant. ___
4 *The Naked Chef* is the name of a book by Jamie Oliver. ___
5 Jamie Oliver had problems with reading at school because he had dyslexia. ___
6 The restaurant Fifteen was opened to improve the diets of schoolchildren in Britain. ___
7 The aim of the TV show *Jamie's School Dinners* was to help young people with problems. ___
8 Jamie Oliver met his wife when he was famous. ___

Speaking

EXAM STRATEGY

In a discussion task with a partner, you may have to discuss different options based on pictures. First read the situation carefully and then look at the pictures. For each picture, think of reasons why each one is or isn't a good option for the situation.

3 Read the strategy above. Then look at the exam task in Ex 4. Match the sentence below with one of the activities. Then think of similar sentences for the other activities.

You need a lot of special equipment and it might be dangerous.

4 You and a group of your friends want to take up a new activity to get fit and healthy.

Here are some activities you could do.

Talk together about the different activities and say which would be best. Talk for about two minutes.







Get active!



Unit 3 360° hotspots

1 THINK & SHARE Work in pairs. What kind of sports and activities can you do at a leisure centre?

EXPLORE 360°

Access the interactive 360° content now!

2 Look around the photo. What are the people doing?

3 ALL HOTSPOTS Work in pairs. Read or listen to the hotspots and then take turns to summarise each hotspot in one sentence.
Student A:
Student B:

4 Listen to the man talking about his experiences.
1 Which sports did he try before starting tae kwon do?
2 Why did he decide to try tae kwon do?
3 How has tae kwon do helped him in his everyday life?
4 Which colour belt is he hoping to get next year?

5 Go online and find the answer to the questions. Make a note of the answers, the words you used to search and where you found the information.
1 What do the different colour belts mean?
2 Who started the colour system?

6 Listen and choose the correct answers.
1 When does the café close on a Saturday?
A 5 o'clock
B 7 o'clock
C 10 o'clock
2 Which ingredient is **not** in the café's smoothies?
A spinach
B broccoli
C pineapple
3 Why is the woman speaking?
A to explain
B to advertise
C to entertain

7 Match the rules (1–9) on the sign to the questions below. Work in pairs and compare and discuss your answers.
Which rules are about … ?
- respect
- looking after your body
- keeping the gym clean
- staying motivated



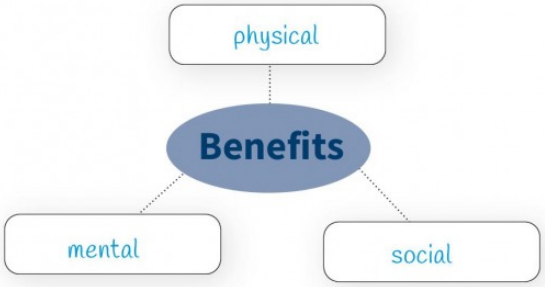
8 Read the poster and watch the video. In pairs, discuss the questions.

1 Which benefits are physical? Which are mental benefits?

2 Do you think martial arts are different from other sports or activities? Why? / Why not?

9 THINK & SHARE Work in pairs and discuss the questions. Create a mind map with the ideas you discuss.

1 What are the physical, mental and social benefits of sport and being active? Copy and complete the mind map.



2 What skills can you learn in other sports or activities? How can they help you in everyday life?

CREATE … a podcast

STEP 1

You are going to create a podcast about the benefits of sport and being active.

RESEARCH IT!

Go online and find …

- interesting facts and statistics about the benefits of being active
- three to five ideas of how to be more active in everyday life

STEP 2

Write the script for the podcast. Think about:

- how you will start the podcast
- how you will order your ideas
- how you will divide the podcast so both of you speak

STEP 3

Practise the podcast script and make any necessary changes.

STEP 4

Record your podcast.

STEP 5

Listen to another pair's podcast. What did you like about it?

4 The world around us

VOCABULARY
Weather
Natural disasters

GRAMMAR
Comparatives, *as … as*
Superlatives; *too* and *enough*

READING
An article

LISTENING
A podcast about an unusual art exhibition

GLOBAL SKILLS
Solving problems

SPEAKING
Reacting to news

WRITING
A reply to an online post

DOCUMENTARY
Storm chasers

VOCABULARY BOOSTER P118–119
GRAMMAR BOOSTER P138–139



1 Look at the video still and answer the questions.

1 Do you or your family members sometimes check the weather? In what situations?
2 When should people check the weather?

2 4.01 Watch or listen. Where is Miya going? What three other places is Miya talking about?

3 4.01 Watch or listen again. Which country or city are the sentences about? Write *G* for Greece, *M* for Munich or *L* for London.

1 It was wet. ___
2 There were showers. ___
3 It was sunny. ___
4 There was a storm. ___
5 There was thunder and lightning. ___
6 It was freezing. ___
7 It was snowing. ___
8 The sun was shining. ___
9 The wind was blowing strongly. ___
10 The weather was mild. ___
11 It was twelve degrees Celsius. ___
12 It was windy. ___
13 It was foggy. ___
14 It was cloudy. ___

4 Work in pairs. Answer the questions using the highlighted words in Ex 3.

1 What did Miya pack for Greece, Munich and London? Why weren't these items good?
2 Think about the last trip you went on. What was the weather like?

5 REAL ENGLISH Match **bold** phrases 1–6 to situations A–E. One situation matches two phrases.

1 **I don't think so.**
2 **Here you go!**
3 **What on Earth is happening?**
4 **Yippee!**
5 **Wish me luck!**
6 **Can you believe it?**

A You're doing something difficult and want someone to think about you.
B You're very happy.
C You're giving something to someone.
D In my opinion, it isn't possible or true.
E You're surprised.

6 Look at the photos. Choose the description A, B, C or D that does **not** match the weather in the photo.



A There's thunder and lightning.
B The weather is mild.
C It's wet.
D There's a storm.



A There aren't any showers.
B It's sunny.
C It's foggy.
D The sun is shining.



A There are showers.
B It's around 8°C.
C It's windy.
D It's foggy.



A It's freezing.
B It's snowing.
C The sun is shining.
D It's cloudy.

7 Work in pairs. What do you think the weather was like when people said these sentences? Match the weather in Ex 3 to the sentences. There is more than one correct answer.

1 'Where are my sunglasses?'
2 'It was a good idea to wear this sweater!'
3 'I can't open my umbrella!'
4 'I'm really scared!'
5 'I can't see anything!'
6 'Hold your hat! You might lose it!'

8 Complete the texts with the correct form of the words below. For each text, there is one word that you do not need.

blow lightning storm thunder wet wind

The sky was dark. First, we saw the [1]_____, and then we heard the [2]_____. The [3]_____ was close to us, but it wasn't raining yet. Only the [4]_____ was [5]_____.

degree foggy freezing shine shower sun

It was an autumn evening. It was cold but not [6]_____. It was around five [7]_____ Celsius. I couldn't see anything, because it was so [8]_____. I really wanted the summer to be back. I love it when the [9]_____ is [10]_____ and it's hot.

cloudy mild snow sunny

This year, winter was rather [11]_____. It wasn't freezing at all. One day, they decided to go skiing. The weather was perfect! It was a beautiful [12]_____ day. There wasn't even one cloud in the sky. Everything was white, but it wasn't [13]_____ at that moment.



9 Work in pairs. Look at the picture. What is the weather like where each person is going?

10 Work in pairs. Complete the questions with weather words.

1 When you're on holiday, do you prefer it when it's sunny and hot or when _____?
2 On a school day, do you prefer it when _____ or when _____?
3 What type of weather do you dislike more: when _____ or when _____?

11 Work in new groups. Ask the questions in Ex 10. Write down your classmates' answers. Compare your answers.

Comparatives; *as … as*

1 What was Miya worried about in her vlog on page 48?

2 Read Tamara's email. Will it help Miya pack? Why? / Why not?

Re: Packing

Hi Miya,

I understand your problems! Isn't packing **harder than** travelling for many hours before you reach your destination? My sister, Molly, is a flight attendant. Before each flight, she checks the weather and plans what to take with her.

For example, when she goes to Hawaii, she takes an umbrella. Some Hawaiian islands are **wetter than** the north of England! Last week, Molly flew to Wellington, the capital of New Zealand. She took a sun hat, but the wind blew it away. Can you believe that Wellington is **windier than** Chicago?! She says weather in different cities often surprises her. For example, Lima, in Peru, **is as cloudy as** our home town, Edinburgh, and London **isn't as foggy as** San Francisco. For Molly, it's **more difficult** to pack when she flies to places like Philadelphia, in the USA, where the weather changes quickly. One day it's warm and sunny, and the next day it's fifteen degrees **colder** and it snows.

Good luck with the packing.

Tamara

flight attendant (*n*) a person whose job is to take care of passengers during a flight

3 Read Tamara's email again and the grammar rules. Choose the correct alternative to complete the rules.

Comparatives; *as … as*

Grammar animation

To make the comparative forms of adjectives, we add **-*er*** at the end of [1]**short** / **long** adjectives, or we add *more* in front of [2]**short** / **long** adjectives.

We use *than* to compare two things or people.

We use *as … as* to talk about things which are the [3]**same** / **different**. We use *not as … as* to talk about things which are [4]**the same** / **different**.

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4 Write the comparative form of the adjectives below.

TIP

Be careful when adding *-er* to some adjectives. Their spelling can change. See the rules on page 138.

bad beautiful cold convenient far foggy
good healthy nice peaceful sunny warm

5 Rewrite the sentences. Use (*not*) *as … as*.

1 It was freezing in January and February.
January was as freezing as February.
2 Thunderstorms are more dangerous than showers.
3 Packing for a beach holiday is easier than packing for a skiing holiday.
4 Both the Namib Desert in Namibia and the Atacama Desert in Chile and Peru are foggy.
5 Nairobi is colder than Cairo.
6 Sydney in November is warm. Paris in July is warm too.

6 4.04 Listen to Amy talking about the weather in Tokyo and Stockholm. Complete the sentences with the correct form of the adjectives below.

beautiful cloudy dark good
heavy hot short sunny

1 For Amy, the weather in Stockholm is _____ than the weather in Tokyo.
2 Amy thinks that winter in Tokyo isn't as _____ as winter in Stockholm.
3 Because of the rainy season, summer in Tokyo is _____ than summer in Stockholm.
4 The rain in Tokyo is _____ than the rain in Stockholm.
5 The summer months in Tokyo aren't as _____ _____ as in Stockholm.
6 Looking at the temperatures, Tokyo is _____ than Stockholm in summer.
7 The winter days in Stockholm are _____ and _____ than the winter days in Tokyo.

7 Compare the weather in your home town and another city or town that you know well. Make notes using comparatives and (*not*) *as … as*.

8 Work in pairs. Student A: use your notes in Ex 7 to compare your home town to another town. Student B: listen and decide in which place you would prefer to live because the weather is better. Then swap roles.

Getting water

1 Look at the photos on this page. What kind of places are these? What do you think the weather is like there?

STRATEGY Previewing: focusing on title, photos and general knowledge

Guessing what a text is about prepares you for reading. Before you read, look at the title and photos. What do you already know about the topic? What will the important words be?

2 Read the strategy. Look at the photos and the title. Discuss the questions. Do not read the article yet.

1 What problem do you think the text talks about?
2 What do the photos show? How can it help people?

3 4.05 Read the article. Check which of your answers in Ex 1 are correct. What is different?

Getting water in dry places

Do you know?

- People on every continent have problems with getting water.
- 2.8 billion people don't have enough water for at least one month every year.
- Over 1 billion people don't have [1]access to clean drinking water.

4 VOCABULARY Choose the correct definition for the highlighted words in the article.

1 A money to buy something B a possibility to use or have
2 A unnatural, not real B very big
3 A lake in the mountains B ice on the mountain
4 A help plants grow B give plants liquid
5 A when ice changes into water B when water changes into ice
6 A a long, thin tube for water or gas B a small box for water or gas
7 A a small area of water by the sea B a small and narrow river
8 A a type of box for keeping things B a place under the ground

5 Read the article again. Answer the questions.

1 Which solution for getting water do people use in different countries?
2 What do people do with the water they collect in ice stupas?
3 Why can't people in Ladakh use their traditional way of getting water?
4 Why do people in the Anti-Atlas need fog catchers?
5 How did people in the villages around Mount Boutmezguida get water when there weren't any fog catchers?
6 Which invention helps people get more water?

6 THINK & SHARE Discuss in pairs.

1 Which invention is, in your opinion, more useful? Why?
2 How are you trying to save water? What else can you do?

Ice stupas

What are they? Ice towers or [2]artificial [3]glaciers

Where are they? Ladakh, India, a desert at 3,000 m in the Himalayas

What problem do people have there? There's only 50 mm of rain in a year. People get water for [4]watering their fields from the glaciers, which [5]melt in the spring. In the last few years, the temperatures in this region went up, so glaciers began to melt too quickly. People don't get as much water as in the past.

How do they work? The ice stupas are made of [6]pipes which take water from the [7]streams high in the mountains. The water goes through the pipes, and in winter the ice stupas freeze. Their special shape allows them to melt only when it's warm in spring. Then they give about 5,000 l of water a day, which people use to water their fields.



Fog catchers

What is it? Huge nets which collect fog

Where is it? Villages around Mount Boutmezguida in the Anti-Atlas Mountains in Morocco. Other places where people use fog catchers are Chile, Peru, Ghana, Eritrea, South Africa and California, USA.

What problem do people have there? Anti-Atlas is a dry area where people don't have much drinking water. There's only 13 mm of rain a year. Women and children have to walk for four hours a day to bring drinking water for their families.

How does it work? In the Anti-Atlas, there are 140 foggy days a year. People collect water from the fog using special nets. When there's a lot of water on the nets, it gets heavy and falls into special [8]containers under the nets. This method allows people to collect about 6,000 l of water a day, which they use for drinking.



Solving problems

1 What problems did you have last week / month? What or who helped you solve them?

2 Read Emmett's blog post. What problem did Emmett have and how did he solve it?

MY BLOG

Posted 25 May

Last month, I had a few important tests at school. Every day when I began to study, I couldn't concentrate. When after two weeks the situation didn't get better, I started to look for help. I found an article about problem-solving and decided to use a **five-step approach to solving problems**.

1 ___

What's wrong?

I can't concentrate when I study. I don't remember anything that I learn.

2 ___

How can I solve my problem?

Here are the ideas I had:

- Turn off my phone.
- Tidy my room and my desk first.
- Study for 20 minutes and then take a short break.
- Find time to relax.

3 ___

What solution can help me the most?

I chose two solutions – tidy my desk and turn off my phone when studying.

4 ___

What did I do?

I organised my desk and got all the books ready. Then I turned off my phone and started studying. When I finished, I tidied my desk again. I did it for a week.



5 _____

Is it working?

Yes! I sit at my desk and nothing stops me from studying. When I get tired, I take a short break, but not longer than fifteen minutes.

3 Read the blog post again and match problem-solving steps A–F to paragraphs 1–5. There is one step that you do not need.

A Choose the best solution
B Define the problem
C Think why you have the problem
D Check the results
E Look for possible solutions
F Take action and work on your solution

4 **VOCABULARY** Read the list of problems people often have. Match the highlighted words to definitions A–H.

1 I'm shy and I don't make friends easily.
2 I argued with my best friend.
3 I can't live without my phone. I think I'm addicted to one of the games I'm playing.
4 Other people sometimes criticise me and it hurts.
5 I get anxious when there's a thunderstorm.
6 I never achieve the goals that I want to achieve.

A meet new people _____
B feeling worried or nervous _____
C talk to someone in an angry way because you have different opinions _____
D not able to stop doing something _____
E make someone unhappy _____
F say something bad about someone else _____
G do something you hoped to do _____
H nervous about talking to or meeting new people _____

5 Work in pairs. Choose two problems in Ex 4. Complete the first three steps in the five-step approach to problem-solving.

What's wrong?	
How can I solve my problem?	
What solution can help me the most?	

6 Work with another pair. Take turns to talk about the problem you analysed in Ex 5. Do you think your classmates' ideas can help? What are some other ways to solve this problem?

7 **MEDIATION** Imagine that the problem your classmates analysed in Ex 5 is your best friend's problem. Write a note to them to summarise what they need to do to solve the problem, according to your classmates.

Natural disasters

1 THINK & SHARE Look at the photo and answer the questions.

1 What problems do people have after a natural disaster?
2 What kind of help do they usually need?

2 Read the comments. Which piece of advice do you think is really helpful? Why?

Your comments



Are you ready for the next disaster?

This is how our readers prepare for natural disasters.

JamesTJ 'There are floods in my area, so I keep important documents in a waterproof box. The water won't [1]damage them.'

Nicky09 'Once the Weather Centre [2]predicted a hurricane path close to our home. My dad repaired the roof and cut down an old tree.'

AnaMaya 'How to [3]survive an avalanche? Don't be in it! Know how not to start an avalanche when you're in the mountains.'

Ted00 'We don't wash our cars or water our gardens when there's drought. In this way, we save a lot of water.'

2002Aziz 'When the tornado is coming, we hide in the bathroom. It's the only room with no windows.'

OliJones 'It's difficult to [4]rescue people who stay at home when there's a forest fire. Be ready to leave!'

Drew_M 'Close and cover the windows when there's a heatwave.'

Lola01 'The hotel where we were staying on holiday gave us information where to go if we heard a [5]warning that there's a tsunami.'

Jamal 'My family made a plan how to contact each other after an earthquake, when the phones don't work.'

Eva03 'We have a bag of things to use if there's a volcanic eruption. There are special face masks and glasses in it.'

3 VOCABULARY Match words 1–5 in the comments to definitions A–E.

A continue to live after a difficult time ___
B say that something will happen in the future ___
C save someone from a dangerous situation ___
D a message that something bad is going to happen ___
E break something ___

4 VOCABULARY Match the disasters in the article to the pictures. Do you know any other natural disasters?



5 Work in pairs. Read the comments again and answer the questions.

Which pieces of advice tell you …

1 how to prepare your house and personal things for a disaster?
2 what to do during a disaster?
3 how to avoid a disaster?

6 Complete the sentences with the green and yellow highlighted words.

1 It rained for ten days last spring and there was a lot of water in the river. We couldn't do anything. The _____ came at night and _____ many houses.
2 Last June, it was over 35°C for the whole week. Our school was closed because of the _____.
3 Luckily, nobody died in the forest fires in our area. Everyone _____ because they had a lot of time to escape.
4 There was a _____ in the Bahamas when my sister was there. She says it rained heavily and the wind blew strongly.
5 They were sleeping when the _____ happened. The whole house was shaking, and all the glasses fell from the cupboards.
6 We went hiking in the mountains last winter. First, we heard some strange sounds. Then we saw an _____ rushing down near us.
7 I saw a film about a _____. The waves were so big that only the people on the roof of the buildings were safe. They used helicopters to _____ them.

7 Work in pairs. Think about the questions and make notes. Use some of the highlighted words.

1 What natural disasters do you often hear about in the news? Where do they happen?
2 Are there any natural disasters in the area where you live or in other parts of your country? Which ones?
3 How do people prepare for them? What do they do after?

8 THINK & SHARE Share your answers with the class.

Superlatives; *too* and *enough*

1 THINK & SHARE In your opinion, what natural disasters are more dangerous than others? Write down as many disasters as you can and rate them from 1 (very dangerous) to 10 (not so dangerous).

2 Read the fragment of an article. Why were there so many forest fires in the Arctic in summer 2019? Why were they dangerous?

NEWS

Our planet is on fire. The summer of 2019 brought **the worst** season of forest fires in the Arctic. There were hundreds of fires burning across Siberia, Greenland and Alaska. The smoke made a cloud which was large enough to cover all the countries in the European Union. Why were there so many fires in the Arctic? Scientists explain that July 2019 was **the hottest** month ever recorded in this region. When it's dry and hot, it's easy for fires to start and spread quickly. One of **the biggest** fires in Siberia started from lightning.

Scientists warn that forest fires are one of **the most serious** problems for our environment. They cause air pollution. The amount of CO_2 which the Arctic forest fires produced in June 2019 was the same as Sweden produces in a year. Forest fires aren't **the most powerful** natural disasters now, but they can be in the future.

People who survived forest fires say, 'We have to do something to stop these fires before they happen. When they start, it's too late. You often don't have enough time to leave your house, because the fire is everywhere around. It's really scary!'

3 Look at the **bold** words in the article. Choose the correct alternative in the grammar rules.

Superlative adjectives

Grammar animation

To make the superlative form of adjectives, we add *the* + *-est* at the end of [1]**short** / **long** adjectives, or we add *the most* in front of [2]**short** / **long** adjectives.

TIP

Some adjectives have irregular superlative forms, or their spelling changes. See the rules on page 148.

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

bad deadly expensive frightening long safe wet windy

1 Which natural disaster is _____? I think most people die in hurricanes.
2 When the earth began to shake, I was scared. It was _____ moment in my life.
3 There were a lot of bad moments in my childhood, but waiting for the tornado in the school bathroom was probably _____ experience in my life.
4 Last Friday was _____ day of the year. The wind was blowing so strongly that it moved all our garden furniture.
5 This was _____ drought in this area. It didn't rain for three months in the summer.
6 May is usually _____ month of the year. There are often floods because it rains so much.
7 What was _____ rescue mission here in the mountains? How much did it cost?
8 This is _____ place to go when there's a tsunami. It's the top of the highest hill in our town.

5 Look at the underlined words in the article. Complete the grammar rules with *before* or *after*.

Too and *enough*

1 We use *too* _____ an adjective, to say that something is more than necessary.
2 We use *enough* _____ a noun to say that there is less than necessary or just the right amount.
3 We use *enough* _____ an adjective to say that something is less than necessary or just the right amount.

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6 Complete the sentences with the words in brackets and *too* or *enough*.

1 I'm not _____ to carry these bags. Please help me! (strong)
2 We don't know when the flood might happen. It's _____ to predict it. (early)
3 Some families didn't have _____ to build new houses after the earthquake. (money)
4 Is it _____ to go hiking? What about the avalanche? (safe)
5 Volcanic eruptions happen quickly, so it's often _____ to give people a warning. (late)
6 Before the hurricane, we bought a lot of food. We also had _____ for a week. (water)

7 Work in pairs. Imagine there was a flood in your area. What problems did you have? How did you feel? Complete the sentences.

1 We didn't have enough _____.
2 It was too _____ to _____.
3 The water was too _____ to _____.
4 The _____ problem was that there was / were no _____.
5 People say it was the _____ flood in the last 50 years.

8 Work with another pair. Use the sentences in Ex 7 to tell them about the flood you saw. Was your experience similar?



What do cities smell like?





1 THINK & SHARE Work in pairs. Look at the photos and discuss the questions.

1 Why do you think people visit these plastic tents? What's inside?
2 What do the cities you know smell like?

STRATEGY Identify key words to understand the topic

To help you understand, look for the key words in a listening text. They are the most important words and are usually the verbs, nouns and adjectives. They are often stressed and sometimes the speakers repeat them.

2 4.08 Read the strategy. Listen to a part of a podcast about an art exhibition. Choose six key words in the podcast.

air	exhibition	perfume	safe
breathe	eyes	plastic	smell
cities	factories	pollution	
dome	foggy	roof	

dome (*n*) a building with a round roof
breathe (*v*) to take air into your body and send it out again through your nose or mouth

3 Work with a partner. What are Pollution Pods? Answer the question using the key words in Ex 2.

4 4.08 Listen again. Complete the sentences.

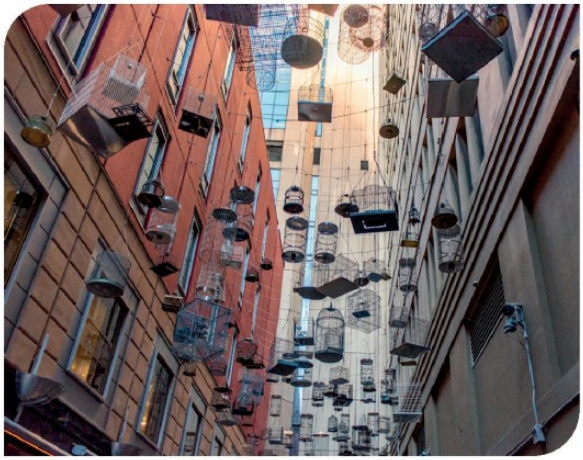
1 There are five domes which present five _____.
2 There's fresh air in _____ dome. It comes from an _____ in Norway.
3 The London dome is _____ and _____.
4 You can smell burned _____ in New Delhi.
5 In Beijing, you can smell coal and _____, which people use to heat their homes.
6 In the São Paulo dome, your _____ can hurt because there's a lot of ozone.
7 _____ per cent of people live in places where there's air pollution.
8 Pinsky gives you _____ things you can do for the planet.
9 The air gets better when people stop buying a lot of _____.

5 4.09 Listen to the last part of the podcast again. Discuss the questions in pairs.

1 Which of the six things do you or your family do? What can you do better or more often?
2 What would you add to the list?

6 THINK & SHARE Work in groups. Look at the photo from a different art exhibition. Answer the questions.

1 Why do you think there are no birds in the cages? What problem does the artist want to show?
2 Which exhibition, *Pollution Pods* or *Forgotten Songs*, makes you feel more worried about the future of our planet?
3 Imagine you can change these exhibitions to make people feel more positive about the future. What changes would you make?



Use sentence stress to talk about good and bad news.

What a disaster!






1 Work in pairs. Look at the photos. What do you think happened?

2 4.10 Listen to Nicole talking to her grandfather. Answer the questions.

1 What is seed bombing?
2 How did Nicole and her friends prepare for seed bombing?
3 What problem did they have when they were on Market Street? What / Who helped them?
4 Why is Grandpa proud of Nicole?

3 THINK & SHARE Discuss in pairs.

1 In your opinion, were the police right to stop Nicole and her friends?
2 What else could Nicole do to make ugly areas in her town look more beautiful? Do you do any of these things?

4 4.10 Listen again. Tick (✓) the phrases which Nicole's grandfather uses. Does he use more phrases to react to good news or to bad news?

PHRASEBOOK Reacting to news

Reacting to bad news
Oh no!
That's terrible / awful.
What a disaster!
I'm sorry to hear that.
Poor you!

Reacting to good news
Great news!
That's wonderful!
That sounds great / exciting / amazing.
How fantastic!
Lucky you!

5 Work in pairs. Take turns to say sentences 1–6 and react using the phrases in the Phrasebook. Use each phrase only once.

1 The wind was blowing so strongly last night that it broke a tree in our garden.
2 This was the worst trip of my life! Our flight was delayed, and then we lost our passports.
3 My picture of a snowstorm won first prize in the art competition.
4 I'm so happy! We're going canoeing next week!
5 A tornado damaged my aunt's house last month.
6 I found €20 in the street yesterday.

STRATEGY Sentence stress

Usually the most important words in a sentence are stressed so they are clearer. They are often nouns, verbs and adjectives. These are the words that you need to focus on when you are speaking.

6 PRONUNCIATION Read the strategy. Underline the stressed words in the sentences.

1 You won't believe what happened!
2 On Monday, our school eco club talked to the town authorities about the seed bombing project.
3 It's a project which helps to plant new trees and flowers.
4 We were very excited to make these seed bombs.
5 When we were throwing them, the police came.
6 They wrote an article about us!

7 4.11 Listen and check. Repeat the sentences.

8 What good and bad things happened to you last week? Write six sentences and underline the stressed words.

Good things
1 _____
2 _____
3 _____
Bad things
4 _____
5 _____
6 _____

9 Work in pairs. Take turns to tell your partner what good and bad things happened to you. Use the ideas in Ex 8. Remember to stress the words. React to your partner's news using the phrases in the Phrasebook.

10 REFLECT Discuss in pairs.

1 Did you stress the most important words in your sentences?
2 Did you react using the expressions in the Phrasebook? Which ones did you use?

An online post

1 Read Jason's online post and answer the questions.
1 Why did Jason write his post?
2 Do you or your friends sometimes read or write online posts which give information or advice? What kind of information do you look for?

Two days in Singapore ♡Save

6 Nov, 14.59

@Jason I'm going to Singapore with my parents next weekend. We won't have much time there. What is the one thing we should definitely see? Thanks so much!

Reply

2 Read Lee's answer to Jason's post. Tick (✓) the things Lee mentions or does in his post.
1 the address of Gardens by the Bay ___
2 what Jason should see there ___
3 opening hours ___
4 his opinion about this place ___
5 advice on places to visit ___
6 how much the tickets are ___
7 advice on how to prepare for the visit ___
8 writes in a direct and informal style ___

1 reply

RE: Two days in Singapore ♡Save

6 Nov, 16.34

@Lee You won't have enough time to see everything, but you have to visit Gardens by the Bay! [1]**They**'re amazing! This park is a mixture of nature and modern technology. When I walked in there for the first time, I felt as if I was in a science fiction film. The park is huge, so before you go, check online what you want to see. I'd definitely recommend the Supertrees. [2]**They**'re taller than everything else, so you won't miss them. Each tree is covered by a variety of plants and flowers. [3]**They** all look and smell wonderful! The best thing is a path between the tops of these trees. The view is spectacular! I also loved the Cloud Forest. It's like a mountain with lots of plants and a waterfall. It's also a bit foggy. You think you're in a tropical forest.



STRATEGY Using pronouns to avoid repetition

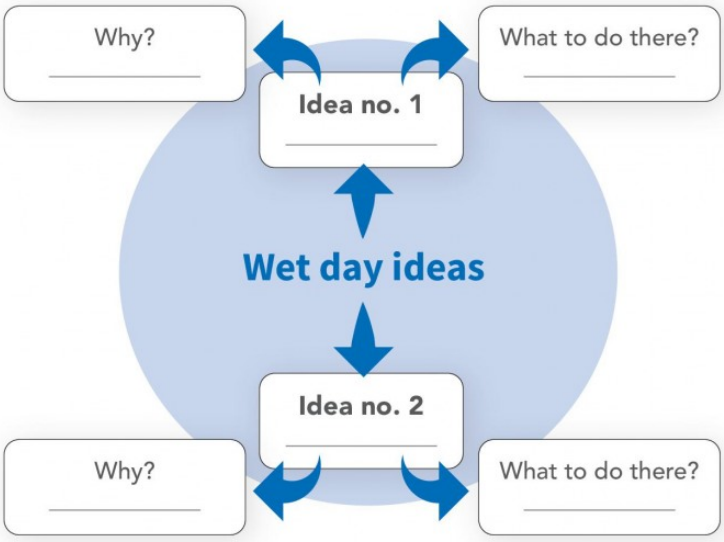
To make your text sound more natural, don't repeat the nouns too often. Instead use subject pronouns, e.g. *it*, *she*, *they*, and object pronouns, e.g. *me*, *him*, *them*.

3 Read the strategy. Match nouns A–D to the **bold** pronouns 1–3 in Lee's online post. There is one answer that you do not need.
A plants and flowers ___
B tops of these trees ___
C Supertrees ___
D Gardens by the Bay ___

4 Complete the sentences with the missing pronouns.
1 Mike loves nature. _____ thinks _____ is beautiful.
2 These flowers are too high in the tree. You can't really see _____.
3 Wear comfortable shoes! You also need to take an umbrella. You might need _____ when it starts raining.
4 My friends didn't want to see the museum. Someone told _____ that _____ isn't worth seeing.

5 Read Evie's online post. Complete the mind map with your own ideas for a reply.

@Evie I moved here last month. Where can I go or what fun things can I do around here when it rains? Thanks!



6 Write a reply to Evie's online post using your notes in Ex 5. Remember to give advice on places, express your opinion and/or write about your experience. Use pronouns to avoid repetition.

7 CHECK YOUR WORK Did you ...
- advise on a few places, express your opinion or write about your experience?
- use an informal style?
- reply to Evie directly?
- use pronouns to avoid repetition?
- check spelling, grammar and punctuation?

Grammar

1 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

1 It's _____ today than it was yesterday. (sunny)
2 In my home town, June is _____ month of the year. (wet)
3 For me, autumn is _____ time to go hiking. (good)
4 Our town lies by the ocean, so the temperatures here are often _____ than in the capital city. (mild)
5 In Florida, hurricanes and floods are _____ than droughts. (common)
6 Going jogging in the morning is _____ part of my day. (relaxing)
7 I think it's _____ to pack for holidays in the summer than in the winter. (difficult)
8 My friend's house is _____ from the school than mine. (far)

2 Complete the sentences with *as … as*, *too* or *enough* and the words in brackets.

1 They didn't have _____ to prepare for the hurricane. (time)
2 We have to stay at home. It's _____ to go for a walk. (cold)
3 The thunder wasn't _____ it was during the last storm. It's quieter now. (loud)
4 Luckily, the earthquake wasn't _____ to damage any houses. (big)
5 I think thunderstorms aren't _____ snowstorms. (dangerous)
6 We're _____ of the possible volcanic eruption to travel to this island. (scared)

Vocabulary

3 Match 1–8 to A–H.

1 It's -15°C.
2 I can hear thunder and see lightning.
3 There are showers all the time.
4 It's difficult to see anything.
5 It's white everywhere.
6 The leaves on the trees are moving.
7 You can't see the sun in the sky.
8 I'm wearing sunglasses.

A It's wet.
B It's cloudy.
C It's foggy.
D There's a storm.
E The sun is shining.
F It's snowing.
G It's freezing.
H The wind is blowing.

4 Match the natural disasters below to the type of weather that causes them. There is one natural disaster that you do not need.

avalanche drought flood forest fire
heatwave earthquake tornado

1 It rains for many days. _____
2 It doesn't rain at all. _____
3 It's very hot. _____
4 There's a lot of snow in the mountains. _____
5 The wind is blowing strongly. _____
6 It's hot, and there's no rain in the wood. _____

Cumulative review

5 Choose the correct alternative.

Last year, the summer was [1]**hotter** / **the hottest** than ever before. It also wasn't [2]**as wet as** / **wet enough** the year before. There were no [3]**droughts** / **showers** or rain for many days. At first, people complained about the [4]**heatwave** / **flood,** but then they started to worry about the [5]**avalanche** / **forest fires**. People talked about it all the time, but we didn't receive any [6]**degree** / **warning** from local authorities.

One afternoon, I was at home with my family. Suddenly, the telephone rang. It was our neighbour, Mrs Andrews, who said there was fire in our garden. We looked out of the window and saw [7]**the most scary** / **the scariest** view of our lives. The trees and grass close to our house were on fire. We hoped we had [8]**time enough** / **enough time** to run away. We didn't take anything, not even the [9]**most** / **more** valuable things or [10]**the most important** / **important enough** documents. Mum said it was [11]**as late as** / **too late** to look for them, so we got into the car and Dad drove away. Then smoke was everywhere, so we put wet towels around our mouths. It was [12]**easier** / **too easy** to breathe in this way. It was also [13]**too dark** / **the darkest** to see anything. Dad lost his way because he didn't know where the road was. He drove through people's gardens. We managed to [14]**rescue** / **survive** one family who didn't have a car. It took us 30 minutes to get to a safe place. These were [15]**longer** / **the longest** minutes of my life. I'll never forget it. Later, we found out it was [16]**deadly enough** / **the deadliest** forest fire in our town. Not all of our neighbours [17]**survived** / **predicted** this disaster – four people died that day. We were [18]**lucky enough** / **too lucky** to escape, but the fire [19]**damaged** / **rescued** our house completely.

Think & share

6 Answer the questions.

1 What type of weather or what season do you like the most? Which one do you like the least?
2 Does the weather change how you feel? Do you feel different when it's a sunny and warm day and when it's cloudy or there are showers?
3 What is your favourite natural disaster film? Why do you like it more than the others?
4 What country is the perfect place for you to live when you think of weather, climate and natural disasters? Why?

Listening

EXAM STRATEGY

When you do a task with options for *True*, *False* or *Doesn't Say*, first read the task and look at the statements carefully before you listen. Underline the key words in the statements to help you focus on what to listen for.

1 Read the strategy above. Then read the exam task in Ex 2. The key words in the first statement have been underlined. Underline the key words for the other statements.

2 4.12 You will hear an interview with weather writer Alice Barnes. For each statement, write *T* (True), *F* (False) or *DS* (Doesn't Say).

1 Alice only writes about hurricanes. ___
2 Alice's first experience of a hurricane was in the Caribbean. ___
3 Alice and her family helped prepare for the hurricane. ___
4 The hurricane started early in the morning. ___
5 She was the only child in the house during the hurricane. ___
6 Alice's parents cooked all the food. ___
7 Nobody slept on the first night. ___
8 They left the house on the third day. ___
9 Alice's aunt's friends were fine. ___
10 Alice and her parents went home the next day. ___

Use of English

EXAM STRATEGY

When you complete a text with missing words, first read the text quickly, then read it again more slowly. Try to decide which type of word or tense you need to use for each gap.

3 Read the strategy above. Then read the exam task in Ex 4. What type of word do you need to know for the first gap? What is the missing word?

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

Living in Antarctica

Antarctica is [1]_____ coldest, driest place on Earth. Every year scientists from around the world visit to study the weather, the wildlife and the landscape. There are [2]_____ least 70 research stations in Antarctica, and scientists from about 30 different countries live there. Sandra Poe is one of these scientists. This is what she told us about her experience.

'One of the [3]_____ amazing things about Antarctica is the climate. In summer, it is light for 24 hours. In winter, it is dark for 24 hours. Every day, I have to go out into the snow and check the station's equipment. The temperature is usually about -35°C, but once it was -53°C. On that day, it was [4]_____ cold to go outside. When it's freezing, the chef is [5]_____ popular than anyone else at the station. This is because everyone gets very hungry in the cold. We have to eat a [6]_____ of good food to stay healthy. When we are not working, we do chores. I often [7]_____ the rubbish out and tidy the kitchen. In our free time, we do different activities. We read books and watch films, learn languages and play different sports. In summer, we always find interesting things to do because we can be outside. Winter isn't [8]_____ good as summer, but I still love being here. You can see things in Antarctica that you can't see anywhere else in the world.

Writing

EXAM STRATEGY

You will often need to use functional language in writing tasks. You may need to include phrases to agree, disagree, give an opinion, apologise, make offers, give advice, describe, make suggestions, invite, thank or explain.

5 Read the strategy above. Then match functions 1–3 to phrases A–C.

1 explaining your situation
2 making a suggestion
3 giving advice

A You should / shouldn't …
B Personally, I …
C How about … ?

6 You are interested in the problem of pollution. First, read the post from Charlie, a blogger. Then answer the questions in the post and write a reply to Charlie, including your answers.

C I live in a big, crowded city and there aren't many green spaces. Where do you live?

Describe where you live.

C The problem is, there's so much pollution in cities. What's the pollution like where you live?

Explain what the pollution is like.

C I suggested starting a club at school to try to help the environment and problems such as pollution. Does anyone belong to one? What kind of things do you do?

Say that you do belong to a club and give some advice about what you do there.



5 Time for school

VOCABULARY
Talking about school
After-school activities

GRAMMAR
Future tenses
Zero and first conditionals

READING
An infographic

LISTENING
A talk about schools in the future

GLOBAL SKILLS
Being an autonomous learner

SPEAKING
Making and responding to suggestions

WRITING
A blog post

VISION 360
Community garden

VOCABULARY BOOSTER P120–121
GRAMMAR BOOSTER P140–141



1 THINK & SHARE Look at the smaller photo and answer the questions.

1 How much homework do you usually get?
2 Do you think this is the right amount, too much or too little? Why? / Why not?
3 Do you think homework is useful? Why? / Why not?

2 5.01 Watch or listen. What problem will Miya have when she goes to Finland next year?

3 5.01 Watch or listen again. Complete the table.

	The UK	Finland
1 How much homework do students get?	a lot	
2 How often do they do exams?	every term	
3 How big is a class?	quite big	
4 How much technology do students use?	some	
5 How often do they work in groups?	some lessons	
6 Do students wear a uniform?	yes	
7 When are the summer holidays?	end of July and August	

4 **REAL ENGLISH** Are the definitions true (T) or false (F)? Correct the false ones.

1 We use the expression **By the way** when we want to give further information about something. ___
2 We use the expression **Lucky them!** when we would like to be in the same situation as other people. ___
3 If someone asks **What else?**, they want you to stop giving them ideas. ___
4 If someone says **That reminds me**, they've suddenly forgotten something. ___
5 If someone says **Go ahead**, they're telling you not to do something. ___

5 **VOCABULARY** Match the sentence halves.

Talking about school

1 Younger children go to	A the school year.
2 I won't fail, because	B last exam.
3 He's doing a degree in	C primary school.
4 I need a 6 or more to	D I study a lot.
5 There are three terms in	E all my lessons.
6 I use technology in	F for my exam.
7 Teenagers attend	G essay tonight.
8 I have to stay in and revise	H pass the course.
9 I feel like I'm making	I qualifications.
10 I have to write an	J school canteen.
11 I got a good grade in my	K secondary school.
12 I always have lunch in the	L progress.
13 That assignment	M as my sister.
14 We have to concentrate	N Spanish literature.
15 I attend the same school	O is for next week.
16 She left school with no	P in class.

6 Complete Takashi's description of schools in Japan. Use the correct form of the highlighted words in Ex 4.

@Takashi

In Japan, the school year starts in April, and it's divided into three [1]_____. We start school when we're six and we spend the first six years at [2]_____. After that, we go to [3]_____, which is made up of two separate stages: we [4]_____ middle school for three years, and then high school for another three years. You need to [5]_____ exams to get into high school, and it's important to get good [6]_____ in the exams. If you want to [7]_____ at university after high school, you have to have the necessary [8]_____. Teachers and parents follow our [9]_____ closely to make sure that we don't [10]_____. We have to [11]_____ hard in class, and we get homework [12]_____ every evening and during the holidays. We don't often have to write an [13]_____, but we have to [14]_____ for exams for two or three hours every day. The best thing about my school is that we use a lot of [15]_____, like laptops and tablets. My favourite time of day is lunchtime: we don't have a [16]_____, but we all eat lunch together in our classroom.

7 Work in pairs. Which school is most similar to your school: Miya's school in the UK, the school in Finland or Takashi's school in Japan? How is it similar and how is it different?

8 **THINK & SHARE** Look at the photos of students revising. Answer the questions.

1 How are the students revising in each photo?
2 How easy do you find it to revise like this?
3 For you, which is the best way to revise?






9 Work in pairs. Plan your ideal school. Use the new vocabulary and the questions to help you.

1 When do students attend school each day? Why?
2 What subjects do you study? Why?
3 How big are the classes? Why?
4 What are the lessons like? Why?
5 What do you wear to school? Why?
6 Where do you have lunch? Why?
7 Do you have to do exams? Why? / Why not?
8 How much homework do you get? Why?

10 Present your ideal school to the class. Vote on the best school. Why is that school ideal for you?

Future tenses

1 Read Raiko's email to Ethan, his friend in Finland. Answer the questions.

1 When is Raiko arriving in Helsinki?
2 Why is he going to stay at his uncle's house?
3 How long will it take him to get to the airport?

Hi Ethan,

I now know my travel plans! **I'm arriving** in Helsinki at 10.55 on Saturday 15 August. Can you come and meet me at the airport?

It's a very early flight, so **I'm going to stay** at my uncle's house in London the night before. **It'll take** me about an hour to get to the airport. I don't think the flight **will be** late, but I'm not sure. I know – **I'll text** you when I'm on the plane!

