OXFORD



LIFE VISION

Workbook

A2/B1

Pre-Intermediate

Helen Halliwell, Thomas Johannsen and Sarah Walker

OXFORD
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Guide for Classroom Presentation Tool

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0.1 INTRODUCTION

Use present tenses to talk about appearances.

GRAMMAR BOOSTER SB P128

1 Look at the verbs in **bold**. Then match sentences 1–4 to rules A–D.

1 I **don't like** those shoes. ___
2 They**'re learning** to play chess. ___
3 Look! It**'s raining**. ___
4 My teacher always **wears** a scarf. ___

We use the present simple …

A to talk about things that happen regularly.
B to say how we think or feel about something, e.g. with *know*, *like*, *love*.

We use the present continuous …

C to talk about things happening at the moment, e.g. *here and now*, *right this moment*.
D to talk about things happening around now, e.g. *today*, *this month*.

2 Choose the correct alternative to complete the dialogue.

A Who [1]**does Dan talk / is Dan talking** to over there?
B That's his cousin, Jodie.
A [2]**Do you know / Are you knowing** her?
B Yes, she's one of my sister's friends.
A She [3]**wears / 's wearing** a very bright cardigan.
B That's because she [4]**loves / 's loving** pink, orange and yellow! You [5]**never see / 're never seeing** her in black or dark grey.
A Really?
B No, she [6]**thinks / 's thinking** they're boring. Talking about clothes, [7]**do you wear / are you wearing** a new jacket?
A No, I'm not. It's my brother's.
B It [8]**looks / 's looking** good on you. It's great that you can borrow his clothes.
A Actually, he doesn't know that I [9]**wear / 'm wearing** it today! He [10]**stays / 's staying** with a friend for the weekend.

3 Complete the sentences with the present simple or present continuous form of the verbs in brackets. Use contractions where possible.

1 Reina _____ (learn) to drive.
2 My parents _____ (not like) playing video games.
3 _____ (you / read) a good book at the moment?
4 'What _____ (Ben / do)?' 'He's a teacher.'
5 Be quiet! Dad _____ (sleep) on the sofa.
6 We _____ (leave) now. It's late.
7 I _____ (not get) up early at weekends.
8 How often _____ (you / borrow) clothes from friends?
9 Leyla loves chocolate! She _____ (have) some every day.
10 The radio is on, but I _____ (not listen) to it.

4 Match 1–5 to A–E to make phrases describing appearance.

1 a lovely ___ A hair
2 curly ___ B slim
3 brown ___ C eyes
4 long, ___ D smile
5 very ___ E straight hair

5 Complete the sentences with the phrases from Ex 4.

1 Nina's got _____. It isn't straight.
2 I've got _____. They aren't blue.
3 He looks friendly because he's got _____.
4 Mike is tall and _____.
5 They've got _____. It isn't curly.

6 Choose the correct answer: A or B.

1 I never wear ___ when I play sport.
A hair B jewellery
2 She's wearing a blue scarf with ___.
A wavy hair B stripes
3 Head teachers usually wear ___ clothes.
A formal B weird
4 These shoes aren't ___. I need some bigger ones.
A attractive B comfortable
5 Jamal hasn't got a ___, but he wants to grow one.
A beard B smile
6 I love the colour of his eyes. They're pale ___.
A blue B curly

7 Complete the sentences with the correct words below.

a top attractive baggy scarf socks spots

1 Mia often wears a big, _____ top. It doesn't suit her.
2 I'm looking for a white dress with blue _____.
3 In winter, I always wear a big _____ to keep my neck warm.
4 Which famous person do you think is _____?
5 I'm looking for my blue _____, but I can only find one of them.
6 My mum hates wearing dresses. She usually wears trousers and _____.

8 Write present simple or present continuous questions. Then write true answers.

1 what / you / wear / right now / ?
_____
_____
2 what / you / usually / wear / at weekends / ?
_____
_____
3 what / you and your friends / enjoy / doing / after school / ?
_____
_____
4 what / you and your friends / do / at the moment / ?
_____
_____

1 Complete the definitions with the correct words.

1 A p_____ is a something that actors perform in a theatre or on TV.
2 An a_____ is a person who writes books.
3 F_____ is a type of literature about imaginary people or events.
4 A m_____ is a person who plays a musical instrument or writes music.
5 A p_____ is a picture that an artist produces with paint.
6 A c_____ is a person who is famous.
7 A d_____ is a TV programme about real facts, people or events.
8 S_____ t_____ is when actors perform outside in a public place.

2 Complete the sentences with the words below.

art gallery character drawing
live concert series street art

1 Who's the main _____ in the novel that you're reading?
2 How many episodes are there in this TV _____?
3 That's a fantastic _____ of your sister!
4 I love looking at the paintings in our local _____.
5 Some people think _____ is graffiti, but I love it.
6 Watching bands at a _____ is more fun than listening to them on the radio.

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

For culture vultures, the best place to be in February is Adelaide in Australia. That's when the famous [1]___ called the Adelaide Fringe takes place. It's the biggest arts festival in the country. All kinds of different people [2]___ at the festival, such as actors and [3]___, comedians and dancers. Most of them aren't famous, but maybe they're the [4]___ of the future. Who knows?! There are events at many different places around the city and street [5]___ is popular, too. Don't be surprised to see a group of actors performing a short [6]___ when you're walking along the main street, Rundle Street.

For those of you more interested in art, the 'Street Art Explosion' is part of the Fringe. There is a lot of [7]___ to look at and you can stop and watch a great [8]___ complete a new painting.

1 **A** art gallery **B** arts festival **C** play **D** painting
2 **A** publish **B** drama **C** series **D** perform
3 **A** drawings **B** TV programmes **C** musicians **D** street art
4 **A** celebrities **B** paintings **C** documentaries **D** characters
5 **A** art **B** theatre **C** drama **D** novels
6 **A** festival **B** play **C** live concert **D** musician
7 **A** novels **B** drawings **C** TV programmes **D** street art
8 **A** artist **B** character **C** author **D** fiction

4 Match 1–6 to A–F.

1 You've read ___ **A** never heard of that author.
2 When did you ___ **B** has written a novel.
3 My cousin ___ **C** haven't seen that play.
4 Has he ___ **D** a lot of fiction.
5 I've ___ **E** meet a celebrity?
6 We ___ **F** ever been to a live concert?

5 Complete the dialogues with the present perfect form of the **bold** verb and a short answer. Use contractions where possible.

go

A [1]_____ (you / ever) to the Adelaide Fringe Festival?
B No, I [2]_____. I [3]_____ (never) to Australia.

sell

A [4]_____ (Lara / ever) a painting?
B Yes, she [5]_____. She [6]_____ three of them.

perform

A They're good musicians. [7]_____ (they / ever) in public?
B Yes, they [8]_____ – in the street, but they [9]_____ at a live concert.