Really looking forward to seeing you.

Raiko

2 Look at the **bold** words in Raiko's email. Complete the grammar rules with *will*, *be going to* and *present continuous*.

Future tenses

Grammar animation

We use *will*, *be going to* and the present continuous to talk about the future.

1 We use _____ to make a prediction or a promise / offer of help.
2 We also use _____ to show we are making a spontaneous decision at the moment of speaking or writing.
3 We use _____ to talk about our plans and intentions.
4 We usually use the _____ to talk about plans with the verbs *come*, *go*, *arrive* and *leave*.

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3 Choose the correct alternative.

1 Our team is better than the other team. I think **we'll win** / **we're winning** the match.
2 Jodie can't concentrate in her room, because it's too noisy. **She'll study** / **She's going to study** in the library.
3 **I'm not coming** / **I won't come** to school tomorrow. I've got a doctor's appointment.
4 I'm sorry I ate all the biscuits. **I'm buying** / **I'll buy** some more on the way home from school.
5 Don't worry about the exam. I'm sure you **won't fail** / **aren't failing**.
6 I've got an exam on Monday. **I'm going to revise** / **I'll revise** all weekend.
7 Rudy can't come to our party. **He'll go away** / **He's going away** next weekend.
8 I'm busy now, but **I'll help** / **I'm going to help** you with your homework assignment after dinner.

4 Complete Ethan's reply to Raiko with the correct form of the verbs in brackets. Use contractions where possible.

Hi Raiko,

Just to let you know the plan for your first day!

I [1]_____ (come) to meet you at the airport with my dad. We [2]_____ (go) to the amusement park from the airport – some friends are meeting us there. Don't worry about your suitcase – my dad [3]_____ (take) it home for you. I'm sure you [4]_____ (like) the amusement park in Helsinki – it's a lot of fun!

Do you think you [5]_____ (be) tired on Saturday evening? If not, we can go to the Espa park in the city centre. They usually have live music there in the summer. I'm not sure what's on, so I [6]_____ (look) at the new programme next week. I [7]_____ (get) some tickets when I know which bands are playing.

I [8]_____ (call) you before you come and let you know what to bring.

Ethan

5 5.04 Listen to Rosie and Maya discussing their future plans with a careers adviser. Answer the questions.

1 What are Rosie's plans before speaking to the careers adviser?
2 What are her plans after the meeting?
3 What are Maya's plans before speaking to the careers adviser?
4 What are her plans after the meeting?
5 What do you think Rosie and Maya have to do to achieve their aims?

6 Work in pairs. Discuss whose plan you think is better, Rosie's or Maya's? Why?

7 Think about your own future. Make notes on at least four of the ideas below.

- something you'll do tonight
- someone you're going to meet or text after school
- somewhere you're going at the weekend
- someone you're seeing in the next few days, and why
- something you're going to do in the summer
- a subject you're studying this year that you won't study next year
- a job you'll possibly do in the future

8 Work in pairs. Discuss your plans and predictions in Ex 7. Use *will*, *going to* and the present continuous.

I'll watch an episode of my favourite TV series.

I'll do my homework after dinner.

Schools of the future



1 THINK & SHARE Look at the photos of future learning technologies. Answer the questions.

1 How will each technology change how students learn?
2 What other effects will the technologies have on students' lives?

STRATEGY Taking notes

When you listen to a talk or presentation, it is useful to take notes.
- Don't try to write everything.
- Write only the key ideas and words, e.g. a number, a verb, a noun or an adjective.
- Use your notes later to write full sentences.

2 5.05 Read the strategy. Then listen to a talk about schools in the future. Complete Jack's notes.

Schools in 50 years' time

1 no _____ _____
2 different job for _____
3 _____ online
4 different _____
5 no _____

3 Write full sentences using your notes in Ex 2. Use *will* and *won't*.

4 5.05 Look again at the notes in Ex 2. Match each change (1–5) to two advantages (A–J). Then listen again and check.

Students will …

A get better advice on their learning. ___
B choose how they want to learn. ___
C learn in a more relaxed way. ___
D spend less time away from home. ___
E choose when they want to learn. ___
F have a clear goal for their futures. ___
G no longer have to revise. ___
H no longer travel long distances to school. ___
I be able to work at their own speed. ___
J be more interested in what they're learning. ___

5 What might be the disadvantages of changes 1–5 in Ex 2? Make notes. Think of at least one disadvantage for each change.

6 Share your ideas in Ex 5 with a partner. Use your notes to help you.

7 5.06 Look at the dictionary definitions of utopia and dystopia. Then listen to a guided tour of a school in the future. Is the school in a *utopia* or a *dystopia*? How do you know?

utopia (noun) /juːˈtəʊpiə/ [countable, uncountable] an imaginary place or state in which everything is perfect

dystopia (noun) /dɪsˈtəʊpiə/ [countable, uncountable] an imaginary place or state in which everything is extremely bad or unpleasant

8 5.06 Listen again and make notes about the categories below.

internet lessons students
subjects teachers uniform

9 MEDIATION Imagine you are a time traveller and you visited the school in the tour. Write an email to a friend describing the school. Write at least one sentence about each of the categories in Ex 8.

Hi Alex,

I visited a school in the future today – you won't believe what it's like! …

10 THINK & SHARE Work in pairs. Which of the schools do you think is more likely in the future: the one in Ex 2 or the one in Ex 7? Why?

Being an autonomous learner

1 What do you find difficult about learning English? Rate the areas of language from 5 (easy) to 1 (difficult).

1 grammar ___
2 vocabulary ___
3 spelling ___
4 writing ___
5 reading ___
6 listening ___
7 speaking ___
8 pronunciation ___

2 Work in pairs. Compare your answers in Ex 1 and answer the questions.

1 Which activity / activities do each of you find the easiest? Why?
2 Which activity / activities do each of you find the most difficult? Why?

3 Read the forum posts about learning English. Match problems 1–3 to advice A–C.

CHAT

What do you find the most difficult about learning English?

1 ___ **Ashu** I find reading texts a challenge. I usually have to read a sentence twice to understand it. I'm a bit embarrassed about doing reading tasks in class, as I'm always the last person to finish.

2 ___ **Ivan** I need to work on my listening skills. I can understand our teacher and other students, but I have difficulty following real English speakers. They speak very fast, and I get lost really quickly.

3 ___ **Sofia** I feel confident when I'm speaking in English, and I'm fairly good at understanding native speakers. My problem is with new vocabulary. I forget it as soon as I close my book.

A You could try making word cards. On one side of the card, you write a new word with its part of speech and an example sentence. Then you write a definition or put a picture on the other side. After that, you can test yourself on the words. I find word cards really useful!

B Why don't you practise at home? You could start with easier texts, like comics or graded readers. When you feel more comfortable, you could start following a news channel in English on social media. You'll soon read as fast as everyone else in the class!

C How about watching series and films on TV in English? You can use subtitles in your own language or in English to help you understand. Watching programmes where people from around the world talk with different accents will also help you.

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

1 Do you think the advice in the forum is helpful? Why? / Why not?
2 What other advice could you give for problems 1–3?

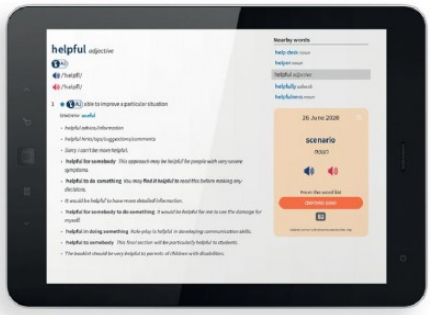
5 Work in pairs. Look through Unit 4 of your Student's Book. Find at least one section that can help with each of the activities in Ex 1. How does it help?

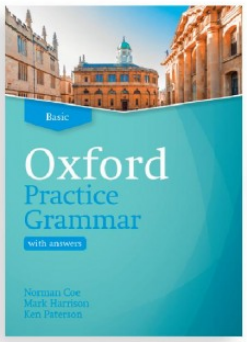
6 Look at the highlighted phrases in the forum posts. Use the phrases to write six sentences that are true for you.

I find writing essays a challenge.

7 Work in pairs. Look at the photos of resources that can help to learn English. Answer the questions.

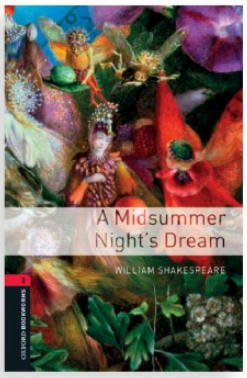
1 Which activity / activities in Ex 1 can the resource help with?
2 Which resources do you think are the most useful? Why?

1


2


3


4


5


8 In groups, make a poster of resources that can help to learn English. Follow the instructions.

- Choose an area of language in Ex 1.
- Brainstorm at least three resources that can help you improve in this area. Use your answers in Ex 4 and 5, or your own ideas.
- Design your poster. Use the phrases in Ex 6.
- Present your poster to the class.

After-school activities

1 Discuss in pairs. What do you and your friends usually do after school? Why?

2 Read the messages in Dan's group chat. What is Dan's mistake?

Hi everyone! It's Lily's birthday soon, and I want to get her a present. Anyone fancy going shopping with me after school today?

Poppy
Sorry, Dan. I'm going to fitness training. 🏋

Max
Can't tonight. I have to play a multiplayer online game. 🎮

Adam
Tonight is the night I'm going to make my bot work at robotics! 🤖

Maryam
Not tonight. I've got folk dancing. 💃

Lucy
I'm going to work on my nature photography. Sorry. 📷🦋

Chidi
Sorry, I've got choir tonight. 🎶

Lily
I'll come! 😆

🙄 Forgot you were in this group, Lily!

3 Read the messages again and answer the questions.
After school today, who's going to …
1 sing some songs in a group?
2 do some exercise to improve their health?
3 make some changes to a machine?
4 learn how to take better pictures?
5 move to traditional music?
6 compete with other people around the world?

4 Check the meaning of the words below in a dictionary. Then describe photos A–F using the highlighted words in Ex 2 and the words below.

coding
community garden
costumes
flute
leisure centre
orchestra
pottery lessons
stage
theatre group
tools













5 Work in pairs. Think of at least one more word to describe each photo in Ex 4.

6 Complete the activity guide with the words in Ex 2 and 4.

Riverside Activity Guide

Music
Riverside [1]_____ meets on Wednesdays. We currently have a vacancy for a [2]_____ player. The [3]_____ is on Thursdays, for those who prefer singing.

Movement
Learn some new steps at [4]_____ on Fridays. If you want to get in shape, try [5]_____ at the [6]_____.

Performing arts
The [7]_____ meets on Saturdays. As well as actors, we're looking for helpers to make [8]_____ and build the set for the [9]_____.

Arts and crafts
Make your own pots and dishes at [10]_____ on Tuesdays.

Technology
Design and build your own bot at [11]_____ on Mondays. Learn how to program at [12]_____ on Wednesdays. Get tips on playing your favourite [13]_____ on Fridays.

Outdoors
Help grow your own food in the [14]_____. We've got plenty of [15]_____, so come by when you like. Learn to take better pictures on our [16]_____ course.

7 Work in pairs. Which three activities from the activity guide are you most interested in? Which three are you not interested in? Why? / Why not?

8 Work in pairs. Choose an activity from the activity guide, or use your own idea. Make a notice advertising the activity. Think about the questions below.
1 What activity is it?
2 What day and time does it meet?
3 Where does it meet?
4 What can you do there?

9 THINK & SHARE Discuss in pairs. Do you think it is a good idea to do an activity after school? Why? / Why not?

Zero and first conditionals



1 THINK & SHARE Work in pairs. Look at the photo and read the comments about technology in the classroom. Do you agree? Why? / Why not?

1 If students have tablets, they don't listen to the teacher.
2 Students are more motivated if they use technology in lessons.
3 If students are shy, tablets give them the chance to talk.
4 Students find it more difficult to learn if they don't have books.

2 Look at the comments in Ex 1 again. Identify two parts in each sentence: the *if* clause and the result clause. Which tense do we use in each part? Complete the grammar rules.

Zero conditional

We use the zero conditional for real situations to talk about things that are generally true. When we put the result clause before the *if* clause, we don't use a comma.

1 We use the _____ in the *if* clause.
2 We use the _____ in the result clause.

3 Write zero conditional sentences. Add *if* in the correct place.

1 you / need / high grades / you / want / to do / a degree
2 our head teacher / get annoyed / we / not wear / our uniform / correctly
3 you / do / after-school activities / you / not have / so much time / for / homework assignments
4 we / fail / exams / we / have to / do / them / again
5 students / not make / progress / they / not study
6 we / give in / our essays / late / our teacher / not mark / them

4 5.09 Listen to a dialogue between Mia and Josh. Who prefers laptops? Who prefers tablets? Which do they agree is better?

5 Look at the first conditional extracts from the dialogue in Ex 4. Which tense do we use in each part? Complete the grammar rules.

Josh That **won't be** a problem if we **share**.
Mia It**'ll be** better if we **don't share** – everyone needs to work on something different.

First conditional

Grammar animation

We use the first conditional to talk about possible events in the present or future. When we put the result clause before the *if* clause, we don't use a comma.

1 We use the _____ in the *if* clause.
2 We use _____ or _____ + base form in the result clause.

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6 Work in pairs and study the sentences. Are they zero or first conditional? Why?

1 If you like folk dancing, you'll love the show.
2 Students make new friends if they do an activity after school.
3 If we use our mobile phones in class, our teacher takes them away.
4 I'll come with you if you wait for me.

7 Complete the first conditional sentences with the correct form of the verbs in brackets.

1 You'll be late for school if you _____! (not hurry up)
2 If I don't revise for the next exam, I _____ it. (not pass)
3 Layla's coach won't let her play in the next match if she _____ to hockey practice tonight. (not go)
4 If I go out later, I _____ my essay. (not finish)
5 My brother will fail this year if he _____ careful. (not be)
6 If you join the photography club, they _____ you how to take better photos. (teach)
7 If I _____ you in the canteen at lunchtime, I'll tell you what happened after school. (not see)
8 I _____ going to drama club if I don't get a part in next term's play. (stop)

8 Complete Josh and Mia's email to the head teacher with the correct form of the verbs in brackets. Use the first conditional.

Dear Mr Higgins,

We are writing to you with our ideas about the new technology for the language classroom.

On the one hand, laptops are a good idea. If we [1]_____ (use) laptops in class, we [2]_____ (have) real keyboards. It [3]_____ (be) much easier if we [4]_____ (need) to write.

However, we think tablets are better. Firstly, if we [5]_____ (have) tablets, we [6]_____ (not waste) time in class, because it's quicker to turn them on. Also, tablets are cheaper than laptops. If the school [7]_____ (buy) tablets, we [8]_____ (have) one each. It [9]_____ (be) better if we [10]_____ (not share), so that each of us can practise the things we aren't good at.

We really hope that you decide to get tablets, not laptops, for the language classroom.

Mia Jenkins and Josh Phillips

9 Answer the questions. Use conditional sentences.

1 What technology will you use in school today? Why?
2 What technology will you use at home? Why?
3 Do you think technology can help you learn? Why? / Why not?

What's the best way to learn?





1 Look at the photos and answer the questions.
1 What do you think the students are learning about?
2 What techniques are they using to learn?

2 5.10 Read and listen to the text and compare your answers in Ex 1. Is there anything you would like to add?

STRATEGY Guessing meaning from context

When you come to a word you don't know in a text, read the sentence around the word carefully. The words before and after will help you understand the meaning. It can also help if you try to think of similar words you know in English, or in your own language.

3 VOCABULARY Read the strategy and find words in the text which help you guess the meaning of the words below. Then complete the definitions with 1–3 words.

1 aural connected with hearing and listening
2 visual connected with _____
3 logical related to _____
4 physical related to _____
5 verbal connected with _____
6 social working _____
7 solitary working _____

4 Work in pairs. Read situations 1–7. For each situation, say a) which subject the students are studying, and b) which learning style they are using. Use the ideas in the text to help you.

1 Four students are acting out a scene from a book they've just read.
2 Two students are making a timeline of events in the French Revolution in the 18th century.
3 Three students are watching a documentary about atoms and molecules.
4 A student is researching the causes of volcanoes at home.
5 Two students are composing a song to help them learn the names of the bones in the human body.
6 A group of students are discussing the effect of the government's latest tax reforms.
7 A student is learning a quotation by the Greek philosopher, Aristotle.

5 Work in pairs. Compare your answers and explain to your partner your reason for your answers.

6 THINK & SHARE Choose a topic you are studying at the moment. Discuss how best to learn it using as many of the learning styles as possible. Share your ideas with the class.

LEARNING STYLES ...

and how best to use them

In the past, education experts thought that each person had one learning style that suited them best. Today, we know that the best way to learn is by using a mixture of seven different styles. Here they are.

Aural

This learning style involves using sound and music to learn. If you find it easy to remember things you hear, you can try recording your notes, listening to podcasts or learning songs related to a topic.

Visual

This style consists of using images to learn. These may include videos, diagrams and mind maps. If you're good at remembering information you see, it's a good idea to use images in your learning.

Logical

This style is all about using the mind to solve problems. If you like the structure of science, you can write lists, analyse statistics and make charts in other subjects too.

Physical

This style involves using the body to learn, such as acting, making models or doing experiments. If you find it hard to sit still, try to use one of these techniques in your learning.

Verbal

This style is about speaking and writing. If you enjoy using language to express yourself, you can try giving presentations, participating in debates and writing speeches to help you learn.

Social

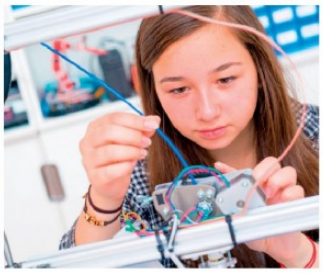
This style involves learning with other people. If this works for you, you can form study groups to have discussions and do role-plays about certain topics.

Solitary

This style involves learning by yourself. If you find it better working on your own, online research will usually give you some good answers. You can also try setting goals for yourself and keeping a diary.

What shall we do this afternoon?






1 Discuss in pairs. Do you have enough time to do everything you want to do after school? Why? / Why not?

2 5.11 Listen to a dialogue between Ava and Holly. Answer the questions.

1 What does Holly suggest doing?
2 When does Ava suggest doing it?
3 Why does Holly decline the suggestion?
4 Why can't Ava meet up the next day?
5 Why can't she meet up on Friday?
6 When do Ava and Holly agree to meet in the end?

3 5.11 Look at the Phrasebook and listen again. Which phrase for making suggestions do you hear twice?

PHRASEBOOK Suggestions

Making suggestions
Do you fancy (going) … ?
How about (going) … ?
Let's (go) …
Shall we (go) … ?
We could always (go) …
Why don't we (go) … ?

Responding to suggestions

Accepting
That sounds like a great idea!
Yes, why not?
I like that idea.
Let's do that.

Declining
I'm not sure about that.
I'd rather not.
I don't think that's a great idea.

4 5.12 Listen to suggestions A–D and choose a correct answer from the Phrasebook.

A Why don't we do the assignment together?
B Do you fancy getting together tomorrow?
C How about getting together at the weekend?
D Shall we do the assignment in the morning?

PRONUNCIATION Intonation in questions

1 Intonation usually goes **up** / **down** at the end of *Wh-* questions.
2 Intonation usually goes **up** / **down** at the end of *yes/no* questions.

5 PRONUNCIATION 5.12 Listen and repeat the question and the answers. Make sure you use the correct intonation.

STRATEGY Learning set phrases

It's useful to learn and practise the phrases in the Phrasebook before you do a speaking task. This will help you sound more natural when you do the task.

6 Read the strategy. Then practise the phrases in the Phrasebook. Student A: close your book. Student B: choose a phrase and read out the first word. Student A: say the phrase in the Phrasebook. Then swap.

7 Work in pairs. Write suggestions for situations 1–6. Use each phrase in the Phrasebook only once. Then write a response accepting (✓) or declining (✗) the suggestion.

1 Suggest going to the leisure centre. ✗
2 Suggest playing an online multiplayer game. ✓
3 Suggest joining the theatre group. ✓
4 Suggest going canoeing at the weekend. ✗
5 Suggest meeting up after school tonight. ✗
6 Suggest finding out about the community garden. ✓

8 Work in pairs. Practise the dialogues in Ex 7. Pay attention to the intonation in the questions.

9 Complete the diary with the activities you do every week. Add any extra activities you are going to do next week. Then work in groups. Imagine you are a study group. Have a conversation to find a time you can meet next week.

	Monday	Friday
MORNING		
AFTERNOON		
EVENING		
	Tuesday	**Saturday**
MORNING		
AFTERNOON		
EVENING		
	Wednesday	**Sunday**
MORNING		
AFTERNOON		
EVENING		
	Thursday	NOTES
MORNING		
AFTERNOON		
EVENING		

10 REFLECT Work in groups. Answer the questions.

1 Was your conversation successful? Why? / Why not?
2 Which phrases in the Phrasebook did you use?
3 Did you use the correct intonation to make suggestions?

A 'for and against' blog post

1 Look at the list of subjects. Cross out the subjects you are not studying at the moment. Then number the rest in order of your preference (1 = the subject you like most).


___ art and design


___ biology


___ chemistry


___ economics


___ English


___ geography


___ history


___ literature



___ maths


___ music


___ P.E.


___ philosophy


___ physics


___ I.T.

2 Work in pairs. Compare your answers in Ex 1. Are there any subjects you do not want to study? Which one(s)? Why?

3 Read the blog post and answer the questions.

1 Whose opinion does the writer give in the introduction?
2 What argument does the writer give for choosing school subjects?
3 What argument does the writer give against it?
4 How does the writer introduce the last paragraph?
5 What is the writer's opinion?

MY BLOG

4 September

Choosing school subjects: good or bad?

1 Some people think students should choose their school subjects. However, others say we should all study the same. What are the arguments for and against this idea?

2 On the one hand, most students get better grades in subjects they like. Although they often work hard in all subjects, some students still fail the ones they don't like. If we study the subjects we like, we'll be more successful in the future.

3 On the other hand, all students need a basic education. You might not be good at maths, but if you don't study it, you'll have problems later. It's important when we first go to school that we all study the same subjects.

4 In conclusion, I don't think younger students should choose their own subjects, although this may affect their grades. I think older students should have a choice, however, because this will affect their future.

4 Match descriptions A–D to paragraphs 1–4 in the blog post.

1 Paragraph 1
2 Paragraph 2
3 Paragraph 3
4 Paragraph 4

A the good points of choosing subjects
B people's different ideas of choosing subjects
C the writer's opinion after considering the good points and the bad points
D the bad points of choosing subjects

STRATEGY Using linkers of contrast

In a piece of writing, we can use the following linking words to join two contrasting ideas: *although, but, however, on the one hand, on the other hand.*

5 Read the strategy. Look at the highlighted linkers of contrast in the blog post. Notice where we use commas. Which words come …

1 at the beginning of a sentence?
2 in the middle of a sentence?
3 at the beginning or in the middle of a sentence?

6 Complete the sentences with the linkers of contrast in the strategy.

1 _____ I wasn't feeling hungry, I went to the school canteen.
2 I find biology easy. Physics is really hard, _____, and I'm not making much progress.
3 It was raining, _____ I went to rugby practice.
4 _____, I hated primary school. _____, I love secondary school.
5 I don't think I failed the exam, _____ I know I didn't revise enough.
6 Most students in my class want to do a degree. _____, some students are going to get a job.

7 You are going to write a 'for and against' blog post. Choose a topic below and answer the questions.

abolishing grades allowing mobiles in lessons
having study-from-home days homeschooling

1 What do students generally think about the topic?
2 What are the arguments for the topic?
3 What are the arguments against it?
4 What's your opinion about the topic?

8 Write your blog post. Follow the paragraph plan in Ex 4 and use your answers in Ex 7 to help you.

9 CHECK YOUR WORK Did you …

- write four clear paragraphs?
- use future tenses and zero and first conditionals?
- use linkers of contrast correctly?
- check spelling, grammar and punctuation?

Grammar

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

1 My sister has got a place at university. She … engineering.
A 's going to study B 's studying
C 'll study

2 I'm sure you … the exam. You've studied a lot.
A 're going to pass B 're passing
C 'll pass

3 … anything tonight? We could go to the cinema if you like.
A Are you going to do B Are you doing
C Will you do

4 You can talk if you want, but I … to you.
A 'm not going to listen B 'm not listening
C won't listen

5 It's a holiday today, so there … much traffic on the roads.
A isn't going to be B isn't being
C won't be

6 I can't go cycling on Sunday. My uncle … for lunch and I want to see him.
A is going to come B is coming
C will come

2 Complete the zero and first conditional sentences with the present simple or *will* / *won't* + base form of the verbs in brackets.

1 I'm sure the teacher _____ (help) you if you _____ (not understand) that exercise.
2 If it _____ (snow) in winter, the airport usually _____ (close).
3 I never _____ (answer) my phone if I _____ (not recognise) the number.
4 My brother _____ (not go) to football practice if he _____ (have) an exam the next day.
5 If I _____ (lend) you this game, _____ (you / remember) to give it back?
6 My parents _____ (not be) happy if I _____ (get) home late tonight.

Vocabulary

3 Complete the sentences with a suitable verb.

1 I'm staying in tonight because I have to _____ for my exams.
2 Students in my country have to _____ school until they're eighteen.
3 If I _____ this exam, I'll have to do it again in June.
4 I can't _____ on my homework, because our neighbour is moving their furniture.
5 My brother has to _____ good grades this year because he wants to study medicine at university.
6 I didn't _____ much progress in physics last year, but I managed to pass the exam.

4 Match a word in A to a word in B and complete the sentences.

A community folk nature online pottery theatre

B dancing game garden group lessons photography

1 I spent all day yesterday planting strawberries in our _____ _____.
2 We learned some complicated steps at _____ _____ last night – we all need to practise them.
3 Wayne loves _____ _____, so he always takes his camera when we go to the countryside.
4 My friends and I play the same multiplayer _____ _____ for at least an hour every evening.
5 Hannah often gives the dishes she makes at _____ _____ as presents.
6 My cousin loves acting, so he joined his local _____ _____.

Cumulative review

5 Complete the email. Write one word in each gap. Contractions count as one word.

Hi Fatima,

We moved into our new house yesterday, and it feels really strange. The house is bigger than our old one, and it's got a garden. I hope we [1]_____ be happy here!

My brother and I [2]_____ starting school next Monday, as it's the first day of [3]_____. I'm a bit worried because I [4]_____ know anyone in my class. The worst part of the day will be lunchtime. I'm [5]_____ to eat in the school [6]_____, as I won't have time to come home for lunch. What will I do if the other students [7]_____ talk to me?

I hope I don't get many homework [8]_____ at school – I need to have some free time in the evenings. I hope the school has an [9]_____ I can join so I can play my flute. If not, maybe I can sing in the [10]_____.

I'm also thinking about joining our local [11]_____ centre. I want to be a bit healthier, so I'd like to do some [12]_____ training. I hope I'll make some new friends if I do some activities. Right now, I'm missing my old school and all my friends there.

Write soon and tell me your news.

Love,

Emma

Think & share

6 Answer the questions.

1 Is school important for you? Why? / Why not?
2 Is it necessary to attend school to get an education?
3 Do you think homeschooling is a good idea? Why? / Why not?
4 How will you use your education in the future?

Reading

EXAM STRATEGY

When you do a matching task, read about the people carefully and underline the key words. There may be two or three points for each person that you need to think about. Make sure that all the information matches when you make your choices.

1 Read the strategy above. Then read the exam task in Ex 2. The key words about the first person have been underlined. Underline the key words for the other people.

2 The five people below all want to do a course. There are descriptions of seven courses to take. Decide which course (A–G) would be the most suitable for the people (1–5).

1 Jamie loves writing stories. He is also studying full-time at university, so he wants to do a short course. He can't afford to travel far. ___

2 Lola is at school. She is good at drawing and is going to do a degree in art at university. She wants to meet people and stay away from home. ___

3 Zahra would love to learn a new skill and at the same time explore the countryside. She wants to take a class once a week. ___

4 Mo is a musician and plays in a band. He wants to improve his skills and perhaps learn new ones. He is keen to go somewhere for more than a few days. ___

5 Marsha wants to meet people – she doesn't want to study online at home. She has no free time at the weekend or during the day. She would like a regular class. ___

A Learn photography
We are a group of photographers who meet every Saturday and travel to different places to take photos and share our skills. We go on trips to the local forest and the lakes. Please contact us if you want to join. Beginners welcome.

B Time for language
We run regular classes at the local community college and offer ten different languages from Beginner to Advanced level. Classes run from 6 p.m. to 10 p.m. on Tuesdays and Thursdays. Please see our website for details.

C Distance learning
Do a three-year degree in your own home. From history and art to science and technology, there's something for everyone.

D Performing in the countryside
Study music on our seven-day course this summer, which takes place in Oxfordshire. You will stay in a large house surrounded by countryside. There are opportunities to perform and a chance to take up a new instrument.

E Art and nature
We organise short art trips to the Shetland Islands throughout the summer months. You'll have the chance to paint seabirds and other wildlife and to learn all kinds of artistic skills.

F Online creative
We offer online courses for all abilities in art, writing and music. You will have a tutor and a chance to meet people at the end of the course. All abilities welcome.

G Learn in the sun
Three-month and six-month courses are available in countries across Europe. Stay with local families. Study at the language school in the mornings. Go sightseeing in the afternoons. See our website for more details.

Speaking

EXAM STRATEGY

When you compare two photos, look at them carefully and think about how they are the same and how they are different.

3 Read the strategy above. Then read the exam task in Ex 4. Which of the sentences below show how the photos are the same? Which show how they are different? Write *S* (same) or *D* (different).

1 In the first picture, the people look happy, but in the second picture they look sad. ___

2 The students in the first and the second picture are studying. ___

3 I like the building in the first picture, and I like the building in the second picture. ___

4 These photos show different ways of learning at school. Take it in turns to compare and contrast the photos, saying what you think.





Learn about a community garden and create a community event.

Growing the community



Unit 5 360° hotspots

1 THINK & SHARE Work in pairs. Discuss the questions.
1 How would you define the word 'community'?
2 How many communities are you part of?
3 Do you know many people in your local community?

EXPLORE 360°

Access the interactive 360° content now!

2 Look around the photo. What are the people doing?

3 ALL HOTSPOTS Find …
someone who wants to volunteer at the garden.
1 someone who likes to visit the garden.
2 something that is asking for help.
3 something that gives information about a festival.
4 someone who has learned about gardening.
5 something that talks about spending time outdoors.

4 Listen to Mike talking about the community garden. Answer the questions.
1 Where does Mike live? Who does he live with?
2 What does he miss about his old house?
3 Where is the garden and who can visit it?
4 When does Mike go there?
5 What does he do in the garden?
6 What is he planning to do later?

5 Work in pairs. Read the quote and discuss the questions.
1 Do you often spend time in green spaces? Why? / Why not?
2 What are the benefits of spending time outside?
3 Would you prefer to go for a walk in a city or in the countryside? Explain your answer.

6 Listen to a volunteer talking about her work in the garden. Are the sentences true (T) or false (F)?
1 She did badly in her last biology exam.
2 She has learned many things from the other gardeners.
3 They have to protect fruit to stop insects eating it.
4 She makes money for herself by selling the fruit and vegetables.

7 Listen to the telephone conversation. Complete the form.

Name: _____

Reasons for volunteering: _____

Volunteering with: _____

Availability: _____

Interview day and time: _____



8 Read the poster. Answer the questions. Think of online and offline ways to do these activities.

How could you … ?

share photos of the garden with the community?

You could share photos on social media or in a WhatsApp group. You could print photos and put them on a noticeboard or in a newsletter.

1 advertise for more volunteers?
2 make money for the garden?
3 share news about the garden?
4 buy new equipment for the garden?
5 learn how to plant vegetables?

9 Read the festival poster. Answer the questions.

1 Which event is the cheapest?
2 Which event takes places in the evening?
3 Which event is good for people who want to do exercise?
4 What will happen if it rains?

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

1 Do you think it is important to have a community space in your area? Why? / Why not?
2 If you volunteered in this community garden, what would you do?
3 What could you add to the garden to make it appeal to … ?

elderly people university students young children

CREATE … a community event

RESEARCH IT!

Go online and find out …

1 Is there a community space in your area?
2 What events or groups are there in your community?
3 What are some fun ideas for community events?

STEP 1

Work in pairs. You are going to plan a community event in your neighbourhood. Think about:

- activities for people of all ages
- what people will learn or achieve
- different ways that people can volunteer or get involved

STEP 2

Make a plan of the different activities and include a short description. Include the information below:

place price time who the activity is for
who will run the activity

STEP 3

Make an advert for the event. Ask for volunteers and say how they can help. Then add your activity timetable.

STEP 4

Share the adverts with the class. Decide which events you would most like to go to and why.

6 Living your own life

VOCABULARY
Life experiences
Stages of life

GRAMMAR
Present perfect
Present perfect vs past simple

READING
An article

LISTENING
A dialogue about unusual accommodation

GLOBAL SKILLS
Understanding the customs of other cultures

SPEAKING
Describing photos

WRITING
An informal email

DOCUMENTARY
Welcome refugees

VOCABULARY BOOSTER P122–123
GRAMMAR BOOSTER P142–143



1 Look at the video still from Raiko's vlog. What do you think the title means?

2 Choose the correct alternative to complete the phrases.

cross / turn eighteen
take / put up a new hobby
take / make part in a race
go to / go abroad
make / do a bungee jump
make / get a driving licence
get / hold a job
apply / set for a job
set / open a bank account
save / take money
pay / buy my own bills
get / pay a credit card
stay / be more independent
attend / pass my final exams at school
apply / request to a university
leave / leave from home
lend / rent a flat
apply / start my own business

3 6.01 Watch or listen. Check your answers and write down one extra plan Raiko mentions.

4 6.01 Watch or listen again. Complete Raiko's plans with the missing words.

1 Raiko wants to _____ because he's planning to take part in a race in a different country.
2 He'd like to start working in a _____.
3 Raiko thinks that a credit card will be useful when he starts _____ lessons.
4 Raiko wants to take part in a race a _____ months after starting jogging.
5 He'd like to rent a flat so that he can _____.

5 REAL ENGLISH Choose the correct meaning for the phrases.

1 **I can hardly wait.**
A I'm very excited about it.
B I never wait for things for so long.
2 So **let's get started!**
A begin doing something
B wait a moment before we begin
3 I know it's probably **no big deal.**
A not too expensive
B not very important / difficult
4 You know what they say – **no pain, no gain**.
A You need to suffer if you want to achieve something.
B It doesn't hurt, so it's good for you.
5 **To be honest** I haven't decided which one yet.
A This is true, and everyone knows it.
B This is what I really think.

6 6.02 Complete the sentences with the **bold** phrases in Ex 5. Then listen and check your answers. Repeat the sentences.

1 I study a lot to pass my final exams and I'm often tired, but _____.
2 This is going to be the best summer holiday ever. _____!
3 _____, leaving home last year wasn't easy.
4 Getting a job is _____ for me, but keeping it is much harder!
5 I'm not feeling well today, and I can't _____ with my homework.

7 Work in pairs. Look at the list of things Raiko wants to do in Ex 2. Which things would you like to do in the near future or when you turn eighteen?

8 Which things in Ex 2 can you do when you have the items in the photos?

You can go abroad. You can ...

9 Complete the sentences with the correct form of the words in Ex 2.

1 I _____ drawing a few years ago. This summer, I'm going _____ alone for the first time. I'm travelling to Italy, where I'm going to _____ in an art course.
2 My brother, Ali, is 20 and he wants to _____ _____ home this year. He says that living with the family is OK, but he'd like to be _____ and do things without asking our parents for permission. He's going to _____ with two of his university friends. It's a bit expensive, but Ali _____ at a supermarket last month, so he has enough money to pay his _____.
3 Anne can hardly wait to _____ eighteen because she's planning to start her _____. She'd like to give tennis lessons. She needs to fill in some documents and open _____ where she can keep the money she'll earn. She'll probably get a _____ too, because it's easier to use it to pay for some things.
4 I'm learning to drive. I hope I'll _____ soon. My biggest dream is to buy a car and drive to university. Before I start studying, I have to _____ at secondary school, _____ university and get accepted!

PRONUNCIATION Two-syllable word stress

Most two-syllable nouns and adjectives have the stress on the first syllable (*licence*, *sunny*), but most two-syllable verbs and prepositions have the stress on the second syllable (*arrive*, *without*). There are exceptions to this rule (e.g.: *abroad*, *eighteen*).

10 PRONUNCIATION Read the rule and look at the words. Underline the stressed syllable.

1 credit
2 business
3 predict
4 apply
5 before
6 attend
7 lucky
8 against
9 driving
10 survive
11 hobby
12 final
13 revise
14 honest

11 6.03 Listen and check the stressed syllables in Ex 10. Repeat the words.

12 THINK & SHARE Discuss in pairs.

1 What else would you like to do when you turn eighteen?
2 Do you think that making a list of things you want to do in the future is a good idea? Why? / Why not?






Present perfect

1 Read Raiko's blog post. Which things that he talked about in his video did he **not** do last year? Why?

MY BLOG July 21

What have I done from my 18th birthday list?

I've just turned nineteen. Last year, I made a video, *18 for 18*, about eighteen things I wanted to do when I'm eighteen. **Since then, people have asked** me questions like '**Have you already done** all the things from your list?' or '**Have you rented** a flat **yet**?' Well, I **haven't done** everything from my list, but I'm working on it. **I've just got** my driving licence. **I've already passed** my final exams, but I **haven't applied** to a university **yet**. This is because **I've decided** to study in Berlin. **I've never been** to Germany, but **I've heard** Berlin is a wonderful city. It's a big change for me, but I'm getting ready for it. **I've learned** German **for** five months and **I've contacted** my friend who **has studied** there **since** 2019. Wish me luck!

2 Read Raiko's blog post again. Find at least one example of rules 1–4.

Present perfect

Grammar animation

To make sentences in the present perfect, we use *have* or *has* + past participle. We use it to talk about:

1 life experiences, usually with *never* and *ever*.
Have you ever driven a car?
I've never been abroad.
2 events that started in the past and continue until now, often with *for* and *since*.
We've been here for two hours.
She hasn't paid her own bills since January.
3 events that happened in the past, with results that are important in the present. We don't say when they happened.
I've lost my passport, so I can't travel abroad.
4 recent events, often with *just, yet* and *already*.
I've just turned nineteen.

GRAMMAR BOOSTER P142

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

1 _____ (Olivia / pay) her phone bill? Her phone isn't working.
2 I _____ (never / play) volleyball.
3 Unfortunately, I _____ (not / pass) my final exams, so I can't apply to a university.
4 _____ (you / see) this film? It's really good.
5 Amy is hungry. She _____ (not / eat) anything since 7 o'clock.
6 _____ (they / ever / live) abroad?
7 My brother is 22, but he _____ (not / leave) home yet.
8 Tom will be late to school again. He says he _____ (miss) his bus.

4 Choose the correct alternative to complete the text messages.

Hi Holly. Have you [1] **already / just** decided where you'll live next term?

No, I haven't [2] **have / had** any time to do it [3] **just / yet**. I [4] **have / has** been busy [5] **for / since** the last three weeks, but I've [6] **yet / just** passed all my exams, so I should start looking for a flat now.

Have you [7] **ever / never** rented a flat with someone? My friend Ellie and I have [8] **yet / just** found a nice three bedroom flat very close to the university. If you're interested, we could rent it together.

Sounds great! [9] **You've seen / Have you seen** it [10] **since / yet**? What does it look like?

No, I [11] **haven't / don't**. We [12] **has / have** tried contacting the owner [13] **since / for** Wednesday, but he isn't answering his phone.

5 Write present perfect sentences. Add the correct time expression from the brackets.

1 he / finish / the race / . (already / for)
He has already finished the race.
2 I / open / my first bank account / . (just / ever)
3 my sister / not turn / fifteen / . (yet / since)
4 you / use / a credit card / ? (for / ever)
5 he / not / talk / to me / Friday / . (since / for)
6 I / drive a car / . (never / yet)
7 you / hear / the news / ? (for / already)
8 they / be / friends / years / . (since / for)

6 Look at the lists below and write answers.

1 Have you ever done it?

do a bungee jump drink a pineapple smoothie
go hiking open a bank account use a treadmill

2 How long have you done it?

be friends with your best friend live in your house
study English

3 Which of these things have you already done today? Which haven't you done yet?

check messages on my phone do an English exercise
drink some water eat a sandwich

7 Work in small groups. Ask and answer the questions in Ex 6. How many of your answers are the same?

Have you ever done a bungee jump? No, I haven't.

Becoming an adult

1 THINK & SHARE Read the title of the article. What do you think the answer is?

When do you become an adult?

How do you know you're an adult? Do you think that turning eighteen will change anything? Maybe you become an adult when you leave home, get a job and pay your own bills.

Scientists think you don't become an adult until you're about 30. At that time, your brain stops developing. Some of the decisions you make earlier might not be [1] sensible, because the part of the brain which is responsible for controlling emotions and [2] taking risks is still growing.

People from different cultures believe becoming an adult is an important day, so they [3] celebrate in special ways.

Coming of Age Day (*Seijin No Hi*), Japan



The Japanese celebrate Coming of Age Day on the second Monday of January. Everyone who turned 20 in the past year receives an invitation from the city hall and can join the celebrations. Women usually wear beautiful kimonos, but men choose suits or traditional Japanese clothes. Young people listen to [4] lectures about being a responsible adult. There are also photos, parties and presents.

Sunrise Ceremony, Apache



In Arizona, USA, young Apache girls take part in the Sunrise Ceremony, which lasts four days and nights. During that time, there's a lot of singing, dancing and running. Young girls usually spend six months getting ready for these days, because they need to be very strong to dance and run for many hours. Apache believe that it prepares young girls to become women.

Land Diving, Vanuatu



In Vanuatu, a small island in the Pacific Ocean, boys become men after they jump from a 30-metre tower. This [5] ceremony, called Land Diving, hasn't changed for many years. First, five weeks before the ceremony starts, local people build a wooden tower. Then young boys look for vines in the forest which they attach to their legs before the jump. Land Diving proves how [6] brave these young men are.

vine (*n*) a climbing plant with long and thin branches

STRATEGY Identifying audience

When you are reading a text, think about who it is for. For example: is it a text for teenagers or for people who travel a lot?

2 Read the strategy and the introduction to the article. Choose the correct answer: A, B or C.

This article is probably written for …

A tourists.
B young people.
C scientists.

3 Work in groups of three. Student A: read and complete the information about Coming of Age Day. Student B: do the same for Sunrise Ceremony. Student C: do the same for Land Diving.

	Coming of Age Day	Sunrise Ceremony	Land Diving
Who takes part in it?			
What happens before the ceremony?			
What happens during the ceremony?			
Is it a difficult ceremony? Why?			

4 In your groups of three, discuss the answers in the table in Ex 3.

5 VOCABULARY 6.06 Read the whole article. Match the highlighted words in the article to the definitions.

A not afraid, willing to do difficult or dangerous things ___
B to do something when you know it's dangerous ___
C to do something special in order to show that a day or an event is important ___
D using good judgement based on reason and experience ___
E an important public event which people celebrate by doing special things ___
F a talk about something, usually at a university ___

6 Discuss in pairs.

1 Which ceremony, in your opinion, can help young people the most to become adults?
2 At what age do you become an adult in your country? How do you celebrate it?