6 Complete the text with the present perfect form of the verbs. Use contractions where possible.

[1]_____ (you / hear) of the Tate art galleries? There are four of them in the UK. Two are in London – Tate Britain and Tate Modern. Tate Liverpool is in the North of England and Tate St. Ives is in Cornwall. I live in London, so I [2]_____ (visit) Tate Britain and Tate Modern many times with my friend, Maria. She's into art like me. We like Tate Britain best because you can see paintings by British artists through the ages. We [3]_____ (see) some amazing paintings there, like *Ophelia* by the artist Millais (1851–2). Maria thinks it's the most beautiful painting she [4]_____ (ever / see). It shows one of the main characters in Shakespeare's play, *Hamlet*. Maria [5]_____ (never / go) to the theatre to see the play, but she wants to go one day. I [6]_____ (not see) the play either, but I [7]_____ (read) it in English literature at school and my parents [8]_____ (watch) a film of the play on TV.

7 Write the questions with *ever*. Then write answers that are true for you. In affirmative sentences, give more information. In negative sentences, use *never*.

1 you / see / a celebrity / ?
_____
_____

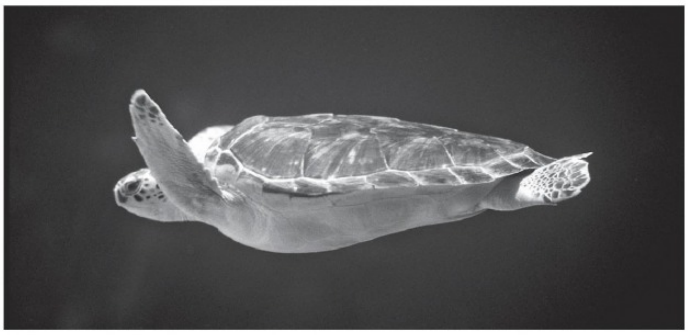
2 you / go to / a concert or play / ?
_____
_____

3 your best friend / go to / France / ?
_____
_____

Use articles to talk about cities and the countryside.

GRAMMAR BOOSTER SB P130

1 Look at the **bold** words. Then match sentences 1–6 to rules A–F.



1 I love **turtles**. ___
2 Look at **the turtle** over there. ___
3 I'm **a teacher**. ___
4 We live in **a flat**. ___
5 **The flat** isn't very big. ___
6 What time do you go to **bed**? ___

We use *a / an* …
A to talk about something for the first time.
B to say what someone's job is.
We use *the* …
C when we mention something again.
D when it's clear what we're talking about, or when there's only one of something.
We don't use an article (–) …
E when we make generalisations.
F in some set phrases.

2 Choose the correct alternative.
1 We're in Class 9E. **A / The / –** class is quite big.
2 Would you like **a / the / –** bike for your birthday?
3 Julia's in **a / the / –** hospital at the moment.
4 **A / The / –** river in Budapest is the Danube.
5 Ed wants to be **an / the / –** actor.
6 I think **a / the / –** school is fun.

3 Complete the dialogues with the correct article. Use *a*, *an*, *the* or – (no article).
A Who's [1]___ boy over there that Marc is talking to?
B He's called Piotr. He's [2]___ exchange student from Poland.
A Have you ever been to [3]___ live concert?
B No, I haven't. I'm not really into [4]___ live music.
A Let's get [5]___ sandwich for lunch.
B Good idea! [6]___ sandwiches in this café are always good.
A [7]___ weather here is often very hot in July.
B Oh, no! I hate [8]___ hot weather.

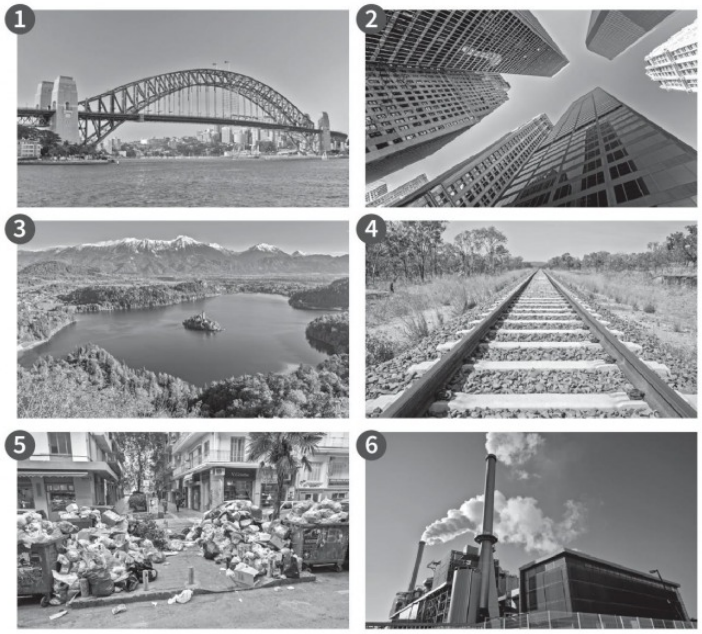
4 Complete the questions with *a*, *an*, *the* or –. Then write true answers.
1 Have you ever eaten ___ Seville orange?
_____
2 What do you think of ___ football?
_____
3 Have you ever swum in ___ ocean?
_____
4 Who is your favourite sportsperson in ___ world?
_____

5 Match the words below to the definitions.

desert farm hill square village wood

1 a very small place that's often in the countryside _____
2 an area that's higher than the land around it _____
3 a large, dry area with very few plants _____
4 an open area in town usually with four sides _____
5 an area of trees that's smaller than a forest _____
6 an area where people keep animals and grow crops _____

6 Look at the photos and complete the words.
1 b_____
2 o_____ b_____s
3 l_____
4 r_____y
5 r_____h
6 f_____y



7 Complete the text with the words below.

apartment beaches blocks islands Park river

Rio de Janeiro is a huge city in Brazil with more than six million people. Its name means 'January River' in Portuguese, but there isn't actually a [1]_____ in the city! Like most modern cities, Rio de Janeiro has many office [2]_____ and tall [3]_____ buildings. However, there are lots of green spaces too, like a big city forest called the Tijuca National [4]_____. Rio de Janeiro is also a city by the sea and it has two very famous [5]_____ – Copacabana and Ipanema. There are lots of [6]_____ in the sea too. One of them is called Ilha do Governador. The city's international airport is on the island!

8 Write the name of …
1 a beach you like. _____
2 a river in a town or city near you. _____
3 a park near where you live. _____
4 a famous bridge. _____
5 an island you want to visit. _____

Use *there was / there were* to talk about shopping now and in the past.