Understanding the customs of other cultures








1 Look at the photos and answer the questions.

1 Where do you think these people are and what are they doing?

2 What are *bad manners*? In your opinion, do any of the photos show bad manners?

2 6.07 Listen to three dialogues. Which countries are mentioned? Complete the first column of the table.

	Countries	Activities	Polite or rude?
1			
2			
3			

3 6.07 Listen again. Which activities are mentioned? Are they polite or rude? Complete the rest of the table in Ex 2.

4 Work in pairs. Discuss if the activities in the dialogues are polite or rude in your culture.

5 Read the article and choose the correct alternative. Discuss your answers in pairs. Then check your answers with your teacher.

6 Match definitions A–F to underlined words 1–6 in Ex 5.

A the state of not being polite enough towards someone ___

B look at someone at the same time as they look at you ___

C a way of acting in a society ___

D say hello ___

E do things in a certain way ___

F wait in line for something ___

7 Work in groups. Make a list of activities which are rude and activities which are polite in your country. Think about …

- visiting someone at home.
- using public transport.
- behaviour in shops.
- eating and drinking.
- meeting new people.

8 THINK & SHARE How do you usually feel when people do not respect your country's customs?

Don't make these mistakes when you travel

Different cultures have [1]customs about what's polite, so that people don't [2]behave badly and make others upset. When you are in another country, it's important to know those rules.

1 When you're in **Japan** / **Australia,** you should take off your shoes when you enter someone's home.

2 People in **the USA** / **Korea** think it's rude to [3]make eye contact when [4]greeting an older person.

3 People in **the UK** / **France** usually [5]queue in a line for buses.

4 When you're in **Greece** / **Indonesia**, it's rude to point at things with your index finger.

5 In **Kenya** / **Thailand**, you show [6]lack of respect if you touch somebody's head.

6 If you're in **Bolivia** / **India**, you shouldn't use your left hand to pass something to someone.

Stages of life



1 Look at the photo and answer the questions.

1 How often do you get together with your family? On what occasions?
2 What do you usually do during family parties?

2 Read Chloe's post on social media. What made this family reunion a fun event?

Getting together with your family

Last Friday, my grandparents were celebrating their 40th wedding anniversary. It was a great party. First of all, there was a family quiz. Grandma divided us into teams and asked questions.

My team was …

- Uncle Paul, who looks like a teenager but is, in fact, a middle-aged man. He's my favourite relative! He hasn't started a family yet, but he loves children.
- my cousin Lauren, who is in her early twenties. She's an only child and the daughter of my mum's twin sister. In my early childhood, she looked after me when my parents were at work.
- Aunt Margaret, a lively elderly lady. She's in her late seventies. She grew up in India.
- Uncle Joe, who is Aunt Jill's husband. He's in his mid-thirties and has lived in Belgium since I was born. They got married last year.

The first question was: 'Where did our grandparents meet?' Guess who knew the answer …

3 Read Chloe's post again. Are the sentences true (T) or false (F)? Correct the false ones.

1 Chloe's grandparents got married 40 years ago. ___
2 Uncle Paul is in his early twenties. ___
3 Lauren's father has a twin sister. ___
4 Aunt Margaret grew up abroad. ___
5 Uncle Joe has lived in Belgium for a year. ___

4 Complete the table with the highlighted words in Chloe's post.

Verbs that describe life stages	Family members or a position in a family	Words that describe age or a period in life
celebrate a wedding anniversary	an only child	in his/her early twenties
1 _____	5 _____	7 _____
2 _____	6 _____	8 _____
3 _____		9 _____
4 _____		10 _____
		11 _____
		12 _____

5 Work in pairs. Can you think of more words or phrases which describe stages of life, family members, someone's age or a period in someone's life? Use a dictionary if necessary. Write the words in the table in Ex 4.

6 Complete the sentences with the words and phrases below.

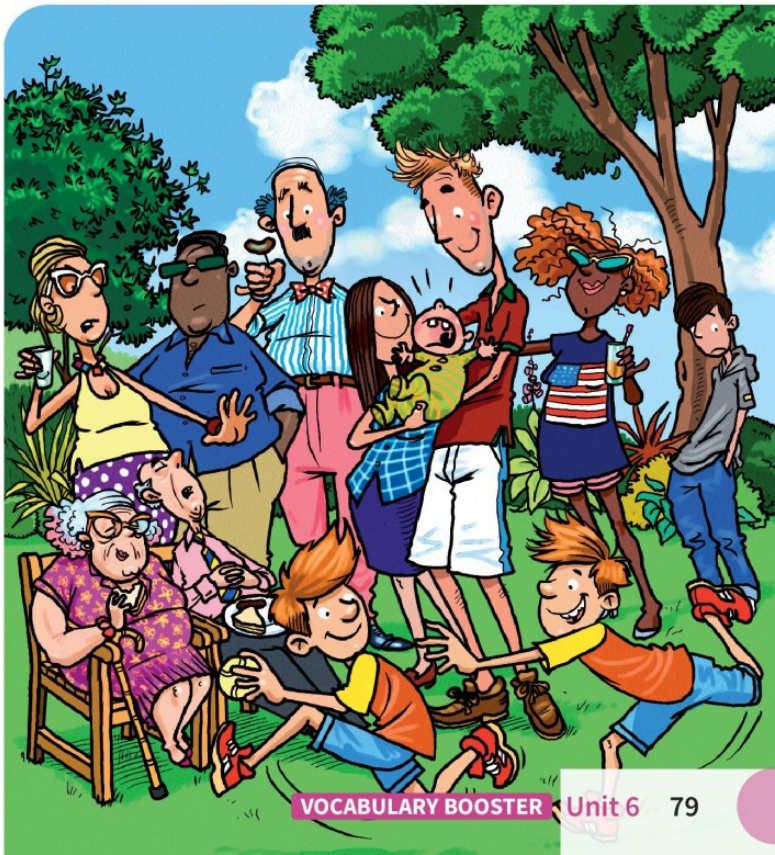
born childhood elderly got married grew
late mid middle-aged only child relatives
started teenager twin wedding anniversary

1 I was _____ in New Zealand, but I _____ up in Mexico. I had a very happy _____ there. We moved back to New Zealand when I was a _____.
2 'Who's this _____ man in the photo?'
'That's my grandad's _____ brother. Doesn't he look just like my grandad?'
3 When I was younger, I wanted to have a brother or a sister. Now I'm in my late twenties and I don't mind being an _____.
4 Yasmin _____ last summer. She and her husband will celebrate their first _____ soon.
5 My aunt is in her _____ twenties and she has just _____ a family.
6 When I was ten years old, I thought that _____ people were very old! Now I'm 53 and I don't feel old at all.
7 Mr Miller, our neighbour, is in his _____-fifties. He's 54 or 55 years old.
8 Most of our _____ visit us once or twice a year.

7 Imagine you know the family in the picture. Choose three family members and write 3–4 sentences about each of them, using words in Ex 4.

This is Uncle Steve. He's is his late forties. Last week, he and Aunt Gina celebrated their 20th wedding anniversary.

8 Work in pairs. Student A: read your description of a family member in Ex 7. Student B: try to guess who it is in the picture.



Use the present perfect and the past simple to talk about childhood activities.

Present perfect vs past simple

1 What is your favourite family tradition? How long has it been in your family?

2 Read the forum posts. What family tradition is Sophie describing?

@TheTeenagerMagazine Does your family have any traditions that they've kept for many years?

@Sophie Has your mum or dad ever taken a photo of you on the first day of school? Our mum has! She took the first one seventeen years ago, when Will, my oldest brother, went to school for the first time. She took the next photo a year later, when my brother Riley started school. Since then, Mum has kept taking similar photos. She took one every September when the new school year began. Last week, she made an album with all these photos. She's just shown it to me, and it's fun to see how much we've grown and changed over seventeen years. I love the last photo the most. In this photo, my brothers and I are, as usual, standing in front of our house. This time, we aren't carrying school bags, but suitcases and boxes. We're on our way to university.

3 Read the posts again and choose the correct alternative to complete the grammar rules. Find two examples of each tense in Sophie's post.

Present perfect vs past simple

Grammar animation

We use the [1]**present perfect** / **past simple** when we talk about actions that happened at a specific time in the past.

We use the [2]**present perfect** / **past simple** when we talk about life experiences, recent events, events that happened at any time in the past if we don't say when it was or events that started in the past and continue until now.

We often use the [3]**present perfect** / **past simple** with *(two days) ago, last (week), yesterday, in 2019*

We often use the [4]**present perfect** / **past simple** with *ever, never, for, since, just, yet, already*

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4 Choose the correct alternative.

1 My cousin Leah **was** / **has been** born in 2009.
2 The elderly woman who lives across the street **had** / **has had** a big party for her family last Saturday.
3 **Did you talk** / **Have you talked** to your new neighbours yet?
4 When **did you leave** / **have you left** home?
5 Some of my relatives **never visited** / **have never visited** us in our new home.
6 My grandma **met** / **have met** my grandad when they **were** / **have been** in their early thirties.
7 I **had** / **'ve had** this camera for three years. I use it almost every day and it still works well.
8 My sister and I **were** / **have been** abroad a few times.
9 I **called** / **have called** my grandma an hour ago.
10 We **didn't eat** / **haven't eaten** anything since eleven o'clock.

5 Complete the mini-dialogues with the present perfect or past simple form of the verbs in brackets.

1
Pria [1]_____ (you / ever / be) to Morocco?
Ade Yes, I [2]_____ (go) there last month. My dad's close relatives live in Casablanca. They have a beautiful house with a swimming pool, which they [3]_____ (buy) two years ago.
Pria [4]_____ (you / have) a good time there?
Ade Yes, it [5]_____ (be) fun to see the whole family, but I [6]_____ (not like) the weather.

2
Luca [7]_____ (you / be) at home last weekend?
Felix Yes, but I [8]_____ (be) busy. My aunt and uncle [9]_____ (come) on Saturday. They live in Inverness.
Luca How long [10]_____ (they / live) there?
Felix They [11]_____ (move) to Scotland in June, when my aunt [12]_____ (get) a job there.

3
Freya Is this a new watch?
Megan No, I [13]_____ (have) it for six months, but I [14]_____ (not wear) it much last month.
Freya Where [15]_____ (you / buy) it?
Megan My grandma [16]_____ (give) it to me last summer for my birthday.

6 6.10 Listen to Harry and Dylan talking. Complete the sentences.

1 Dylan _____ his parents about the concert.
2 Dylan's family tradition started when his sister _____.
3 Dylan's sister _____ when she was staying at home.
4 Since then, everyone _____ to come back home before 5 p.m. on Tuesdays.
5 Two weeks ago, they _____ and _____.
6 Last week, they _____ and _____.
7 This week, Dad _____ for everyone.

7 Make notes to answer the questions.

1 Who's your best friend? How long have you known them? How did you meet? When was the last time you talked or saw each other?
2 Have you ever argued with your brother / sister / friend? What did you argue about last time?
3 What were your favourite childhood activities? Which of these things haven't you done since you were a kid? When was the last time you did them?

8 Work in pairs. Use your notes to answer the questions in Ex 7. Use the present perfect or past simple and the correct time expressions.

Side by side



1 Discuss the questions.

1 What do you think it's like for elderly people to live in a care home?
2 What are the advantages and disadvantages of care homes?
3 Would you like to live in a hall of residence if you go to university? Why? / Why not?

care home (*n*) a place where people live and are cared for when they can't live at home or look after themselves, for example, a *care home for the elderly*
hall of residence (*n*) a building for university students to live in
resident (*n*) a person who lives in a particular place

STRATEGY Understanding the main idea

When you listen, you do not always need to focus on all of the details. Sometimes you only need to understand the main idea. Listen for key words connected to the topic, for example, *concert*, *piano*, *tickets*, *songs*.

2 6.11 Read the strategy. Then listen to the dialogue and read the questions that Scarlett has asked Lars. Tick (✓) the question which can help you decide what the main idea of their conversation is.

- ☐ Have you already applied for a room in a student dorm for next year?
- ☐ Can you afford to pay rent for a flat?
- ☐ How does that work?
- ☐ What kind of work?
- ☐ Won't you miss living with your friends?
- ☐ What else did she tell you about living there?
- ☐ Do you think I could apply too?

3 Look at the question you have chosen in Ex 2. Choose the main idea of Scarlett and Lars's conversation A–C. Can you think of one extra fact and one opinion which supports it?

A Living in Humanitas was a great experience for Lars's high school friend because she could talk to elderly residents about her problems.
B Lars would like to stay at Humanitas because it'll allow him to save money on the rent.
C Lars is thinking about living in Humanitas because students can live there for free when they do some work for the elderly residents.

4 6.11 Listen again. Choose the correct answer: A, B or C.

1 How long has Lars lived in a hall of residence?
A one year
B two years
C three years
2 Why doesn't Lars want to live in a hall of residence this year?
A It's too expensive.
B He's lived there for a long time and doesn't like it.
C He wants to live in a different place for a change.
3 Where is Humanitas?
A in the Netherlands
B in Denmark
C in Sweden
4 How many hours do students have to work in Humanitas?
A six hours a week
B 30 hours a week
C 30 hours a month
5 What do students have to do in Humanitas?
A share the room with the elderly residents
B pay the rent
C keep the elderly residents company
6 What is Lars worried about?
A that he won't spend much time with his university friends
B that the care home is a very quiet and boring place to live
C that he won't have anyone to talk to about his problems
7 Why, according to Zoe, isn't it always quiet in Humanitas?
A Because people talk loudly.
B Because the residents prefer to have the TV volume up high.
C Because everyone invites guests in the evenings.
8 What did Zoe learn in Humanitas?
A to enjoy small things in life
B to talk to the elderly people
C to share her everyday problems with other people

5 MEDIATION Finish Scarlett's text message using information from her conversation with Lars. Write three more sentences. Use information in Ex 2 and 3.

Mum

Hi Mum, I've just talked to Lars. He wants to live in Humanitas, a care home for the elderly, next year. Maybe I could do that too. Let me explain to you how it all works. Everyone who wants to live there has to …

6 THINK & SHARE Discuss in pairs.

1 What kind of young people might feel good when they stay at Humanitas?
2 Can you think of some other advantages and disadvantages of living in Humanitas?
3 What problems do care homes like Humanitas solve?
4 Do you think it's something you could do in the future? Why? / Why not?

Childhood memories

1 What kind of photos have you got from your childhood? Do you like looking at them? Why? / Why not?

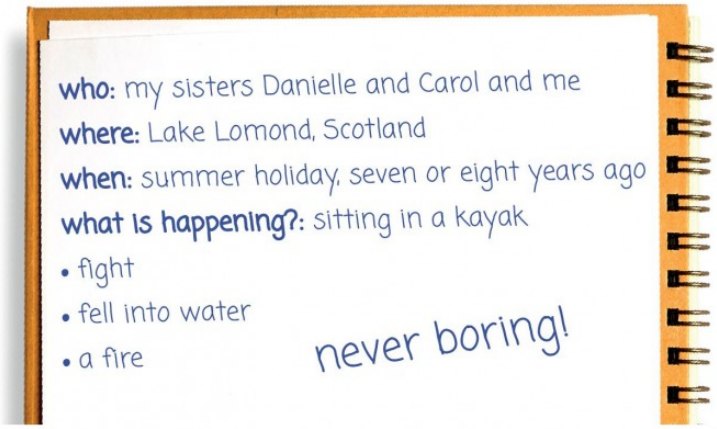
2 6.12 Listen to Caleb talking about one of his childhood memories. Why does he like the picture he is talking about?



STRATEGY Make notes for monologue tasks

When you prepare for a presentation for school or to speak in front of your class, make notes to organise your ideas. Don't write full sentences, only the most important points. Keep your notes tidy or they won't be useful when you speak.

3 Read the strategy above and look at Caleb's notes. What makes Caleb's notes helpful?



4 Tick (✓) the questions which you think Caleb answers when talking about the picture.

- ☐ What is his favourite childhood memory?
- ☐ What type of photos are there in his family albums?
- ☐ How were he and his sisters feeling when Mum took this photo?
- ☐ What were they doing before Mum took the photo?
- ☐ What happened right after Mum took the photo?
- ☐ Why didn't they go kayaking?
- ☐ Whose idea was it to make a fire?
- ☐ Why does he think it's a great photo of his family?

5 6.12 Listen again and check if you were right. Write down the answers to questions Caleb discusses.

PHRASEBOOK Describing a photo

Describing a photo
(My mum) took it when / during …
In the photo, we are (sitting in a kayak).
The picture shows …
You can see me sitting …
This picture reminds me of …

Interpreting a picture
It's like a / looks like a …
She looks happy / excited / sad / disappointed …
She doesn't seem to be interested …
She probably (wants to tell Carol something).
Maybe …
It makes me think of …

6 6.13 Listen to and repeat the expressions in the Phrasebook.

7 Choose one of the pictures below. Prepare for your monologue task. Use the question below to help you. Make notes.

- What can you see in the picture? Where are the people? What are they doing?
- How do the people in the picture feel? Are they enjoying themselves?
- What, in your opinion, is the best way of spending the summer holiday for children and for teenagers?



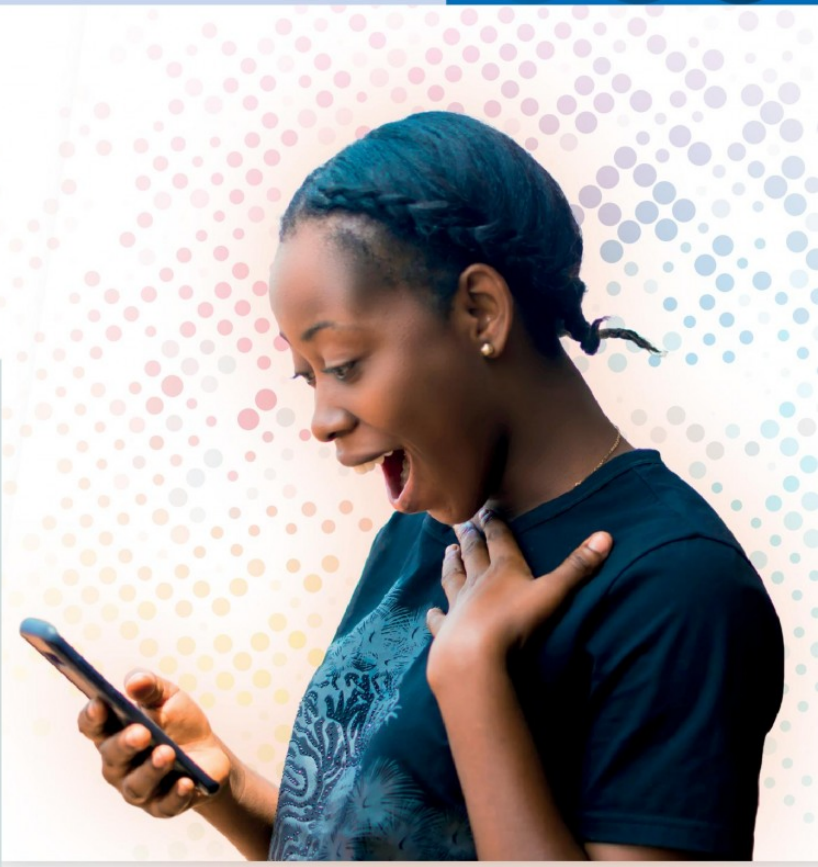



8 Work in small groups. Use your notes to talk about the picture you've chosen in Ex 7.

9 REFLECT Work in groups. Answer the questions.

1 Did you make notes for your presentation? Were they clear and short?
2 Did you describe and interpret the photo?
3 Which phrases for describing and interpreting photos did you use?

An informal email: giving news



1 Discuss in pairs.

1 Look at the girl in the photo. What do you think has just happened?
2 Who is the first person you call or talk to when you receive good news? Why this person?

2 Read Leah's email. Why did she write it? Who is Gabriela?

Hi Mia,

How are you? I've got some great news!

My parents have decided that we'll become a host family for an exchange student. They contacted an agency and filled in the forms a few months ago, but they didn't tell me anything about it. Today, they got an answer from the agency. Gabriela from Brazil is going to stay with us for six months. I'm so excited!

As you know, I've been an only child all my life, so I can hardly wait for a change. I've just called her to introduce myself, and she seems very nice. It'll be great to have someone to talk to.

My parents and I have already planned where to take her when she arrives. We've got so many ideas! I hope you'll meet her too.

Write back soon!

Take care,

Leah

3 Read the email again. Answer the questions.

1 What did Leah's parents do to become a host family?
2 How long will Gabriela stay with Leah's family?
3 Why is Leah excited about being a host sister?
4 Has Leah already met Gabriela? How?
5 How are Leah and her parents preparing for Gabriela's stay?

PHRASEBOOK Writing an email

Greetings
Hi / Hello / Dear Mia,
Opening an email
How are you?
It was great to hear from you.
It's been ages since I heard from you.
Sorry I haven't written for so long, but …
Closing an email
Looking forward to (hearing from you again).
Hope to hear from you soon!
I'll be in touch.
Well, that's all for now.
Write back soon.
Saying goodbye
Take care, / Love, / All the best,

4 Look at the phrases for informal emails in the Phrasebook. Which phrases does Leah use in her email? Which phrases do you usually use? Which do you not use?

STRATEGY Using appropriate tenses

When you write, pay attention to which tenses you're using. For example, when you talk about events that happened at a specific time in the past, use the past simple. For events that last until now, use the present perfect.

5 Read the strategy. What tenses does Leah use in her email?

6 Correct the tenses in these sentences from emails.

1 Are you OK? You didn't write to me for so long!
2 I hope you visited us again soon!
3 I didn't tell anyone about it yet. You're the first person to know.
4 Have you heard what has happened to me on Friday?

7 You are going to write an email to a friend or family member to give them some news. Answer the questions.

1 What's the news? Is it good or bad?
2 When or how did it happen?
3 How do you feel about the news?
4 What will happen next?

8 Write your email to your friend or family member, giving the news in Ex 7. Use your notes. Use phrases for opening and closing emails and appropriate tenses.

9 CHECK YOUR WORK Did you …

- give the news and say how you feel about it?
- use an informal style?
- use the right tenses?
- use phrases for starting and finishing emails?

Grammar

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

1 Tommy … a bank account.
- A have already opened
- B has just opened
- C just have opened

2 They haven't paid their bills … Jack lost his job.
- A for
- B just
- C since

3 I've … a car. This will be my first driving lesson.
- A already driven
- B never driven
- C just drove

4 We … applied to a university! I hope they'll accept us.
- A have just
- B just has
- C just have

5 Have you … rented a flat with your friends?
- A ever
- B since
- C yet

6 They've been friends … many years.
- A since
- B from
- C for

2 Write present perfect and past simple sentences and questions.

1 Ann and Bako / get married / in July / ?
2 we / just / meet
3 I / see / your twin sister / yesterday
4 you / can't call Dave / because / he / not take / his phone / with him
5 they / not / talk / since Tuesday
6 you / ever / do / a bungee jump / ?
7 we / get / a credit card / last month
8 I / not / pass / my exams / yet

Vocabulary

3 Complete the sentences with one word.

1 My sister has just _____ fifteen. Her birthday was two days ago.
2 Aiden would like to _____ a bungee jump next summer.
3 I was five years old when I _____ abroad for the first time.
4 Do you _____ your own bills, or do you get money from your parents?
5 Maya _____ up photography last year. She did a course, and her photos are amazing.
6 I haven't _____ to a university yet. I'm not sure which one to choose.
7 What age do most people _____ home and start living on their own?
8 They're planning to _____ a flat near the university.

4 Are the sentences true (T) or false (F)? Correct the false ones.

1 You celebrate your first wedding anniversary on the day you get married. ___
2 Elderly people are in their late thirties or mid-forties. ___
3 When you're middle-aged, you aren't very young or very old. ___
4 When you're an only child, you have a twin. ___
5 Most people start a family after they get married. ___
6 Your aunts, uncles, cousins, brothers, sisters and grandparents are your relatives. ___
7 You become a teenager when you turn thirteen. ___

Cumulative review

5 Complete the email with the correct form of the words below.

anniversary break early twenties elderly go grow I / tell last month not see not write part relative start teenager twin yet you / pass

Hi Erin,

How's my little sister? I'm sorry I [1]_____ to you for so long, but I was really busy [2]_____. My [3]_____ neighbour ([4]_____ you about Mrs McCarthy from the flat upstairs? I'm sure I have!) [5]_____ her leg on New Year's Day and she asked me for help with doing shopping and tidying her house. All her [6]_____ live far away, so she doesn't have anyone who could do these things for her. The only problem with her is that she never stops talking! Yesterday, when I [7]_____ to her house, she started telling me stories from her childhood and from the time when she was in her [8]_____. I now know that she [9]_____ up in France and moved to Ireland when she was a [10]_____, fifteen or sixteen years old. She has a [11]_____ brother who studied in Canada and then [12]_____ his own business there. She [13]_____ him since he left home, but they write letters to each other every month. Isn't that amazing?

When I heard this, I decided to write to you too. How are things with you? Have you got your driving licence [14]_____? [15]_____ your final exams in May? What about the half-marathon you wanted to take [16]_____ in this year? Are you getting ready for it? I hope I can come to our parents' wedding [17]_____ in November! We have to buy them something special this year!

Please write soon, or call me at least. 🙂

xxx

Carter

Think & share

6 Answer the questions.

1 How is your current life stage different from the one ten years ago? What did / didn't you do then that you do / don't do now?
2 Have you ever organised or been to a big family party? What was the occasion? Describe the party.
3 What do you think it's like to be an adult? What are some good and bad things about turning eighteen?
4 What things haven't you done since you finished primary school?

Listening

EXAM STRATEGY

When you do a multiple-choice task, read the questions carefully and make sure you know which person's opinion or ideas you need to listen for.

1 6.14 Read the strategy above. Then look at the exam task in Ex 2. For the first question, you will hear a girl and a boy talking. You will hear the opinions A–D below. Listen and write *B* for the boy's opinions and *G* for the girl's opinions.

A liked the family ___
B loved the food ___
C didn't like the language school ___
D enjoyed going sightseeing ___

2 6.15 For each question, listen and choose the correct answer: A, B or C.

1 You will hear two friends talking about being an exchange student. What did the boy like best about his experience?
A going to the language school
B exploring the local area
C eating delicious food

2 You will hear two friends talking about renting a flat. What does the boy say about cooking?
A He hates making his own meals.
B He would like to share the cooking.
C He wants to cook his own food.

3 You will hear two friends talking about driving. The girl advises the boy to …
A drive more often.
B go on long journeys.
C practise with other people.

4 You will hear two friends talking about leaving home. How does the girl feel about it?
A She's looking forward to the experience.
B She's hoping to get more work.
C She's worried about having no friends.

5 You will hear two friends talking about a wedding. What did the boy think?
A The wedding was a lot of fun.
B It was good seeing his family.
C The food was the best thing about the wedding.

6 You will hear two friends talking about a family get-together. How is the girl's family going to celebrate her grandad's birthday?
A a party
B a picnic
C a meal

Use of English

EXAM STRATEGY

When you do a word formation task, you may have to change the word into a noun and sometimes the noun will be plural. Look at the words before and after the gap to help you.

3 Read the strategy above. Then read the exam task in Ex 4. First read the text quickly, then read it again more carefully. Three of the gapped words are nouns. Which ones? Which of the nouns is plural? How do you know?

4 Complete the text with the correct form of the words in capitals.

The Space

Welcome to The Space – the new careers centre for students from [1]_____ schools in the area. SECOND
We help you to plan your next steps after school!
Talk to us about what you want to do, and we can tell you how many [2]_____ you will need. QUALIFY
We have [3]_____ about colleges and universities and the courses you can do there. INFORM
You can also find out about which local companies offer [4]_____ programmes. TRAIN
We also offer a [5]_____ of free online courses to help with useful life skills, like how to save money. VARY
Finally, there is a café where you can sit with your friends and eat [6]_____ food. HEALTH

Writing

EXAM STRATEGY

When you write an email, try to use your own words instead of copying the words from the email. Show the examiner that you know other ways to express your ideas and opinions.

5 Read the strategy above. Then read the exam task in Ex 6. Match the underlined words in the email with the similar words below.

1 trip 2 prefer 3 travel 4 amazing

6 Read this email from your English friend Ben and answer the questions in the email. Write your email to Ben.

From: Ben
Subject: End of exams
Hi,
I think it would be a great idea to celebrate the end of our exams and our birthdays together. Do you agree?
(Agree, and say why.)
We could have a short holiday with our friends. I've never been to Paris or Rome. Where would you like best?
(Say which one and explain why.)
On the day of our birthday, we could have a nice meal in the evening. What shall we do during the day?
(Make a suggestion.)
And what do you think about the journey? How do you want to get there?
(Tell Ben.)
Reply soon!
Ben

7 Out of this world

VOCABULARY
Space exploration
Inventors and inventions

GRAMMAR
Second conditional
Present and past simple passive

READING
Biographies

LISTENING
An interview about a space mission

GLOBAL SKILLS
Successful teamwork

SPEAKING
Asking for and giving instructions

WRITING
A report

VISION 360
Skylab space station

VOCABULARY BOOSTER P124–125
GRAMMAR BOOSTER P144–145



1 Work in pairs. Look at the historical event in the video still. What do you know about it?

2 7.01 Watch or listen. Check your answers in Ex 1. Is there anything you would like to add?

3 7.01 Watch or listen again. Answer the questions.

1 What is Lily's dream?
2 What was the aim of the Apollo 11 mission?
3 What was the name of the spaceship the astronauts travelled in?
4 When did Buzz Aldrin and Neil Armstrong get into the Eagle?
5 Was it easy to land on the moon? Why? / Why not?
6 Why didn't they spend much time on the moon?
7 What did they bring back to Earth?
8 What does Lily want viewers to do?

4 REAL ENGLISH Match 1–6 to A–F to answer the questions.

Which phrase do we use …

1 when we have a problem, or we've made a mistake?
2 before telling someone something surprising?
3 to explain what we've just said?
4 to introduce someone into the conversation?
5 before we give an opinion or a piece of information?
6 to mean everything connected with a topic?

A I'm really into space **and all that**.
B **You know what?**
C **You'll never believe it!**
D **I mean**, there's no air or water supply!
E **Oops!**
F **What about you?**

5 VOCABULARY Match 1–6 to A–F to make phrases for talking about space exploration.

1 travel on board	A a mission
2 float	B the crew
3 wear	C in space
4 step onto	D a spaceship
5 go on	E the moon
6 be a member of	F a spacesuit

6 VOCABULARY Complete the sentences with the words below. Use a dictionary if necessary.

astronaut atmosphere breathe challenging conditions explore gravity surface survive water supply

1 Humans cannot _____ without air, food and water.
2 Earth's _____ contains several different gases.
3 Living _____ on board a spaceship aren't usually very comfortable.
4 Most of the Earth's _____ is covered with water.
5 Healthy people use both their nose and their mouth to _____.
6 Humans began to _____ space during the 1950s.
7 The city's _____ comes from the lake.
8 Christina Koch is an _____ who has spent 328 days in space.
9 _____ is the force that makes things fall to the ground.
10 You have to complete a _____ training course to be a member of the crew on a space flight.

7 Complete the text with the correct form of the words and phrases in Ex 5 and 6.

Neil Armstrong and Buzz Aldrin were the first [1]_____ to walk on the moon, but they weren't the only people to go on a [2]_____ to land there. In total, twelve people have walked on the moon, and they all [3]_____ the experience. Thanks to them, we know more about [4]_____ there. So, who were the last people to walk on the moon?

Their names were Eugene Cernan and Harrison Schmitt, and their mission was Apollo 17. Schmitt was a scientist, and this was the first time a scientist was a member of the [5]_____. The third astronaut was Ronald Evans, and there were also five live mice on board the [6]_____ with them. Cernan and Schmitt [7]_____ the moon on 11 December 1972. They used a vehicle to [8]_____ the area because walking for long distances was too [9]_____. The two astronauts spent three days on the [10]_____ of the moon and carried out three moonwalks. They left on 14 December 1972, and that was the last time that anybody walked on the moon.

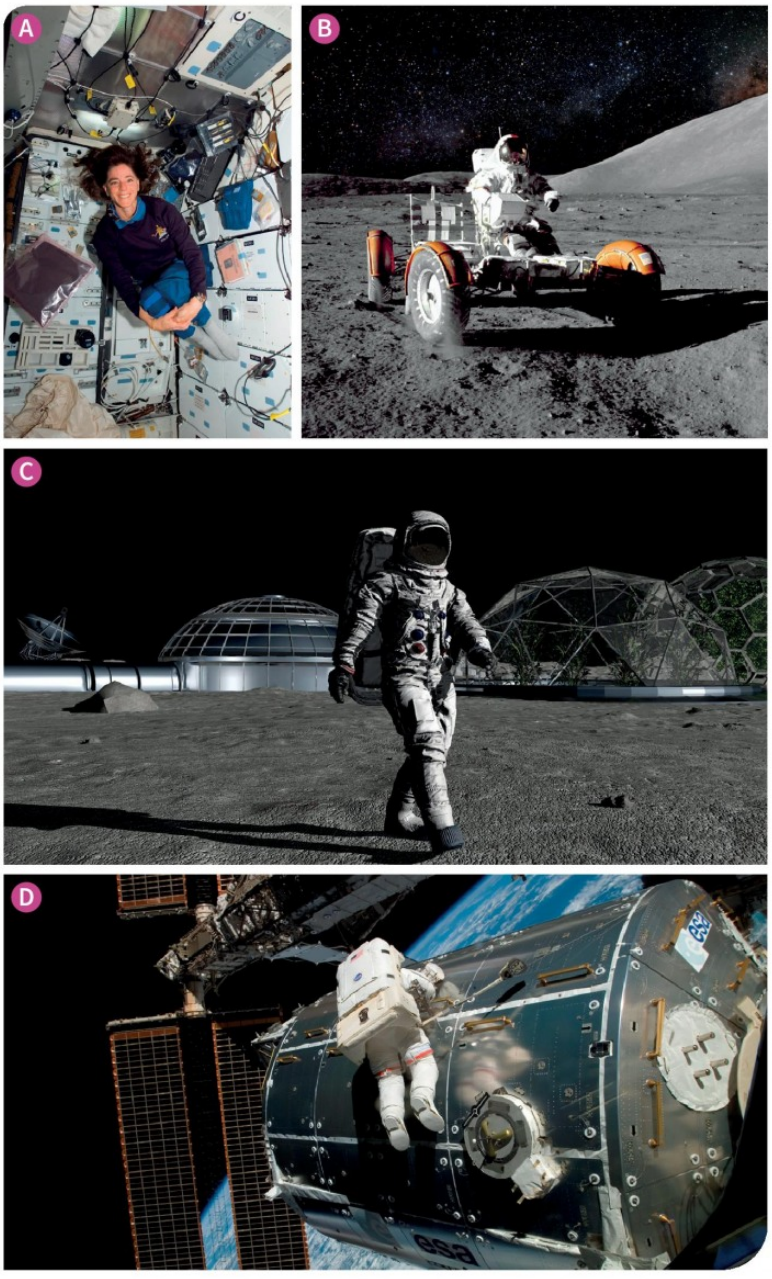
8 Work in pairs. Look at the photos and take turns to describe them. Use as many words and phrases in Ex 5 and 6 as possible. Follow the instructions.

Student A: describe photo A. Student B: listen and note the words and phrases Student A uses. Then swap for photo B.

Repeat for photos C and D.

The winner is the student who uses the biggest number of words and phrases. Think about the questions below.

- What is happening in the photo?
- How is the person is feeling? Why?
- What problems does the person have?
- Would you like to be the person in the photo? Why? / Why not?



9 THINK & SHARE Work in small groups. Answer the questions.

1 Why do you think people are so interested in space?
2 Why do you think nobody has landed on the moon since 1972?
3 Do you think we should invest more money in space exploration? Why? / Why not?
4 Do you think we will ever live on the moon? Why? / Why not?

Second conditional



What would it be like to live on the moon?

Jay If we lived on the moon, we'd spend most of our time indoors. We'd die if we went outside without our spacesuits.

Geeta What would we eat if we lived on the moon? It wouldn't be easy to grow our own food if we didn't have a water supply.

Sam We'd get really bored if we couldn't go out. It would be awful if we didn't get on with the people we lived with.

1 Read the comments on Lily's vlog. Which comment do you agree with most? Why?

2 Look at the comments in Ex 1 again. Complete the grammar rules with tenses.

Second conditional

Grammar animation

We use the second conditional to talk about an imaginary situation in the present or future, and its result. When we put the result clause before the *if* clause, we don't use a comma.

1 We use the _____ in the *if* clause.
2 We use _____ or _____ + base form in the result clause.

We use *could / couldn't* to mean *would / wouldn't + be able to*.

We use *If I were you* to give advice.

3 Choose the correct alternative.

1 If Lily **was** / **would be** an astronaut, she **went** / **'d go** on a mission to the moon.
2 Space exploration **was** / **would be** more popular if it **wasn't** / **wouldn't be** so expensive.
3 How **did you feel** / **would you feel** if you **stepped onto** / **would step onto** the moon?
4 If I **didn't see** / **wouldn't see** my friends and family every day, I **missed** / **'d miss** them.
5 If we **had** / **would have** faster spaceships, we **could** / **did** visit other planets.
6 We **didn't need** / **wouldn't need** a new place to live if we **took** / **would take** better care of the Earth.

4 PRONUNCIATION 7.04 Listen and check your answers in Ex 3. Complete the rules with *would* or *wouldn't*. Then listen and repeat.

1 We usually stress _____ in conditional sentences.
2 We don't usually stress _____.

5 7.05 Listen to a podcast about living on the moon. Complete the sentences with a word or a number.

1 We wouldn't be able to sleep on the moon, because a day lasts for _____ hours.
2 We'd have to control the _____ in our living space if we wanted to sleep.
3 It would be hard to live in most parts of the moon because of the huge difference in _____.
4 If the moon had an _____, this would slow down objects flying towards the moon.
5 If an object hit you at _____ kilometres per hour, it would kill you.
6 You'd get very _____ if you breathed in moon dust over a long period of time.

6 Discuss in pairs. What do you think would be the biggest problem if we lived in space? Why?

It would be impossible to sleep in these conditions unless we controlled the light in our living space.

7 Read the above sentence from the podcast and the grammar rule. Then complete the examples with *if* or *unless*.

unless

We use *unless* in conditional sentences. It means *except if*.

1 We couldn't go out _____ we wore a spacesuit.
2 We'd die _____ a flying object hit us.

GRAMMAR BOOSTER P144

8 Write second conditional sentences and questions with *if* and *unless*. Use contractions where possible.

1 it / be / easier to live on the moon / it / have / an atmosphere It would be easier to live on the moon if it had an atmosphere.
2 we / not survive / we / can / grow / our own food
3 where / we / find / water / we / live / on the moon / ?
4 I / not want / to go to space / my friends / come / with me.
5 we / build / homes underground / we can / control / the temperature more easily
6 our bodies / change / we / have an exercise plan
7 how long / can / we / stay / outside / we / go out / ?
8 I / be / a space tourist / I / have / the money

9 Think about the questions and make notes.

What would you do if you …

1 were a millionaire?
2 didn't have to go to school?
3 could travel anywhere in space?
4 had more free time?
5 couldn't use the internet for a week?
6 met an astronaut?
7 lived on your own?
8 could choose your ideal job?

10 Work in pairs. Ask and answer the questions in Ex 9.

What would you do if you were a millionaire?

I'd buy a bigger house. What about you?

The rise and fall of Mars One



1 Work in pairs. Do the Space quiz. Choose the correct answers.

Space quiz

1 Which planet is nearest the sun?
A Earth B Mercury C Venus

2 Which planet has the most moons?
A Neptune B Uranus C Saturn

3 Which is the hottest planet?
A Venus B Mars C Mercury

4 Which planet has only one spaceship ever visited?
A Saturn B Uranus C Jupiter

5 Which is the largest planet?
A Neptune B Earth C Jupiter

6 Which is the only planet we know of that has life?
A Earth B Jupiter C Mars

7 Which planet receives light four hours after the light has left the sun?
A Uranus B Neptune C Saturn

8 Which planet is the most popular destination for space missions?
A Mars B Mercury C Venus

2 7.06 Listen to an interview with two experts about a failed space mission. Tick (✓) the correct answers.

The experts discuss …

1 who thought of the project. ___
2 how the people would come home. ___
3 what conditions would be like on the planet. ___
4 how they chose the 'astronauts'. ___
5 what technology they planned to use. ___
6 why the mission failed. ___

STRATEGY Distinguishing different speakers

It can be difficult to understand when you are listening to more than one speaker. When you listen, ask yourself these questions to help you recognise the different speakers:

- Are they male or female?
- Can you hear the person's name?
- Do they have different accents?
- Are their voices high or low, loud or soft?

3 7.06 Read the strategy. Then listen again and answer the questions with *Emily* or *Clare*.

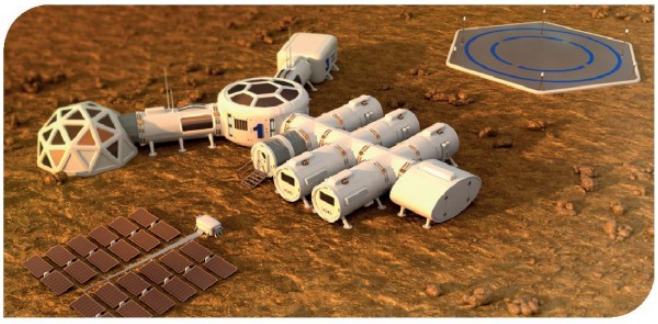
Who …

1 explains how Mars One began?
2 describes the different stages of the project?
3 refers to the process of applying to be an 'astronaut'?
4 mentions what happened to some of the people who applied?
5 explains what space experts thought about Mars One?
6 mentions the financial problems of the project?

4 Discuss in pairs. What kind of person do you think would make a good astronaut on a mission like Mars One? Use the words below to help you.

age fitness interests language money nationality personality qualifications

I think a young adult would make a good astronaut because they've got more energy. Older people get tired more quickly.



5 Work in groups. If you had to organise a Mars mission, who would you choose for the mission? Look at the profiles and choose two people. Explain your choices.

1 Ania, 22, a physics student from Poland. She's into cycling. Very friendly, but can't sit still!



2 Jamie, 34, an IT engineer from Scotland. He loves gaming. Good at repairing things, but very quiet.



3 Prisha, 46, a teacher from India. She speaks six languages. A great cook, but she's very impatient.



4 Melker, 58, a police officer from Sweden. Runs marathons. Very confident, but a noisy sleeper.



6 THINK & SHARE Answer the questions.

1 Do you think we will ever go to Mars? If so, when? If not, why not?
2 If you could, would you go on a mission to Mars? Why? / Why not?
3 What do you think are the main difficulties in organising a mission to Mars?

Successful teamwork






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

1 What kind of teams do the photos show?
2 What role does each person play in the team?
3 What other kinds of teams can you think of? Make a list.

2 7.07 Read the information about a class biology project. Then listen to a dialogue between Tess and Jason. Answer the questions.

Class 7C biology project

Aim: To study vegetables that astronauts could grow in space

Students: Tess, Shayla, Rob, Jason

1 Who is angry at the start of the dialogue?
2 How often did Jason water the lettuces?
3 How often did Tess tell Jason to water the lettuces?
4 What happened to the lettuces?
5 Who is angry at the end of the dialogue?

3 7.08 Now listen to a dialogue between Tess, Shayla and Rob. Complete the notes.

Possible reasons why the team isn't working

1 Jason doesn't know anything _____ _____.

2 Jason has _____ _____ he's worried about.

Plan of action

3 _____ _____ Jason as soon as possible.

4 Find out why he doesn't feel _____ _____ _____ _____.

5 _____ _____ so that the team works better.

4 VOCABULARY Complete the definitions with the words below.

admit argument attention hand interest responsible support valuable

Talking about teamwork

1 If you have an _____ with someone, you disagree with them and talk angrily to them.
2 If you're _____ for something, it's your job to do it.
3 If you pay _____ to something, you listen to, watch and concentrate on it.
4 If you show _____ in something, you want to learn more about it.
5 If you _____ a mistake, you say that you have done something wrong.
6 If you give someone a _____, you help them.
7 If you're a _____ member of the team, you're very useful or important.
8 When you _____ someone, you agree with them and you help them.

5 Work in pairs. Discuss what makes a good team member. Complete the mind map. Use phrases in Ex 4.



6 THINK & SHARE Work in small groups. Imagine you are doing the biology project in Ex 2. What would you do if your team had the problems below? Use the ideas in Ex 3 to help you, or your own ideas.

1 One member of the team is very stressed and says they haven't got time to help.
2 Two members of the team refuse to work together.
3 One member of the team is doing the project at home alone.
4 One member of the team wants to do the project their way and doesn't listen to suggestions.

7 REFLECT In your groups, answer the questions.

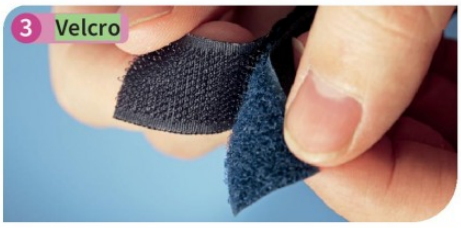
1 Did your team work well in Ex 6? Why? / Why not?
2 Is there anything you could do to be a better team member? What?

Inventors and inventions

1 Look at the photos of everyday products that astronauts use in space. What do you think they use them for?













2 Read the article. Complete the descriptions with the products in Ex 1. Did you guess their uses correctly?

NASA invented many new products for the Apollo missions and used others that already existed. Here are three of the products NASA used but didn't invent.

[1]_____ is a powder you mix with water to make an orange-flavoured drink. It became popular when astronaut John Glenn appeared on TV using it in space in 1962. A scientist at General Foods, called William A Mitchell, created the product in 1957. Astronauts take it to space today because it weighs very little and contains all the vitamin C they need per day.

[2]_____ is a system that joins two pieces of material together. Astronauts use it to hold objects to surfaces so that they don't float away in zero gravity. Swiss engineer George de Mestral first produced the system. During a walk in 1941, he noticed the seeds of a plant sticking to his clothes. He immediately decided to develop a product that did something similar.

[3]_____ is a material you can find on the inside of frying pans. It stops food from sticking to the pan. In 1938, American scientist Roy Plunkett was doing research into gases and liquids for fridges when he discovered the substance by chance. He ran tests and found that it didn't get hot easily. Today, NASA uses it on spaceships to stop devices from getting too hot.

3 Read the article again. Answer the questions.
Which product …
1 is useful because it's very light?
2 copies something in nature?
3 was the earliest invention?
4 was a surprise for the inventor?
5 holds things together or in the same place?
6 is the most recent invention?

4 Match the green highlighted words in Ex 1 and 2 to the definitions.
Inventions: nouns
1 We use it to measure temperature. _____
2 It's very small, dry pieces of something. _____
3 We use it to stick two things together. _____
4 We use it to make beds and sofas. _____
5 It's a way of doing something. _____
6 We use different kinds of this for all the things we make. _____

5 Complete the sentences with the correct form of the yellow highlighted words in the article.
Inventions: verbs and verb phrases
1 Wilhelm Röntgen invented the X-ray.
2 Magnets don't usually _____ to glass.
3 Percy Spencer was _____ the radar when he came up with the idea of the microwave oven.
4 Tomato ketchup _____ a lot of sugar.
5 It takes a long time to _____ a new product that people want to buy.
6 If you _____ oil and water, the oil floats on top.
7 Tesla Inc. is a company that _____ electric cars.
8 NASA is _____ on a new spaceship to make sure it's safe to use in future space missions.
9 A healthy human baby _____ around 3 kg.
10 Marie Curie _____ radium.

6 Student A: turn to page 149. Student B: turn to page 151. Read the information about famous inventions and their inventors. Then write five sentences, three true and two false.

7 Work in pairs. Take turns to read your sentences aloud and decide if they are true or false. Score one point for each correct answer. The winner is the student with the most points.

8 THINK & SHARE Answer the questions.
1 Which inventors and inventions is your country famous for?
2 In your opinion, what's the most useful invention in history? Why?
3 If you could invent anything in the world, what would it be? Why?

Present and past simple passive

1 Think of someone you know who collects things. Answer the questions.

1 What do they collect?
2 Why do they collect it?
3 Where do they buy the things they collect?

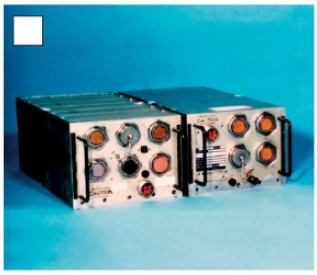
2 7.11 Listen to a podcast about a space auction. Number the objects in the order you hear them and write the prices.



Price $_____



Price $_____



Price $_____



Price $_____

3 7.11 Listen again and complete the sentences with one or two words or a number.

1 The bag was used by Neil Armstrong and Buzz Aldrin to collect _____ on the moon.
2 All the parts of the computer are contained in a metal _____.
3 The two books were published in 1963 and _____.
4 The books are signed by Valentina Tereshkova, the _____ who went to space.
5 Hundreds of Snoopy astronaut toys were made in _____ in the 1960s.
6 The Snoopy toy went on the _____ mission and is signed by astronaut Eugene Cernan.

4 Look at the underlined phrases in Ex 3. Choose the correct alternative to complete the grammar rules.

Present and past simple passive

Grammar animation

We use the passive when we are more interested in [1]**the action** / **the person who does the action**.

We form the present and past simple passive with the present and past simple forms of [2]***have*** / ***be*** + past participle.

If we want to say who did the action, we use [3]***by*** / ***for*** + their name.

GRAMMAR BOOSTER P145

5 Read the sentences. Which sentence is active? Why? Why are the other sentences passive?

1 The hot-air balloon was invented by two Frenchmen.
2 Where are Lexus cars made?
3 George Lucas didn't direct the latest Star Wars film.
4 Rice isn't grown in many places in Europe.

6 Write present or past simple passive sentences and questions.

1 all kinds of things / sell / at auctions these days
2 the first spacesuits / design / in the 1930s
3 a lot of money / spend / on space souvenirs today
4 when / the first spaceship / develop / ?
5 CDs / not use / very much nowadays
6 which language / speak / on the International Space Station / ?
7 the planet Mars / discover / in 1610
8 the first light bulbs / not made / until 1879

7 Complete the text with the present or past simple active or passive form of the verbs in brackets.

Van Gogh's painting *The Starry Night* is famous all over the world. The picture [1]_____ (show) a small village under a sky full of stars. The scene [2]_____ (base) on the view from the window of the hospital where van Gogh was living in France in 1889. However, the village [3]_____ (not exist) at the time. A few months after the painting [4]_____ (finish), van Gogh [5]_____ (send) it to his brother Theo. Theo [6]_____ (look after) it for him. During his lifetime, van Gogh's paintings [7]_____ (not consider) to be great works of art, and *The Starry Night* [8]_____ (not sell) until after his death. The painting [9]_____ (take) to the USA, and today it [10]_____ (display) in the Museum of Modern Art in New York.



8 Imagine you are selling one of your possessions at an auction. How would you describe it? Make notes using the questions to help you.

1 What is it?
2 Where did you get it?
3 How long have you had it?
4 Where was it made?
5 What is it made of?
6 Why do you like it?

9 Work in pairs. Student A: describe your possession. Student B: note the times Student A uses the passive. Then swap. The winner is the student who uses the passive the most.

Houston, we have a problem

SPACE SCIENTISTS: PAST AND PRESENT



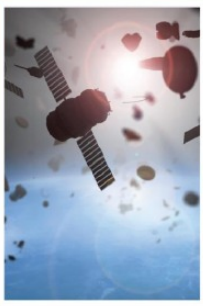
Margaret Hamilton

When 28-year-old Margaret Hamilton joined the Apollo Project in 1964, [1]computers were so [2]big that they filled a whole room! Despite being so huge, the machines had very little memory, and there was no keyboard or screen to write or see instructions.

Margaret's job was to develop the computer systems to send the Apollo 11 spaceship to the moon. There were two computers: one on the main [3]spaceship, and one on the vehicle that would land on the moon.

Luckily, Margaret had some experience because she wrote a [4]program for predicting weather in her previous job. Her new job was more challenging, because the computers with her software had to fit on the spaceship. At first, she was completely alone, as she was the only programmer and the only woman in her department.

Despite the difficulties, the computers were programmed successfully, and Apollo 11 reached the moon. Sadly, only the three astronauts are remembered for this, and not people like Margaret Hamilton, who made their achievement possible.



Amber Yang

Amber Yang knew she had to do something about space junk when she saw the [5]film *Gravity*. Space [6]junk is mainly rubbish that astronauts have left in space, such as broken pieces of equipment. It travels very fast. In the movie, spaceships are hit by this rubbish, and the International Space Station is destroyed.

Amber spent three years developing a computer system to follow and predict the movements of space junk as it moves through space. In 2017, while she was in her final year of secondary school, her program won a big competition. She used the $50,000 prize money to start her own [7]business, Seer Tracking. Through her company, she hopes to sell her system to organisations with [8]equipment in space. The idea is that they can move their devices out of the way of the space junk.

Now Amber is studying physics at university, as well as managing her company. She's happy that there are more women science students today, but she'd like to see more women professors too. Hopefully, this situation will change in the future.

1 Work in pairs. What kind of problems do astronauts have to deal with on a space mission? Make a list.

2 7.12 Read the biographies. Which problem in space did each scientist try to solve?

STRATEGY Recognising and understanding paraphrasing

Paraphrasing means using different words to express the same idea. Writers use it to avoid repetition. While you're reading, look out for synonyms to help you understand the text better.

3 Read the strategy. Look at the underlined words in the article. For each one, find a word or words with a similar meaning in the same paragraph.

4 VOCABULARY Match the highlighted adverbs in the article to the definitions.

1 in a way that achieves the results wanted _____
2 in a good way, fortunately _____
3 in a way that makes you unhappy _____
4 more than anything else, mostly _____
5 in a way you would like things to happen _____
6 in every way, fully _____

5 Read the biographies again. Are the sentences true (T) or false (F)? Correct the false ones.

1 Margaret's work was to design a new spaceship. ___
2 Margaret was the only woman in a team of male programmers. ___
3 Few people know the name Margaret Hamilton. ___
4 Amber Yang learned about space junk in a science lesson. ___
5 Amber was still at school when she developed her computer program. ___
6 Amber's software isn't for sale. ___

6 MEDIATION Imagine that an English friend has heard the names of the scientists in the article but does not know who they are. Use the information from the text to make a short presentation about one of the scientists. Student A: prepare to talk about Margaret Hamilton. Student B: prepare to talk about Amber Yang. Think about …

- the scientist's main achievement.
- her previous experience.
- when she is / was active.
- the challenges she faced.
- how she overcame these challenges.

7 Student A: give your presentation to Student B. Then swap. Whose presentation was better? Why?

8 THINK & SHARE Answer the questions.

1 How has technology changed since the 1960s? How do you think it will change in the future?
2 How has the role of women in science changed since the 1960s? How do you think it will change in the future?

Instructions

1 Match a word in A to a word in B to make electronic devices. Then label the photos. Think of four more electronic devices.

A Bluetooth e- fitness gaming smart wireless

B earphones headset reader speakers tracker watch



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

2 7.13 Listen to a dialogue between Beth and her grandad. Answer the questions.

1 Why has Beth's grandad got a new device?
2 Which other device does he need in order to use his new device?
3 Who gives most of the instructions?
4 What is the new device?
5 Why doesn't it work at first?
6 How do they know it's working in the end?

3 7.13 Listen again. Which phrase from each section of the Phrasebook do you **not** hear in the dialogue?

PHRASEBOOK Instructions

Asking for instructions	Giving instructions
How does it work?	I'll show you.
Where's that?	Put on …
How do I do that?	Swipe left / right to …
What do I do next?	Scroll up / down …
Why isn't anything happening?	Turn on …
What am I looking for?	If you tap on …, you go to …

Confirming you've followed instructions

Done it.	Found it.
Got it.	Seen it.

4 Complete the mini-dialogues with phrases from the Phrasebook. Then practise with a partner.

1 A How does it work?
B Don't worry. _____ Are you ready?
2 A Turn on the TV.
B OK … _____ It's on. What do I do next?
3 A Right. I've opened the menu. _____
B You need to find the word *Tools*.
4 A If you press the red button, you turn it off.
B Oh! _____ I mustn't press the red button.
5 A Mode … _____ I can't find it.
B Tap on the camera icon, and it's at the bottom of the screen.
6 A I want to write the name of a song. _____
B Tap on the search bar, and the keyboard will appear.

STRATEGY Using imperatives

You use imperatives to give instructions. Keep the imperatives short to make your message clear.
For affirmative imperatives, you use the base form of the verb, e.g. *Listen! Look at the screen.*
For negative imperatives, you use *don't* + base form, e.g. *Don't do that! Don't drop it.*

5 Read the strategy. Then rewrite the sentences using affirmative and negative imperatives. Keep the imperatives as short as possible.

1 You need to take it out of the box first.
2 I don't want you to read my messages.
3 Can you turn down that music, please?
4 Would you mind calling me later?
5 Try not to leave it on all night.
6 Do you mind not using my earphones?

6 Work in pairs. Choose one of the situations. Make a list of instructions on how to do the task.

- change the language of a TV show
- download an e-book
- change a profile photo on social media
- send a message on a smartwatch
- set up a fitness tracker

7 Role-play a dialogue using your notes in Ex 6. Student A: ask for instructions. Student B: give instructions. Then swap.

8 REFLECT Discuss in pairs.

1 Were your instructions successful? Why? / Why not?
2 Which phrases in the Phrasebook did you use?
3 Did you use imperatives correctly?

A report

1 Answer the questions.
1 Which TV shows have you learned something from? What did you learn?
2 Which websites do you find useful? Why?

2 Read the report and answer the questions.
1 What is the aim of the report?
2 Which show does the writer recommend?
3 How does the writer describe the show?
4 Why is it easy to learn from the show?
5 Why does the writer recommend it?



Learning from TV

1 _____

The aim of this report is to recommend a TV show about science to other students.

2 _____

The show I would like to recommend is the documentary series *Cosmos: A Spacetime Odyssey*. In each programme, you are taken through space on a spaceship called the *Ship of Imagination*. The ship stops at different places in the universe, and you are told exactly what happened there.

3 _____

The reason I am recommending this series is because I have learned a lot from it. The presenter speaks clearly and uses pictures and diagrams to explain the events. When you finish exploring one place, you cannot wait to find out about the next.

4 _____

I think everybody should watch *Cosmos: A Spacetime Odyssey*. I wouldn't miss it if I were you! The show teaches you a lot about space and, at the same time, it is fun to learn.

STRATEGY Writing headings

Each section in a report begins with a heading. The heading is the title for that section. When you write headings, you usually:
- sum up the main idea in the paragraph.
- keep the heading short.
- make sure the headings have a similar style.

3 Read the strategy. Match headings A–F to paragraphs 1–4 in the report. There are two headings that you do not need.
A Introduction
B Conclusion
C A chance to learn
D Travelling through space on board a spaceship
E A journey through space
F The things you can learn by watching the show

4 Match content A–D to paragraphs 1–4 in the report.
1 Paragraph 1
2 Paragraph 2
3 Paragraph 3
4 Paragraph 4

A a short description of the TV show
B why the writer is recommending it
C why the writer is writing the report
D why the show is interesting

PHRASEBOOK Paragraphing reports

Introduction
The aim of this report is to …
The purpose of my report is to …
First paragraph
The (show) I would like to recommend is …
I am going to describe a (show) called …
Second paragraph
The best thing about this series is …
The reason I am recommending this series is because …
Conclusion
In my opinion, … I think … In my view, …

5 Look at the Phrasebook. Which phrases are used in the report? Are the phrases more formal or more informal? Why?

6 You are going to write a report recommending a TV show or a website. Answer the questions.
1 Which TV show / website are you going to recommend?
2 What is the TV show / website like?
3 Why do you find it useful?
4 Why would you recommend it?

7 Write your report. Follow the paragraph plan in Ex 4. Use phrases from the Phrasebook and your answers in Ex 6 to help you.

8 CHECK YOUR WORK Did you …
- write four clear paragraphs?
- write a heading for each paragraph?
- explain your aim in the introduction?
- start each paragraph with a phrase from the Phrasebook?
- make a recommendation in the conclusion?
- check spelling, grammar and punctuation?

Grammar

1 Complete the second conditional sentences with the correct form of the verbs in brackets.

1 I _____ (go out) more if I _____ (not have) so much homework.
2 If I _____ (live) nearer, I _____ (can) walk to school.
3 Finn _____ (not work) in that restaurant unless he _____ (need) the money.
4 If you _____ (paint) your room, it _____ (look) bigger.
5 I _____ (not buy) that bike if I _____ (be) you – it's too expensive.
6 If you _____ (not go) to bed so late, you _____ (not feel) so tired in the morning.

2 Rewrite the sentences in the passive.

1 They make Škoda cars in the Czech Republic.
Škoda cars _____.
2 They didn't invent stamps until 1840.
Stamps _____.
3 When did they discover DNA?
When _____?
4 People don't use CDs much these days.
CDs _____.
5 Where do people speak Portuguese?
Where _____?
6 Stanley Kubrick directed the film *2001: A Space Odyssey*.
The film *2001: A Space Odyssey* _____.

Vocabulary

3 Read the sentences and complete the words.

1 The astronaut was wearing a sp _ _ _ _ _ _ _, so it was difficult for him to move.
2 Every year, there's more and more pollution in the Earth's a _ _ _ _ _ _ _ _ _ _.
3 The air was so cold we could hardly br _ _ _ _ _.
4 Gr _ _ _ _ _ makes things fall to the ground on Earth.
5 It's normal to feel strange when you st_ _ o _ _ _ dry land after being on a boat.
6 The w _ _ _ _ s _ _ _ _ _ isn't safe in the area, so we'll have to buy bottles.

4 Complete the sentences with the verbs below.

contain do invent mix stick weigh

1 What can I use to _____ this picture on the wall?
2 You need to _____ all the ingredients before you start cooking.
3 Scientists need to _____ more research into the latest flu virus.
4 This drink doesn't _____ any sugar.
5 Not everyone agrees that Thomas Edison was the first person to _____ the light bulb.
6 First of all, _____ the flour and butter together.

Cumulative review

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

What do you think it [1]___ be like to live on Mars? If you saw the film *The Martian*, you probably know all about it. In the film, Matt Damon plays Mark Watney, one of a group of astronauts on a [2]___ to Mars. Watney [3]___ on the surface of the planet when there is a dust storm. The other astronauts escape from the storm in their spaceship. The rest of the film follows Watney and his fight to [4]___ alone on the Red Planet. Conditions there are very [5]___: he has no food, no water and no contact with Earth. First, he goes back to the base and manages to [6]___ his own food. Then he takes some equipment and makes a [7]___ for communicating with Earth. Suddenly, there is an accident at the base, and all of Watney's plants [8]___. When Mission Control tries to send him some food in a spacecraft, it explodes very soon after take-off. After that, Watney has only one chance of returning home safely. The Chinese National Space Administration is [9]___ a new rocket. If they pass the technology to the other members of Watney's crew, they can help him. The other astronauts are on their way home, so they are still [10]___ board their spaceship. In the end, Watney is able to get back to Earth. But the film shows us how hard it would be to live on Mars for a long time.

1	A did	B do	C would
2	A mission	B ride	C travel
3	A are left	B is left	C leaves
4	A breathe	B explore	C survive
5	A boring	B challenging	C interesting
6	A contain	B invent	C produce
7	A material	B powder	C system
8	A are lost	B lose	C was lost
9	A developing	B discovering	C mixing
10	A in	B on	C onto

Think & share

6 Read the quote. Then answer the questions.

> **I'm sure the universe is full of intelligent life. It's just been too intelligent to come here.**
> *Arthur C Clarke, science writer*

1 If there is life on other planets, what do you think it looks like?
2 What do you think would happen if another life form visited Earth?
3 What would other life forms be interested in on our planet?
4 What do you think humans could learn from other life forms?

Reading

EXAM STRATEGY

When you have different short texts with one multiple-choice question each, look at each text and think carefully about the type of text, who wrote it, who will read it and why it was written. This will help you choose the correct option.

1 Read the strategy above. Then look at the exam task in Ex 2. Read the first short text and answer the questions below.

1 What type of text is it?
2 Who wrote it?
3 Who will read it?
4 What is its purpose?

2 For each question, choose the correct answer: A, B or C.

1

Hi Joe

Have you seen the competition at school for young inventor of the year? Do you want to enter? The closing date for applications is next week. Phone me later and let me know!

Ana

Ana wants Joe to …

A show her his invention.
B take part in a competition.
C phone her next week.

2

Film festival

Come to the Half Moon Theatre's yearly science fiction film festival!

As always, we are showing a selection of films – past and present – but this year for the first time, there will be a new robot exhibition on display.

The fun starts on Friday 12 September at 6.30 with the first ever Stars Wars film and ends on Sunday 14 September with *2001: A Space Odyssey*.

See our website for full details.

A This film festival has never been held before.
B This festival is for Star Wars fans only.
C There is something different about this year's film festival.

3

Physics lecture –
Visiting speaker Professor H Green.

If you are interested in joining us for this event, please sign up on the school website. The event is free and you are allowed to bring one guest.

A You have to pay for anyone you invite to this event.
B You must tell the organisers in advance if you want to come to this event.
C You can only have one ticket to this event.

4

To all science students

There are changes to the travel arrangements for the trip next month.

Please see Mrs Taylor for details.

A There is new information about the trip.
B The date for the trip has changed.
C Mrs Taylor will contact students about the trip.

5

Harry - bad news! I've got a dentist's appointment at half past two today. Can we meet at the exhibition at four instead of three? I think I can get there on time. Thanks! Marie

A Marie cannot meet Harry this afternoon.
B Marie is trying to cancel her dentist's appointment.
C Marie would like to change her plan with Harry.

Speaking

EXAM STRATEGY

When you do a role-play, you may be asked to persuade your partner to do something. Make sure you use suitable language for persuading someone.

3 Read the strategy above. Then read the exam task in Ex 4. Which of the prompts below would Student A use? Which of the prompts would Student B use? Write *A* or *B*.

1 I think you should … because … ___
2 Yes but, I'm not very good at … ___
3 I'm really not interested in … ___
4 It's a great idea because … ___

4 Work in pairs. Read the instructions for Student A and Student B.

Student A

Your science teacher is organising a competition for the best science poster. You have to work in groups of four. Persuade Student B to be part of your team.

Student B

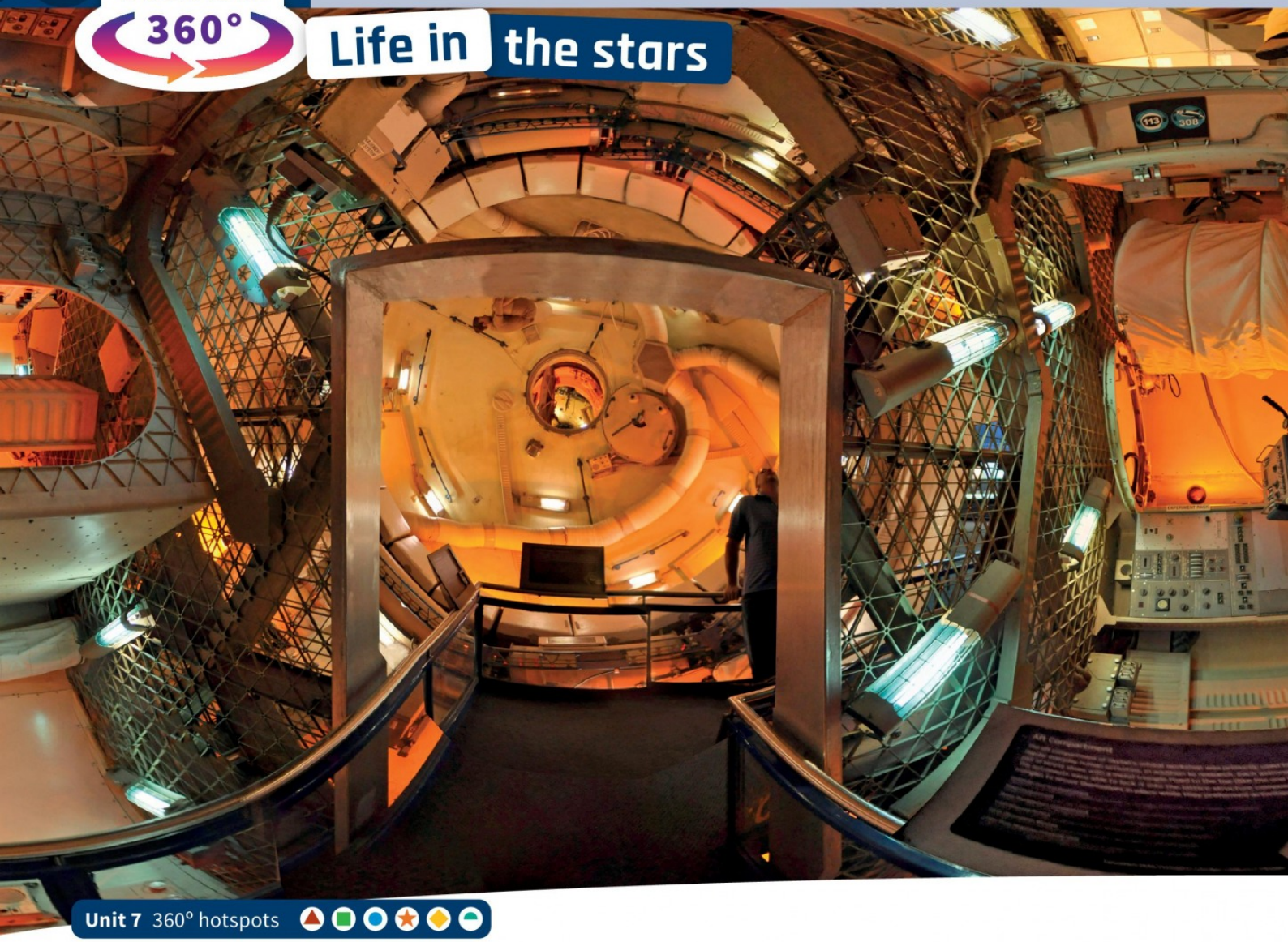
Student A wants you to be in their team for a competition for the best science poster. Explain why you don't want to.

Now swap roles.

VISION 360°

Learn about a space training centre and create a map of the solar system.

Life in the stars



Unit 7 360° hotspots

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

1 If you were an astronaut, what would you miss about life on Earth?
2 If you had lots of money, would you prefer to spend it on a trip around the world or on a journey to Mars? Why?

EXPLORE 360°

Access the interactive 360° content now!

2 Look around the photo. Discuss the questions.

1 What do you think people do here?
2 Do you think it would be difficult to live somewhere like this? Why? / Why not?

3 Answer the questions.

1 When was the Skylab in orbit?
2 What work did the astronauts do on board the Skylab?
3 Where can people visit the Skylab training centre?

4 Read the article. Answer the questions.

1 What is the difference between space exploration in the past and space travel today?
2 Who sent the first satellite into space?
3 Who sent the first living thing into space?
4 Who landed on the moon first? When?
5 Who do you think won the space race?

5 Read about food in space. What were the problems in the past? How has it changed?

6 Look at the article again. Write your answer to enter the competition.

7 Listen to the programme about satellites. Complete the summary.

Satellites

A satellite is something that orbits a planet or star – it can be another planet, a moon or a [1]_____. We can use satellites to study the [2]_____ from above.

Modern life would be more [3]_____ without them. We depend on satellites to watch some sports or [4]_____ programmes on TV, and to get [5]_____ on our mobiles. Scientists also use satellites to study stars, asteroids and other [6]_____.



8 Read the article. Then look at the parts about qualifications and physical tests. Work in pairs and discuss what people must do if they want to be an astronaut.

If you want to be an astronaut, you need to go to university because ...

9 What are the advantages and disadvantages of sending astronauts and satellites into space? Complete the table. Think about what you have learned in this lesson and add your own ideas.

advantages	disadvantages

10 **THINK & SHARE** Compare your table with your partner's. Are your tables similar or different? Discuss the differences.

CREATE ... a map of the solar system

STEP 1

You are going to create a map of the solar system with fact files about two or three of the planets. Draw the solar system and add the names of the planets in English.

STEP 2

Choose two or three planets to write about. Look at the fact file (◆) as an example. In your fact files, include information about:

- name and its meaning
- when it was discovered
- how long a day there lasts
- size
- distance from the sun
- the average temperature
- landscape
- rings or moons (if it has any)
- space missions to this planet
- how long to orbit the sun

RESEARCH IT!

Go online and find out the information you need for the fact files. Can you find another interesting fact about each planet?

STEP 3

Write the fact files about the planets. Then decorate them and add them to the map.

STEP 4

Display the maps in your classroom. Look at the other maps and find:

- one fact you didn't know about a planet you chose
- interesting facts about two other planets

8 Making money

VOCABULARY
Jobs
Phrasal verbs

GRAMMAR
Past perfect
Reported speech

READING
A job advert

LISTENING
A podcast about jobs in the past

GLOBAL SKILLS
Working to your strengths

SPEAKING
Comparing photos

WRITING
Application email

DOCUMENTARY
Ant man

VOCABULARY BOOSTER P126–127
GRAMMAR BOOSTER P146–147



1 Discuss in pairs.

1 What are the most popular part-time jobs that teenagers in your country do?
2 What can be the problems with working and studying at the same time?

2 8.01 Watch or listen. Match the vloggers to the jobs they mention.

A makes jewellery
B was a lifeguard
C worked in people's gardens
D looks after children
E is a waiter / waitress
F is a shop assistant
G tests video games


1 Raiko


2 Miya


3 Lewis


4 Yasmin

3 8.01 Watch or listen again. Write the name(s) of the person or people who …

1 gives examples of tasks they have in their job. _____
2 feels tired after doing their job. _____
3 would like to work with other people. _____
4 helps / helped their neighbours. _____
5 mentions talking to other people at work. _____
6 explains what they did to get this job. _____
7 uses the internet at work. _____
8 gives two reasons why they enjoy this job. _____

4 REAL ENGLISH Choose the correct meaning for the **bold** phrases: A or B.

1 **It's such a pain** because you have to do it fast.
A It's difficult. B It's annoying.

2 It sounds like the best job in the world, but **at the end of the day,** it isn't.
A the most important thing when you've considered all others
B unexpected facts about your day

3 Working from home **isn't really my thing**.
A I don't do it very often. B I don't enjoy it.

4 I thought I should **give it a go**.
A try it B change it

5 **I reckon** their jobs are cooler than ours!
A I promise B I think

5 8.02 Complete the sentences with the correct form of the **bold** phrases in Ex 4. Then listen and check your answers. Repeat the sentences.

1 _____ it's better for me to work part-time only.
2 I won't get a lot of money in this job, but I'd like to _____.
3 _____, you realise you're too tired to study.
4 Answering customers' emails _____! It takes so much time. I prefer when people call and ask.
5 I don't want to be a babysitter. Playing with children _____.

6 VOCABULARY Match the halves of the phrases.

1 be on	A handmade goods
2 earn	B your feet
3 look	C the checkout
4 sell	D customers
5 serve	E a team
6 take	F money
7 work from	G after children
8 work in	H your order
9 work on	I home

7 VOCABULARY Complete the sentences with the correct form of the words and phrases from the video below.

creative lifeguard part-time job
shop assistant stressful tiring

1 When your job is _____, you make new things or have interesting ideas at work.
2 You worry a lot when you have a _____ job.
3 A _____ works in a supermarket.
4 A _____ helps people who are in danger in the water.
5 In a _____ you work only for a few hours in a day or week.
6 When your job is _____, you need to rest when you finish it.

8 Complete the interview with the words in Ex 6.

Teen MAGAZINE ARTICLES ABOUT SIGN IN



Teen Magazine Jake, you work as a customer assistant in the cinema. What do you do in your job?

Jake Lots of things! I [1]_____ – for example, I help them find the right cinema room and I check their tickets.

Teen Magazine Can you also watch films when you're at work?

Jake No, there's no time for it. There are twelve cinema rooms and only six of us customer assistants. We [2]_____ and help each other to make sure the cinema looks tidy and people know where to go. Weekends are busy and I [3]_____ for many hours. There's no time to sit down and relax. But I can watch films for free when I don't work.

Teen Magazine How many hours do you work in a week?

Jake It's a [4]_____, so I only work Friday and Saturday evenings.

Teen Magazine Do you like your job?

Jake Yes, I do, but it's quite a [5]_____ job because I finish late. I [6]_____ more money in this job than when I was working as a [7]_____ at the newsagent's last summer.

Teen Magazine Which of these two jobs do you prefer?

Jake This one! I absolutely hated working [8]_____. I was worried about making a mistake when giving people change or when scanning their products. It was so [9]_____ for me!

9 Work in pairs. Go to page 151. Choose two photos and discuss the questions. Use the vocabulary in Ex 6.

1 What job is it? What do they do at work? Where do they work?
2 Would you like to have a job like this? Why? / Why not?
3 What are the advantages and disadvantages of each job?

Past perfect

1 What part-time jobs did Raiko, Miya, Lewis and Yasmin talk about in their vlog?

2 Read what else they said about their jobs. Match the jobs below to the descriptions.

game tester handmade goods seller lifeguard
shop assistant waiter

How did you feel after your first day at work?

1 'I was sunburned because **I'd been** outside all day. I **had put on** some suncream before I went to work, but it didn't help me much.' _____
2 'I was worried because I **had made** a few mistakes when giving change. I was also very hungry because I **hadn't taken** a lunch break at work.' _____
3 'I was sleepy all day because **I'd played** games till midnight. I went to bed after I **had written** the last report.' _____
4 'I was tired because I **had been** on my feet all day.' _____
5 'I felt disappointed because I **hadn't sold** anything.' _____

3 Look at the **bold** verbs in Ex 2 and choose the correct alternative to complete the grammar rules.

Past perfect

Grammar animation

We use the past perfect when we talk about events that happened [1]**before** / **at the same time as** other events in the past. To make sentences in the past perfect, we use [2]***had*** / ***did*** + past participle.

We often use *before*, *after*, or *when* in sentences with the past perfect to make it clear which event happened first.

We often use the past perfect and past simple in the same sentence. The [3]**past perfect** / **past simple** shows past events that happened before other events, and the [4]**past perfect** / **past simple** is used to talk about events that happened at a specific time in the past.

GRAMMAR BOOSTER P146

4 Tick (✓) the correct sentence. Sometimes both sentences are correct.

1 Before I got this job, I worked from home. ___
Before I had got this job, I had worked from home. ___
2 I had felt awful that I didn't prepare for the interview. ___
I felt awful that I hadn't prepared for the interview. ___
3 After my brother explained the situation, I had decided to help him. ___
After my brother had explained the situation, I decided to help him. ___
4 I was confused because nobody told me what to do. ___
I was confused because nobody had told me what to do. ___
5 My boss called me after I left the office. ___
My boss called me after I had left the office. ___
6 After I served all the customers, I had gone to talk to my boss. ___
After I had served all the customers, I went to talk to my boss. ___
7 Priyanka read a book which she borrowed from her colleague. ___
Priyanka had read a book which she had borrowed from her colleague. ___

5 8.05 Listen to Isabella talking about her day at work. Number the events in the order they happened. Some numbers are given to help you.

___ Theo woke up.
___ Theo ate a few sandwiches.
5 Theo fell asleep.
___ Isabella and Theo played board games.
2 Isabella found her old toys.
___ Isabella arrived at Theo's house.
___ Theo played in the garden.
10 Isabella noticed he had a fever.
7 Theo's parents left.
___ Theo cried.

6 Read the email. Change five uses of the past simple to the past perfect.

Hi Omar,

Are you still planning to do a lifeguard course in the spring? I am! I called Blue Water Pools before I decided if I wanted to do the course. The man told me, 'Yes, we need twelve new lifeguards for the summer.' Isn't that good news?

Yesterday, I checked the course dates and prices after we talked about it in school. There are two places in our town where you can do this course. I also asked my cousin Jamie for advice. He recommended a course in Bristol because he did his lifeguard course there the previous summer.

Jamie says being a lifeguard is stressful. After he saw the first kid in danger in the pool, he wanted to quit. It was a very stressful situation for him. But he didn't quit; he came to work the next day and got a prize from his boss because he saved this kid's life. Isn't this amazing?

Let me know if you're interested.

Best,

Caleb

7 Complete the sentences so that they are true for you. Make sure you use the past perfect. Then change one sentence to make it false.

1 Before I left home in the morning, I _____.
2 I felt happy because _____.
3 I was tired because _____.
4 After _____, I arrived late to school.
5 Before I ate dinner last night, I _____.

8 Work in pairs. Student A: tell Student B your sentences in Ex 7. Student B: listen and say which sentence is false. Check how many times your partner uses the past perfect. Then swap roles.

Jobs of the past

1 Look at the photos and discuss the questions.

1 What jobs, in your opinion, were popular at the beginning of the 20th century?
2 Do you think the jobs in the photos still exist? Why? / Why not?



STRATEGY Use visual clues to help understanding

Before you listen to a text, look at any photos, illustrations, maps or diagrams. What are they showing? While you're listening, look at the pictures again. They can help you understand what you hear and add more information about the topic.

2 8.06 Read the strategy. Look at the photos and listen to the podcast. Answer the questions.

1 What is the man in the first photo trying to do with the stick?
2 How does the man on the high chair in the second photo earn money?
3 What are the boys in the third photo paid to do?
4 What is the woman in the fourth photo selling?

3 Which photo helped you understand the job best and answer the questions in Ex 2?

4 8.06 Listen again and complete the sentences.

The man in the first photo was working as a knocker-upper. He was carrying a [a]_____ stick. He knocked at the windows to [b]_____ who worked in [c]_____. These people didn't use [d]_____ because they were [e]_____.

The second photo shows a lector and men working in a factory in [f]_____. A lector's job was to read to the factory workers, who felt their job was [g]_____. They paid him because his job made their long work hours pass quickly. To be a lector, you had to go to an audition, like [h]_____ and know how to talk like [i]_____.

The boys in the third photo are in a [j]_____ alley. They were working as pinsetters. They had to [k]_____ the pins, put them back and [l]_____ the ball back to the players. It was a [m]_____ job.

The woman in the fourth photo is a [n]_____ seller. She was selling her products to people who couldn't pay for [o]_____. She helped her clients choose the right [p]_____.

5 THINK & SHARE Discuss in pairs.

1 Rank jobs 1–4 from the easiest to the most difficult (1 = the easiest). Explain your answers.
2 If you had to do one of the jobs, which one would you choose and why?
3 Do you know any other jobs that were popular some time ago, but don't exist any longer or not many people do them these days?
4 Which present-day jobs might, in your opinion, disappear in the future? Why?

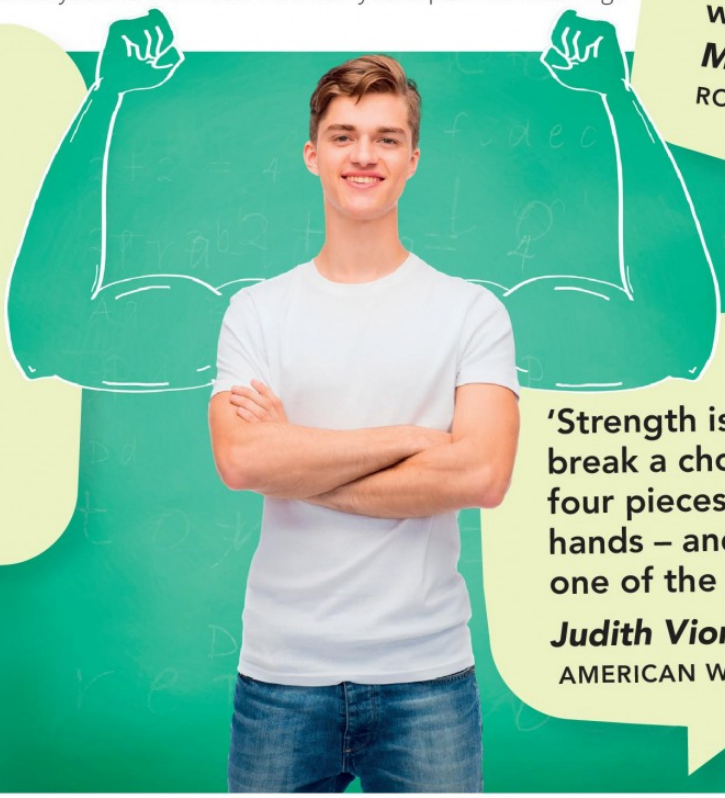
Working to your strengths

1 What strengths can people have? Give a few examples.

2 THINK & SHARE Read the quotes. Discuss the questions.
1 What do you think the title of the lesson *Working to your strengths* means?
2 Which quote about strength do you like the most? How can you explain its meaning?

'You have power over your mind – not outside events. Realise this, and you will find strength.'
Marcus Aurelius,
ROMAN EMPEROR

'Anyone can give up; it is the easiest thing in the world to do. But to hold it together when everyone would expect you to fall apart – now, that is true strength.'
Chris Bradford,
BRITISH AUTHOR



'Strength is the capacity to break a chocolate bar into four pieces with your bare hands – and then eat just one of the pieces.'
Judith Viorst,
AMERICAN WRITER AND JOURNALIST

3 8.07 Listen to the podcast and answer the questions.
1 What are personal strengths?
2 Why, according to the podcast, should people work to their strengths?
3 How can people discover their strengths?