0.4 INTRODUCTION

1 Match words 1–8 to definitions A–H.

1 baker's ___
2 butcher's ___
3 town centre ___
4 customer ___
5 shop assistant ___
6 supermarket ___
7 clothing ___
8 cash ___

A A person who buys things in a shop.
B Money that is coins or notes.
C Things you wear, e.g. tops, trousers.
D A person who sells things in a shop.
E A shop that sells bread and cakes.
F The main part of a town with shops.
G A large shop that sells food and other items.
H A shop that sells meat.

2 Match words below from both A and B to complete the sentences.

| **A** credit department online shop shopping

| **B** card centre shopping store windows

1 I love looking in _____ _____. When I see something I like, I go in the shop and buy it.
2 When you buy items with a _____ _____, you pay for them later.
3 There's a big, new _____ _____ out of town with more than 150 shops.
4 Darshna has got a job in a _____ _____. She works in the clothing section.
5 Some people think _____ _____ is great, but I prefer going shopping on the high street.

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



4 Match 1–4 to A–D to make the rules.

1 We use *there was / there were* ___
2 We use *there wasn't / there weren't* ___
3 We use *there was / there wasn't* ___
4 We use *there were / there weren't* ___

A with plural nouns.
B to say that something existed in the past.
C with singular nouns.
D to say that something didn't exist in the past.

5 Complete the sentences with *was*, *wasn't*, *were* or *weren't*.

In our town in the past, …

1 there _____ a department store. ✓
2 there _____ any bookshops. ✗
3 there _____ two butcher's. ✓
4 there _____ a shopping centre. ✗
5 there _____ some big shop windows. ✓
6 there _____ many hairdresser's. ✗

6 Look at the information and write sentences with the correct form of *there was / there were*.

A hundred years ago, …

1 credit cards ✗
_____
2 some department stores ✓
_____
3 markets in the street ✓
_____
4 online shopping ✗
_____
5 a queue in popular shops ✓
_____
6 an out-of-town shopping centre ✗
_____

7 Compare your town or village now and in the past. Complete the sentences so that they are true.

1 There was _____.
2 There weren't _____.
3 There were _____.
4 There wasn't _____.

1	**A** payment	**B** customer	**C** queue	**D** receipt
2	**A** coin	**B** note	**C** cash	**D** sale
3	**A** centre	**B** assistant	**C** store	**D** window
4	**A** baker's	**B** town centre	**C** butcher's	**D** chemist's
5	**A** department store	**B** supermarket	**C** market	**D** item
6	**A** shop window	**B** hairdresser's	**C** town centre	**D** customer
7	**A** bookshop	**B** shop assistant	**C** note	**D** queue
8	**A** credit card	**B** receipt	**C** cash	**D** coin

1 Going places





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

caves countryside go canoeing
guided tour look round ruins

Dan talks about his day out in the Wye Valley. He tells Lily that the [1]_____ is beautiful and a lot of people [2]_____ on the river. He describes other things to do in the area. For example, there are [3]_____ to explore at Symond's Yat Rock, and you can go on a [4]_____ of Goodrich Castle. He says it's cool and you can [5]_____ the castle, though it's really old and all [6]_____ now.

b 1.01 Watch or listen again and check.

2 Match words 1–6 to definitions A–F.

1 attraction ___
2 audio guide ___
3 equipment ___
4 exhibition ___
5 peaceful ___
6 spectacular ___

A very quiet
B an interesting place to visit and/or do things
C amazing
D the things you need for an activity, e.g. canoeing
E information you listen to while looking round, e.g. a castle
F a collection of things – e.g. paintings – for the public to see

3 Look at the photos and complete the words.



1 c_____



2 r_____



3 w_____



4 c_____

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

Segway City Tours Prague

Duration: 180 minutes
Distance: 16 km

Going [1]___ is a great way to see a place. A fun way to [2]___ round the city of Prague is on a Segway City Tour. There are stops as you [3]___ the streets, so your guide can tell you all about the beautiful buildings. You can ask your guide questions – you can't do that with an [4]___!

[5]___ – Prague Castle, Old Town Hall, Petrin Lookout Tower – there are [6]___ views from the top.

[7]___ – Segways and helmets are included in the price. Note: It's a good idea to use [8]___ if it's hot and sunny.



1	A cycling	B on a guided tour	C canoeing
2	A go on	B explore	C look
3	A explore	B go canoeing	C go cycling
4	A exhibition	B equipment	C audio guide
5	A Attractions	B Wildlife	C Ruins
6	A spectacular	B attraction	C peaceful
7	A Countryside	B Suncream	C Equipment
8	A an audio guide	B suncream	C a guided tour

5 REAL ENGLISH Complete the dialogues with the phrases below.

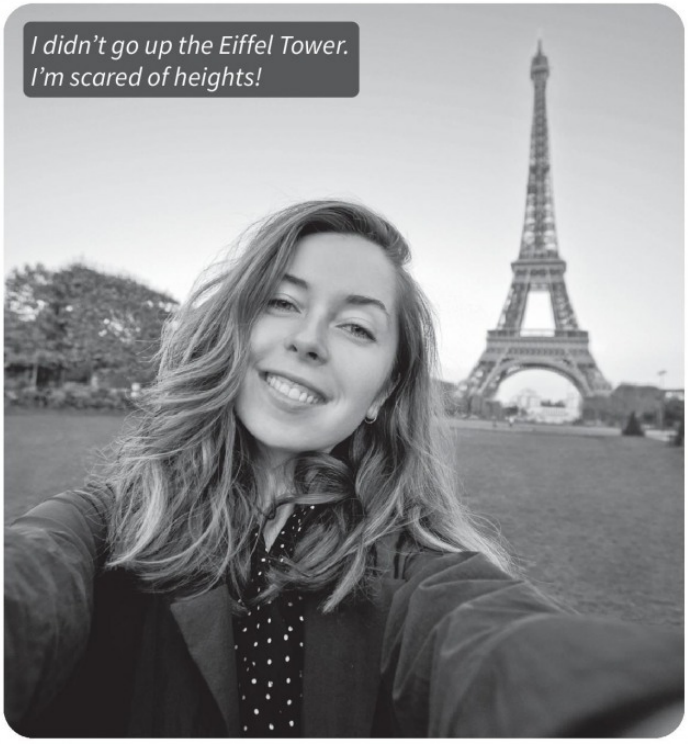
At last! Don't be silly! That's a shame.
That sounds fun! What a gorgeous day

1 A Where's the Eiffel Tower? Is it in London?
B London?! _____ Everyone knows it's in Paris.
2 A _____ today! The sun's shining.
B I know. It's the perfect weather to go cycling.
3 A I wanted to go canoeing, but there aren't any canoes.
B _____ Why don't you go for a walk instead?
4 A Right, I'll go and make some lunch for us.
B _____ It's late and I'm hungry.
5 A Do you fancy exploring some caves tomorrow?
B _____ Let's do it.