4 Work in pairs. Compare your answers to the questions in Ex 3.

5 VOCABULARY Read situations 1–6 and match them to the personal strengths below.

confident focused organised reliable
sociable team leader

1 When there's an important sports competition, you give it all your attention. You don't try to do a lot of other big projects at the same time.
2 Your desk is clean and you keep a calendar where you write what to do every day. You never forget about homework or when to bring library books back.
3 You were preparing a project with a group of classmates. When no one knew how to start, you suggested who should do what.
4 When a new boy joined your football team, you were the first person to get to know him, and then you introduced him to the rest of your friends.
5 Your friend asked you for help. On that day, you were busy, but you didn't want to disappoint her. You came over and talked to her.
6 When a teacher asked you to prepare for a difficult test in a very short time, you knew you could do it well, so you didn't waste time worrying.

PRONUNCIATION The schwa sound /ə/

When a vowel appears in an unstressed syllable, it's often pronounced as the schwa sound /ə/. It's very common in words with two or more syllables.

6 8.08 PRONUNCIATION Read the pronunciation box. Underline the stressed syllable in the words below. Circle the sound where you think the schwa is pronounced. Listen and check your answers.

available comfortable confident
enjoyable focused leader organised
reliable sociable suitable

7 8.08 Listen and repeat the words. Focus on the correct stress and the pronunciation of the schwa sound.

8 Write a list of five personal strengths you have. Use the questions to help you.
- What are you really good at?
- What have you done recently that made you proud?
- What good habits do you have that other people admire in you?
- What things do you enjoy doing, although they are difficult for others?

9 Work in groups. Present your strengths to your group. Do they agree with you? Would they add anything to your list of strengths?

Phrasal verbs



1 Read the definition of *procrastinate*. Do you sometimes procrastinate? What do you or your friends do when you should be studying but are not?

procrastinate /prə(ʊ)'krastɪneɪt/ (*v*) to delay doing something that you should do, usually because you do not want to do it

2 Read the article. What made Frank Lloyd Wright start working?

1 Have you ever spent the whole afternoon watching TV shows or checking social media instead of studying? If you have, you aren't the only one. Lots of people procrastinate when they have to do something important. Some avoid it for months, just like the famous American architect Frank Lloyd Wright.

2 In 1934, Edgar Kaufmann, a businessman from Pittsburgh, asked Wright to design a summer house in the Appalachian Mountains in Pennsylvania. Wright visited the place and took on the job. Kaufmann was glad, but weeks went by and he didn't hear from Wright. After nine months, he decided to call the architect and ask him how he was getting on with the project. Kaufmann was getting impatient, so he informed Wright he'd come round to his house in two hours to see the designs. The problem was that before this phone call, Wright hadn't even drawn a single picture of the building. He kept putting it off. Wright had spent these nine months doing nothing.

3 After he had hung up, Wright went to his office and started drawing. He didn't want to give up, even though he was running out of time. When the businessman turned up two hours later, Wright had carried out all the work. He had finished the designs and even written down the name of the building, Fallingwater, at the bottom of the page. He handed over the project to Kaufmann, who loved it. In the end, all worked out well for Wright. Fallingwater has become one of the most famous houses in the world. It was added to the UNESCO World Heritage List in 2019.

3 Read the article again and answer the questions.

1 What kind of job was Wright offered?
2 Why did Kaufmann call Wright?
3 When did Wright do all his work?

4 Match the highlighted phrasal verbs in the article to the definitions.

TIP

Phrasal verbs are verbs combined with an adverb or a preposition. Together, they form a new meaning, for example, *take up* (*a hobby*).

1 _____ (paragraph 2) come to a place, especially somebody's house, to visit
2 _____ (paragraph 2) receive a letter, email, phone call, etc. from somebody
3 _____ (paragraph 2) change something to a later time or date
4 _____ (paragraph 2) decide to do something; to agree to be responsible for something / somebody
5 _____ (paragraph 2) (of time) pass
6 _____ (paragraph 2) make progress with something that you're doing
7 _____ (paragraph 3) finish your supply of something, come to an end
8 _____ (paragraph 3) write something on paper
9 _____ (paragraph 3) stop trying
10 _____ (paragraph 3) end a phone conversation
11 _____ (paragraph 3) (of a person) arrive
12 _____ (paragraph 3) develop in a successful way
13 _____ (paragraph 3) give something / somebody officially or formally to another person
14 _____ (paragraph 3) complete a task

5 Choose the correct alternative.

1 Don't worry! Things will **work out** / **take on** soon.
2 How are you **hanging up** / **getting on** at your new school?
3 I can't print my homework. We've **run out of** / **put off** paper.
4 I have to **turn up** / **hand over** all the documents to the bank by the end of the week.
5 He works well and **carries out** / **comes round** his tasks very quickly.
6 We had so much fun that I didn't realise how quickly time **went by** / **gave up.**
7 Can you **write down** / **hear from** your phone number? I'll call you later.

6 Complete the questions with phrasal verbs in Ex 4.

1 What was the last thing you _____ for days or weeks? Why didn't you do it immediately?
2 How often do your friends _____ to your house?
3 Have you ever had a hobby which you stopped doing? Why did you _____ it _____?
4 How often do you _____ your grandparents or other relatives? Do they call you, or do you call them?
5 Have you ever called someone and then _____ on them because you got angry? What happened?

7 Work in pairs. Ask and answer the questions in Ex 6.

Reported speech

1 When do you study or work the most efficiently? What helps you and what stops you from doing your task well or quickly?

2 Read Emily's text message. Why is Emily angry with Alex?

Emily

Do you remember my colleague Alex? I'm so angry with him! We're doing a project together, but he isn't focusing at all. He is always busy with five things at the same time and I have to do all the work! For example, yesterday morning, we were working on an advertising strategy and he was also answering emails, talking on the phone and cleaning his desk! [a]**I told him that I didn't believe** in multitasking. [b]**I said that, according to scientists, multitasking made** you 40% slower at work. [c]**I also told him that one study had shown** that your IQ got lower because of multitasking. Guess what he said?! [d]**He told me he was paying attention** and I was doing a good job with the strategy!!!

3 Read the grammar rules and match the **bold** sentences in Emily's text message to rules 1–3. What were the original spoken sentences?

Reported speech

Grammar animation

We use reported speech to tell others what someone said. In reported speech, the tenses change.

1 present simple → past simple
2 present continuous → past continuous
3 past simple → past perfect

In reported speech, it's also necessary to change the pronouns and references to time, for example:

yesterday → the day before
this week → that week
now → at that moment

We can introduce reported speech with *say* and *tell*. To say who someone is talking to, use tell (*He told me …*).

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4 Choose the correct answer: A or B.

1 'Our teacher put off the science test until next week.'
Jenna told me that our teacher … the science test until the following week.
A put off **B** had put off

2 'I usually study until late at night.'
Liam said that he usually … until late at night.
A studied **B** had studied

3 'Emily is coming round after school today.'
Tom told us that Emily … round after school that day.
A came **B** was coming

4 'I finally gave up that job.'
Soroush said he … that job.
A had finally given up **B** finally gave up

5 'Liz always turns up late at meetings.'
Someone told me that Liz … up late at meetings.
A had always turned **B** always turned

6 'We aren't taking on extra work now.'
They told me they … on any extra work at that moment.
A didn't take **B** weren't taking

7 'I didn't hear from Nasser last week.'
Anita said that she … from Nasser the week before.
A hadn't heard **B** didn't hear

8 'I'm writing down some things in my calendar.'
Dave told me he … some things in his calendar.
A wrote down **B** was writing down

5 Rewrite the sentences in reported speech.

1 'We need to work it out,' said Ella.
2 'I got the job,' said Badrey.
3 'We were on our feet all day!' said Mia.
4 'You don't carry out all your tasks,' said the manager.
5 'They had an important meeting on Friday,' said Ayesha.
6 'I'm getting on well at my Spanish classes,' said Jim.
7 'It's a stressful time for the whole company,' said my boss.
8 'We're running out of bread,' said Dad.

6 Complete the list of excuses you could give your teacher to explain why you did not do your homework.

1 I didn't have enough time yesterday.
2 I was busy yesterday. I _____.
3 I always _____.
4 This is the first time. I never _____.
5 I wanted to do it, but _____.
6 I'm still working on it. I'm planning to _____.

7 Work in groups of three. Student A: say one of your excuses in Ex 6. Student B: tell Student C what Student A said. Use reported speech. Then swap roles.

I didn't have enough time yesterday.

He said he hadn't had enough time the day before.

Dream job

1 THINK & SHARE What are the jobs many people dream of having? Would you be happy doing any of these jobs? What is your dream job?

2 8.11 Read the article. What are two similarities and two differences between the jobs?

Where would you rather work?

If you're [1]fed up with traffic jams and life in a noisy city, why don't you work as an island [2]caretaker?



BARDSEY ISLAND, WALES, UK

Bardsey Island Trust is offering a job for two people who will live on and take care of historic Bardsey Island for three years.

THE PLACE Bardsey Island is a [3]remote, small island with an area of 1.79 km² in North Wales. On many days, it's impossible to get there by boat because of the [4]rough sea and strong winds.

The living conditions on the island are difficult. There are only twelve houses, and no grocery shops, cars, electricity or indoor bathrooms and toilets. No wonder only four people live there for the whole year. Most houses are empty in colder months and become available for tourists to rent in the summer.

THE JOB The caretakers are responsible for taking care of [5]wildlife and making small repairs. In the summer, when tourists arrive, the caretakers will have to make sure they're comfortable.

HAMILTON ISLAND, AUSTRALIA



Tourism Queensland is looking for someone who wants to take care of Hamilton Island for six months.

THE PLACE Hamilton Island has an area of 5 km² and is one of the most amazing holiday destinations near the Great Barrier Reef in Queensland, Australia. With its white [6]sandy beaches, palm trees and a variety of sea and land animals, Hamilton Island has a lot to offer. There's a small airport, supermarket, lots of places to stay and restaurants. Tourists can choose from more than 60 activities, such as golf, water sports, hiking or fishing.

THE JOB The island caretaker must enjoy sports and adventures. They need to like swimming, [7]snorkelling and trying new things. They'll be responsible for keeping a blog, posting photos of the island online and giving interviews. Apart from that, they will have to do a few smaller tasks, such as cleaning the pool or feeding the fish.

STRATEGY Recognising purpose

To understand a text better, think why it was written. For example, does the author want to give you advice, give their opinion, make suggestions about something or compare and contrast two things?

3 Read the strategy. Choose the correct answer: A, B, C or D. Explain why the other answers are incorrect.

Is the author in this article …

A comparing and contrasting two jobs?
B describing two jobs?
C warning who should not take these jobs?
D persuading readers to take one of the jobs?

4 Work in pairs. Check your answers in Ex 3.

5 MEDIATION Sami is writing an email to a friend to explain about two jobs he is interested in. Read the article again. Complete his email with information from the article.

Hi Max,

I talked to Gavin last night. He found two amazing jobs as caretakers of small [1]_____. The first one is in [2]_____ and the other is in Australia. Bardsey Island is very small. There [3]_____ grocery shops. Can you believe that there are no [4]_____ inside the houses?! People only visit it [5]_____. The Australian island is a popular holiday destination because it's [6]_____ to the Great Barrier Reef. You can work there for [7]_____ only, but on Bardsey Island you can work for [8]_____ years. Hamilton Island is beautiful. It's got beaches, palm trees and a lot of activities for [9]_____ – for example, you can play [10]_____ or go [11]_____.

I told Gavin that both jobs sounded great! I think I'll apply.

Take care,
Sami

6 VOCABULARY Match the highlighted words 1–7 in the article to definitions A–G.

A not calm; dangerous ___
B covered with sand ___
C far away from other places ___
D animals that are wild and live in a natural environment ___
E bored or unhappy, especially with a situation that has continued for too long ___
F the sport or activity of swimming underwater with a special tube for breathing ___
G a person whose job is to take care of a building or land ___

7 THINK & SHARE Discuss in pairs.

1 Where would you rather work: on Bardsey Island or on Hamilton Island? Why?
2 What are the challenges of living on these islands?
3 Why do you think the job of caretaker is being offered on these islands?

What a place!

1 Look at the photos. In which of these places would you prefer to work? Why?







2 8.12 Listen to a conversation between Jan and Lottie. Correct the false sentences.

1 Reward Gateway is the first office Jan has worked at.
2 The company wants people to spend a lot of time at work so their office is amazing.
3 Jan likes the secret garden because the furniture is colourful.
4 There's special grass in the secret garden.
5 People want to work for Reward Gateway because their team is amazing.

STRATEGY Paraphrasing unknown words

When you're talking and don't remember or don't know the exact word in English, you can, for example, …

- define the word: *It's a thing which you use for / to …*
- give a synonym or antonym: *It's very big.*
- give a general meaning: *It's a kind / sort of a chair.*

3 8.12 Read the strategy and listen to the conversation again. What three words does Jan not remember? In what ways does he paraphrase them?

4 Work in pairs. Choose one of the photos showing Reward Gateway offices and describe it. Use the strategies for paraphrasing unknown words to talk about the things you do not know the words for.

PHRASEBOOK Conversation fillers and comparing photos

Conversation fillers

How shall I put it?
How can I explain / say this?
What I'm trying to say is …
I mean …
Well, what I mean is that …
(Do) you know what I mean?
Well, …
You see / you know …
As I was saying …
What I want to say is that …
The point I want to make is …
I've got it on the tip of my tongue, …

Comparing photos

All / both photos show …
In the first / second photo …, while in the other …
In both pictures
… also / … as well / … too
but / however / on the other hand / unlike the first picture …

5 8.13 Listen to and repeat the expressions in the Phrasebook.

6 Look at the photos of different offices on page 150. Choose two photos and compare and contrast them. Make notes to answer the questions.

1 What do these offices look like? Describe them in detail. If you don't know the words, think of strategies you can use for paraphrasing unknown words.
2 Do you think people are happy to work there? Why? / Why not?
3 What problems might people have in this office, for example, uncomfortable chairs, etc.?

7 Work in pairs. Take turns to do the task. Student A: use your notes in Ex 6 to talk about two photos of offices you have chosen. Then answer Student B's questions. If you are not sure what to say, use conversation fillers from the Phrasebook. Student B: listen and then ask more questions about the offices, for example, …

- Which office would you prefer and why?
- What do / don't you like the most about each of these offices?
- Who, in your opinion, likes working in an office like this?

8 REFLECT Work in pairs. Answer the questions.

1 Did you manage to compare and contrast two photos?
2 Which strategies for paraphrasing unknown words did you use?
3 Which phrases from the Phrasebook did you use?

Application email

1 Read the summer job advert and discuss the questions.
1 What kind of jobs is Fun Camp offering?
2 Who would be suitable for these jobs?
3 What information do you need to give in the application letter?

Summer camp activity leaders

Fun Camp is looking for activity leaders to look after children (5–10 years old) during summer camps in Brighton. As an activity leader, you can lead …

- sports.
- drama.
- arts and crafts.
- outdoor adventures.

You can apply if you …

- are between fourteen and eighteen years old,
- have experience of looking after children, and
- are friendly, full of ideas and reliable.

Please send a CV and an application letter to campleaders@funcamp.co.uk. Let us know what activity leader you'd like to be and what experience you have in this area.



2 Read Oscar's job application email. What job is he applying for? Is he a suitable person for this job? Why?

Dear Sir or Madam,

A I am interested in the position of a sports activity leader at Fun Camp this summer.

B For the past three years, I've worked as a babysitter at the weekends. I looked after children who were between five and nine years old. I played with them and was responsible for helping them with homework. In addition, I had previously worked as an assistant coach of an under-nine girls' football team. As a result, I have experience of being a team leader.

C I am a good candidate for this job because I am responsible, hard-working and keen on taking on new challenges. What's more, I've always liked sports. I play football, tennis and volleyball.

D I look forward to hearing from you.

E Yours faithfully,

Oscar Murray

3 Read the job application again. In which paragraph does Oscar …
1 say he hopes to get an answer soon?
2 mention his personal qualities and interests?
3 finish his email in a formal way?
4 say what job he's applying for?
5 talk about the experience which makes him a good candidate for this job?

STRATEGY Selecting appropriate vocabulary for the context

When you write a job application email, use formal language and appropriate vocabulary to talk about your work experience. For example, use *I have experience in working as …* instead of *Last year, I worked as …* , or *I am confident that I will be able to use my skills in the job you are offering* instead of *I'm sure I'll be good at this job.*

4 Read the strategy. Choose the more formal sentence in each pair.
1 A I can come to an interview next week.
B I am available for an interview next week.
2 A This job would give me an opportunity to use my coaching experience.
B My coaching experience will definitely help me in this job.
3 A I like new things.
B I'm keen on new challenges.
4 A I've completed the following courses: …
B Here's the list of courses I've done: …
5 A I'm writing to you because I'd like to work as an activity leader.
B I am writing to apply for the position of activity leader.

5 Complete the phrases with the words below.

apply candidate experience faithfully forward position previously sincerely

1 Dear Mrs Johnson, / Yours _____, Oscar Murray
2 Dear Sir or Madam, / Yours _____, Oscar Murray
3 I look _____ to hearing from you.
4 I have _____ of working at a summer camp.
5 I am interested in the _____ of a drama activity leader.
6 I would like to _____ for the position of an outdoor adventure activity leader.
7 I have _____ worked as a lifeguard.
8 I am a good _____ for this job.

6 You are going to write a job application email for one of the activity leader jobs. Make notes about …
1 the position you're interested in.
2 your job experience.
3 your personal qualities and interests which are relevant for this job.

7 Write a job application email. Use your notes in Ex 6 and appropriate vocabulary.

8 CHECK YOUR WORK Did you …
- describe your work experience, personal qualities and interests?
- use formal style and appropriate vocabulary for a job application?
- follow an email layout?
- check spelling, grammar and punctuation?

Grammar

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

1 Before Priti _____ (become) a lifeguard, she _____ (be) in a swimming team for six years.
2 Jack _____ (not know) where to go because he _____ (not write down) the address of the company.
3 After I _____ (hear) from Senyo, I _____ (call) my parents and _____ (tell) them about our plans.
4 Leyla _____ (give up) her plans to study abroad after she _____ (lose) her job.
5 When Tom _____ (come) back home from work, we _____ (already / eat) dinner.
6 I _____ (talk) to my dad before I _____ (decide) to look for a new job.

2 Complete the second sentence using reported speech.

1 'I'm giving up!'
Emma said _____.
2 'It was a very tiring day.'
Abe said _____.
3 'They sell handmade goods here.'
Tom told _____.
4 'We didn't hear from Jason last week.'
They said _____.
5 'Lucy is looking after her little brother now.'
Alisha told _____.
6 'My mum works from home.'
Hasan told _____.

Vocabulary

3 Match the sentence halves.

1 My parents have never worked from
2 I'd like to earn
3 I'm going to work on
4 They prefer to work in
5 The waitress came over to take
6 You have to be nice when you serve
7 I have a part-time
8 Some people can't sleep when their job is too

A a team.
B job.
C more money.
D the checkout next week.
E stressful.
F customers.
G our orders.
H home.

4 Replace the **bold** words with phrasal verbs.

1 Why did they **arrive** so late?
2 You need to **complete** your tasks on time.
3 Three weeks **had passed** before she started talking to me again.
4 We need to **arrange a later date for** going to the dentist.
5 Please don't **finish this phone conversation**! I want to explain everything!
6 You shouldn't **agree to be responsible for** too much work now.
7 We can't print these documents. We **haven't got any** paper.
8 Maya **gave** a pile of documents to her boss.

Cumulative review

5 Complete the dialogue. Write one word in each gap.

Finn How are you [1]_____ on at your job?
Lola Fine! Although my boss said last night, 'Lola, you're working too much!'
Finn Really? Your boss told you that you [2]_____ working too much? That's strange!
Lola After my colleague Amira [3]_____ left our company, I took [4]_____ a lot of her old tasks. Now I work [5]_____ home one day a week, but my job is more [6]_____. I worry all the time that I don't do things well enough. My boss just wants to make sure I'm happy and that I won't give [7]_____ my job, like Amira did.
Finn I know it's none of my business, but I hope you [8]_____ more money now. Your work is more [9]_____ because I've heard you're on your [10]_____ all day.
Lola That's true! Last Thursday, I [11]_____ hear my alarm clock because I'd [12]_____ to bed too late. Then I [13]_____ up late at work and my boss decided to put [14]_____ one of the morning meetings until the afternoon because I wasn't there! I felt so awful.
Finn Was he angry with you?
Lola No, he told me that it [15]_____ OK because it [16]_____ only happened once.

Think & share

6 Answer the questions.

1 What are the best jobs for teenagers in the place where you live?
2 Why do people take on some jobs or projects and later fail to carry them out?
3 What things had you hoped to achieve before this school year started? What did / didn't work out as you had planned?
4 What can be the reasons some people lose their jobs? How, in your opinion, do they usually finish a sentence 'My boss told me …'

Listening

EXAM STRATEGY

When you match speakers to summaries, you need to listen for gist, which means the general meaning. Don't worry if you don't understand every word or detail you hear. It is enough to understand the main idea.

1 8.14 Read the strategy above. Then read the exam task in Ex 2. Listen to the first speaker. Which two points below are details? Which one shows the main idea?

1 worked as a shop assistant _____
2 failed at school _____
3 changed their life _____

2 8.15 You will hear six students talking about jobs. For speakers 1–6, choose the correct summary (A–F) from the list.

Which speaker …

A complains about a boring job? ___
B recommends being your own boss? ___
C talks about not having plans for the future? ___
D describes their future dream job? ___
E says studying is more important than money? ___
F explains how they want to change careers? ___

Use of English

EXAM STRATEGY

When you complete a text with missing words, read the text again after you finish filling in the gaps, to check that it makes sense.

3 Read the strategy above. Then read a student's completed sentences below. One of them uses the wrong word. Which one? What is the correct word?

1 I decided to go to Italy for the summer.
2 Hurry up! We're going out of time.
3 He put away his clothes.

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

Writing

EXAM STRATEGY

When you have finished writing, it is important to read your work carefully. Check that it is clear and makes sense. Then check again for grammar, spelling, vocabulary or punctuation mistakes.

5 Read the strategy above. The sentences contain an error. Match the errors below to sentences 1–6.

extra word missing word wrong punctuation
wrong spelling wrong tense wrong word

1 I told to him that I had a new job. _____
2 My sisters boyfriend works in a hospital. _____
3 I have finished eating when Jack arrived. _____
4 I walking in the park when I saw Sarah. _____
5 He hasn't carried up all the work yet. _____
6 My friend has applyed for a job in Spain. _____

6 You see this advert for a competition on a website. Write your article.

COMPETITION TIME
WHAT IS YOUR IDEAL JOB?

Write an article telling us about the job you would most like to do.

What does it involve?

Why would you like to do it?

The best article will win a weekend trip to Rome.

A trip to Iceland

Five years [1]_____, Harry finished his degree and found a job in a pizza restaurant. He didn't like the job because he was [2]_____ his feet all day and it was very tiring. The problem was that he [3]_____ renting a flat in London and he needed the money. What could he do? He [4]_____ always wanted to travel, so he decided to find work abroad. He started thinking about where to go. When he was at primary [5]_____, his teacher had given him a book about Iceland. He had loved all the photos of nature and wildlife and had wanted to go there. He had always remembered that moment and decided to find work in Reykjavík, which is [6]_____ largest city in Iceland. He applied [7]_____ a job as a tour guide for the summer and they accepted him. He loved the job and he loved Iceland. He didn't want his trip to end. Today, he's still living [8]_____ Iceland and he's very happy. So in the end, everything worked out well for Harry.



A day out

1 GET STARTED 1.02 Look at the adjectives below. Answer the questions with a partner. Listen and check.

active amazing awful boring brilliant excellent incredible interesting lazy strange wonderful

1 Which can you use to describe something you like?
2 Which can you use to describe something you don't like?
3 Which can you use to talk about a book or a film?
4 Which can you use to describe a person in a positive way?
5 Which can you use to describe a person in a negative way?

2 Choose the correct alternative.

1 Don't go and see that film. It's **awful** / **wonderful**.
2 Paula is a very **active** / **lazy** person. She works hard, has many hobbies and does lots of sport.
3 I didn't finish the book because it was very **boring** / **brilliant**.
4 I saw Tom's play last night. It was **excellent** / **interesting**. Everybody loved it.
5 We saw an **amazing** / **active** film on TV last night.
6 That's an **incredible** / **excellent** story. I don't think I believe it.

3 Work in pairs. Ask and answer the questions.

1 Have you been to the cinema recently? What did you see? What was it like?
2 What was your last holiday like?
3 Do you ever go away for the weekend? Where do you go? What is it like?
4 Are you usually active or a bit lazy?

4 PRACTISE Complete the sentences with the words below.

attraction audio guide caves countryside equipment exhibition ruins sun cream wildlife

1 It's really sunny today. You need to use _____ or you will get burned.
2 There are some amazing _____ in the mountains in Spain with ancient paintings on the walls.
3 We saw the _____ of many buildings that were destroyed in the fire.
4 We hope to see a lot of _____ when we go on safari. I want to see elephants, lions and giraffes.
5 Leonardo da Vinci's *Mona Lisa* is probably the biggest _____ in the Louvre Museum in Paris.
6 My family loves leaving the city and walking in the _____ at weekends.
7 My aunt is a painter and she's having an _____ of her paintings next month.
8 The great thing about running as a sport is that you don't need any special _____ to do it.
9 We always get the _____ when we go to museums because it tells you about the things you're looking at and makes them more interesting.

5 Match the sentence halves.

1 There's a **spectacular**
2 It's very **peaceful** in my village
3 The underground is always very crowded
4 Tim is planning to travel after university and **explore**
5 We often **look round**
6 My father has a racing bike and **goes**
7 Sandra lives near a lake and often **goes**
8 When we go to Madrid, we'll **go on**

A different countries and cultures around the world.
B **a guided tour** of the city.
C **cycling** every weekend.
D view of the city from the top of the building.
E a museum when it rains.
F in the morning when everybody is going to work or to school.
G **canoeing** in her free time.
H because there are very few cars and only a few houses.

6 EXTEND 1.03 Match the words and pictures. Listen and check.

amusement park backpacking hike national park road trip seaside resort













7 Work in pairs. Which activities would you like to do? Put them in order from best (1) to worst (6). Compare with other students.

- go to an amusement park ___
- go backpacking ___
- go climbing ___
- go to a national park ___
- stay at a seaside resort ___
- go on a road trip ___

Travel

1 GET STARTED Match the phrases below to the pictures.

drive to school | go on the underground | ride a bike
stop at the traffic lights | take the bus | wait at a bus stop








2 1.08 Complete the questions for each picture in Ex 1. Listen and check. Work in pairs to ask and answer.

1 Do you take the _____ to school?
2 Can you _____ a bike?
3 How long do you usually _____ for a bus at a bus stop?
4 Are there many _____ on your way to school?
5 Do you have an _____ like the London Tube or the Paris Metro in your town or city?
6 Does someone _____ you to school every day?

3 PRACTISE Complete the sentences with the words below.

board | check in | convenient | cross
delayed | miss | reach

1 We didn't arrive until very late because our flight was _____ by three hours.
2 It's more _____ to drive than to go by train because you have to change trains three times.
3 Do we have time to do some shopping before we _____ the plane?
4 We don't have to _____ any bags because we're taking them on the plane.
5 What time does the train _____ Madrid?
6 If you _____ a train, you have to wait for the next one.
7 You can _____ the river by boat or ferry.

4 Complete the words with the missing letters.

1 It's quicker to drive through the t_____l than over the mountain.
2 You need to go to d_____t_____s two hours before your flight.
3 Oh, no! There are very l_____g q_____es to check in.
4 You can take the f_____y to Mallorca from the p_____t in Barcelona.
5 It takes a long time to go through s_____c_____r_____y in the airport because they check everybody's bags.
6 Check which g_____e your flight is leaving from.
7 If you have a lot of l_____g_____e, you can't take it on the plane. You have to check it in.
8 They are getting a bigger car because the b_____t of their old car is too small for all their bags.

5 EXTEND 1.09 Match the words below to the definitions. Listen and check.

a non-stop flight | a one-way ticket | a return ticket
book a ticket | commute | go abroad

1 a ticket that only takes you to your destination _____
2 a ticket that takes you to your destination and brings you back _____
3 to travel outside your country _____
4 a flight that goes directly to another place without stopping anywhere else _____
5 to arrange to have a ticket for something before the time that you need it _____
6 to travel by bus, train, car, etc. from home to work and back every day _____

6 Work in pairs. Ask and answer.

1 Do your parents commute to work?
2 Do you usually buy a one-way ticket or a return ticket when you travel?
3 Do most people go abroad for their holidays?
4 Can you get a non-stop flight from your country to Australia?

Word skills

COMPOUND NOUNS

7 Look at the nouns below. Which are made from two words?

countryside | exhibition | ice cream | village | wildlife

8 Are the sentences true (T) or false (F)?

1 Compound nouns are always one word. ___
2 Compound nouns can be two words. ___
3 They can have a hyphen (-), like *check-in*, but it isn't common for compound nouns. ___

9 Make compound nouns with the words below. Which are two separate words?

air | bus | guide | rail | swimming | washing | week
book | end | machine | pool | port | stop | way

Jobs around the house

1 GET STARTED 2.02 Complete the phrases with the verbs below. Listen and check.

brush do get (x2) go (x3) have (x3)

1 _____ up (in the morning)
2 _____ a shower
3 _____ dressed
4 _____ your teeth
5 _____ breakfast
6 _____ to school
7 _____ home
8 _____ lessons
9 _____ your homework
10 _____ to bed

2 Complete the questions. Ask and answer in pairs.

1 What time do you usually _____ in the morning?
2 Do you _____ a shower in the morning or in the evening?
3 Do you _____ breakfast before or after you _____ dressed?
4 Do you _____ your teeth before or after you _____ breakfast?
5 What time do you _____ to school?
6 Do you _____ extra lessons after school?
7 When do you usually _____ your homework?
8 What time do you _____ to bed?

3 PRACTISE Complete the sentences.

1 We can do all the h___ ___ ___ ___w___ ___k in our flat in two or three hours.
2 I always l___ ___d and e___ ___ ___y the dishw___ ___ ___ ___r and the w___ ___ ___ing machine.
3 My brother l___ ___s the table and I c___ ___ ___r it.
4 After dinner, my dad w___ ___ ___ ___s the dishes and we d___y them.
5 My mum usually c___ ___ ___ ___s the cooker.
6 We t___ ___e o___t the rubbish once a week.
7 My sister sw___ ___ ___s the floor twice a week.
8 I always d___ ___ ___r___ ___e my cakes when I bake.

4 Match the sentence halves.

1 Ashok has to **dust**
2 Katie **waters**
3 Antonio **folds**
4 My dad **irons a**
5 Fran puts **away**
6 Mum says I have to **tidy**
7 I always **make**

A **my room** now.
B **shirt** before work every morning.
C **the shelves** in his room once a week.
D **the bed** before I go to school.
E **the plants** on Fridays.
F **her clothes** before she goes to bed.
G **his clothes** every day.

5 Work in pairs. Put the household chores in Ex 3 and 4 in order, from most to least important, in your opinion. Compare in groups.

6 EXTEND 2.03 Match the words below to the pictvures. Listen and check.

broom bucket duster ironing board mop
tumble dryer vacuum cleaner washing line

1 
2 
3 
4 
5 
6 
7 
8 

7 Complete the text with words in Ex 6.

Yesterday, I helped my parents with housework. First, I emptied the washing machine and put the clothes out to dry on the [1]_____ in the garden. It was very sunny, so I didn't dry the clothes in the [2]_____. Then I used the [3]_____ to sweep the floor in the kitchen and the [4]_____ to clean the carpets in the living room. After that, I decided I needed to clean the bathroom. So I filled a [5]_____ with hot water and soap and used the [6]_____ to clean the bathroom floor. Then I used a [7]_____ to clean all the objects on my shelves. And finally, when the clothes were dry, I got the [8]_____ out and ironed everything. I was very tired after so much housework!

8 What equipment in Ex 6 do you have in your house? Which do you use?

Describing a home

1 GET STARTED 2.06 Label the picture with the words below. Listen and check.

balcony bathroom bedroom dining room
hall kitchen living room toilet



2 Ask and answer in pairs.

1 Where do you read, talk to people or watch TV?
2 Where do you sleep?
3 Where do you cook?
4 Where do you have lunch or dinner parties?
5 Where do you have a bath?
6 Where do you put your coat when you come home?
7 Where do you go if you need to go to the toilet?
8 Where can you be outside?

3 PRACTISE Choose the correct alternative.

1 You can't have a fire in your house without a fireplace and **a chimney** / **an outhouse**.
2 People used **wood** / **wooden** stoves for cooking over 100 years ago.
3 Your **running** / **basic** needs include the things that are necessary, without any luxuries.
4 You cannot go into a building without an **entrance** / **outhouse**.
5 Modern tents usually have metal **frames** / **roofs** rather than wooden ones.
6 Most houses in cold, northern countries have central **electricity** / **heating** to keep people warm.
7 Two hundred years ago, it was a great **luxury** / **tradition** to have a toilet and running water in your house.
8 They don't have wall-to-wall carpets, just a few **roofs** / **rugs** on the floor.
9 We slept in a very nice **outhouse** / **tent** when we went camping last week.
10 Please put your clothes away in the **frame** / **wardrobe** in your bedroom.

4 Complete the sentences with the words below.

animal skins electricity fresh air outhouse
roof running water traditional

1 We need to fix the hole in the _____ because the rain is coming into the house.
2 I can't do the washing up because there isn't any _____ at the moment.
3 It's very hot in here. Open the window and let's get some _____.
4 We can't watch TV, turn on the light or use our computers because there isn't any _____ just now.
5 In the Stone Age, thousands of years ago, people wore _____ to keep warm.
6 _____ houses often look beautiful from the outside, but aren't very comfortable to live in.
7 When people didn't have running water in their houses, they used to get water from an _____.

5 EXTEND 2.07 Match the words and phrases to their definitions. Listen and check.

apartment block basement flat
detached house new build house
semi-detached house terraced house

1 a house that is one of a row of houses that are joined together on each side _____
2 a house that is not joined to another house on either side _____
3 a house that is joined to another house by a wall on one side that is shared _____
4 a house that has been built very recently or that is going to be built soon _____
5 a tall building that contains lots of flats where people live _____
6 a flat in a building, partly or completely below the level of the ground _____

6 Put the different types of accommodation in Ex 5 in order from best to worst in your opinion. Compare with a partner and explain your reasons.

Word skills

COLLOCATIONS 1 (WITH *DO* AND *MAKE*)

7 Complete the rules with the words below.

actions create together

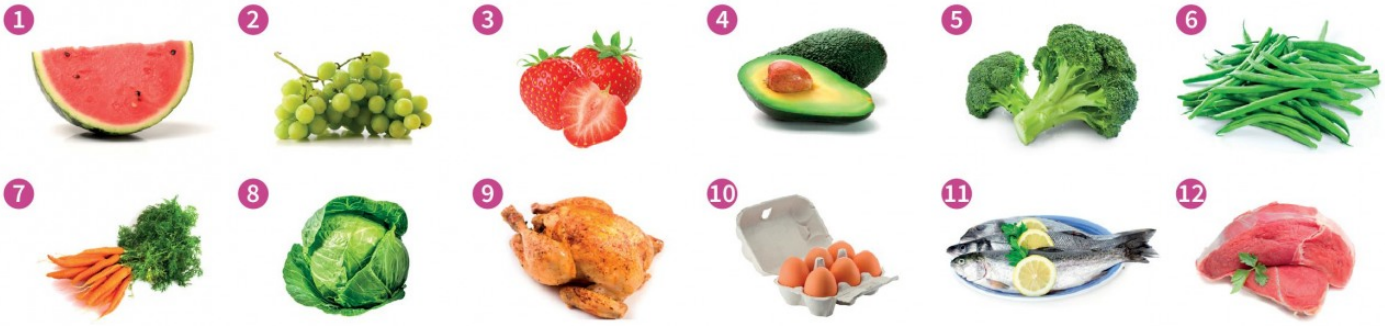
A collocation is two words or more which are often used [1] _____. There are many collocations with the verbs *do* or *make*.
We use *do* to talk about [2] _____ or tasks, for example, *do sport*, *do housework*.
We use *make* to talk about something we produce or [3] _____, for example, *make a cake*, *make dinner*.

8 Put the words below under the correct verb: *do* or *make*.

a course a cup of tea a dress a sandwich an exam
an exercise friends homework the bed yoga

do	make

Food



1 GET STARTED 3.02 Match the foods below to the pictures. Listen and check.

avocado beans broccoli cabbage carrots chicken eggs fish grapes meat strawberries watermelon

2 Work in pairs. Complete the table with the words in Ex 1. Add two more foods to each.

Fruit	Vegetables	Animal products

3 PRACTISE Complete the sentences with the words and phrases below.

be on a diet broccoli delicious have a lot of energy healthy lifestyle heavy meal medium-sized pineapple portion recipe smoothie spinach unhealthy variety of veggie burger

1 I'd like to drink a _____ made with lots of different fruit for breakfast.
2 You can have _____ leaves raw in a salad or smoothie, or you can cook it.
3 _____ is a green vegetable that looks like little trees.
4 Three small tomatoes and one lettuce leaf is a very small _____ of food.
5 _____ is a large, yellow fruit. You can't grow it outside in countries with very cold winters.
6 We have a very small _____ fruit in the house: only bananas and an apple.
7 Kiara doesn't eat meat, so she can have a _____ instead of a beef burger.
8 Fabio doesn't _____ today because he slept very badly last night and feels really tired.
9 You need to follow a _____ if you want to make some bread.
10 My cat needs to _____ because it's too fat and it's very bad for it to be so heavy.
11 Kaheem cooked a _____ dinner for the family. Everybody loved it and we finished it all.
12 Tanya would like a _____ burger, not the large size as she isn't very hungry.
13 I'd like a light salad for lunch, not a _____, because I had breakfast very late.
14 Our family enjoys a _____. We eat fresh fruit and vegetables every day and do lots of exercise.
15 Don't have the pizza and chips. They are the _____ option and I know you want to eat well at the moment.

4 EXTEND 3.03 Match the words below to their definitions. Listen and check.

additive balanced diet calories carbohydrates ingredients nutritious protein vegetarian

1 (used about food) very good for you _____
2 foods such as bread, potatoes and rice _____
3 a substance found in food such as meat, fish and eggs. It is important for helping people and animals to grow and be healthy. _____
4 when you eat a variety of food types including fruits, vegetables, carbohydrates and protein _____
5 substances that are added to food for a special purpose, often to keep it fresh _____
6 the items of food you need to make a meal _____
7 a person who does not eat meat or fish _____
8 the measure of the energy value of food _____

5 Choose the correct alternative to complete the dialogue.

A What shall we have for dinner?
B How about a burger or sausages and chips?
A No, I'd like something with fewer [1]**calories** / **protein**. How about a [2]**nutritious** / **vegetarian** tuna salad?
B No, I hate fish. Why don't we have some pasta with tomato sauce?
A We had pasta yesterday and the day before! We can't have the same thing every day. We need to have a [3]**balanced** / **nutritious** diet. And pasta is very high in [4]**carbohydrates** / **protein**.
B OK. Let's have chicken and vegetables.
A Yes, good idea. There's lots of [5]**additives** / **protein** in chicken.
B OK, but Sandy is coming and she doesn't eat meat.
A Oh, I didn't know she was [6]**on a diet** / **a vegetarian**. We can make a rice and vegetable dish to go with the chicken.
B OK. Do we have the [7]**ingredients** / **additives** to make it?
A Yes. But we should get something for dessert. Ice-cream? Chocolates? Sweets?
B No, we don't want unhealthy food with lots of calories and [8]**additives** / **protein**.
A OK, OK, so no sweets, no ice-cream, no fizzy drinks …

Sport

1 GET STARTED 3.08 Look at the pictures and complete the phrases. Listen and check.



g___ f___ r a w___ ___ ___



r___ ___ ___ a b___ ___ ___



d___ k___ ___ ___ t___



g___ to a d___ ___ ___ e
c___ ___ ___ s



g___ to the g___ ___



p___ ___ ___ r___ ___ ___y



p___ ___ ___
b___ ___k___ ___ ___ ___ ___l



p___ ___ ___
f___ ___t___ ___ ___l

2 PRACTISE Complete the table with the words below.

a helmet a tracksuit a warm-up hiking jogging points press-ups trainers volleyball

do	go	play	score	wear

3 Choose the correct alternative.

1 When it rains, I often go jogging on **trainers** / **a treadmill** in the gym.
2 You need a **helmet** / **racket** to play tennis.
3 To win, you need to get the ball into the **points** / **goal**.
4 Lots of people come and **score** / **support** our team when they play in matches.

4 Read the sentences below. Tick (✓) the ones you agree with. Compare in groups.

1 It's better to run outside than on a treadmill. ☐
2 You should always do a warm-up before you exercise. ☐
3 You shouldn't wear trainers to go hiking. ☐
4 It should be against the law to cycle without a helmet. ☐
5 It's more important to have fun than to score points and win the game. ☐
6 When you support a team, they often play better. ☐

5 EXTEND 3.09 Match the words below to the pictures. Listen and check.

do athletics do yoga go ice skating running track shoot train



6 Complete the sentences with words in Ex 5.

1 Many people _____ in the winter when it's very cold and the water turns to ice.
2 To win the game, you need to _____ the ball into the goal.
3 There is a _____ at our school where you can go running or jogging.
4 You need to be good at running, jumping and throwing to _____.
5 You have to _____ a lot if you want to be good at football or any other sport.
6 You don't need special equipment to _____, just an exercise mat on the floor.

Word skills

COLLOCATIONS 2 (WITH *GIVE*, *GO*, *HAVE*, *PLAY* AND *TAKE*)

7 Complete the examples with the correct verb.
There are many collocations with the verbs *give*, *go*, *have*, *play* and *take*. For example:

1 You _____ a game / the piano / football.
2 You _____ swimming / shopping / for a walk.
3 You _____ someone to school / a photo / a break.
4 You _____ fun / a nice time / a good weekend.
5 You _____ someone a present / someone a choice / someone a hand.

8 Choose the correct alternative.

1 Do you want to **give** / **go** for a run?
2 I'm **playing** / **taking** tennis with Tim this afternoon.
3 Did you **give** / **have** him anything for his birthday?

Weather

1 GET STARTED 4.02 Label the pictures with the words below. Listen and check.

bright cold cool dark east hot
north rainy south warm west



2 Work in pairs. Complete the text with words in Ex 1. Which place do you want to visit?

Los Angeles is on the [1]_____ coast of the United States. It isn't cold, even in winter, and the sun is often so [2]_____ you have to wear sunglasses.

New York is on the [3]_____ coast. You need a big coat and boots in winter because it's very [4]_____. In summer, you just need shorts because it's really [5]_____.

Alaska is in the [6]_____-west of the United States. In the winter it is [7]_____ for most of the day because the sun never comes up. In the summer, it is light all day and night.

Florida is in the [8]_____ of the United States. In the summer, it's usually very hot and it's often quite [9]_____, so you need an umbrella. It doesn't usually rain in winter. The days are quite [10]_____, but not hot, and the evenings are [11]_____, never cold.

3 PRACTISE Choose the correct alternative.

1 Don't forget your hat. It's **foggy** / **freezing** outside.
2 It's going to be **foggy** / **wet** this weekend so don't forget your raincoat and your umbrella.
3 It's very **sunny** / **windy** today so you need to be careful not to get burned. Do you have suncream?
4 You need to drive carefully because it's very **mild** / **foggy** today and hard to see where you're going.
5 I'm so tired of this **cloudy** / **windy** weather! When will the sun come out?
6 It's going to be quite **mild** / **windy** today; perfect weather for windsurfing, sailing and kite flying!
7 Winters in Italy and Spain are usually very **cloudy** / **mild** compared to winters in Norway and Sweden.

4 Complete the sentences with the words below.

blowing degrees lightning shine
shower snow storm thunder

1 There was a terrible _____ and a tree fell on our car.
2 You shouldn't stand under a tree when it's raining in case there is _____.
3 Did you hear the _____ last night during the storm?
4 Let's go for a walk. It's not raining very hard. It's just a _____.
5 When it's 40 _____, it's too hot to do anything.
6 I hope the sun will _____ at the weekend and we can have a barbecue.
7 I think it will _____ soon. Then we can go skiing.
8 It can be dangerous to go up into the mountains when the wind is _____ so hard.

5 EXTEND 4.03 Match the words below to the definitions. Listen and check.

blizzard downpour gale gentle breeze
monsoon rainbow typhoon weather forecast

1 the season when it rains a lot in Southern Asia _____
2 a heavy, sudden fall of rain _____
3 a violent storm with very strong winds in hot and slightly wet parts of the world _____
4 a very strong wind _____
5 a description of the weather that is expected for the next day or next few days _____
6 a very bad storm with strong winds and a lot of snow _____
7 a light wind _____
8 a band of many colours that sometimes appears in the sky when the sun shines through rain _____

6 Complete the texts about the weather with words in Ex 5. Which one is part of a weather forecast?

1 The _____ season started last in week in Indonesia and there has been a lot of rain, including a huge _____ this morning. We got very wet!
2 There was a _____ in Japan when I was there on holiday. It was very dangerous to go outside. We had to stay inside until the wind and rain stopped.
3 We went to Iceland and the weather was extreme. First, there was a _____ which was so strong it blew us over! Then, there was a _____ with so much wind and snow, we had to stay in our hotel.
4 The weather will be fine tomorrow, with lots of sunshine. There won't be any rain or wind, though there may be a _____ in the evening.
5 There was the most beautiful _____ in the sky after that shower this afternoon.

7 Work in pairs. Write three true and three false sentences about the weather in different parts of the world. Read them to another pair. They say which are true and which are false.

A They don't have typhoons in Europe.
B True!

Natural disasters

1 GET STARTED 4.06 Match the sentence halves. Listen and check.

1 This year, the rains continued for so long that
2 Mount Fuji, Mount Etna and Krakatoa are all
3 There is very bad **pollution** in the city because
4 It wasn't a serious accident and
5 You wear a helmet to **protect**
6 Lots of people are **afraid**
7 It is **dangerous** to drive
8 After the accident, Lisa needed

A her life was never in **danger**.
B **help** in the house and the garden.
C of spiders because they can be dangerous.
D they caused a **natural disaster**.
E without wearing a seatbelt.
F there are lots of factories and people drive everywhere.
G your head if you have an accident.
H examples of **volcanoes**.

2 PRACTISE Complete the sentences with the words below.

avalanche drought earthquakes flood
forest fires heatwave hurricane tornadoes
tsunami volcanic eruptions

1 During the _____ last year, the temperature got up to 42°C.
2 There was an _____ in the Alps where we were skiing, but luckily we weren't there when it happened.
3 There was a _____ last summer and it didn't rain for four months.
4 There are more than 30 active volcanoes in Iceland so _____ are quite common there.
5 They saw a huge wave coming towards their hotel after the earthquake and realised it was a _____.
6 Traditional Japanese houses were made of wood and paper because there are so many _____ in the region, and if a house is lighter it is less dangerous when it falls.
7 There was a very bad _____ this year because it rained for many weeks without stopping.
8 There was a violent _____ which started over the Atlantic Ocean and lasted many days, damaging many houses on the islands.
9 _____ destroy many farms and houses in the USA, but they are different from hurricanes because they usually start on land and last for a shorter time.
10 There were terrible _____ in Australia between November 2019 and January 2020 caused by a heatwave and years of drought.

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

damage predict rescue survive warn

1 They _____ the flood because they had a boat.
2 Scientists _____ the earthquake and then told people to leave the area.
3 We knew about the hurricane because we got a _____ to leave the island.
4 The tsunami _____ many hotels along the coast and completely destroyed smaller houses.
5 They _____ the family from the burning house and luckily, everybody was OK.

4 EXTEND 4.07 Complete the definitions with the words below. Listen and check.

electrical storm emergency global warming
landslide lava safety measure sandstorm tremor

1 A _____ is a small earthquake in which the ground shakes slightly.
2 _____ is the hot liquid rock that comes out of a volcano during a volcanic eruption.
3 An _____ is a violent storm with thunder and lightning, in which electricity is produced in the atmosphere.
4 An _____ is a serious event that needs immediate action.
5 A _____ is a storm in a desert in which sand is blown into the air by strong winds.
6 _____ is the increase in the temperature of the Earth's atmosphere, caused by the increase of certain gases.
7 A _____ is something that you do in order to prevent something bad or dangerous from happening.
8 A _____ is when a large amount of earth and rocks suddenly falls down the side of a mountain.

Word skills

ADJECTIVES ENDING IN *-Y*, *-FUL* AND *-LESS*

5 Complete the rule with the words below.

nouns with without

We can make adjectives from _____ by adding a suffix, like *-y*, *-ful* and *-less*.
wind + *-y* = windy
beauty + *-ful* = beautiful
cloud + *-less* = cloudless
-ful means _____ and *-less* means _____.

6 Use a suffix to make adjectives with the nouns below. Sometimes you can make more than one.

care cheer fog fun help mess
sleep sport taste thirst use

Talking about school

1 GET STARTED 5.02 Match the subjects below to the photos. Listen and check.

art biology chemistry
geography history I.T.
maths music P.E. physics

1 

2 

3 

4 

5 

6 

7 

8 

9 

10 

2 Work in pairs. Ask and answer.

1 Which of the subjects in Ex 1 do you do at school?
2 What's your favourite school subject?
3 What subject or subjects do you NOT like?
4 What subject do you think you might study at university?
5 Which subject is the easiest and which is the most difficult, in your opinion?

3 PRACTISE Choose the correct alternative to complete the questions. Then ask and answer in pairs.

1 Do children go to kindergarten before they go to **grade** / **primary** school in your country?
2 Do primary school children get homework **assignments** / **essays** in your country?
3 Do you think using **progress** / **technology** like tablets or laptops helps you learn?
4 Do you need a university **degree** / **progress** to become a nurse?
5 Is there a **canteen** / **term** in your school where you have lunch?
6 What **assignments** / **qualifications** do you need to become a chef in a restaurant?
7 Are exam questions usually multiple choice or do you have to write **degrees** / **essays**?
8 Do you need to get high **grades** / **qualifications** in your exams to go up to the next school year?
9 Do you need a **primary** / **secondary** school qualification to go to university?
10 What's the best way to **get a degree** / **make** progress in a subject at school?
11 How many **qualifications** / **terms** are there in your school year?

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

attend concentrate fail pass revise

1 We _____ really hard in our lessons because we want to do well in our exams.
2 Laura worked really hard this year and _____ all her exams.
3 If you _____ for your maths exam, you will do very well.
4 George is disappointed because he _____ the exam.
5 My cousin _____ the same school as my brother, but they aren't in the same class.

5 EXTEND 5.03 Check the meaning of the words below. Complete the sentences. Listen and check.

academic assessment compulsory educational
graduate memorise optional revision

1 The _____ term is quite short in British universities.
2 Instead of continuous assessment which is done all year in the classroom, we have end of year _____ in our school.
3 Maths is a _____ subject. We all have to do it.
4 You need to _____ from university before you can get a job in this company.
5 Lots of parents buy _____ toys for their children.
6 Before you do the history exam, you need to _____ lots of dates and events.
7 Cooking is an _____ subject in our school.
8 It's important to do enough _____ for your exams.

6 Work in pairs. Complete the sentences so they are true for you. Compare in groups.

1 The academic year starts in …
2 Assessment in our school is …
3 Compulsory subjects include …
4 Optional subjects include …
5 You graduate from secondary school when you are …
6 An example of an educational toy is …
7 I always memorise …
8 You should do revision for exams when …

After-school activities

1 GET STARTED 5.07 Match 1–8 to A–H to make phrases about pastimes and after school activities. Listen and check.

1 scroll through	A to the gym
2 play	B my messages
3 read	C a book
4 ride	D social media
5 go	E a board game
6 listen	F a cake
7 check	G to music
8 make	H a bike

2 Work in pairs. Which of the activities in Ex 1 do you do? Put them in order from the one you do most often to the one you do least often. Tell your partner. Use *always*, *often*, *sometimes*, *never*.

I always check my messages when I get home from school.
I never play a board game.

3 PRACTISE Complete the forum posts with the words below.

choir flute orchestra

Everybody in my family is musical. I play the [1]_____ in the school [2]_____. My brother sings in the [3]_____ and my parents play the piano.



photography pottery class



On Tuesdays after school, I go to a [4]_____ where I'm learning to make mugs and plates. I do [5]_____ at weekends. I like taking photos of people.

fitness training leisure centre

Our family goes to the [6]_____ every weekend. We go swimming, play tennis, badminton and volleyball. My dad always does [7]_____ in the gym.



coding multiplayer online game robotics



This year I'm going to start I.T. classes after school. First, we're going to do [8]_____ and create a robot that can clean our classroom. Then we're going to learn [9]_____ and write our own [10]_____. I hope I win!

costumes folk dancing stage theatre group



Everybody loves performing on [11]_____ in our family. My parents joined a [12]_____ a few years ago and often act in plays. My sister is very good at sewing, so she makes their [13]_____. I don't like acting as much as dancing, so I do [14]_____ every weekend.

community garden tools



My grandmother loves gardening. She doesn't have a garden any more because she moved to a flat, but she kept all her gardening [15]_____ and now she can use them because she has found a [16]_____ where she can grow flowers and vegetables.

4 EXTEND 5.08 Complete the sentences with the phrases below. Listen and check.

do chores help out join in sign up for
take an interest in take part in

1 If you _____ something like a race or a sport, you are involved in it.
2 If you _____ something, it means you want to know more about it.
3 If you _____ something like a game, which you weren't playing before, you become a player in that game.
4 If you _____ a course, you add your name to a list of people doing it.
5 When you _____, you help around the house, with cleaning and tidying, for example.
6 When you _____, you do something for other people to make their lives easier.

5 Work in pairs. Ask and answer.

1 How often do you help out at home? What chores do you do?
2 Do you ever take part in meetings at school?
3 Do you always join in games when people ask you?
4 Do you think it's important to take an interest in other countries? Why? / Why not?

Word skills

-ING ENDING FOR NOUNS

6 Choose the correct alternative to complete the rule. Then complete the table.

We can make **adjectives** / **nouns** from verbs by adding *-ing* to the verb.

Verb	Noun
sew	_____
_____	dancing
swim	_____

7 Complete the sentences with the correct form of the words in brackets.

1 I really enjoy _____. (perform)
2 My favourite hobby is _____. (garden)
3 I'd like to _____ tennis after school. (play)
4 My father loves _____. (drive)

Life experiences

1 GET STARTED 6.04 Complete the phrases with the verbs below. Listen and check.

become (x2) earn finish get go learn (x2) work

1 _____ school
2 _____ to university
3 _____ a degree
4 _____ to drive
5 _____ for a company
6 _____ money
7 _____ rich
8 _____ how to cook
9 _____ famous

2 Complete the questions with words in Ex 1. Ask and answer in pairs.

1 How old are most young people when they finish _____ and get a job or go to university?
2 Do you want to go to _____ and _____ a degree before you get a job?
3 Would you like to _____ for a big international company or for a small local one?
4 Do you think it's important to _____ a lot of money?
5 Do you know anybody who has _____ rich and famous?
6 Is it more important to _____ to cook or to drive?

3 PRACTISE Complete the forum posts with the words below.

abroad pass turn university

A



I'm going to have a party when I [1]_____ eighteen and invite all my friends and family. If I [2]_____ my final exams, I'll apply to a [3]_____ and when I get my degree, I'll go [4]_____ to work, either to the USA, Canada or Australia.

bank account credit driving licence independent

B



I live in the countryside and as soon as I'm eighteen, I'm going to get a [5]_____ so I don't have to ask my parents to drive me to places. I can be more [6]_____. When I get a job, I'll open a [7]_____ and save as much money as possible. I won't get a [8]_____ card because it's better not to borrow money.

leave pay rent start

C



I live in a small village with my parents. When I finish university, I want to work in the city. I'm planning to [9]_____ home and [10]_____ a flat because my village is too far away. I'll earn money to [11]_____ my own bills so I'll be independent. I hope to [12]_____ my own business when I'm a bit older.

get jump take part take up

D



I don't want to go to university when I finish secondary school. I want to [13]_____ a job. I also want to [14]_____ a new hobby, like pottery or photography. I'm going to do lots of sport, especially running, because I'd like to [15]_____ in a race, like the Paris or London marathon. But as soon as I'm eighteen, I'm going to do a bungee [16]_____. That's my birthday present.

4 Write your own forum post about the things you want to do when you are eighteen. Use words in Ex 3. Compare in groups.

5 EXTEND 6.05 Match the words below to their definitions. Listen and check.

achieve success develop skills
do an apprenticeship drop out
keep in touch make new friends
volunteer

1 leave or stop doing something before you have finished _____
2 learn how to do something and become better at it _____
3 meet new people and become friendly with them _____
4 continue to talk or write to someone _____
5 train to do a particular job, for example, to become an electrician, plumber or carpenter _____
6 to have the result you wanted, to do well in something _____
7 offer to do something which you don't have to do and which you won't get paid for _____

6 Work in pairs. Complete the sentences with words in Ex 5. Are there any you do not agree with? Why?

1 More young people than older people _____ to help others when there is a disaster like a flood or an earthquake.
2 It's better to _____ of university and do something else than to continue with a course you don't enjoy and you don't think you'll succeed in.
3 Most teenagers _____ by messaging or texting, not by writing letters.
4 It isn't easy to _____ when you go to a new school. It takes time to get to know people.
5 It's really important to _____ like computer programming if you want to get a good job.
6 You have to work hard if you want to _____ and do well in your life.
7 You don't have to go to university to become a chef. You can _____ in a restaurant.

Stages of life

1 GET STARTED 6.08 Complete the table with the words below. Listen and check.

cousin dad grandfather grandparent husband mother niece sister son uncle

Female	Male	Both
1 _____	nephew	3 _____
aunt	2 _____	
4 _____	brother	
daughter	5 _____	child
6 _____ / mum	father / 7 _____	parent
grandmother	8 _____	9 _____
wife	10 _____	partner

2 Work in pairs. Talk about your family.

I live with ...
I often visit ...
I've got ...
My favourite ...

3 PRACTISE Complete the sentences with the correct form of the words and phrases below.

be a twin / twins be an only child be born childhood get married grow up relative start a family wedding anniversary

1 I have a lot of _____ because both my parents come from very big families.
2 My parents _____ in their early twenties. Their wedding was at my grandmother's house.
3 Julie and Tim got married last year, but they don't want to _____ until they move into a bigger house. They think their flat is too small for a baby.
4 Our family has lived in the same house since we _____. My brother and I spent our _____ there.
5 Tina was born in Barcelona, but her family moved to Valencia. Then they moved to Madrid and after that, they lived in Salamanca and then in Seville. She _____ in lots of different cities.
6 We were married ten years ago today! It's our tenth _____.
7 Martin hasn't got any brothers or sisters. He _____.
8 My sister and I were born on the same day and we have the same parents, so we _____.

4 Match 1–6 to A–F.

1 Andrej is a teenager.
2 My grandmother is quite elderly.
3 Marcos is in his late twenties.
4 Darshna is in her early seventies.
5 Sofia is in her mid-thirties.
6 Dina is middle-aged.

A She's in her fifties.
B He's 14 years old.
C She's going to be 85 on her next birthday.
D She was 72 last month.
E He's going to be 29 tomorrow.
F Her 35th birthday is next week.

5 EXTEND 6.09 Check the meaning of the phrases below. Then complete the sentences with the correct form of the words and phrases below. Listen and check.

be expecting a baby depend on get along with get engaged look up to retire

1 Until I got a job and earned my own money, I _____ my family for everything.
2 Most people _____ when they are in their mid-sixties.
3 The younger children _____ their older sister because she's brilliant at school.
4 Did you hear the news about Gina and Rob? They've just _____! They're getting married in the summer.
5 Nadia and Enrique _____ in August. They already have two children, so this will be their third.
6 Victoria doesn't _____ her sister very well. They fight all the time.

6 Work in pairs. Write questions with the words in Ex 5. Ask and answer in groups.

Word skills

COMPOUND ADJECTIVES

7 Complete the rule with the words below.

before between like

Compound adjectives are made up of two or more words. We use them _____ one-word adjectives. They usually have a hyphen _____ each word when the adjective comes _____ the noun.

My dog is well behaved. (no hyphen needed)
I have a well-behaved dog. (with hyphen)

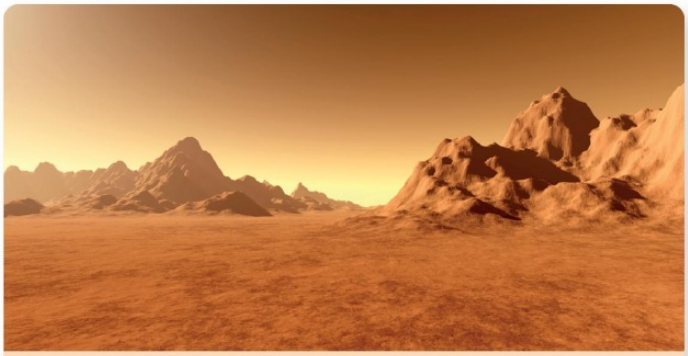
8 Complete the sentences with compound adjectives.

1 My father is middle aged.
He's a _____ man.
2 My job isn't full time. It's part time.
I have a _____ job.
3 My son is three years old.
We have a _____ son.

Space exploration

1 GET STARTED 7.02 Complete the text with the words below. Listen and check.

adventure chance dangerous dream (v)
Earth land (v) moon planets



Before the first man walked on the [1]_____ in 1969, people could only [2]_____ of travelling to other [3]_____ and looking down at the [4]_____ from space. Some people believe that one day, humans will [5]_____ on Mars. I don't think there is any [6]_____ of that happening because it would be very [7]_____. There is no air on Mars, it is very cold, around -60 degrees Celsius, and it would take many months to get there. But if a trip to Mars was possible, it would be an incredible [8]_____.

2 Ask and answer in pairs. Compare in groups.

1 What colour is the Earth from space?
2 Do any planets have more than one moon?
3 How many planets are there around our sun?
4 Do you know the names of all the planets?

3 PRACTISE Complete the questions with the words below. Then ask and answer in pairs.

astronauts atmosphere breathe
challenging conditions explore
gravity supply surface survive

1 Do people feel lighter or heavier when there is zero _____, for example on a spaceship or walking on the moon?
2 Do you know where the water _____ in your town or city comes from?
3 How many _____ have landed on the moon?
4 In what way is the _____ at the top of a mountain different from places near sea level, like a beach?
5 What do you think living _____ would be like on the moon?
6 Is there ice on the _____ of the planet Mars?
7 Why do you think it would be very _____ to live in the Arctic or in Antarctica?
8 Do you think there are any planets where humans could _____ air like they do on Earth?
9 Do you think it will be possible in future for scientists to _____ the centre of the Earth?
10 Do you think humans could _____ on the planet Mars?

4 Match the sentence halves.

1 My dream is to be **a member**
2 I want to **float**
3 I would like to **go**
4 I would like to **travel on board**
5 I wish I could be an astronaut and **step onto**
6 When I'm an astronaut, I won't wear a suit and tie to work,

A **a spaceship** and look at planet Earth from space.
B I'll **wear a spacesuit**.
C **in space** on a spaceship.
D **the moon** like Neil Armstrong and Buzz Aldrin.
E **on a mission** to a planet in another solar system.
F **of the crew** on a spaceflight to Mars.

5 EXTEND 7.03 Complete the definitions with the words below. Listen and check.

asteroid launch (v) orbit (v) satellite solar system
space shuttle space station universe

1 The _____ is the sun and all the planets that move around it.
2 A _____ is a machine that is sent into space and moves round the Earth or another planet for a particular purpose.
3 An _____ is one of the very large rocks or small planets which go around the sun.
4 A _____ is a large structure that is sent into space and remains above the Earth as a base for people working and travelling in space.
5 The _____ is the whole of space and everything in it, including the planets and the stars.
6 To _____ something is to send something such as a spaceship into space, into the sky or through water.
7 To _____ something is to move around a much larger object, especially a planet, star, etc.
8 A _____ is a vehicle that can travel into space and land like a plane when it returns to Earth. This means it can travel into space again and again.

6 Complete the text with the correct form of the words in Ex 5.

On a clear night, when you look up at the sky, you will see the moon, millions of stars and the planets that [1]_____ our sun. You may also see man-made objects like one of the many hundreds of [2]_____ that scientists have sent up into space. You will probably also see many [3]_____ moving in the sky. They are smaller than the planets and often seem to move faster. If you see what looks like a bright star moving quickly in the sky, it is probably the International [4]_____ which was launched in 1998. It is where astronauts from all over the world go to work and do research.

Inventors and inventions

1 GET STARTED Look at the words below and put them under the correct headings.

engineer equipment experiment famous hard-working I.T. technician scientists useful

Adjectives to describe people:

_____

An adjective to describe a thing:

_____

Jobs:

_____

Things that you use:

_____

A thing that you do in a science lab:

_____

2 7.09 Complete the sentences with the words in Ex 1. Listen and check.

1 You need quite a lot of _____ to go camping, including a tent, a sleeping bag, a mat, a camping stove, plates, mugs and so on.
2 My brother is very _____. He's always at work and never goes on holiday.
3 I've just bought a new electric mixer to make cakes. It's _____ and makes baking much easier.
4 We did a really interesting _____ in our science lesson at school last week.
5 Albert Einstein, Marie Curie, Stephen Hawking and Rosalind Franklin were all famous _____.
6 I don't want to be really _____ because you would be recognised everywhere.
7 The job of an _____ involves designing and building engines, machines, bridges and buildings.
8 My computer isn't working. I'm going to call an _____ and ask them to come and fix it.

3 PRACTISE Complete the sentences with the words below.

foam material powder system thermometer velcro

1 Children's shoes and trainers often have _____ instead of laces.
2 I need a _____ to take my temperature because I'm not feeling well.
3 You usually buy milk as a liquid, but you can also buy it as a _____ and mix it with water.
4 The mattress on my bed is made of _____ and is very soft and comfortable.
5 What computer _____ do you use in your school?
6 We always use a natural _____ like cotton or silk to make summer clothes.

4 Choose the correct alternative.

1 I need a spoon to **contain** / **mix** the sugar in my coffee.
2 What can I use to **discover** / **stick** these photos in my album?
3 I need to **produce** / **weigh** some flour, sugar and butter to make a cake. I need 100 grams of each.
4 Do vegetables **contain** / **invent** everything I need to be healthy?
5 It has taken many years for scientists to **develop** / **stick** a product that cleans without chemicals.
6 My sister became a scientist because she wanted to **discover** / **mix** new ways to help sick people get better.
7 Nigel would like to go to university to **do research into** / **run a test on** animal behaviour.
8 Do you know who **discovered** / **invented** mobile phones?
9 They **contain** / **produce** high-quality equipment in the factory.
10 Scientists **develop** / **run** tests to find out if new medicines work.

5 EXTEND 7.10 Match the words below to their definitions. Listen and check.

convenient effective innovative portable reliable wearable

1 that you can wear; pleasant and comfortable to wear _____
2 useful, easy or quick to do _____
3 that you can believe in; that does what it is supposed to do; that doesn't break easily _____
4 introducing or using new ideas, ways of doing something, etc. _____
5 that can be moved or carried easily _____
6 successfully producing the result that you want _____

6 Work in pairs. Ask and answer.

1 What do you think is the most convenient way of taking medicine? Is it also the most reliable way?
2 Do you have any wearable technology?
3 What innovative technology would you like to have?

Word skills

SUFFIXES THAT FORM NOUNS (*-TION*, *-Y*, *-T*)

7 Read the rule. Then complete the table.

You can make nouns from verbs or adjectives by adding *-tion*, *-y* or *-t* at the end of the word.

Verb/Adjective	Noun
	-tion
invent educate correct	invention education 1 _____
	-y
honest jealous discover	honesty jealousy 2 _____
	-t
weight high complain	weight height 3 _____

Jobs

1 GET STARTED 8.03 Look at the phrases about jobs. Tick (✓) the ones that an employer does and put a cross (✗) next to the ones that an employee or someone looking for a job does. Listen and repeat.

1 **prepare** for a job interview ☐
2 **interview** someone for a job ☐
3 **train** someone to do a job ☐
4 **get** a job ☐
5 **accept** a job offer ☐
6 **offer** someone a job ☐
7 **employ** someone to do a job ☐
8 **lose** your job ☐

2 Complete the sentences with the verbs in **bold** in Ex 1.

1 You usually _____ new employees to do a job they haven't done before. Someone else teaches them or they can go on courses.
2 I hope I _____ a Saturday job soon. I want to earn some money.
3 I hope I don't _____ my job. I really enjoy it.
4 Before you give someone a job, you _____ them and ask them lots of questions.
5 They aren't going to _____ any new people this year because they have enough workers at the moment.
6 We would like to _____ you a job in our company.
7 You should always _____ for a job interview.
8 Before you _____ their offer of a job, you should ask them about your salary and working hours.

3 PRACTISE Complete the dialogue with the words below.

creative lifeguard part-time job
shop assistant stressful tiring

A Have you got a summer job yet?
B No. I'm looking for a [1]_____ because I don't want to work all the time.
A Well, they're looking for a [2]_____ to watch kids at the pool in the sports centre. Why don't you try there?
B Mmm, maybe, but I'm not a very good swimmer. I think I'd prefer to get a job in a shop …
A As a [3]_____? Maybe you could work in that new clothes shop.
B Well, I'm not sure. I think that would be very [4]_____. You know, standing all day, running around, helping people find their size … No, I would like to do something more [5]_____, like designing shop windows.
A Really? But you need lots of experience to do that. And it's also very [6]_____. My cousin has a job like that in a clothes shop and she's always so worried about everything.
B Oh, well. Maybe I'll find something else …

4 Match the sentence halves.

1 Kamili doesn't **earn**
2 Garry is **looking**
3 During the holidays Elena got a job **working on**
4 Hiro enjoys **serving**
5 My grandmother sells clothes she has made herself
6 Luis works as a waiter in his uncle's restaurant. He **takes**
7 It's hard working in a restaurant or café because
8 My parents often **work from**
9 Marek doesn't like working alone. He prefers **working**

A on a website that only **sells handmade goods**.
B **home** during the summer holidays so they can spend time with us.
C the customers' **orders** and then tells the chef in the kitchen.
D a lot of **money** doing this job, but she really enjoys it.
E you have to be **on your feet** all day.
F **customers** in his parents' shop.
G **after** his baby sister today so his parents can go out.
H **in a team** with two or three other people.
I **the checkout** in the supermarket near her house.

5 EXTEND 8.04 Complete the phrases about work and jobs with the verbs below. Listen and check.

apply get (x3) look sign work write

1 _____ for a job vacancy
2 _____ work experience
3 _____ a CV (Curriculum Vitae)
4 _____ for a job
5 _____ long hours
6 _____ a contract
7 _____ on well with colleagues
8 _____ time off

6 Complete the questions with the words in Ex 5. Ask and answer in pairs.

1 Do most people work long _____ in your town?
2 Do most people in your country get time _____ in the summer months?
3 Do people usually _____ for a job online or in the newspaper?
4 Have you ever applied for a Saturday _____, in a shop or café, for example?
5 Have you written a _____ yet?
6 In your opinion, is it more important to get on well with _____ or to earn a lot of money?
7 Why do you think it's important to sign a _____ when you get a job?
8 Is it possible for teenagers to get work _____ in your town? If yes, where?

Phrasal verbs

1 GET STARTED 8.09 Look at the adjectives and adverbs below. Put them in the right place in the table. Which word can go under both headings? Listen and check.

badly careful carefully difficult easy helpful immediately later now quick slow soon well

Adjective	Adverb

2 Cross out the wrong alternative.

1 Please clean your room **easy** / **immediately** / **now**.
2 Val is a **badly** / **careful** / **slow** driver.
3 Li is painting the house **carefully** / **later** / **quick**.
4 They did the job **helpful** / **immediately** / **well**.
5 Please be **careful** / **quick** / **soon** when you cut the grass.
6 I don't think this is a **badly** / **difficult** / **easy** book.
7 Can you come **helpful** / **now** / **soon** please.
8 Simran is a very **careful** / **helpful** / **later** person.
9 Katie didn't do the job **badly** / **easy** / **well**.
10 It's an **easy** / **quick** / **soon** job.

3 PRACTISE Choose the correct alternative.

1 Don't **go by** / **put off** doing your homework. Do it now.
2 My grandparents **come round** / **hang up** once or twice a week to have dinner with us.
3 My parents don't want me to **give up** / **run out of** piano lessons, but I want to learn the guitar instead.
4 A good friend has moved to Canada, but I often **hear from** / **turn up** her. She messages me and video calls.
5 When you finish talking to Rosie, don't forget to **hang up** / **put off** the phone.
6 The builders will **get on with** / **work out** the job and finish the house as soon as it stops raining.

4 Complete the questions with the phrasal verbs below. Then ask and answer in pairs.

carry out go by run out of take on turn up work out write down

1 What should you do if you _____ a job that you find out is too difficult?
2 Do you _____ things in a notebook or do you use your phone to remember them?
3 Is it OK for people to _____ more than ten minutes late for a meeting?
4 Do you think it's important to _____ a task immediately or is it OK to do it later?
5 What can teachers do to help things _____ well for their students?
6 Do you often _____ time?
7 Does time _____ more quickly when you are having fun?

5 EXTEND 8.10 Match the adjectives below to their definitions. Which four are positive? Listen and check.

annoyed confident confused dull honest last-minute sensible well organised

1 done, decided or organised just before something happens or before it is too late _____
2 boring _____
3 slightly angry _____
4 when you can't think clearly or understand what is happening or what somebody is saying _____
5 (of people and their behaviour) able to make good decisions based on reason and experience rather than emotion _____
6 always telling the truth, and never stealing or cheating _____
7 carefully planned so that everything goes well _____
8 feeling or showing that you are sure about your own abilities, opinions, etc. _____

6 Work in pairs. Complete the sentences. Compare in groups.

1 I'm often annoyed when people …
2 The last time I was confused it was because …
3 The most confident person I know is …
4 If I think a film I'm watching is dull, I always …
5 The most honest person I know is …
6 I made a last-minute decision to …
7 The most sensible person I know is …
8 I went to a well-organised …

Word skills

PHRASAL VERBS

7 Choose the correct alternative to complete the rule.

Phrasal verbs are very [1]**common** / **rare** in English. A phrasal verb consists of [2]**an adjective** / **a verb** and one or more particles (prepositions or adverbs). The meaning of a phrasal verb is often [3]**different from** / **the same as** the meaning of its separate parts.

run = move fast on foot
out = not in
run out (of something) = to finish (something)

8 Match the phrasal verbs to their single-word equivalents.

1 go by	A appear
2 go away	B agree (to do)
3 take on	C leave
4 turn up	D pass

0.1 Present tenses

Present simple

We form the present simple affirmative with subject + verb. We add *-s* to the verb with *he / she / it*.

We form the present simple negative with subject + *don't / doesn't* + verb.

Affirmative (+)	Negative (–)
I / You / We / They live in London.	I / You / We / They **don't** live in London.
He / She / It live**s** in London.	He / She / It **doesn't** live in London.

Questions	Short answers
Do I / you / we / they live in London?	Yes, I / you / we / they do. No, I / you / we / they don't.
Does he / she / it live in London?	Yes, he / she / it does. No, he / she / it doesn't.

Spelling for *he / she / it* verb forms

- Add *-es* to verbs ending in *-o*, *-s*, *-x*, *-z*, *-ch* and *-sh*: *She goes / He finishes …*
- Change *-y* to *-ies* after a consonant: *He studies …*
- Use *has* (*have*) for *he / she / it*: *She has …*

Present continuous

We form the present continuous affirmative with subject + *be* + *-ing* form.

We form the present continuous negative with subject + *be* + *not* + *-ing* form.

Affirmative (+)	Negative (–)
I'm eating.	I'm not eating
He's / She's / It's eating.	He / She / It isn't eating.
You're / We're / They're eating.	You / We / They aren't eating.

We form *yes/no* questions with *be* + subject + *-ing* form.

Questions	Short answers
Am I eating?	Yes, I am No, I'm not
Are you / we / they eating?	Yes, we are No, we're not
Is he / she / it eating?	Yes, he is. No, he isn't.

Spelling for the *-ing* form of the verb

- For most verbs, add *-ing*: *watch* → *watching*
- For verbs that end in *-e*, change *-e* to *-ing*: *ride* → *riding*
- For verbs that end in a stressed vowel + consonant (not *w*, *x* or *y*): double the consonant and add *-ing*: *run* → *running*

Present tenses contrast

- We use the present simple to talk about our lives and things we do every morning, day, week, etc.
  Daria wears boots every day in the winter.
- We also use the present simple to talk about how we think or feel about something.
  I like summer. She doesn't like cold weather.
- We use the present continuous to talk about things that are happening now or around now.
  'What are you doing, Alex?' 'I'm getting dressed.'
  'We're not going to school this week.'
- We don't use the present continuous with some verbs: *believe*, *understand*, *know*, *like*, *hate*, *love*.

1 Write questions in the present simple or present continuous.

1 where / you / go / right now / ?
2 where / you / go / on Friday mornings / ?
3 what / you / wear / in winter / ?
4 what / you / wear / today / ?
5 you / wear / a coat / ?

2 Match the questions in Ex 1 to the answers.

A ___ I'm wearing jeans and a sweater.
B ___ I wear a scarf and a coat.
C ___ I'm going to the cinema.
D ___ I go to Spanish lessons.
E ___ No, I'm not.

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

be go (x2) look love meet not be pick

A I [1]_____ your scarf!
B Thanks, it [2]_____ new.
A Well, you [3]_____ great. [4]_____ you _____ somewhere?
B Yes, I am. I [5]_____ to the canteen to meet a new friend from class.
A [6]_____ she _____ you at the restaurant?
B No, she [7]_____. She [8]_____ me up.
A OK, have fun!

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

Julie Andrews is one of my best friends from school. She also [1]_____ (live) in the house next door. We [2]_____ (often / walk) to school together but this week I [3]_____ (walk) alone because Julie is in Bristol. Julie is in our school swim team and they [4]_____ (sometimes / travel) around the country and [5]_____ (take part) in competitions. Julie [6]_____ (not / often / win) but she [7]_____ (try) hard every time. It's 7.45 a.m. now so Julie is definitely at the pool. Maybe she [8]_____ (swim) in the pool with her team or maybe she [9]_____ (talk) to her coach. I wish her luck and I hope she'll win this time!

0.2 Present perfect

We use the present perfect to talk about life experiences and events that are important now.

I've seen a Shakespeare play at the Globe Theatre in London.

We often use ***ever*** (= at any time) when we ask about experiences.

Have you ever been to the Globe Theatre?

We often use ***never*** (= at no time in your life) when we have no experience with something.

No, I've never been.

Subject	*have / has*	Past participle	
I / You / We / They	have / haven't / have never	visited	London.
He / She / It	has / hasn't / has never		

Questions			
Have / Has	Subject	Past participle	
Have	I / you / we / they	(ever) visited	London?
Has	he / she / it		

Short answers		
Yes,	I / you / we / they	have.
Yes,	he / she / it	has.
No,	I / you / we / they	haven't / never have.
No,	he / she / it	hasn't / never has.

TIP

Remember, we can use *never* instead of the negative verb form to talk about things we haven't done.
I haven't been to a street festival. → *I've never been to a street festival.*

1 Complete the sentences with the present perfect form of the verbs in brackets.

1 I _____ a fiction-writing class. (not take)
2 Soraya _____ a story. (not write)
3 Ben _____ a concert in the park. (see)
4 Syed and Peter _____ in a street festival. (dance)
5 The story _____ any awards. (not win)

2 Complete the mini-dialogues. Use *never*, *ever* and the correct form of *have* / *has*.

1 **A** _____ you _____ seen your favourite musician at a concert?
B No, I _____ _____ seen her! I hope she comes to Warsaw!
2 **A** _____ the new art gallery opened?
B Yes, it _____! Do you want to go?
3 **A** _____ your parents _____ seen you perform?
B No, they _____ _____!
4 **A** _____ Ben been on stage before?
B No, he _____. This is his first play!
5 **A** _____ you _____ read the novel *War and Peace*?
B No, I _____. Isn't it more than 1,000 pages?

3 Look at the things the students have done. Write questions and answers using *never*, *ever* and the present perfect.

	See a live concert	Perform in a play	Meet a celebrity
Ana	✓	✓	
Aziz	✓		✓
Luke		✓	

1 Ana / see a live concert?
A Has Ana ever seen a live concert?
B Yes, she has.
2 Ana / met a celebrity?
A _____
B _____
3 Aziz / perform in a play?
A _____
B _____
4 Aziz / see a live concert?
A _____
B _____
5 Luke / perform in a play?
A _____
B _____
6 Luke / meet a celebrity?
A _____
B _____

0.3 Countable nouns

Countable nouns are things that we can count. They have singular and plural forms.

There's a turtle on the beach. There are 50 eggs in the turtle's nest.

We use ***a*** and ***an*** before singular nouns when we talk about something for the first time. We use ***a*** when the noun starts with a consonant (*b, c, d, f* …): *a nest*. We use ***an*** when a noun starts with a vowel (*a, e, i, o, u*): *an egg*.

We use ***the*** when we mention something for the second time, or when we talk about specific things.

I'm going to a new school. The school is on the corner of Broadway Street and Clark Street.

We use the **zero article** before plural nouns when we talk about things in general.

I love animals. I really like sea animals.

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 swimmer.
2 We use *a / an* to say what someone's job is.
She's an architect.
3 There are set phrases that do not follow a rule.
go to school, in / to bed, in hospital, at the weekend, watch TV, go to the cinema, in the morning / afternoon, on Monday

Uncountable nouns

Uncountable nouns are always singular. We don't use *a, an* or numbers with uncountable nouns.

There was rubbish at the beach. I picked up the rubbish.

We use the **zero article** before uncountable nouns when we talk about things in general.

I found information online for my report.

1 Choose the correct articles to complete the mini-dialogues. Choose – if no article is needed.

1 A Do you do **the** / – sports?
B *Yes, I do. I play* **a** / – *basketball and soccer.*
2 A Do you like – / **the** big cities?
B Yes, I do. They are **an** / – exciting places to live.
3 A Do you go to **a** / – school during the week?
B No, I don't. I work Monday to Friday. I'm **an** / **a** engineer.
4 A What are you doing on **a** / – Monday?
B I'm going to **the** / – beach!
5 A Do you want to go to **the** / **a** new cinema in **the** / – city centre this weekend?
B Yes, that sounds like a great idea. I don't have plans for – / **the** weekend!
6 A What's **the** / **a** weather forecast for today?
B Not good. There's going to be **a** / – rain tonight.
7 A What does your mum do? Is she **a** / – doctor?
B No, she isn't. She works for **the** / **a** big company in London.
8 A Let's go to **a** / **the** cinema in **the** / **an** afternoon.
B Yes! I hear there's **a** / **the** good film and I really want to see it. **A** / **The** film about two people who decide to travel across – / **the** world.

2 Complete the questions with the correct articles. Write – if no article is needed. Then answer the questions.

1 Do you live in ___ apartment building or ___ house?
2 Have you ever been to ___ island?
3 Where do you go to be in ___ nature?
4 Who takes out ___ rubbish at your house?
5 How do you get to ___ school?
6 Have you seen ___ news today?
7 When was the last time you were in ___ hospital?
8 Do you like ___ apples?

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

1 My grandparents live in ___ small village in France.
A a **B** the **C** –
2 Mr White, our neighbour, works as ___ English teacher.
A a **B** the **C** an
3 ___ tourists come to London all year round.
A The **B** A **C** –
4 ___ house opposite ours is for sale.
A – **B** The **C** A
5 Can you pass me ___ blue marker, please?
A an **B** the **C** –
6 There's ___ beautiful park near here.
A – **B** a **C** the
7 What time do you usually go to ___ bed?
A – **B** the **C** a
8 I love taking photos of ___ bridges.
A an **B** a **C** –

4 Complete the text with the correct articles. Write – if no article is needed.

I love [1]___ big cities. I always wanted to live in New York, and last year, I finally moved there! I got [2]___ small apartment, and I found [3]___ job. [4]___ apartment had [5]___ bathroom and one large room with [6]___ small kitchen on one side and [7]___ space for [8]___ bed on [9]___ other side. I didn't have [10]___ money for [11]___ furniture, so I kept my clothing in [12]___ bags. It was pretty bad that first year, but things got better! This year, I live in [13]___ bigger place with some new friends!

0.4 *There was / there were*

Remember

We use *there is* and *there are* to say that something exists.
There is a big sale at the department store today.
There are many people in the queue.
We use *there is* with singular nouns and *there are* with plural nouns.

There	*is / are*	Noun	
There	is / isn't	a supermarket	in the town centre.
There	are / aren't	supermarkets	

We often shorten *there is* to *there's* in speech.
There's a new clothes shop in the town centre.
We don't shorten *there are*.
~~There're many people at the shop.~~

To talk about things that existed in the past, we use *there was* and *there were*.

There was a sale yesterday at the department store.
There were many customers at the store, but there weren't many shop assistants.

We use *there was* with singular nouns and *there were* with plural nouns.

There	*was / were*	Noun	
There	was / wasn't	a cash machine	on High Street.
There	were / weren't	fast food restaurants	

We form questions with *be* + *there* + noun.

Questions			
be	*there*	Noun	
Is / Was	there	a cash machine	on High Street?
Are / Were	there	fast food restaurants	

We usually answer *yes/no* questions with a short answer.

'Was there a baker's in town?'
'Yes, there was.' / 'No, there wasn't.'
'Were there cafés?'
'Yes, there were.' / 'No, there weren't.'

1 Look at the photo. Complete the sentences with *There is* or *There are*.



1 _____ a street with many shops.
2 _____ people looking in the shop windows.
3 _____ a woman in a white top standing next to the pink building.
4 _____ an old bookshop on the street.
5 _____ small groups of people walking in the street.
6 _____ clouds in the sky.

2 Complete the mini-dialogues with the correct form of *there was / were* or *there is / are*.

1 A _____ a shopping centre here 20 years ago?
B No, _____.
2 A _____ many people living in town?
B Yes, _____, but _____ even more people now.
3 A _____ a train station here when you were a kid?
B Yes, _____. It's been here for a long time.
4 A _____ many restaurants on High Street then?
B No, _____. _____ only one café. Now _____ many more places to eat.
5 A _____ a bank?
B Yes, _____. I worked there!