6 Write answers to the questions that are true for you.

1 What's your favourite attraction? Why?
2 Which city would you like to explore? Why?
3 Do you prefer a guided tour or exploring on your own? Why?

7 VOCABULARY BOOSTER Now practise **A day out** vocabulary on page **104**.



1 Write the past simple form of the verbs.

Regular		Irregular	
1 look	_____	8 be	_____
2 visit	_____	9 have	_____
3 want	_____	10 see	_____
4 explore	_____	11 go	_____
5 stop	_____	12 eat	_____
6 need	_____	13 get	_____
7 study	_____	14 do	_____

2 1.02 **PRONUNCIATION** Practise saying the past simple regular forms of the verbs in Ex 1. Write the ones that we pronounce with an extra syllable. Then listen and check.

_____ _____ _____

3 Complete the sentences with the positive (+) and negative (–) past simple form of each verb in brackets.

1 (look) We _____ (–) round any shops when we were in London, but we _____ (+) round a lot of museums.
2 (have) I love Italian food so I _____ (+) a pizza last night. I _____ (–) a burger.
3 (see) My parents _____ (+) lots of wildlife in South Africa, but they _____ (–) many ruins.
4 (go) Some of my friends _____ (+) canoeing yesterday, but I _____ (–) because I don't like water sports.
5 (use) Jack _____ (–) any suncream, so he's very red. I _____ (+) lots, so I'm OK.
6 (cry) The film was really sad, but I _____ (–). However, my sister _____ (+) a lot!

4 Complete the messages with the past simple form of the verbs in brackets.

Friends group



What a gorgeous day in Kraków! We [1] _____ (start) our day here in the Main Square. We [2] _____ (find) a great café for breakfast and then we [3] _____ (look) round the square. We [4] _____ (not go) on a guided tour because Alex [5] _____ (buy) a guidebook to Kraków at the airport. He's a good travel guide!



We [6] _____ (spend) the afternoon here at Wawel Castle, one of Kraków's main attractions. Alex [7] _____ (not want) an audio guide, but I was pleased I got one. I [8] _____ (learn) so much about the place. After that, we [9] _____ (go) on a boat trip on the Vistula river. We [10] _____ (see) some spectacular views of the city.

5 Complete the message with the past simple form of the verbs below.

go need not do not have start stay watch

Friends group

Your trip sounds fun. I [1] _____ a very good day today. ☹ Sam and I [2] _____ cycling along the river this morning, but then it [3] _____ to rain. I [4] _____ to have a hot shower when I got home. I [5] _____ much for the rest of the day – I just [6] _____ in and [7] _____ some TV. Wish I was in Kraków with you. It looks lovely.

6 Think about a time when you visited a place on holiday. Write sentences about three things you did there and three things you didn't do. Use any of the verbs in this lesson.

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

Find specific information in an article about holidays in the past.

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

A holiday is a period of time when people can [1]e_____ their normal life and travel to another [2]d_____ in their home country or [3]a_____. According to the article, the first people to use their [4]l_____ time for travel were the Romans. They didn't need to cross a [5]b_____ to do this because the Roman Empire was enormous. Tourism as we know it didn't start until the 1960s. Ordinary people couldn't [6]a_____ to do it before then.

2 Read the definition below. Then think about the questions.

staycation *(noun)* [C] a holiday that you spend at home or in your home country

1 What things do people usually do on holiday?
2 Do you think a staycation is better than going abroad? Why? / Why not?

3 1.03 Now read the *Home or away?* article. Does it mention any of your answers to Ex 2?

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.

4 Read the strategy above and look at the sentences. Then read the article again. Are the sentences true (*T*), false (*F*) or not given (*NG*)?

1 Many people in Britain had a different kind of holiday in 2009. ___
2 Cameron speaks Welsh. ___
3 Cameron and his family went to the top of Snowdon on foot. ___
4 It rained for a few days during Cameron's holiday. ___
5 Nina was surprised how good their holiday was last summer. ___
6 Nina and her family discovered lots of new things to do near where they live. ___
7 Nina really didn't want to go cycling. ___
8 Nina hated it when they stayed at home. ___

Travel and holidays +

Home or away?

With cheap flights to the Mediterranean and many companies offering all-inclusive holidays – where the price includes travel, food and hotels – it isn't surprising that millions of people in the UK spend their holidays there every year. However, things were different in 2009. The UK had serious money problems that year and it became very expensive to travel abroad. Ordinary people couldn't afford to do it, so staycations became popular. Today, many people can afford holidays abroad again, but some still prefer to stay in the UK. Let's hear about two different staycations.

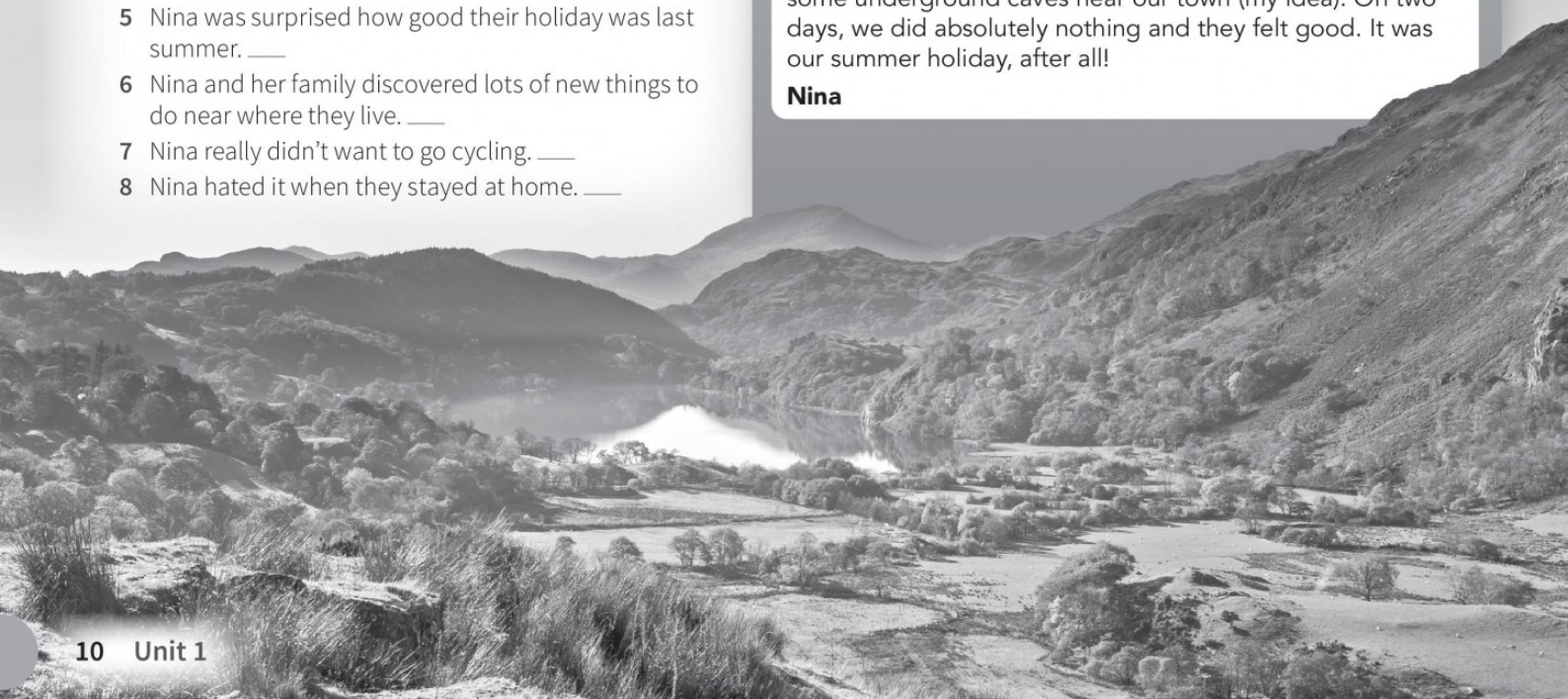
We usually spend two weeks in the Mediterranean, but last summer we spent two weeks in Wales – we had an amazing holiday! When you cross the border from England, there's a sign that says *Croeso i Gymru*, which is *Welcome to Wales* in the Welsh language. You're visiting another country, but you aren't abroad!