3 Correct four mistakes with *there was / there were*. Rewrite the sentences.

There was a small park in the centre of my town. There was park benches for people to sit. There were a baker's next to the park, so there were always people eating biscuits outside. Some people fed the birds. Small children ran around the park. Sometimes, on summer evenings, there were a band that played. There was music in the streets. In the winter, there were an ice-skating rink. It was a lovely place to be together.

1 _____
2 _____
3 _____
4 _____

1.2 Past simple: affirmative and negative

We use the past simple to talk about finished actions and states in the past.

'Did Geeta visit Rome last weekend?'
'No, she didn't. She visited Paris.'
'What did she see?'
'She saw the Eiffel Tower.'

When we use the past simple, we often say when the action happened, e.g. *last winter, in 2009, ten minutes ago.*

I watched an exciting movie yesterday evening.
We moved to this town six months ago.

We form the affirmative past simple form of **regular verbs** with base form + *-ed* (e.g. *want → wanted).* For verbs that end in *-y*, we change the *y* to *i* and add *ed*, e.g. *study → studied.*

Affirmative (+)		
Subject	**Past simple**	
I / You / He / She / It / We / They	studied	yesterday.

We form the past simple negative with subject + *didn't* + verb.

Negative (–)		
Subject	***didn't***	**Verb**
I / You / He / She / It / We / They	didn't	study.

Irregular verbs have irregular past simple forms, e.g. *eat → ate.* See the irregular verbs list on page 148.

The past simple forms of ***be*** and ***can*** are also irregular: *be → was / were, can → could*

1 Complete the sentences about Maria's holiday with the past simple form of the verbs in brackets.

1 My family _____ London. (visit)
2 We _____ it! (love)
3 The weather _____ beautiful. (be)
4 We _____ everywhere. (walk)
5 We _____ a tour of the Globe Theatre and _____ a play. (take, see)
6 We _____ to the Tate Modern. (go)
7 We _____ at a lot of great restaurants. (eat)
8 The breakfasts _____ my favourite. (be)
9 We _____ the London Eye at night. (ride)
10 We _____ a lot of fun. (have)

2 Complete the sentences with the affirmative (+) or negative (–) form of the verbs in brackets. Use the past simple.

1 Our trip _____ a lot of fun! (+ be)
2 We _____ with my friend in Madrid. (+ stay)
3 We _____ to the Royal Palace. (– go)
4 We _____ the art museum. (+ see)
5 I _____ the paintings by Goya. (– like)
6 We _____ time for all the sites. I want to go back! (– have)

3 Look at Tim's holiday schedule from a trip to California. Write sentences in the past simple to describe what he did.

Monday	go cycling with Maria
Tuesday	go hiking in the mountains
Wednesday	relax on the beach
Thursday	go shopping with friends
Friday	visit the art museum
Saturday	spend the day with Augusto
Sunday	fly back home

1 On Monday, _____.
2 On Tuesday, _____.
3 On Wednesday, _____.
4 On Thursday, _____.
5 On Friday, _____.
6 On Saturday, _____.
7 On Sunday, _____.

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

I [1]_____ (have) so much fun last weekend! Maya, Josh and I [2]_____ (go) on a guided tour of Warwick Castle. We [3]_____ (not / want) to ask out parents to drive us there so we [4]_____ (take) the train. I [5]_____ (not / be) very hungry but Maya [6]_____ (bring) such delicious sandwiches that we [7]_____ (eat) them all in ten minutes! After a fifty-minute ride we [8]_____ (arrive) at the castle. First, we [9]_____ (walk) around the garden and then we [10]_____ (buy) tickets for the guided tour. It [11]_____ (be) really amazing and we [12]_____ (learn) so much about that place.

1.6 Past simple questions + question words

With regular and most irregular verbs, we form past simple questions with *Did* + subject + base form … ?

Did you have a nice trip?

When we use a *wh-* question word, we form questions with question word + *did* + subject + base form … ?

'What did you do last night?'
'I went out with my friends.'
'Where did you go?'
'We went dancing.'
'Why did you go dancing?'
'It was my friend's birthday.'
'When did you get home?'
'I didn't get home until 11.00.'

Questions			
(Question word)	*Did*	Subject	Verb
	Did	I / you / he / she / it / we / they	study?
Where	did		go?

Be and *can*

With *be*, we use *Was / Were* + subject … ?

Was the weather nice?

With *can*, we use *Could* + subject … ?

Could you go swimming?

Subject and object questions

The class *took* ***the ferry.***
[subject] [object]

'What did the class take?'
'The ferry.' (object question)

'Who took the ferry?'
'The class.' (subject question)

We don't use *did / do / does* in subject questions.

1 Order the words to make questions.

1 **A** did / for / your holiday / where / go / you / ?
B We went to Rome.
2 **A** you / like / did / your trip / ?
B Oh yes! We loved it!
3 **A** you / see / what / there / did / ?
B We saw the Colosseum, the Pantheon and so many other famous sites!
4 **A** your favourite / was / what / site / ?
B I loved the Trevi Fountain and all the other outdoor plazas.
5 **A** you / did / a lot of good food / eat / ?
B Yes, I did. It was the best! And we had ice cream after every meal!
6 **A** you / did / where / stay / ?
B We stayed in a small hotel by the Spanish Steps.
7 **A** the / good / was / weather / ?
B Perfect! It was hot every day.
8 **A** come / did / home / when / back / you / ?
B Last Friday.

2 Complete the mini-dialogues with the questions below.

Did you fly? Did you like the trip?
Was it your first time there?
What did you do there in the evenings?
What was your favourite part? Where did you go?
Who went with you? Why did you choose Paris?

1 **A** _____
B We went to Paris.
2 **A** _____
B No, we took a train.
3 **A** _____
B The train was delayed, so we got in late, but we loved the city.
4 **A** _____
B No, I was there in 2004.
5 **A** _____
B I liked the art museums, but I also enjoyed the cafés.
6 **A** _____
B My parents and my sister Gaya.
7 **A** _____
B We ate dinner and then went for a long walk.
8 **A** _____
B Because I love this city and I wanted to spend some more time there.

3 Write questions for the answers.

1 **A** _____
B I went out to dinner and then saw a film last night.
2 **A** _____
B I went to my favourite pizza place on the corner.
3 **A** _____
B Yes, it was delicious. They make the best pizza.
4 **A** _____
B I watched *Around the World in 80 Days*.
5 **A** _____
B Yes, I did. It was really good! You should see it.
6 **A** _____
B I went to Prague.
7 **A** _____
B No it wasn't. It was really cold.
8 **A** _____
B I stayed with my friend Adriana.

2.2 Past continuous

We use the past continuous to talk about being in the middle of an action at a time in the past.

'What were you doing at 9.30 last night?'

'We were watching TV.'

We also use the past continuous for an action that continues for a long time in the past.

I was cleaning my house all weekend.

It was raining all day yesterday.

We form the past continuous with subject + *was / were* (*not*) + *-ing* form.

Affirmative (+)		
Subject	***was / were***	***-ing* form**
I / He / She / It	was	doing the cooking.
You / We / They	were	

Negative (–)		
Subject	***was / were***	***-ing* form**
I / He / She / It	wasn't	doing the cooking.
You / We / They	weren't	

Questions		
Was / Were	**Subject**	***-ing* form**
Was	I / he / she / it	doing the cooking?
Were	you / we / they	

Place *wh-* question words before *was / were*.

What were you doing last night?

1 Complete the dialogue with the past continuous form of the verbs in brackets.

A What [1]_____ you _____ (do) yesterday morning?

B Yesterday morning? I [2]_____ (clean) the flat.

A I was there at 8 o'clock, but you didn't answer the door.

B That's strange. I didn't hear anyone at the door. Maybe I [3]_____ (take) out the rubbish.

A Mark and I went for breakfast. The restaurant was near your flat.

B I'm sorry I missed you. I was so busy. My parents [4]_____ (come) over in the afternoon, and my sister [5]_____ (take) a test that morning, so I [6]_____ (tidy) up. It was a lot of work. We moved into the flat the day before yesterday, and I [7]_____ (dust) everything and cleaning for hours that morning!

2 Order the words to make past continuous sentences and questions.

1 were / you / when / cleaning / ?
2 ironing / Tom / his clothes / was / last night
3 making / we / weren't / dinner
4 Rana / dusting / the shelves / was
5 making / was / I / my bed
6 you / folding / were / the washing / ?

3 What was happening last night? Look at the events. Write questions and answers using the past continuous.

6.00 Zahra / clean the floors
Zahra's brothers / put their clothes away

7.00 Zahra / dust the shelves
Zahra's parents / do the cooking for the big meal
Zahra's brothers / lay the table for dinner

8.00 Zahra's family / eating dinner

9.30 Zahra's family / load the dishwasher

1 What was Zahra doing at 6.00 last night?
Zahra was cleaning the floors at 6.00.

2 _____?
_____.

3 _____?
_____.

4 _____?
_____.

5 _____?
_____.

6 _____?
_____.

7 _____?
_____.

4 Write questions and answers about what you were doing at the times given. Use the words below to help you.

clean fold iron tidy

1 last night at 7.00
_____?
_____.

2 this morning at 8.00
_____?
_____.

3 last week on Tuesday
_____?
_____.

2.6 Past simple vs past continuous

We use the past simple to talk about a finished action or state in the past.

I laid the table before dinner.

I had a bad headache yesterday evening.

We use the past continuous to talk about being in the middle of an action in the past.

At 8.00 yesterday evening, I was playing video games.

We often use the past simple and the past continuous together for actions that happened at the same time. We use the past continuous for the longer action, and the past simple for the shorter action.

I was sleeping when my phone rang.

When my mum called, I was walking home.

We use ***when*** or ***while*** to talk about two actions that happened at the same time. We often use *when* + a shorter action, and *while* + a longer action.

I was sleeping when the phone rang.

He hurt his leg while he was playing basketball.

TIP

Some verbs are only used with the past simple. These verbs often describe states, not actions, e.g. *like*, *prefer*, *see*, *want*.

We liked the music at Tony's house last night.
(NOT ~~We were liking the music at Tony's house last night.~~)

I didn't want to go swimming yesterday afternoon.
(NOT ~~I wasn't wanting to go swimming yesterday afternoon.~~)

1 Tick (✓) the correct sentence. Sometimes both sentences are correct.

1 While I was watching TV, my friends arrived. ___
When I was watching TV, my friends arrived. ___

2 I broke my leg while we were playing football. ___
While we were playing football, I broke my leg. ___

3 I was having lunch while I saw your email. ___
I was having lunch when I saw your email. ___

4 Maria was putting her clothes away when her guests arrived. ___
Maria was putting her clothes away when her guests were arriving. ___

5 I was listening to music when you called. ___
I was listening to music while you called. ___

6 While I was studying history, my laptop broke. ___
I was studying history when my laptop broke. ___

7 I was watering the plants when my parents came home. ___
When my parents were coming home, I watered the plants. ___

8 When Joe cooked, he was burning his hand. ___
Joe was cooking when he burned his hand. ___

2 Choose the correct alternative.

1 I **cleaned** / **was cleaning** my room when I heard a loud noise.

2 A bird **flew** / **was flying** into the kitchen. It **came** / **was coming** in through the chimney.

3 My roommate **emptied** / **was emptying** the dishwasher when she dropped the glasses in the sink.

4 We **opened** / **were opening** the door to let the bird out.

5 After we **cleared** / **were clearing** up the mess, we put the other dishes away.

6 While I **cleaned** / **was cleaning** the floor, my roommate took out the rubbish.

7 When we were tidying up the flat, we **didn't want** / **weren't wanting** a bigger mess!

8 Ella **met** / **was meeting** her new neighbours while she **watered** / **was watering** the plants in the garden.

3 Complete the dialogue with the correct form of the verbs below. Use the past continuous or past simple.

do drive eat go sleep start stay wake up

A What [1]_____ you _____ yesterday morning?

B Yesterday morning? My roommate and I [2]_____ camping.

A Wow! How was it?

B It was really cold! We [3]_____ in a tent, without any heating. And in the middle of the night, while I [4]_____, it [5]_____ raining. There was a hole in the roof of the tent. When I [6]_____, I was wet and freezing!

A Oh no!

B Yes, the temperature went down in the morning, so while we [7]_____ our breakfast, it was colder than the night. And then when we [8]_____ home, it started snowing! I'm happy to be home!

3.2 Quantifiers and articles

Articles

We use ***a*** and ***an*** before singular nouns when we talk about something for the first time. We use ***a*** when the noun starts with a consonant (*b, c, d, f* …): *a carrot*. We use ***an*** when a noun starts with a vowel (*a, e, i, o, u*): *an avocado*.

We use ***the*** when we mention something for the second time, or when we talk about specific things.

I've got a great recipe for chocolate chip cookies. The recipe is from my grandmother.

We use the **zero article** before plural or uncountable nouns when we talk about things in general.

I love chocolate chip cookies. I really like cake.

Quantifiers with countable and uncountable nouns

Remember

Countable nouns are things that we can count. They have singular and plural forms.
There's an apple. There are three bananas.
Uncountable nouns are always singular. We don't use *a, an* or numbers with uncountable nouns.
There's some milk and some bread.

We use *much* with uncountable nouns and we use *How much* to ask about the quantity of uncountable nouns. We use *many* with plural countable nouns and *How many* to ask about the quantity of plural countable nouns.

How much cheese have we got?
How many apples have we got?

We can use *much* and *many* in negative sentences and questions.

Much with uncountable nouns			
	much	Noun	
There isn't	much	cheese	on the table.
Is there			on the table?

Many with uncountable nouns			
	many	Noun	
There aren't	many	apples	on the table.
Are there			on the table?

We use *a few* and *a little* for small amounts. We use *a few* with countable nouns, and *a little* with uncountable nouns.

There are a few eggs. There's a little milk.

We use *a lot of* to talk about large amounts of both countable and uncountable nouns.

There's a lot of cheese. There are a lot of apples.

1 Complete the sentences with the correct quantifier. Write *a little* or *a few* and *much* or *many*.

1 I like _____ cheese, but not a lot, on my pizza.
2 There aren't _____ onions in the cupboard.
3 We don't have _____ milk left.
4 We have _____ eggs. How many do we need for the recipe?
5 Can you add _____ cream to the soup? It tastes better with it.
6 I haven't got _____ water left in my bottle. I need to get something else to drink.
7 How _____ meals do you eat every day?
8 There are _____ different kinds of sandwiches in the school cafeteria. It's not a lot but everyone can find something there.

2 Choose the correct alternative. Choose – if no article is needed.

1 A Are you hungry?
B No, I had **an** / **a** apple and **a few** / **a little** nuts.
2 A Did you eat?
B Not really. I had **a little** / **a few** fruit, but not **much** / **many**.
3 A What's on the pizza?
B There are **much** / **–** peppers and tomatoes on it.
4 A What's in the dessert?
B There's **a lot of** / **many** chocolate and **a few** / **a little** peanut butter.
5 A Are there **much** / **many** raisins in the cookies?
B Yes, there are **a few** / **a little**.
6 A How **much** / **many** lemonade do we have?
B There's **a few** / **a little** left.

3 Correct the mistakes with the quantifiers and articles. Rewrite six sentences.

I went to the store last night. We needed a little things for our dinner. We needed fruit for a fruit salad. I got a orange, four bananas and much blueberries. We also needed vegetables. I picked up a little potatoes. I also got a few cheese for a salad. I wanted tomatoes for a salad, but there weren't much left. After I got home, I remembered the salad dressing! We didn't have many left. I had to go back!

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

1 When I make a sandwich, it usually has a lot of _____, a little _____, a few _____ and an _____. My sandwich doesn't usually have much _____.
2 For lunch I often have a piece of fruit, for example a _____ or an _____. Sometimes I also have a little _____.
3 My favourite pizza has a lot of _____ and _____, a little _____ and maybe a few _____. It doesn't have many _____.
4 We don't keep much _____ in the fridge at home but always have a lot of _____, a few _____ and a little _____.
5 My favourite biscuits don't have much _____ but they have a lot of _____ and a little _____.

3.6 Modals of obligation

Have to / don't have to

We use *have to* to talk about things that are necessary. We use *don't have to* to say that it isn't necessary to do something.

Subject	*have to*	Verb
I / You / We / They	have to / don't have to	see the doctor.
He / She / It	has to / doesn't have to	

Do / Does	Subject		Verb
Do	I / you / we / they	have to	see the doctor?
Does	he / she / it		

Need(s) to / needn't

We can use *need(s) to* in place of *have to / has to* and *needn't* in place of *don't / doesn't have to* when we talk about obligation at a specific time.

I need to start my history essay today.

We usually answer *yes/no* questions with short answers.

'Do you have to go to school on Sundays?' 'No, I don't.'

'Does your sister have to do a lot of homework?' 'Yes, she does.'

Must / mustn't

We use *must* and *mustn't* to say that something is essential.

We use *must* and *mustn't* for written rules and when we feel it's very important to do something.

Subject	*must*	Verb
I / You / He / She / It / We / They	must / mustn't	be careful.

We don't use *to* after *must / mustn't*.

You mustn't eat in the classroom.

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 you don't need to do something.

There's a free karate class in the park today. Let's go! We don't have to buy tickets.

needn't

We can use *needn't* in place of *don't / doesn't have to*. *Needn't* has only one form and doesn't change.

I / You / She / We needn't stay after school today.

1 Choose the sentence that has the same meaning as the first one.

1 I have to leave at 7.00.
- **A** I need to leave at 7.00.
- **B** I mustn't leave at 7.00.

2 She doesn't have to wake up early.
- **A** She needn't wake up early.
- **B** She mustn't wake up early.

3 We mustn't use our hands to touch the ball. We must use our feet.
- **A** We don't have to use our hands to touch the ball. We use our feet.
- **B** We need to use our feet, and not our hands, to touch the ball.

2 Complete the sentences with the modals below.

doesn't have has to have to must
mustn't need needn't needs

1 Are you not feeling well? We _____ go for a run today. We can go tomorrow.
2 She _____ do a warm-up before the game begins, so she's ready to play.
3 We _____ wear our tracksuits to training today so everyone knows we are a team.
4 Amber _____ to see a doctor because she fell over and now her knee hurts.
5 The rock-climbing rules are posted on the sign. Children _____ go rock climbing with an adult.
6 Jamal says he _____ to buy a new sports watch. His old one works really well.
7 Do you _____ to wear a helmet when you ride a bike in Croatia?
8 It's important to be quiet during the chess match. You _____ make any noise.

3 Correct the mistakes with modals. Rewrite five sentences.

In this sport, you need to has two teams. Each team has a basket. The players have throw the ball into the other team's basket. Each team have to have five players in the game. There's a lot of running in this game, so to win, you don't have to be fast. You needn't to be tall to play this sport, but it helps!

4 Complete the second sentence so that it means the same as the first one. Use the words in bold but don't change their forms. Sometimes there is more than one correct answer.

1 It's necessary for the players to do forty push-ups as a warm-up. **TO**
All players _____ forty push-ups as a warm-up.
2 Look at this list of rules on the wall. You can't use the basketball court if you don't wear trainers. **WEAR**
You _____ trainers when you use the basketball court.
3 I finished all my homework yesterday. There's nothing for me to do today. **NEEDN'T**
I _____ any homework today.
4 It's against the rules to throw or catch the ball when you play volleyball. **CATCH**
Volleyball players _____ the ball.

4.2 Comparatives; *as … as*

We use comparative adjectives to compare things, places or people.

Today is nicer than yesterday.

We normally use ***than*** after comparative adjectives.

Yesterday was colder than today.

	Comparative form
adjectives with one syllable, or with two syllables ending in *-y*	Add *-er*: *nice* → *nicer* *big* → *bigger* *easy* → *easier*
adjectives with two or more syllables	Put *more* / *less* before the adjective: *beautiful* → *more* / *less beautiful*
irregular adjective forms	*good* → *better* *bad* → *worse* *far* → *farther* / *further*

For short adjectives, some comparative forms have different spelling rules.

	Rule	Adjectives
short adjectives that end in *-e*	add *-r*	*safe* → *safer* *large* → *larger*
short adjectives that end with a single vowel and consonant	double the consonant, then add *-er*	*wet* → *wetter* *big* → *bigger* *hot* → *hotter*
short adjectives that end in *-y*	change *-y* into *-i*, then add *-er*	*windy* → *windier* *sunny* → *sunnier*

As … as for comparisons

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.)

TIP

We often use object pronouns (*me*, *him*, *her*, etc.) after comparative phrases. We don't use subject pronouns (*I*, *he*, *she*, etc.).

Those students are noisier than us. (NOT ~~Those students are noisier than we.~~)

1 Complete the sentences with the comparative form of the adjectives in brackets.

1 It's _____ than it was an hour ago. (foggy)
2 Is Munich or Frankfurt _____ from you? (far)
3 Is the Black Sea _____ than the Caspian Sea? (big)
4 Driving in snow is _____ than driving in rain. (easy)
5 Wet roads are _____ than snowy roads for travel. (good)
6 The rain today is not _____ than yesterday. (bad)
7 It's _____ to travel during the day than at night. (safe)
8 Hiking during the thunderstorm is _____ than on a freezing winter day. (dangerous)

2 Complete the postcard with the correct form of the adjectives below. Add *than*, *as* or *not as* if necessary.

beautiful crowded foggy hot
long nice snowy sunny windy

Hi Darius,

How are you? We had a fun week in Prague! The temperatures were in the 30s so the weather was definitely [1]_____ usual. We wore shorts every day because it was so warm! Actually, the second day wasn't [2]_____ the first one. As soon as we woke up, we saw the cloudy sky. There was also some fog, but the other days were not [3]_____. Although it did rain for an hour one day, and there was some wind, it was less [4]_____ Scotland! Because of the time of year, the days were [5]_____ and it stayed light until 10.00 in the evening. We watched the sunset every night. It was [6]_____ than the photo on this postcard. I also think it's [7]_____ to visit Prague than other popular European capitals because it isn't [8]_____. Well, there are a lot of tourists too but not as many as in London or Paris.

Next time I want to come to Prague in winter. I hope Prague is [9]_____ than Glasgow so it'll be fun to see the whole city covered with snow.

See you soon!

Phil

3 Write sentences comparing the daily temperatures. Use *than* or *as* if necessary.

Mon	Tue	Wed	Thur	Fri
22°C sunny	21°C rainy	24°C sunny	22°C cloudy	28°C sunny

1 Monday / Tuesday / warm
Monday is warmer than Tuesday.
2 Thursday / Monday / mild
3 Friday / Thursday / hot
4 Tuesday / Wednesday / cool
5 Thursday / Friday / not warm
6 Tuesday / Monday / rainy

4.6 Superlatives; *too* and *enough*

We use superlative adjectives to compare one thing, person or place with a whole group.

Today is the nicest day of the year.

	Superlatives
adjectives with one syllable, or with two syllables ending in *-y*	Add *the* + *-est*: *nice* → *the nicest* *big* → *the biggest* *easy* → *the easiest*
adjectives with two or more syllables	Put *the most* / *least* before the adjective: *beautiful* → *the most* / *least beautiful*
irregular adjective forms	*good* → *the best* *bad* → *the worst* *farther* → *farthest* / *the furthest*

TIP

Remember to double the consonant, and then add *-est*, e.g. *wet* → *wettest*.
For adjectives that end in *-y*, change *y* to *i*, and then add *-est*, e.g. *windy* → *windiest*.

We often use *in* or *of* in superlative sentences.

Mount Everest is the highest mountain in the world.
I think Saturday is the best day of the week.

We use *too* + an adjective to say that there is more than we want.

Be quiet! It's too loud!

We use *enough* + noun to say that there is the right amount of something.

There are enough snacks for everyone to enjoy.

We can use *enough* with countable and uncountable nouns.

'Have we got enough snacks?'
'Yes, we've got enough snacks, but we haven't got enough water.'

We use *not* + *enough* + a noun to say that there is less than necessary.

There aren't enough players on our team.

We use *enough* after an adjective to say that something is less than necessary.

The tent wasn't big enough for all of us.

1 Complete the sentences with the superlative form of the **bold** adjectives.

1 All flowers are **beautiful**, but I think roses are the most beautiful.
2 June is **warm**, but August is _____ month of the year in Paris.
3 It was a little **sunny** today, but yesterday was the best. It was _____ it's been all week.
4 I don't see well when it's **dark**, so I don't drive at _____ time of day.
5 Our family's tent was **big**, but the people at the campsite next to us had _____ tent at the park.
6 There was a **bad** storm about a month ago, but the one last night was _____ this year.
7 The test on what to do in an emergency was **easy**. I thought it was _____ test this year.
8 The thunderstorm last night was quite **frightening** but I think the thunderstorm which we had on Sunday morning was _____.

2 Choose the correct response.

1 It's going to be very hot for our hike this afternoon.
A Do we have enough water?
B Do we have water enough?
2 That film about the tornado was scary.
A Is it too scary for children?
B Is it scary enough for children?
3 Steven isn't going to tell his story about the hurricane he survived.
A Is he too shy?
B Is he shy too?
4 Don't watch the news about the flood.
A Why? Is it frightening enough?
B Why? Is it too frightening?
5 Was there a lot of damage from the tsunami?
A Yes, there was. It's too horrible to think about.
B Yes, there was. It's enough horrible to think about.
6 This smoothie doesn't taste good.
A Why? Isn't it enough sweet?
B Why? Isn't it sweet enough?
7 I'm not going jogging today.
A Me neither! It's too hot.
B Me neither! It's hot enough.
8 A lot of people needed help after the flood.
A It was in the news. They didn't have enough food.
B It was in the news. They didn't have food enough.

3 Write sentences. Use the superlative form in sentences 1–5.

1 volcanic eruptions / deadly / disaster
2 Chicago / windy / weather
3 a hurricane / frightening / storm
4 Johannesburg, South Africa, / sunny / summers
5 Iceland / cloudy / winters
6 Moscow / too / cold
7 not enough / sunny / days / in Ireland
8 it / not / warm / enough / to go jogging / today

5.2 Future tenses

We can use the present continuous, *be going to* and *will* to talk about the future.

We can use the present continuous to talk about future events that have already been planned and arranged.

I'm leaving soon for school.

We usually use the present continuous with the verbs *come*, *go*, *arrive* and *leave*.

We can use *be going to* to talk about future plans and intentions.

I'm going to study before my test in the morning.

We can use *will* to make predictions.

It will be a difficult test.

We use *may* and *might* to talk about future possibilities.

I might / may fail the test.

We form the present continuous with subject + *be* + *-ing* form.

Subject + *be*	*-ing* form	
I'm / You're / We're / They're He's / She's / It's	taking	a test tomorrow.

We form sentences with *be going to* with subject + *be* (+ *not*) + *going to* + verb.

Subject + *be*	*going to*	Verb	
I'm / You're / He's / She's/ It's / We're / They're	(not) going to	study	today.

We form questions with *be going to* with (question word +) *be* + subject + *going to* + verb?

Questions				
Be	Subject	*going to*	Verb	
Am	I	going to	be	there soon?
Is	he / she / it			
Are	you / we / they			

We form sentences with *will* and *won't* with subject + *will* / *won't* + verb. Note that all subjects use the same form for *will*, *may* and *might*.

Subject	*will* / *may* / *might*	Verb	
I / You / He / She / It / We / They	will / won't / may (not) / might (not)	pass	the test.

We form questions with *will* with (question word +) *will* + subject + verb?

Questions			
Will	Subject	Verb	
Will	I / you / he / she / it / we / they	pass	the test?

1 Match 1–5 to A–E.

1 I studied a lot last night.
2 I forgot to study!
3 I checked my essay again.
4 I'm late! I'm leaving for class in five minutes!
5 I have a lot of ideas for my essay.

A I might not pass the exam.
B I'm going to write it tonight.
C I won't get there on time.
D I'll do great on the test!
E I'm going to hand it in.

2 Complete the email with *be going to*, *will* / *may* / *might* or the present continuous form of the verbs below.

be drive help leave take text visit

Hi Daria,

I have some great news! I [1]_____ you this Saturday! I am coming with George. We [2]_____ around 10 a.m. It [3]_____ about an hour to get there, but I [4]_____ George to his friend's flat first because he left his phone charger there. [5]_____ you _____ home between 11 and 12? If you don't have any plans, can we go shopping?
I need a new pair of jeans and you always give me the best advice! I hope you [6]_____ me choose something that looks great on me.

Anyway, I can't wait to see you. I [7]_____ you when we leave home so that you know we're on our way.

See you soon!

Sara

3 Write sentences. Use the present continuous, *be going to* or *will* as appropriate for each arrangement, plan or prediction. Use affirmative forms for (+) and negative forms for (–).

1 Plan: I / go / to the school canteen / for lunch (–)
2 Prediction: we / lose the game / tomorrow (–)
3 Arrangement: they / come over / this evening (+)
4 Arrangement: we / meet / with our study group later tonight (+)
5 Plan: I / be / at the library / for an hour (+)
6 Prediction: you / be late / for school (+)
7 Arrangement: I / take / my sister / to the theatre / this afternoon (–)
8 Plan: I / study / art (+)

4 Complete the sentences so that they are true for you. Use *will* / *be going to* / present continuous and *may* / *might*.

1 I think our English teacher _____.
2 Tomorrow afternoon I _____.
3 I'm worried that I _____.
4 I _____ in the next term.
5 My plans for the future? I _____.
6 I _____ do a degree in _____.
7 On Saturday I _____.
8 I _____ do my next history assignment _____.

5.6 Zero and first conditionals

Zero conditional

We use the zero conditional to talk about causes and results that are always true.

I feel terrible in the morning if I don't sleep well.

If clause		Result clause
If	Subject + present simple	Subject + present simple
If	plants don't get water,	they die.
If	you practise,	you get better.

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 marks.

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 marks if I study hard.

First conditional

We use the first conditional to talk about possible events and their results.

If I don't pass the exam, I'll be disappointed.

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 don't use *will* in the *if* clause. We use the present simple.

If you join the photography club, you'll have fun!

1 Match 1–5 to A–E to form the zero conditional.

1 If students sit in school all day and then sit at home all night completing homework,
2 If students do athletics after school,
3 If students eat chips and unhealthy snacks for lunch,
4 If students study together,
5 If students pass their final exams,

A they feel healthier.
B they don't feel well later in the day.
C they don't get enough exercise.
D they do better on their exams.
E they go to dinner to celebrate together.

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

1 If you _____ (not go) to hockey practice, you _____ (not play) in the game.
2 You _____ (not get) a ticket for the concert if you _____ (not buy) it now!
3 The teacher _____ (be) annoyed if you _____ (arrive) late to class.
4 You _____ (not need) a new camera if you _____ (join) the photography club. You can use your phone.
5 If you _____ (write) down your notes, you _____ (remember) more of the information.
6 If you _____ (do) yoga, you _____ (be) better at ballet.
7 Your music teacher _____ (be) happy if you _____ (decide) to join the choir.
8 If you _____ (not try) coding, you _____ (not know) how much fun it is.

3 Complete the messages with the correct form of the verbs below. Use the zero or first conditional.

be (x3) come get (x3) give learn love meet practise remember revise show win

1 If you enjoy sports, you _____ our school. We have a wonderful new athletics centre and beautiful outdoor fields. If the weather is bad, students _____ in the gym. There are basketball courts and an indoor track.
2 If there aren't enough students for drama club, the club _____. Please join! If you do, you _____ sorry! We'll have a lot of fun!
3 If the other team scores another point, we _____. I don't want to lose! If we don't win this match, we _____ in the final match.
4 If you _____ to play a musical instrument, you always _____ how to do it! It's like riding a bike. Please join the school band.
5 Let's start a community garden! If the head teacher _____ us permission to do it, we _____ a place where we can grow our own fruit, vegetables and flowers. Imagine, picking fresh strawberries from our garden in the spring and eating them during lunch break!
6 Fitness training starts on Monday! We've got some surprises for everyone who decides to join. If you _____ to the first class, you _____ a water bottle that you can then bring to all our trainings.
7 Do you like theatre but you feel too shy to be on the stage? Maybe you want to help us prepare costumes for our actors? If you _____ good at making things, Mrs Brown _____ you how to do these things. You'll be surprised how easy it'll be!
8 You _____ tired if you _____ for tests all the time. You need a break from studying and doing homework. In our leisure centre you can try different activities, meet new people and just relax.

6.2 Present perfect

We use the present perfect when we talk about recent events. To make sentences in the present perfect, we use *have* or *has* + past participle.

We often use the present perfect with *already*, *just*, *still* and *yet*.

We use *just* to talk about very recent events.

I've just finished my essay.

We use *already* to talk about events that happened sooner than we expected.

'Where's the post? Have you already got it?'

'Yes, Dad. I've already got the post.'

We use *yet* to talk about events that we expect to happen in the future.

'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.

It's ten o'clock and I still haven't finished my homework.

We usually put *just* and *already* in affirmative sentences, between *have* / *has* and the past participle.

Affirmative (+)

Subject	*have / has*	*just / already*	Past participle	
I / You / We / They	have	just / already	had	lunch.
He / She / It	has			

Questions

Have / Has	Subject	*just / already*	Past participle	
Have	I / you / we / they	just	had	lunch?
Has	he / she / it	already		

We use *still* in negative sentences, before *haven't* / *hasn't*.

Negative (–)

Subject	*still*	*haven't / hasn't*	Past participle	
I / You / We / They	still	haven't	had	lunch.
He / She / It		hasn't		

We use *yet* at the end of negative sentences and questions.

We use *for* and *since* to talk about events that started in the past and continue until now.

We use *since* with a point of time and use *for* with a period of time.

I haven't eaten since 8 a.m.

They have been in school for four hours.

1 Order the words to make sentences and questions.

1 hasn't / sent in / Tanya / yet / her application
2 already / for the job / have / I / applied
3 we / passed / just / our / have / final exams
4 seen / have / the news / yet / you / ?
5 still / found / my rucksack / I / haven't

2 Choose the correct alternative and complete the sentences with the present perfect form of the verbs in brackets.

1 I _____ **just** / **yet** _____ a bank account. (open)
2 I _____ to a university **yet** / **already**. (not apply)
3 They _____ each other **since** / **for** five years. (not see)
4 Katia _____ **already** / **still** _____ her essay (write)
5 _____ Jack _____ anything **since** / **for** breakfast? (say)

3 Complete each gap with a word in A and the correct form of a verb in B.

A already just still yet

B hear not decide not choose receive

Hi Alex,

I [1]_____ some great news about my application: I got into university! I applied a couple of months ago, and I [2]_____ a letter back. So soon! Can you believe it? I [3]_____ on Spanish or English, but that can wait. I [4]_____ any classes _____! Give me a call when you can.

Talk to you soon!

Juan

4 Choose the correct option: A, B or C.

Hi Kaya,

Do you have any plans for tomorrow? I've [1]___ looked at my list of fun activities to do in this summer holiday and I [2]___ I haven't [3]___ anything from that list [4]___ the summer started. I haven't [5]___ to the lake [6]___ and I haven't [7]___ my bike [8]___ weeks.

Have you [9]___ tried canoeing? I've [10]___ it but it sounds like fun. I've [11]___ called a place where they rent canoes. They're open tomorrow from 10 a.m. Do you want to go with me?

Dave

1	A already	B ever	C just
2	A 've realised	B 's realised	C hasn't realised
3	A do	B did	C done
4	A for	B since	C yet
5	A been	B was	C be
6	A just	B yet	C already
7	A ridden	B ride	C rode
8	A since	B already	C for
9	A never	B ever	C just
10	A ever did	B never done	C ever done
11	A yet	B ever	C already

6.6 Present perfect vs past simple

We use the past simple to talk about a finished action at an exact time in the past, or in a completed time period.

I 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 when the time isn't important.

We've won a lot of matches.

TIP

1 When we use the past simple, we often use a time expression to say when the event happened.
We had a science exam last Friday.

2 We don't always need a time expression with the present perfect, because we can use it when the time isn't important. We can use general time expressions, for example *recently*, *before* and *in my life*.
We've had a lot of homework recently.
I've never been to Mexico before.
I've made a lot of great friends in my life.

We use the present perfect with ***ever*** and ***never*** to ask and talk about past experience.

'Have you ever studied Italian?'
'No, I've never studied Italian.'

We often use the present perfect with ***ever*** to start a conversation about our experiences. If we want to ask about or give more details, we use the past simple.

'Have you ever visited your relatives in 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 have never	visited	Kiev.
He / She / It	has / hasn't has never		

Questions

Have / Has	Subject	Past participle	
Have	I / you / we / they	(ever) visited	Kiev?
Has	he / she / it		

1 Choose the correct answer: A or B.

1 I … a bank account about two years ago.
A have opened B opened

2 Mark … his work anniversary yesterday.
A celebrated B have celebrated

3 … you … part in a race?
A Have / ever taken B Did / ever take

4 You … in this job for one year now!
A were B have been

5 We … our degrees in June.
A have got B got

6 Fernando and Julio … jobs before.
A have never had B never had

7 They … all their exams last week.
A have passed B passed

8 I … my brother since morning.
A haven't seen B didn't see

2 Complete the mini-dialogues with the present perfect or past simple form of the verbs in brackets.

1 A _____ you ever _____ (be) to Wales?
B Yes, I have. I _____ (go) there last summer. We _____ (go hiking) along the coast. It _____ (be) beautiful.

2 A _____ Anna _____ (have) her wedding anniversary?
B No, she _____ (not have). She _____ (get) married a couple of months ago.

3 A Where _____ (you / be) last Saturday?
B I _____ (be) at my grandparents' anniversary party. They _____ (be) married for 50 years!

4 A _____ you _____ (do) your homework for today?
B Yes, I _____ (do) it last night. It _____ (take) two hours. There _____ (be) a lot of homework recently!

5 A _____ you _____ (pass) your exam last Thursday?
B Yes, I _____ (do)! And I _____ already _____ (celebrate).

6 A I _____ (not / see) you for weeks! _____ (you / be) on a summer camp last month?
B Yes, I _____. It _____ (be) a lot of fun. We _____ (go) on different guided tours and _____ (have) pottery classes. _____ (you / ever / try) pottery?

7 A Dad, when _____ (you / get) your first credit card?
B I _____ (be) 21 years old and I _____ (get) my first serious job. On the same day I _____ (go) to the shop and _____ (buy) this watch. I _____ (have) it since then.

8 A You look upset. What _____ (happen)?
B I'm in trouble! I _____ (not / finish) my biology assignment yet. I _____ (start) it over a week ago. I _____ (write) two pages last Monday, but I _____ (still / not / complete) it.

3 Complete the dialogue. Use the words in brackets and the past simple or present perfect.

A [1]_____ (you / ever / meet / my brother)?
B [2]_____ (no / yet). Does he live with you?
A Not at the moment. [3]_____ (live / in Paris / for four months).
B [4]_____ (why / go / to Paris)?
A [5]_____ (go / to study French). [6]_____ (I / talk / him / on the phone / an hour ago). He said he's coming home in two weeks!
B Great! I can't wait to meet him.

7.2 Second conditional

We use the second conditional to talk about an imaginary situation or event in the present or future, and its result. We use it to talk about situations that are not real or are unlikely.

If I was the teacher, I would give top marks to everyone.

The second conditional has two clauses. We use the past simple in the *if* clause. We use *would* / *wouldn't* in the result clause.

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.
	Mark joined the sports club,	he'd	make	new friends.
	I lost this phone,	my parents would	be	angry.

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.

If you exercised every day, you'd be healthier.

You'd be healthier if you exercised every day.

After personal pronouns, we usually use the short form *'d* instead of *would*.

If I had lots of money, I'd travel around the world.

In *if* clauses, we can use *was* or *were* after *I* / *he* / *she* / *it*. *Were* is more formal.

Informal: If Mrs Thomas was our teacher, our lessons would be fantastic.

Formal: If Mrs Thomas were our teacher, our lessons would be fantastic.

could

We can use *could* in the *if* clause as the past simple of *can*.

If I could speak Spanish, I'd travel around Spain.

We can also use *could* in the result clause to mean *would be able to*.

If I had a bike, I could ride it to school.

We can use *unless* in conditional sentences. It means *except if*.

We couldn't leave unless we handed in our test.

You can say the same thing with *if*.

We could leave if we handed in our test.

1 Match 1–6 to A–F to make second conditional sentences.

1 If you watched the film *Apollo 13*,
2 If you were an astronaut,
3 If there wasn't an atmosphere,
4 I'd be worried about your safety
5 I'd be an astronaut
6 I wouldn't live in space

A if you went into space.
B you'd be away from home a lot.
C if I could pass all the tests.
D you'd see all the problems the astronauts had.
E we wouldn't be protected from the sun.
F unless my family and friends were there too.

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

1 If you _____ (wear) a helmet, you _____ (be) safer.
2 If you _____ (play) basketball, you _____ (be) fit.
3 You _____ (be) strong if you _____ (do) more press-ups.
4 I _____ (be) on a diet if I _____ (be) an astronaut.
5 I _____ (not go) rock climbing unless I _____ (have) a helmet.
6 You _____ (get) ill if you _____ (breathe) in moon dust.
7 Who _____ (cook) the food if we _____ (go) into space?
8 How _____ we _____ (grow) food if we _____ (live) on the moon?

3 Write sentences in the second conditional. Use contractions where possible.

1 if / he / study / more / he / do better / in the class
2 it / be / challenging / if / we / live / on the moon
3 if / there / be / no water supply / everything / die
4 if / I / run / every day / I / be / healthier
5 She / not feel / so bad / if / she / eat / breakfast
6 I / not live / in space / unless / I / have to
7 if / I / have / a twin brother / we / be / best friends
8 they / do / fitness training / regularly / if / they / have / more time

4 Answer the questions. Write full sentences using the second conditional.

How would your life be different if …

1 … you and your family lived on a very small island?
2 … you were friends with someone famous?
3 … you could speak five languages?
4 … you were an only child / had a twin sister?
5 … you had your own business?
6 … you were a world champion in tennis?
7 … you were a member of the crew going to Mars?
8 … you weren't at school?

7.6 Present and past simple passive

Most English sentences are active. In active sentences, we are more interested in the person or thing doing the action.

Tom speaks English.

We use the passive when we don't know who does the action, or when the person who does the action is not important.

English is spoken all over the world.

Present simple passive

Affirmative (+)			
Subject	***is / are***	**Past participle**	
This computer	is	used	every day.
We	are	invited	to Anna's flat.

Negative (–)			
Subject	***is / are***	**Past participle**	
This computer	isn't	used	every day.
We	aren't	invited	to Anna's flat.

Questions			
Is / Are	**Subject**	**Past participle**	
Is	this computer	used	every day?
Are	we	invited	to Anna's flat?

Past simple passive

Affirmative (+)			
Subject	***is / are***	**Past participle**	
This computer	was	used	every day.
We	were	invited	to Anna's flat.

Negative (–)			
Subject	***is / are***	**Past participle**	
This computer	wasn't	used	every day.
We	weren't	invited	to Anna's flat.

Questions			
Was / Were	**Subject**	**Past participle**	
Was	this computer	used	every day?
Were	we	invited	to Anna's flat?

TIP

We use *by* in passive sentences when we want to say who does the action.

The moon landing was watched by millions of people.