We stayed in Snowdonia, a beautiful area in the north. Every day we had a day out, doing something fun. We went cycling and canoeing, looked around castles and went up Snowdon. That's the highest mountain in Wales (1085 m). You can go by train, but we walked to the top. The views were spectacular. It often rains in North Wales, but we had gorgeous weather for two weeks. We used lots of suncream! It was the best holiday ever – better than going abroad. We want to do the same thing next year!

Cameron

My family didn't go abroad last summer because we couldn't afford it. We decided to have a staycation and stay in our own home instead. I expected it to be a bit boring, but I actually had a good time. Like any holiday, you need to plan some interesting things to do on a staycation. Each of us went online to look for events in our local area. I was surprised how many things there were that I didn't know about! Then, after a long discussion, we made a list of the top ten things we wanted to do. In the end, we did a variety of activities. For example, we looked round an exhibition of modern art (my mum's idea), we went on a cycle tour in the countryside (my brother's idea) and we took a guided tour of some underground caves near our town (my idea). On two days, we did absolutely nothing and they felt good. It was our summer holiday, after all!

Nina



1 Think about these questions.

1 A planner is someone who likes to make plans and know exactly what they're doing. Is it good to be this kind of person? Why? / Why not?

2 Some people are more relaxed about making plans and prefer to wait and see what happens. Do you think that makes life more exciting? Why? / Why not?

2 You are going to do a quiz. Complete the introduction to the quiz with the words below.

a reservation arrival departs in advance platform

How much of a planner are you?

Do you enjoy doing things without planning them [1]_____? For example, are you happy to go to a new restaurant without looking at reviews and making [2]_____? Or are you someone who prefers plans and schedules to unplanned activities? On a day out, do you go online to research opening times and the price of activities? And do you make a travel itinerary so that you know exactly when your train [3]_____, the number of the [4]_____ and the time of [5]_____ at your destination? Maybe you're like both these kinds of people.



3 Before you do the quiz, decide how much of a planner you are. Why?

A lot A bit Not at all

4 Now do the quiz. Compare your result with your answer in Ex 3.

1 There's a new café in town and a friend suggests going there.

- **A** You immediately say yes. You love trying new places.
- **B** You go online, read the reviews and make a reservation.
- **C** You choose what you want to eat online, but think you might change your mind when you get there.

2 A friend suggests a day out today at an out-of-town shopping centre.

- **A** That sounds fun! You're happy to go.
- **B** Don't be silly! You've already got plans. You always like to know what you're doing in advance.
- **C** You need to know which public transport goes there, the times and ticket prices.

3 On holiday, you want to go on a sightseeing cruise, but it's full. You can go canoeing instead.

- **A** You decide to do it. It's a new experience and it might be fun.
- **B** You decide not to do anything. You feel angry that the cruise was full.
- **C** You try canoeing for a short time, but you aren't keen so you stop doing it – you didn't expect to like it.

4 You're visiting an attraction like a castle.

- **A** You want to look round on your own and discover things for yourself. You can ask questions if necessary.
- **B** You only want to go on a guided tour.
- **C** You're happy to look round on your own, but you'd like to use an audio guide.

Now add up the number of As, Bs and Cs you have and find out how much of a planner you are!

Mostly As **You're really relaxed about making plans!**
You love adventure and having fun, but remember that it's important to plan certain things carefully and not leave everything to chance.

Mostly Bs **You love planning in advance and you don't like change.**
You're afraid of doing something new, but it can be good to try different things. Try to be more relaxed and say yes to doing something without thinking carefully about it. You might love it!

Mostly Cs **You make plans, but also like trying new things.**
You think making plans in advance is a bit boring, but you like to know what you're doing. However, try to be different sometimes and say yes to some unplanned activities.

5 Read the messages and write replies. Say what kind of person you think Katya and Eduardo are (e.g. Mostly As, Bs or Cs). Then make useful suggestions of things they can do in the future (*It's a good idea to …, You can also …*). Use the information in the quiz to help you.

1 On a day out with friends in Pisa, I really wanted to climb the Leaning Tower. We visited some attractions in the morning, had a pizza and then went to the tower, but I couldn't afford to buy a ticket. ☹ **Katya**

2 There's a new place to eat in town. When a friend invited me and some others to go there, I said no. I didn't know where the place was or what it was like. Now my friend is upset with me. ☹ **Eduardo**

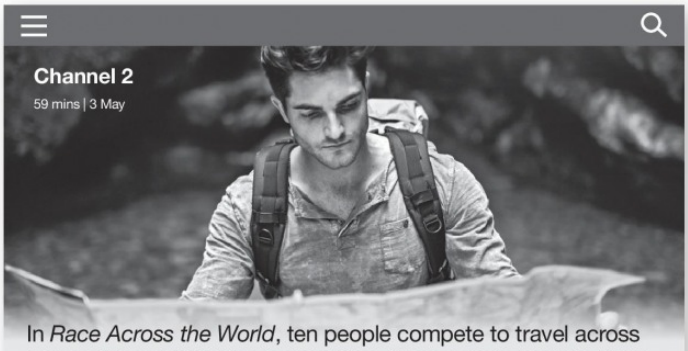
1.5 VOCABULARY

Talk about travel and transport.