1 Tick (✓) *Active* or *Passive*.

		Active	Passive
1	What was collected on the moon?		
2	I put more petrol in the car.		
3	The device isn't on sale.		
4	Neil Armstrong was an astronaut.		
5	Mobile phones were invented in the 1970s.		

2 Order the words to make passive or active sentences and questions.

1 painted / my favourite / by Renoir / painting / was
2 visit / the art museum / thousands of people / each day
3 was / the mobile phone / when / invented / ?
4 are / more than a million / each day / sold / mobile phones
5 was / the Noble Prize in Chemistry / given / Marie Curie / to
6 were / many people's lives / saved / penicillin / by

3 Complete the text with the correct form of the verbs in brackets. Use the present simple or past simple in the active or passive.

The washing machine [1]_____ (be) a very important invention for the home. It [2]_____ (save) a lot of time for people, as they [3]_____ (not have) to spend hours washing their clothes. One of the first washing machines [4]_____ (invent) in 1782. This machine [5]_____ (wash) clothes, but [6]_____ (not get) the water out of them. In 1862, a new machine [7]_____ (design) which [8]_____ (get) the water out of the clothes. Now new and better machines [9]_____ (produce) and many people [10]_____ (own) them. In fact, we can't imagine life without them.

4 Complete the second sentence so that it means the same as the first one.

1 Astronauts wore this type of space suit ten years ago.
This type of spacesuit _____ astronauts ten years ago.
2 People use Velcro all over the world.
_____ all over the world.
3 They publish hundreds of books every year.
Hundreds of books _____ every year.
4 The Japanese produce a lot of cars.
A lot of cars _____ in Japan.
5 How did people invent memory foam?
How _____?
6 They built this research centre a few years ago.
This research centre _____ a few years ago.

8.2 Past perfect

We use the past perfect to talk about an event that happened before another event in the past.

When I got to the canteen, the other students had taken all the food.

I felt better after I had eaten some eggs.

In sentences with the past perfect, we often use *when* / *before* + past simple, or *after* + past perfect.

We were late. When we arrived, the exam had started.

We were late. The exam had started before we arrived.

We were late. We arrived after the exam had started.

The order of the clauses can vary, so you need to look at the tenses to give you a clue about which event happened first.

By the time you arrived, I'd cooked dinner.

I'd cooked dinner by the time you arrived.

Subject	*had / hadn't*	Past participle	
I / You / He / She / It / We / They	had hadn't	gone	home.

Had	Subject	Past participle	
Had	I / you / he / she / it / we / they	gone	home?

TIP

In informal English, we often shorten *had* to *'d* after personal pronouns.

I didn't want to go to work, because I'd stayed up late the night before.

1 Underline the event that happened first in each sentence.

1 I phoned Kate before I had seen her message.
2 I worked in a restaurant for two years after I had finished secondary school.
3 When I got to university, I had already lived on my own for a year.
4 After I'd worked part-time for three months, I was offered a full-time position.
5 I'd forgotten to eat before I went to work.
6 When I arrived at the shop, it had just closed.
7 The waiter had brought us water before she took our orders.
8 I spent all the money I had earned in the summer.

2 Look at Pablo's list of things to do at his job yesterday. Write past perfect sentences saying what he had done (+) and hadn't done (–) by lunchtime.

Pablo

(+) serve 112 customers
(+) take over 50 orders
(–) work on the checkout
(+) do the cooking for breakfast
(+) tidy the restaurant
(+) wash the dishes
(–) take out the rubbish
(+) cleaned the floors

1 *Pablo had served 112 customers.*

_____

_____

_____

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

1 Before I _____ (look) after children, I _____ (take care) of my brothers and sisters.
2 When I finally _____ (get) holiday time, I _____ (be) at the job for one year.
3 I _____ (not tidy) the house before my parents _____ (come) home.
4 I _____ (be) happy because I _____ (sell) more of my handmade jewellery than ever before.
5 I _____ (be) a lifeguard for two years before I _____ (become) a swimming teacher.
6 The children _____ (play) in the sun for three hours before I _____ (remember) to give them sun cream!
7 After Joe _____ (eat) lunch, he _____ (go) to his room.
8 I _____ (not get) that job because I _____ (not / work) on the checkout before.

8.6 Reported speech

We use reported speech to tell other people what someone said. We often use the verb *say* or *tell* + object pronoun to introduce reported statements.

She said it was windy today. She told me that it was also cold.

In reported speech, we move the verb one tense further into the past.

Direct speech	Reported speech
present simple → past simple	
'I like my job.'	He said he liked his job.
present continuous → past continuous	
'It isn't raining.'	She said that it wasn't raining.
present perfect → past perfect	
'I've been to the UK twice.'	She told me she had been to the UK twice.
past simple → past perfect	
'We didn't enjoy the presentation.'	They told us that they hadn't enjoyed the presentation.

The past perfect doesn't change in reported speech.

'I'd never been to Africa.' He said he'd never been to Africa.

Pronouns and possessive adjectives often have to change in reported speech.

Natalie: 'I am creating a website for my new business.'
Natalie said she was creating a website for her new business.

Direct speech	Reported speech
'I can't work today.'	He / She said he / she couldn't work that day.
'We gave up our plans.'	They said they gave up their plans.
'You keep putting off your work.'	He said I keep putting off my work.

Sometimes we also need to change references to time and place.

Natalie: 'I'm taking my work project home with me tomorrow.'
Natalie said that she was taking her work project home with her the following day.

Note other time and place phrases that change:

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 Friday / month / year	the Friday / month / year before
tomorrow	the following day
next Friday / month / year	the following Friday / month / year
here	there
this	that

1 Complete the reported speech with the correct verb forms.

1 'I'm not comfortable in front of a room full of people,' Sara said.
Sara said she _____ comfortable in front of a room full of people.
2 'I wrote my essay,' Max said.
Max said he _____ his essay.
3 'I was confident in my speaking skills,' James said.
James said he _____ confident in his speaking skills.
4 Bukayo said, 'I'm working for my dad's company.'
Bukayo said he _____ for his dad's company.
5 The students said, 'We really like our new teacher.'
The students said they really _____ their new teacher.
6 'Charlotte hung up on me yesterday,' Dominic said.
Dominic said that Charlotte _____ on him the day before.
7 'We aren't working in a team,' he said.
He said they _____ in a team.

2 Complete the reported speech.

1 'I worked for 15 years in marketing,' Maria said.
Maria said _____ for 15 years in marketing.
2 'You're a great writer,' Maria said.
Maria said _____ a great writer.
3 'I'm going on a business trip to Spain,' Liam said.
Liam said _____ on a business trip to Spain.
4 'I've practised my speech a lot,' he said.
He said _____ his speech a lot.
5 'I took over my colleague's position,' she said.
She said _____.
6 'Jamie never gives up,' Carla said.
Carla said that Jamie never _____.
7 'Your grandparents are coming round for dinner,' Mum said.
Mum said that our grandparents _____ for dinner.

3 Read Katia's story. Then rewrite the sentences as reported speech.

[1]Yesterday, I gave a presentation at work. [2]In the morning, I went to a café to relax before it. [3]After a coffee and a quick snack, I grabbed my bag and left for work. [4]I got to the meeting room and took my laptop out of the bag. [5]Then I saw my mistake! [6]The café had been busy, and I had taken the wrong bag! [7]Because I had memorised the speech, I didn't need my laptop. [8]I was so glad I hadn't procrastinated.

1 Katia said _____.
2 Katia said _____.
3 Katia said _____.
4 Katia said _____.
5 Katia said _____.
6 Katia said _____.
7 Katia said _____.
8 Katia said _____.

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
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	shown / showed
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 1.1, Ex 8

Student B

Complete the advert for a day out with words and phrases from Lesson 1.1, Ex 6.

B

A day out at the

National Videogame Museum,

Sheffield, UK

If you're into gaming and you're in the area, why not come to one of Sheffield's greatest [8]_____: the National Videogame Museum. Visit the [9]_____ about the history of gaming and [10]_____ nearly 100 different games, past and present. The museum is in one large room, so you don't need to go on a [11]_____. There's no need for an [12]_____, because we'll tell you everything you want to know in person. You can [13]_____ the museum for as long as you like, but it's only open at the weekend. If you're the kind of person who isn't comfortable with noise, come on a day when we turn the games down to make the museum more [14]_____.



Lesson 7.5, Ex 6

Student A

Read the information about famous inventions and their inventors. Then write five sentences, three true and two false.

1 Stephanie Kwolek is famous for inventing a material called Kevlar in the 1960s. We use Kevlar in clothes that protect the body. Stephanie Kwolek's parents were Polish, but her family lived in the USA.



2 Do you know who designed the first spacesuit? It wasn't a scientist at NASA if that's what you're thinking. The Spanish engineer Emilio Herrera Linares made his spacesuit in the 1930s.



3 Rosalind Franklin was a British scientist. She was the first person to find out about DNA in the 1950s. Unfortunately, two other scientists stole her idea, so she didn't receive any prizes for it.



4 You'll be interested in Nancy Johnson if you like ice cream. This American woman invented the ice cream maker back in 1843!



5 László József Bíró was a Hungarian inventor. He designed the first pen in the 1930s. However, the pen wasn't successful until the 1940s, when Bíró was living in Argentina.



Lesson 0.2, Ex 3

Read the key. Do you agree with the comments?

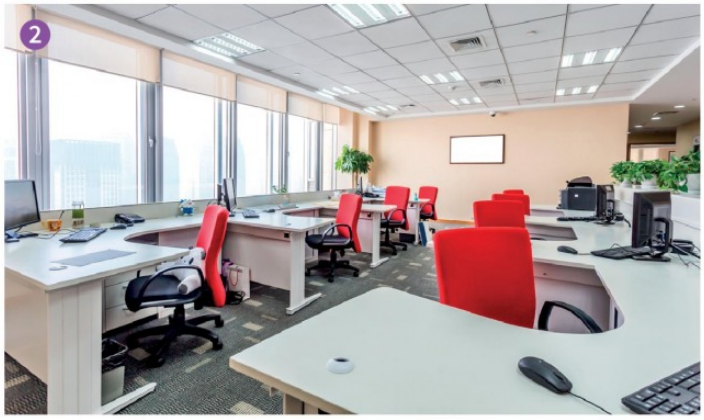
0–3 Oh dear! You really don't know much about culture, do you? Try going to some local cultural events. They're fun, and they can teach you a lot!

4–6 Not bad, but culture vultures are interested in more than one thing. How about going to an arts festival? You can learn about music, dance, film, theatre – all kinds of different things!

7–10 Congratulations! You're a culture vulture. Keep your eyes and ears open for new artists, writers and musicians – modern culture is important too. And don't forget that not everybody is like you.

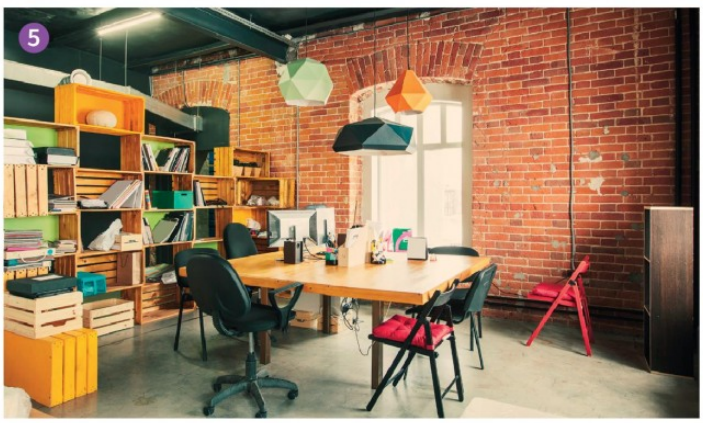
Lesson 8.8, Ex 6











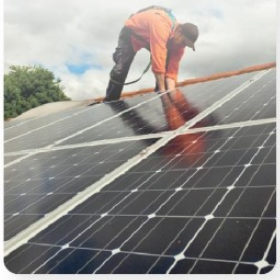


Lesson 7.5, Ex 6

Student B

Read the information about famous inventions and their inventors.
Then write five sentences, three true and two false.

1 Mária Telkes was a Hungarian scientist who was interested in the energy that comes from the sun. In the 1940s, she made the first solar-powered house. At the time, she was living and working in the USA.



2 Marie Van Brittan Brown was an African-American nurse. She didn't feel safe when she was at home alone, so in the 1960s, she invented the first home security system.



3 You'll be interested in Guillermo González Camarena if you like watching TV. This Mexican engineer was the inventor of the first colour TV in the 1940s.



4 American games designer Elizabeth Magie thought up the game of Monopoly in 1904. Unfortunately, a businessman stole her idea and sold it to a games company for a lot of money!



5 Dr Jaap Haartsen is a Dutch electrical engineer. He invented Bluetooth in the 1990s. At the time, he was living and working in Sweden.



Lesson 8.1, Ex 9

Choose two photos and discuss the questions in Lesson 8.1, Ex 9. Use the vocabulary from Lesson 8.1, Ex 6.



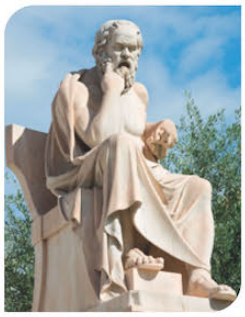








1 CULTURE London with a difference



1 Work in pairs. Answer the questions.
   1 How can we celebrate the lives of famous people?
   2 What kind of people should we remember?

2 Read the article quickly. Then match headings 1–5 to paragraphs A–E.
   1 Organise a blue plaque tour
   2 Five fun plaque facts!
   3 Who can get involved in the scheme?
   4 Blue plaques: what are they?
   5 When did it all begin?

THE BLUE PLAQUE SCHEME

A Next time you visit London, look out for a blue plaque on the wall of a building. There are more than 900 such plaques, celebrating important people in history who lived in each place.

B The first two plaques appeared in 1867, one for the poet, Lord Byron, on the door of his birthplace and the other on King Street for Napoleon III. Some plaques remember events, such as an 1820 plan to kill the Prime Minister. The plaque design changed a few times until 1984 when they introduced the blue circular plaques with white letters.

C Anyone can suggest a name for a plaque. Send your idea to plaques@english-heritage.org.uk. There is advice about researching your candidate on the website. You can also support the scheme by donating money.

D Plan a blue plaque walking tour. The website has information on every plaque as well as lists like *Plaques for Women* or *Artists of London*. Download a blue plaque app with walks or create your own.

E 1 Some houses have two plaques, such as a house celebrating the lives of father and daughter, Sigmund Freud and Anna Freud.
   2 The former Indian leader, Gandhi, has plaques on two houses.
   3 Some plaques celebrate people in unusual jobs. For example, Luke Howard. He named different types of clouds and his plaque calls him 'namer of clouds'!
   4 Not all plaques are blue. Some are brown or green, but they are all called 'blue plaques'.
   5 Four plaques on the Underground have special letters, used today by London Transport but nowhere else.

3 Read the article again. Answer the questions.
   1 How many plaques are there?
   2 Which famous person is named on two houses?
   3 When did the design change?
   4 Who were the first plaques for?
   5 Who can suggest a name?
   6 What is special about the plaques on the London Underground?

4 THINK & SHARE Discuss in pairs.
   1 What do you think of the blue plaque scheme?
   2 Do you have similar schemes where you live? If yes:
      A Which famous people are remembered?
      B How are they celebrated?

5 Imagine you are on a committee to introduce a blue plaque scheme in your town. Discuss these questions in groups or pairs and present your ideas to the class.
   1 How will you choose the people?
   2 How many plaques will you have?
   3 How will you advertise the scheme?
   4 What design will your plaques have?

6 Present your ideas to the class. Agree on the best ideas.

7 Visit the website and find information about three blue plaques. Make a note of the name of the person, the dates they were born and died, their job, the location of the plaque and any other interesting information.
https://www.english-heritage.org.uk/visit/blue-plaques/



plaque (*n*) a sign on a wall with names and dates on to remember someone special
candidate (*n*) a person or group that is likely to get something or to be something
namer (*n*) someone who names things

PHOTOCOPIABLE © Oxford University Press





British street art

1 THINK & SHARE Look at the photos on this page. Then discuss the questions.

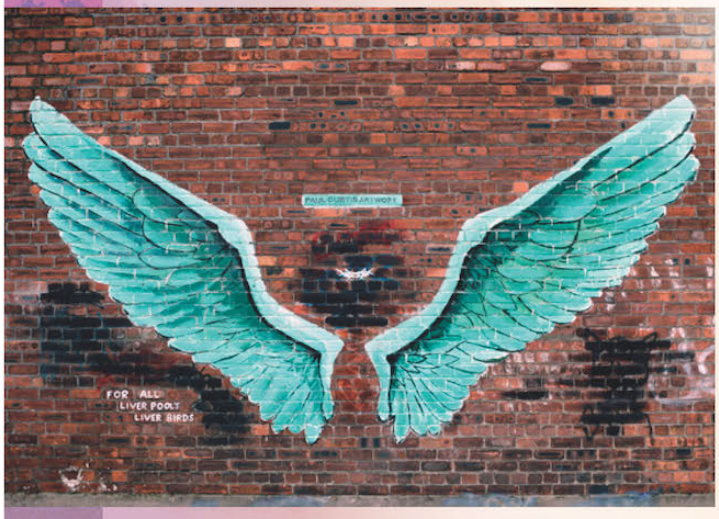
1 What do the photos show?
2 How are the photos similar and different?
3 What is your opinion of the street art in each photo?
4 Can you describe some street art you have seen?
5 Which piece of graffiti do you think was created by Banksy? Why?

2 Read the text quickly. What do Nancy and Lawrence disagree about?

Paul Curtis:
Not a typical street artist

Most street artists look for a nice, clean wall to paint or write a message on. Not British street artist Paul Curtis, called 'Moose'. He does things in a different way. He looks for dirty walls with lots of dust and pollution. Then he creates art by removing bits of dirt to show a difference between the clean parts and the dirty parts. Sometimes he paints on top of the dirty wall. The important thing is to have a difference between the lovely painting and the ugly space around it. His art sends a strong message. It says 'Stop destroying our beautiful world'.

dust (*n*) very small pieces of dry dirt



"I think Moose is brilliant! I love his art and his message. In 2017 he painted two very big wings on a wall in Liverpool. People like to stand between the wings for a photo. I've got a photo of myself doing that. It's great! In the space around the wings you can see the dirty wall with older graffiti and writing. When you walk down the street it's impossible not to see the wings. They are bright blue and really big. — Nancy

"I don't like street art. I think we should keep the walls in our towns clean. Those wings by Paul Curtis are OK but they don't belong on a public wall. I think art must stay in galleries and museums and on the walls of our homes. I love art and we've got posters and postcards of famous paintings in every room but art must be inside, not outside. When I see street art, I think, 'What about all the people who don't like this picture? Why must they see it every day on their way to work or school? — Lawrence

3 Read the article again. Then answer the questions.

1 How is Paul Curtis's street art different from other graffiti artists?
2 What difference does Paul Curtis try to show with this graffiti?
3 How do we know that Paul Curtis cares about the environment?
4 Which two features of Curtis's wings does Nancy think makes them difficult to miss?
5 Who is Lawrence thinking about when he says that art doesn't belong in the street?

4 2.13 Listen to three people talking about other works by Paul Curtis. Listen and write Abbey Road (*AR*), Giant Octopus (*GO*) or Helping Hand (*HH*).

1 This mural is going to be removed.
2 This mural was inspired by a pop group.
3 This mural is inside a building.
4 Paul only used one colour to paint this mural.
5 This mural contains some written text.
6 This scene is similar to a famous image.

5 Your head teacher says you can paint an outside wall in your school. It must be about the environment. Work in pairs and discuss the questions.

1 Where will you do the painting?
2 What message are you trying to send?
3 What will your painting show?

Optional: Present your ideas to the class. Have a class vote on the best ideas. You can draw a design of your street art and make a classroom display of your designs.

PHOTOCOPIABLE © Oxford University Press

3 CULTURE Parks in Perth and London

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

1 What kind of places are these? What are the people doing?
2 What are the health benefits of these places?
3 Why do you think these people are here? How do you think they feel?
4 Would you like to spend time in a place like this? Why? / Why not?




2 3.13 Listen to someone talking about a park in their city. Which activities are mentioned?

baseball basketball cycling football ice-skating running skating swimming tennis volleyball

3 3.13 Listen again. Are the statements true (T), false (F) or not stated (N)?

1 The speaker does exercise in the park every day.
2 The speaker does not want to move away from the park.
3 You can go swimming in the park at any time of the year.
4 Mainly adults play team games in the park.
5 The 'Shakespeare in the Park' festival lasts for a month.
6 You don't have to pay to watch the plays.

4 Read this description of a park in London. What do you find most appealing about Hyde Park?

Hyde Park

There are 3,000 parks in London but Hyde Park is the most famous because it has appeared in so many films, TV series and novels. It is in the centre of London and was built by King Henry VIII in 1536. The park has woodland, grassy areas, gardens and a lake called 'The Serpentine' that is out of this world, where people swim or rent small boats. Speakers' Corner is a place where anyone can stand and speak to the public about anything they like. Sometimes the debates get very lively and might not be suitable for children. Hyde Park has several statues. The most famous is the Wellington Arch, a big stone arch, which people often take photos with. Lots of people use the park to do exercise. There are football pitches, a large ice rink, a tennis centre and paths for cycling and horse-riding. In the summer you can enjoy one of the free concerts with music to suit everyone. Take a blanket or do as I do and rent one of the park's famous striped deckchairs. Then you'll really feel like you are in Hyde Park.

rent (*v*) pay money to use something
debate (*n*) a formal discussion
suitable (*adj*) right
blanket (*n*) a large cover normally used on beds to keep people warm

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

1 Why is Hyde Park well known?
A It was built by Henry VIII.
B There are many debates in the park.
C It has been in lots of books, series and films.
2 How does the writer think about the lake?
A She thinks it is amazing.
B People should not swim in it.
C It does not look like a snake.
3 Why does the writer say the debates 'might not be suitable for children'?
A Speakers' Corner is only for adults.
B The debates might be on topics children shouldn't hear.
C The debates are always boring.
4 What does the author think of the striped deckchairs?
A The deckchairs are better than blankets.
B They are cheap to rent.
C They are a symbol of Hyde Park.
5 Which activity is free to do in the park?
A sailing on the Serpentine
B music concerts
C using a deckchair

6 THINK & SHARE Work in small groups. Imagine you are sitting in a park. Discuss the questions.

1 What sounds can you hear?
2 What can you smell?
3 How do you feel?
4 What can you see around you?

7 Imagine you are one of the people in the photos in Ex 1. Write a blog post (100–150 words) about your experience.

8 Work in small groups. Imagine you have permission to organise an event in your local park. Discuss the questions.

1 What kind of event will you organise?
2 Who will be welcome at the event?
3 How will you advertise the event?

9 Work in groups. Design a poster to advertise your park event. Use it to present your ideas to the class. Then make a classroom display of your posters.

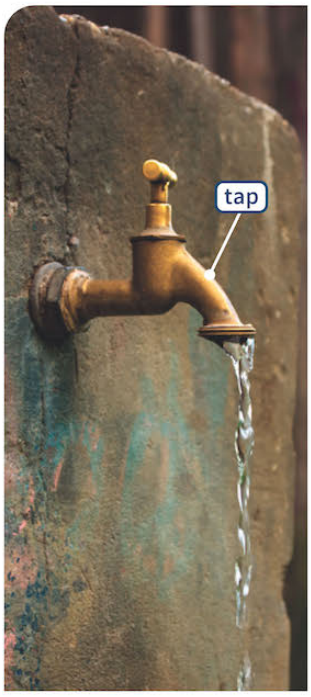


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4 CULTURE Helping the environment

1 THINK & SHARE Look at the photo. Then discuss the questions.

1 What does the photo show?
2 Why is it important to save water?
3 How can you save water (a) at home, (b) in school and (c) in your town?





2 Read the text quickly. Which two groups of people receive training from Green Treasures Farms?

Green Treasures Farms

Kaluki Paul Mutuku lives in Kenya. He grew up in a small village in the countryside with his mother and three brothers. The family lived a simple life. They kept a few farm animals and spent the time enjoying nature. Kaluki loved trees, plants and animals. He enjoyed going for walks in the forest to collect wood for the fire, he helped his mother look after the animals and he played with the other children of the village.

But village life was not always perfect. Like many other villages in Kenya, they had a problem with water. They weren't rich and they didn't have taps inside their homes. They had to collect water from the river in buckets. This was always a job for women and children — a hard job. It was important not to waste water. Every drop of water was important.

waste (*v*) to use more of something than is needed or useful

3 Read the article again. Then order the stages in Kaluki's life from 1 to 6.

A Kaluki helps with the animals at home. ___
B Kaluki starts Green Treasures Farms. ___
C Kaluki decides to help his community. ___
D Kaluki travels to Nairobi to study further. ___
E Kaluki Paul Mutuku is born in Kenya. ___
F Kaluki finishes school in his village. ___

4 4.13 Listen to someone talking about the five goals of Green Treasures Farms. Complete the goals.

Green Treasures Farms' five goals

1 To train women how to _____ and _____ water in a safe way.
2 To train women how to grow _____ and _____.
3 To find the right trees and plants for _____.
4 To show women how to grow and _____ their own _____.
5 To help women look after the _____.

5 THINK & SHARE Read these comments. What do they mean? Do you agree or disagree? Why?

- A beautiful environment starts with you.
- There is no Planet B.
- Take care of Earth and she will take care of you.

6 Work in pairs. Make a poster to show how you can save water. Use it to present your ideas to the class.



When Kaluki grew up and left school, he went to university in Nairobi. He studied science and became very interested in the environment. He realised he wanted to help the people in his community. He wanted to teach them about water and how to make their lives more comfortable. In 2014 he decided to start Green Treasures Farms, an organisation that trains women and young people how to look after water.

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5 CULTURE The Duke of Edinburgh's Award

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

1 Describe in detail what you can see in each picture.
2 Would you do these activities? Why? / Why not?
3 What kind of training do you need for each activity?
4 Which activity would you prefer? Why?

2 Read the fact file and answer the questions.

1 How many levels are there in the Duke of Edinburgh's Award?
2 How many different parts does each award have?

The Duke of Edinburgh's International Award

The award is for young people from the age of 14. It is for great things they do outside the classroom. There are three levels of award, bronze for 14-year-olds, silver for 15-year-olds and gold for 16-year-olds. To win an award you have to develop skills by doing well in four areas:

1 _____

Here you give back something to the community where you live. For example, helping in a library, reading to old people who live alone or cleaning up a local park.

2 _____

Here you find something you want to be good at and you develop the skills to get good at it! For example, computer programming, learning a language, cooking or playing chess.

3 _____

Here you have to do well at a sport or other outdoor activity where exercise is key. Some examples are playing tennis, running, mountain climbing, cycling or sailing.

4 _____

In this section you develop skills in the natural world, staying outdoors for one to three nights. You can study insects on a beach, go camping in a forest or study birds at the top of a mountain.

If you do the Duke of Edinburgh's Award, you make your own plan and choose challenges in areas that interest you.

challenge (*n*) a new or difficult task that tests somebody's ability and skill





3 Read the fact file again. Then match headings A–D to sections 1–4.

A Exercise
B Adventurous journey
C Community service
D Skill building

4 5.13 Listen to five speakers talking about the Duke of Edinburgh's Award. How many speakers have already achieved the gold award?

5 5.13 Listen again Then read the statements and answer Anna (A), Leo (L), Fiona (F), Nick (N) or Maya (M). Which person …

1 is happy about learning a musical instrument?
2 continues an activity they started for the award?
3 enjoyed working with young children?
4 went on a trip with an animal?
5 chose her future job while doing an award?
6 talks about carrying something heavy?
7 formed friendships during the award?
8 mentions a need to be physically strong?

6 THINK & SHARE Discuss the questions.

1 Why do you think people do these kinds of challenges?
2 Are there any similar challenges in your country?
3 Would you like to do a challenge like this? Why? / Why not?

7 Imagine you are going to do the Duke of Edinburgh's Award. What would you like to do for each of the four sections?

8 Visit the website and find out the differences between the bronze, silver and gold awards. https://www.dukeofed.org

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6 CULTURE Memoirs from the USA

1 Work in pairs. Read the dictionary definition. Then discuss the questions.

Memoir /'memwɑ:(r)/ (*n*) A book that a person writes about their life or an episode of their life.

1 What kind of people write memoirs?
2 Why do some people enjoy reading memoirs?









2 Match the book titles and captions to the photos above.

1 *Becoming Michelle Obama*: From her childhood in Chicago to becoming the First Lady of the United States
2 *Marley & Me*: The ups and downs of life with a puppy
3 *Open*: The inspiring story of one of tennis's greatest legends
4 *Maiden Voyage*: Two-and-a-half years sailing around the world alone (with a cat).

3 Work in pairs. Which of these memoirs looks most interesting? Why?

4 6.16 Listen to a girl talking about a memoir she read. Would you like to read this book? Why? / Why not?

5 6.16 Listen again. Choose the correct answer: A, B or C.

1 Why did the speaker read this book?
   A It was homework.
   B It was for a project.
   C She thought it looked interesting.
2 What is *I Know Why the Caged Bird Sings* about?
   A It is about childhood in America.
   B It is about Maya Angelou's early life.
   C It is about learning to read.
3 Why did the speaker find the book difficult to read?
   A because she was too young
   B because she didn't go to school
   C because it was sad
4 Which event changed Maya Angelou's life when she was a young girl?
   A She decided to write her own memoir.
   B She learned to love school.
   C She met Mrs Bertha Flowers.
5 How does the speaker describe the book?
   A sad and clever
   B sad and funny
   C sad, funny and clever

6 Read the review of a memoir. Would you like to read this book? Why? / Why not?

Book review By J. Lyons

I don't normally like memoirs but I read a brilliant one recently. It's by the American travel writer, Paul Theroux. It's called *The Pillars of Hercules* and it's about a trip he made around the Mediterranean, through Spain, France, Italy, Greece, Turkey and Morocco. It's a kind of travel-memoir. What I like is the way he travelled and all the adventures he has on the way. It's really entertaining. He gets buses and boats, he rides a bike, he walks. He meets lots of interesting people everywhere he goes. He makes you want to go on the same trip. I laughed out loud in lots of bits. What makes the book great is that Theroux isn't a typical tourist. He doesn't like tourist attractions or typical tourist places so the book is more about him than the places he visits. It's about how he feels and what he's thinking. It's interesting and unusual.

7 Answer the questions.

1 What does J Lyons think about memoirs in general?
2 What kind of a memoir is *The Pillars of Hercules*?
3 Why did J Lyons describe the book as 'entertaining'?
4 How do we know the book was amusing?
5 What do you think J Lyons's opinion of typical tourists is? Why?

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

1 Which of the two memoirs mentioned in the audio and the book review would you prefer to read? Why?
2 Whose memoirs from your country would you like to read?
3 Which interesting events would you include in your memoir?

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1 Do the quiz. What do you think the answers are? Choose A, B or C.

FAMOUS WOMEN IN HISTORY

1 Marie Curie was the first woman in history to
- A become Prime Minister.
- B win a Nobel Prize.
- C climb Mount Everest.

2 Fatima Al Fihria opened the first
- A cinema in the world.
- B hotel in the world.
- C university in the world.


Kathrine

3 Kathrine Switzer was the first woman to
- A run the Boston Marathon.
- B win the Tour de France cycle race.
- C become a professional football player.

4 Coco Chanel invented
- A the handbag.
- B sunglasses.
- C the 'little black dress'.

5 Maria Teresa De Filippis was the first female
- A chef on TV.
- B Formula 1 driver.
- C news reader on TV.


Maria Teresa

6 Amelia Earhart was the first woman to
- A fly solo across the Atlantic.
- B win a Nobel Prize for Literature.
- C travel to the North Pole without help.

7 Ellen Johnson-Sirleaf was the first woman to
- A host a televison game show.
- B kayak the length of Britain.
- C be elected as head of state in Africa.

8 Valentina Tereshkova was the first woman to
- A vote in elections.
- B travel to space.
- C conduct the Vienna Philharmonic Orchestra.


Valentina

1A, 2C, 3A, 4C, 5B, 6A, 7C, 8B.

2 Check your answers. How many did you get right?

3 7.14 Listen to someone talking about Ada Lovelace. What is she famous for?



4 7.14 Draw a timeline in your notebook. Then listen again and write these events on the timeline in the order in which they happened.
- Ada lives with her grandmother.
- Ada becomes ill.
- Ada writes the first algorithm for a machine.
- Scientists and mathematicians use Ada's ideas.
- Ada helps Babbage with his work.
- Ada lives in London with her mother.
- The US military name their computer language 'Ada'.
- Ada meets Charles Babbage.
- Ada dies at a young age.
- Ada studies maths, science, music and French.

5 THINK & SHARE Read these quotations by famous women and choose one you think is interesting. Work in pairs and explain why you have chosen that one.

"No one ever became poor by giving." *Anne Frank*

"What you do makes a difference, and you have to decide what kind of difference you want to make." *Jane Goodall*

"Success isn't about how much money you make. It's about the difference you make in people's lives." *Michelle Obama*

"The eyes of all future generations are upon you. And if you choose to fail us, I say – we will never forgive you." *Greta Thunberg.*

"One child, one teacher, one book, one pen can change the world." *Malala Yousafzai*

6 Choose one of the famous women in history from the quiz. Find a biography online and read about her life.

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Student A

1 Work in pairs, A and B. Read the fun facts below. Take turns to ask and answer questions to complete the fun facts.



STUDENT A

10 fun facts about UK bank notes

1 The Bank of England made the first banknotes in _____.
2 The Bank of England is in Threadneedle Street in London. The building known as 'The Old Lady of Threadneedle Street'.
3 _____ appears on all banknotes in the UK.
4 The first historical figure to appear on a bank note was the writer, William Shakespeare.
5 The governor of the Bank of England said, "Money is _____ for a country and its people."
6 A five-pound note is sometimes called 'a fiver'.
7 A 'quid' is _____.
8 The engineer George Stephenson appeared on a five-pound note. Millions of notes had to be destroyed because his death date was wrong.
9 Each UK banknote is _____. The bigger the amount, the bigger the note.
10 There are four types of bank note in the UK, (five, ten, twenty and fifty).

2 Who are the people in these photos? Why are they famous?





3 8.16 Listen to someone talking about money. Which two bank notes are mentioned?

4 8.16 Listen again. Make notes and complete the table. Then use your notes to write a summary.

Bank note	1 _____
Date	2016
Colour	2 _____
Person	Sir Winston Churchill
Famous	3 _____ 4 _____
Background image	5 _____ Westminster Bridge 6 _____
Quotation	'I have nothing to offer but blood, toil, 7 _____ and sweat', from his first speech as PM.

Bank note	8 _____
Date	2017
Colour	Brown and 9 _____
Person	10 _____
Famous	Author
Background image	11 _____ an illustration of one of her characters, Elizabeth Bennett.
Quotation	'I declare after all there is no enjoyment like 12 _____' from her book, *Pride and Prejudice*.

5 Use the internet to find out information about the twenty-pound note. Complete this table.

Bank note	twenty pounds
Date	
Colours	
Famous person	
Images	
Quotation	

6 THINK & SHARE Discuss. Which people and buildings are on the bank notes from your country?

7 Work in pairs. Choose a historical figure for a bank note.

1 Think of an historical figure you would choose.
2 Make a list of reasons why your person is ideal.
3 Take turns to share your ideas with another pair.
4 Have a class vote to find the three most popular ideas. You cannot vote for your own idea.

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Student B

1 Work in pairs, A and B. Read the fun facts below. Take turns to ask and answer questions to complete the fun facts.



STUDENT B

10 fun facts about UK bank notes

1 The Bank of England made the first banknotes in 1695.
2 The Bank of England is in Threadneedle Street in London. The building known as 'The _____ of Threadneedle Street'.
3 Queen Elizabeth II appears on all banknotes in the UK.
4 The first historical figure to appear on a bank note was the writer, _____.
5 The governor of the Bank of England said, "Money is memory for a country and its people."
6 A five-pound note is sometimes called '_____'.
7 A 'quid' is one pound.
8 The engineer George Stephenson appeared on a five pound note. Millions of notes had to be destroyed because his _____ was wrong.
9 Each UK banknote is a different size. The bigger the amount, the bigger the note.
10 There are four types of bank note in the UK, (five, _____).

2 Who are the people in these photos? Why are they famous?





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Colours	_____
Famous person	_____
Images	_____
Quotation	_____

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4 Have a class vote to find the three most popular ideas. You cannot vote for your own idea.

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2 DOCUMENTARY Homes on wheels



Before watching

1 THINK & SHARE Work in groups. Look at the picture. Would you like to live here? Why? / Why not?

While watching

2 Watch the video without sound. Answer the questions.

1 What kind of homes do you see?

2 What do all the homes have?

A a kitchen B a big bed C wheels

3 Watch the video again with sound. Complete the sentences.

1 The homes have wheels so they can visit different _____.

2 This motorhome is made of _____.

3 This one looks like a _____ house.

4 It has a comfortable bedroom with a big _____.

5 This home has great _____.

6 Bee and Theo have got lots of ideas for their own _____.

After watching

4 Work in pairs. Choose Student A or B. Do the role-play.

Student A

You are at the Colorado Tiny House Festival. You live in a mobile home. Show Student B around your home. Talk about the furniture and objects inside your home.

Student B

You are at the Colorado Tiny House Festival. You want to see a mobile home. Think of some questions to ask the owner.

Writing

5 Work in pairs. Imagine you want to sell your mobile home.

1 Brainstorm vocabulary to describe your mobile home.

2 Write five sentences about why your home is special.

6 Design an advert to sell your mobile home.

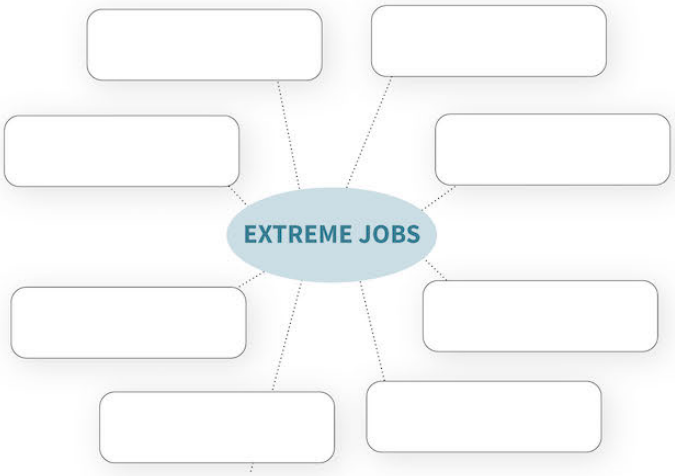
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4 DOCUMENTARY Storm chasers



Before watching

1 THINK & SHARE Work in groups. Brainstorm some extreme jobs and add them to the mind map.



While watching

2 Watch the video. Why are Reed and his team following the storm?



3 Watch the video again. Correct the sentences.

1 The team finds giant hailstones the size of footballs.
2 The storm chasers are driving across Kansas.
3 Reed wants to drive into the tornado.
4 While they drive, Reed calls the local police.
5 They leave because they have amazing shots of the storm.
6 Reed says it is one of the most boring tornadoes he has seen.

After watching

4 Watch the video from 02:30 to 02:35. Underline the stressed word.

> That's was one of the most amazing tornadoes I've ever seen.

5 Choose three of the adjectives below. Write a sentence for each.

amazing dangerous giant
large strong violent

6 THINK & SHARE Work in pairs. What makes people love their job? Discuss and make notes.

7 Look at your notes in Ex 6. Which do you think is the most important reason?

Writing

8 THINK & SHARE Work in pairs. What do you think storm chasers need to do before following a storm? Write a to-do list.

PHOTOCOPIABLE © Oxford University Press

6 DOCUMENTARY Welcome refugees



Before watching

1 THINK & SHARE Work in groups. Look at the list of countries below. Write *A* next to the ones where you think most refugees come from. Write *B* next to the ones that you think welcome the most refugees.

Afghanistan ___
Colombia ___
Germany ___
Myanmar ___
Pakistan ___
South Sudan ___
Syria ___
Turkey ___
Uganda ___
Venezuela ___

While watching

2 Watch the video. How do the residents of Ballaghaderreen feel about the refugees?

3 Watch the video again. Choose the correct answers.

1 How many refugees are going to Ballaghaderreen?
- A A group of 60 refugees
- B A group of 70 refugees
- C A group of 80 refugees

2 Why did the refugees leave their home country?
- A There is a war.
- B They wanted to.
- C For their religious beliefs.

3 What is Jackie's job?
- A She is the manager of a hotel.
- B She is a waitress.
- C She is a shop assistant.

4 Who left welcome messages for the Syrian families and children?
- A Teachers
- B Hotel staff
- C Local school children

5 Why does Teresa take the refugees for a walk?
- A To go shopping.
- B To meet people around the town.
- C To get some exercise.

6 When do the refugees and the people in the town have a welcome party?
- A The same night.
- B The next day.
- C Two weeks later.

After watching

4 Watch the video from 01:25 to 01:35. Complete the sentence with the missing words.

> **'I _____ in helping the refugees because imagine what it would be like coming to a brand new place, not speaking very much of the language.'**

5 THINK & SHARE Work in pairs. What are the essential things refugees need to bring when moving to a new country? What would they need to know when they arrived? Discuss together and complete the table.

Things to bring	Need to know

Writing

6 Write a letter to the refugees with the information in Ex 5.

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8 DOCUMENTARY Ant man



Before watching

1 THINK & SHARE Work in pairs. Are the sentences true (T) or false (F)? Discuss your ideas.

1 There are over 12,000 types of ants.
2 Ants are the longest living insect.
3 Ants have ears.
4 Ants can't swim.
5 An ant can carry 50 times its own bodyweight.

While watching

2 Watch the video. Complete the missing day and times in Cesar's calendar.

Today's plan	DAY: _____
08:00	get some newspapers
08:15	buy a cup of coffee
08:30	walk to work
09:00	check emails
10:30	check on the ants
_____	feed the ants
13:30	post new ants to clients
15:00	go to the post office
_____	share ants on social media
17:30	go home

3 Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Ants are usually dangerous.
2 Ants live in colonies.
3 Ants lay eggs.
4 Cesar's ants are difficult to look after.
5 The most important ant is the colony is the queen.
6 The leaf-cutter ant is one of the smallest.
7 Cesar has to keep the ants in a warm place.

After watching

4 Work in pairs. Imagine you are part of an ant exchange. Student A look at card 1. Student B look at card 2. Talk to your partner and find out which ants you can exchange.

Student A
My ants
Carpenter ants
Weaver ants
Red wood ants
Lasius
Black garden ant

Looking for
Bullet ants
Meat ants
Yellow crazy ants
Red harvester ants
Fire ants

Student B
My ants
Electic ants
Weaver ants
Yellow crazy ants
Lasius
Meat ants

Looking for
Red harvester ants
Red wood ants
Bullet ants
Little black ants
Carpenter ants

5 Which ants are you going to exchange?
I'm going to exchange my … for my partner's ….

Writing

6 Imagine you are Cesar. Write a post for social media. Think about:

- what you did in the office today.
- what you know about the leaf-cutter ant.

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