1 You are going to read about a TV series. Before you read, think about the questions.

1 Do you think it's important to travel and see the world? Why? / Why not?
2 Where in the world do you most want to visit? Why?

2 Now read the text. Would you like to be on this TV series? Why? / Why not?



In *Race Across the World*, ten people compete to travel across parts of the world in the fastest time. They can go by train, ferry, coach or taxi, but they can't board a plane. To make things more difficult, the travellers have a limited amount of money for the journey and a small bag for their luggage. It's important that they don't miss any trains or are delayed in long queues at security.

In the first series, they leave London and cross Europe, then Asia, to get to their final destination – Singapore.

The second series takes place in Latin America. The teams leave Mexico City and try to reach the far south of Argentina. The travellers call this trip the 'End of the World' because of its location. There are spectacular mountains and incredible wildlife to see.

▶ Watch now

3 Match the verbs (A) and nouns (B) below to make travel phrases. Label the photos with the phrases.

A board check in cross miss reach wait

B a plane a train at security the Channel the UK your luggage


1 _____


2 _____


3 _____



4 _____


5 _____


6 _____

4 Choose the correct alternative.

1 Eurostar trains travel through a **ferry / tunnel** under the English Channel.
2 You put luggage in the **gate / boot** of a car.
3 At an airport, you go through **security / luggage** to get to the departure lounge.
4 In departures, there are long queues of **passengers** / **luggage** waiting to check in.
5 Many ferries that cross the Channel arrive in France at the **port / gate** of Calais.
6 There are problems for travellers when transport is **convenient / delayed**.
7 'The next flight to Paris leaves from **Departures / Gate** B16 at 16.05.'
8 Eurostar is usually a **delayed / convenient** way to travel between the UK and France.

5 Complete the text with the correct form of the words from Ex 3 and 4.



The train is a [1]_____ way to travel between Rapallo, my home town in north-west Italy, and the city of Genoa. It's faster than driving because there are often [2]_____ _____ of cars on the roads in the morning and evening. And the trains aren't usually [3]_____. However, I had a terrible journey yesterday. I arrived at the station a few minutes late, so I [4]_____ my usual train. When the next one arrived, I [5]_____ it and quickly found a seat. Half an hour later, the train stopped while going through a long [6]_____ on the way to get to Genoa. We couldn't see anything through the windows! Anyway, the train didn't move for 40 minutes, so I didn't [7]_____ Genoa until late morning. ☹

6 Write answers to the questions that are true for you.

1 What's the most convenient way for you to travel to school? Why?
2 What's your favourite form of public transport? Why?
3 Where do you often experience long queues? Why?
4 Where do you go through a long tunnel in your country?

7 **VOCABULARY BOOSTER** Now practise **Travel** vocabulary on page **104**.

Use past simple subject and object questions to talk about trips.

1.6 GRAMMAR



1 **1.04** Listen and read the dialogue. Find and underline four past simple questions.

Neil What did you do at the weekend?
Eva We went on a day trip to France on Saturday.
Neil Really? Did you go by ferry?
Eva No, we didn't. We went by car. You can cross the Channel in 35 minutes with Eurotunnel.
Neil That's amazing! Was it fun?
Eva Not at first. There were long queues of cars waiting to board the train, but the journey was fun.
Neil Could you see anything interesting through the window?
Eva Don't be silly! You're in a car that's on a train, and the train is in a tunnel.

2 Complete Neil's past simple questions.

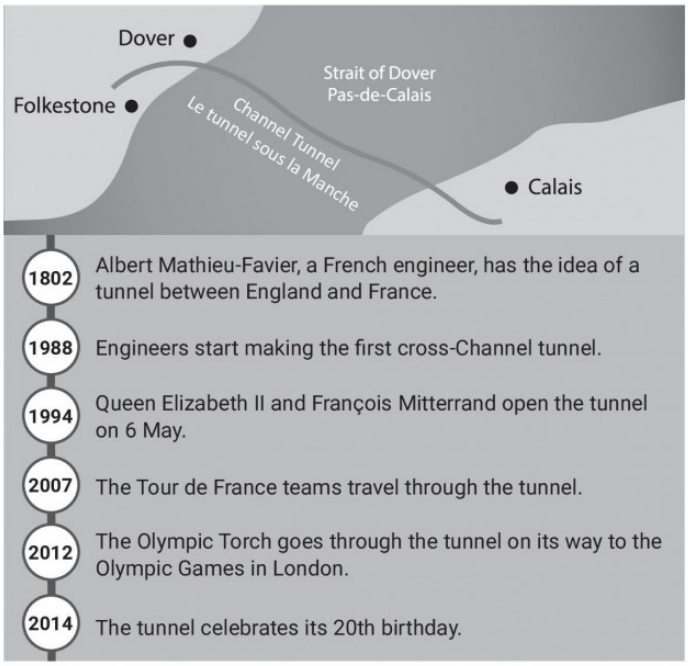
1 What time _____ (the train / reach) Calais?
2 _____ (you / look) round the port of Calais?
3 _____ (be / it) far from Calais?
4 How _____ (it / feel) driving on the right?
5 What _____ (you / do) in Boulogne sur Mer?
6 Where _____ (you / go) after that?
7 _____ (you / can) see England across the Channel?
8 How long _____ (you / spend) in France that day?

3 Look at Eva's answers and match them to the questions (1–8) in Ex 2.

A About 8 hours. ___
B At 9.30 a.m. ___
C We couldn't, but sometimes it's possible. ___
D No, it wasn't. It was about thirty minutes by car. ___
E First, we explored the old town and then went to an aquarium called Nauticaa. ___
F It felt strange at first! ___
G We went to a spectacular beach in the afternoon. ___
H No, we didn't. We drove to a place called Boulogne sur Mer. ___

4 Look at the past simple questions. Are they subject questions (*S*) or object questions (*O*)?

1 Who did you go to France with? ___
2 Who drove the car? ___
3 What did you put in the boot of the car? ___
4 What food did you eat? ___
5 Who spoke French when you were there? ___
6 Who went to the aquarium? ___



5 Choose the correct answer: A or B. Then read the information above and answer the questions.

1 Who first ___ the idea of a tunnel between England and France?
A did have **B** had

2 When ___ the idea?
A did he have **B** had he

3 What ___ making in 1988?
A did engineers start **B** started engineers

4 Who ___ the tunnel in 1994?
A did open **B** opened

5 On which day ___ the tunnel?
A did they open **B** opened

6 Who ___ through the tunnel in 2007?
A did travel **B** travelled

7 What ___ through the tunnel in 2012?
A did go **B** went

8 Which birthday ___ in 2014?
A did the tunnel celebrate
B celebrated the tunnel

6 Complete the questions about a recent trip. Then write answers to the questions that are true for you.

1 Where _____ (you / go)?
2 Who _____ (go) with you?
3 Who _____ (organise) the trip?
4 How _____ (you / travel) there?

1.7 LISTENING

Understand the gist of a podcast about travel.

1 What do you remember about the interview with Ana and Ed in the Student's Book? Complete the summary with the correct words.

Ana and Ed talk about an incredible race by [1]_____ that they did last summer. It's called the Mongol Rally and it starts in London in the UK and [2]_____ in Ulan-Ude in Russia. The drivers have eight [3]_____ to drive through Europe and half of Asia to [4]_____ their destination. Ana and Ed planned their route via the two [5]_____ they really wanted to visit – Romania for Ana, Iran for Ed. They finished the rally in September and raised a lot of [6]_____ for charity.

2 You are going to listen to a travel podcast. Before you listen, think about the questions.

1 What makes a trip abroad enjoyable?
2 What are some common travel mistakes? How can you avoid them?

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.

3 1.05 Read the strategy above. Then listen to the podcast and choose the correct description for the webpage: A, B or C.



A **Tell Dan your travel stories about travelling by train. He'll use the best stories in this week's podcast.**

B **Listen to 'Crossing borders' – Dan's podcast about travelling across Europe.**

C **Planning to travel around Europe? Dan has some useful travel tips in his podcast today.**

4 1.05 Listen again. Tick (✓) six things that Dan mentions.

1 attractions ☐
2 the weather ☐
3 travelling by plane ☐
4 luggage ☐
5 security ☐
6 travelling by coach ☐
7 travelling by train ☐
8 seeing the countryside ☐
9 audio guides ☐
10 living like a local person ☐

5 1.05 Listen again and choose the correct answers.

1 Dan recommends going on holiday …
A all year round.
B in summer.
C at quieter times.
D to the Mediterranean.

2 According to Dan, you should buy air tickets …
A just before you travel.
B at the airport.
C online.
D a long time before you travel.

3 Why does Dan recommend only taking one small bag?
A You don't need many things on holiday.
B It's cheaper and more convenient.
C There are long queues when you check in luggage.
D It's fun to buy things when you're on holiday.

4 Dan gives some advice about …
A finding cheap train tickets.
B booking train tickets in advance.
C a great way to travel and see the countryside.
D buying tickets on a train.

5 What does Dan recommend doing when you're exploring?
A Going on guided tours.
B Having comfortable footwear.
C Visiting exhibitions.
D Wearing suncream.

6 Dan thinks it's a good idea to …
A do some of the things the local people do.
B be a typical tourist.
C look round a local person's home.
D visit all the famous attractions.

6 MEDIATION Your friend wants to travel around Europe. Use the information from the podcast to give them some useful advice. Write four tips to send in a text message.

1 _____
2 _____
3 _____
4 _____



1 How important is having a conversation? Why? What do you need to do to be good at it?

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?*

2 1.06 Read the strategy above. Then listen and read the dialogue. Who maintains the conversation? Max, Hana or both of them?

Max Hey, Hana! How was your trip?
Hana It was great! Rome's a beautiful city.
Max Really? What did you do there?
Hana We went on a guided tour of the Colosseum. It was amazing!
Max Was it?
Hana Yeah. The Ancient Romans spent their leisure time there.
Max Wow! That's amazing.
Hana Then we asked a local person for a good place to eat. We had a fantastic pizza in an area called Trastevere.
Max What a great idea!
Hana How about you? Did you have a good weekend?
Max It was OK. I saw Cara on Saturday.
Hana Did you?
Max Yes, we walked to the cinema, but there were long queues, so we went home.
Hana What a pity!

3 1.06 Listen and read the dialogue again. Complete the Phrasebook with the underlined words and phrases from Ex 2.

PHRASEBOOK

Asking about a trip / the weekend
1 _____
Did you have a good weekend?
Expressing interest
2 _____ Wow! OK.
How lovely! That's amazing! 3 _____
4 _____ Were you?
Expressing sympathy
How awful! That's sad. 5 _____
Changing the focus
And you? 6 _____
What about your weekend?

4 1.07 Complete the words and phrases in the dialogue. Then listen and check your answers.

A 1 _____ _____ _____ a good weekend?
B It was great. We went for a walk in the countryside.
A 2 _____ you? Where did you go?
B We walked to a beautiful castle and looked round the ruins.
A 3 _____! That sounds fun!
B It was, but then it began to rain. We were so wet when we got home.
A 4 _____ you? How 5 _____!
B And you? 6 _____ _____ your weekend?
A It was my mum's birthday, so we went to her favourite restaurant.
B How 7 _____! Did she have a cake?
A Yes! I made her one.

5 Imagine you're talking to a friend about their day out last weekend. Follow the instructions and write a dialogue. Use the example below, or your own ideas and phrases, for maintaining a conversation.

A (greet your friend / ask about their day out)
B (say what it was like / say what you did)
A (express interest / ask another question)
B (give some details)
A (express interest or sympathy)
B (change the focus and ask about your friend's weekend)
A (describe what you did)
B (express interest / ask another question)
A (give some details)
B (express interest or sympathy)

Day out in the Wye Valley

- go canoeing on the river
- visit Symond's Yat Rock



1.9 WRITING

Use vocabulary to make a description of an attraction more interesting.

1 You are going to read a description of a trip. Number the topics below in the correct order 1–4.

A conclusion ___
B negative points ___
C general description ___
D positive points ___

2 Read the description below and check your answers to Ex 1. Which photo attraction did the writer see: A, B or C?


A


B


C

A day to remember

1 I went on a boat trip when I was in New York with my family last summer. We visited the Statue of Liberty. It's a famous attraction on an island near New York Harbour.

2 When we reached the island, we took lots of photos of the statue. It's enormous! We looked round the museum and went to a park – the views were spectacular.

3 However, we couldn't go to the top of the statue – you need to make a reservation weeks in advance. The exhibitions in the museum were interesting, but the place was crowded.

4 Our trip was fun and I'll never forget the experience. I recommend seeing this incredible attraction, but you need to buy tickets in advance to go to the top of the statue.

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.

3 Read the strategy above. Then read the description in Ex 2 again and find …

1 six adjectives the writer uses with a positive meaning.

_____ _____ _____
_____ _____ _____

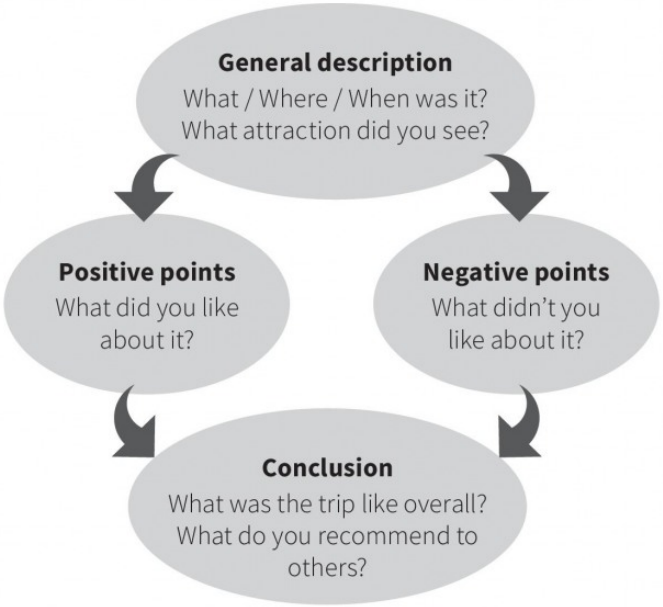
2 one adjective the writer uses with a negative meaning.

_____

4 Choose the correct alternative.

1 The guided tour was **spectacular / boring**. The guide didn't tell us anything interesting.
2 Did you see the **ancient** / **crowded** ruins from Roman times?
3 What an **exciting / enormous** statue! It's more than 100 metres high.
4 There were long queues at the theme park yesterday. It was really **crowded / peaceful**.
5 We saw some **beautiful / enormous** countryside from the train.
6 The London Eye is a **famous / boring** attraction. Everyone knows about it.

5 You are going to write a description of a trip you went on in the past. Think about these questions and make notes. Can you think of a good title?



6 Use your ideas in Ex 5 to write your description of a trip. Remember to use a variety of adjectives to make it interesting.

7 ✓ CHECK YOUR WORK Read through your description. Can you improve it in any way? Did you …

- include a title?
- write four paragraphs?
- include a variety of adjectives?
- use the past simple?

Grammar

1 Complete the sentences with the past simple form of the verbs below.

go have listen miss not go use

1 Lucas _____ cycling last weekend because he had a problem with his bike.
2 We _____ to an audio guide as we walked round the museum.
3 Zara didn't want to go red in the sun, so she _____ lots of suncream.
4 I arrived at the station two minutes late and _____ my train.
5 Everyone _____ a good time on the boat trip.
6 Some friends _____ canoeing on the river and really enjoyed it.

2 Write the past simple questions.

1 where / he / put / the luggage?
_____
2 what / happen / at security?
_____
3 how many attractions / you / visit?
_____
4 who / go / cycling / yesterday?
_____
5 be / your train / delayed?
_____
6 which wildlife / they / see?
_____

3 Match the answers (A–F) to the questions (1–6) in Ex 2.

A Nearly all of them! ___
B Lisa. ___
C In the boot of the car. ___
D Some elephants. ___
E The guard looked in my bag. ___
F No, it was on time. ___

Vocabulary

4 Complete the text with the words below.

afford check convenient countryside destination gate leisure plane queues security

People think flying is [1]_____, but taking a flight isn't as quick and easy as you think. There are often long [2]_____ of people in departures, waiting to [3]_____ in their bags. There's usually a long wait at [4]_____, too. Finally, you always have to wait at the [5]_____ in order to board the [6]_____. Even if you're on short flight, for example from London to Paris, it can take hours to get there!

Sometimes it is better to reach your [7]_____ by train. More people can [8]_____ to travel this way and if you have lots of [9]_____ time, you can relax and look at the [10]_____ as you go.

5 Complete the sentences with one word from the unit.

1 The next train to London departs from _____ 5.
2 In summer, it's a good idea to go online and buy tickets for attractions in _____.
3 I like it when I'm travelling by train and it goes through a long _____.
4 The boat that takes people and cars across the river is called a _____.
5 Life in the _____ is very peaceful compared to life in the city.
6 My cousin doesn't live in this country any more. He lives _____ in Australia.

Cumulative review

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

What a great day yesterday! I [1]___ round the J. Paul Getty Museum in Los Angeles. Then, this morning, I went on a [2]___ of the spectacular Guggenheim in Bilbao, Spain. I didn't have to [3]___ a plane to reach these [4]___ and I didn't cross any [5]___, either. That's because I went on an online tour of these famous museums. And visiting online has some big advantages. The [6]___ is open for visitors at any time of day or night. Everyone can [7]___ it because it's free. You don't have to make [8]___ in advance and there are no long queues to see a popular sight. You're completely alone. The only [9]___ you need to do this is a computer, tablet or mobile phone. So, next time you don't know how to spend your [10]___ time, go online and explore somewhere new!

1	A look	B looked	C looks
2	A flight	B ferry	C guided tour
3	A miss	B board	C explore
4	A destinations	B tunnels	C ruins
5	A platforms	B borders	C gates
6	A attraction	B port	C cave
7	A miss	B check in	C afford
8	A luggage	B departures	C a reservation
9	A exhibition	B equipment	C audio guide
10	A leisure	B peaceful	C convenient

7 Answer the questions.

1 Which of the attractions in the unit would you most like to visit. Why?
2 Do you think it is better to travel by plane or by train? What things would you consider in answering this question?

REFLECT Think about the following questions.

1 Which lesson did you enjoy most? Why?
2 Which of the grammar points did you find most difficult?
3 What do you need to do to keep a conversation going?
4 What do we use to make a description more interesting? Can you think of a positive one and a negative one from the unit?

Listening

STRATEGY

When you have a multiple-choice listening task, read the task and the questions and options carefully. This will give you an idea of what the recording is going to be about and what kind of information you need to listen for.

1 Read the strategy above. Then read the exam task in Ex 2 and answer these questions.

1 Who is talking?
2 Which country did Jack go to?

Now read the questions and options in Ex 2 and answer these questions.

3 Which places do they talk about?
4 How did Jack travel?
5 What activity did he do?
6 Where did Anna go?

2 1.08 For each question, listen and choose the correct answer (A, B or C).

You will hear Jack talking to his friend, Anna, about a trip to Peru.

1 Who did Jack fly to Peru with?
A a friend
B his cousin
C no one

2 What did he like most in Lima?
A the food
B the hotel
C the sightseeing

3 He loved the train journey because …
A his seat was comfortable.
B the views were beautiful.
C the people were friendly.

4 How long did the train journey from Cusco to Machu Picchu take?
A two hours
B four hours
C six hours

5 What happened when Anna went to Machu Picchu?
A She felt very hot and tired.
B She took some terrible photos.
C She forgot to take her phone.

Use of English

STRATEGY

When you do a word formation task, you need to change the word at the end of the sentence so that the sentence makes sense. Read the sentence and decide what kind of word you need, e.g. a verb, noun, adjective or adverb. Then change the word at the end of the sentence into this form. When you have finished, read the whole text with the words in place.

3 Read the strategy above. Then read the exam task in Ex 4. Look at the first gap. How many different words can you form with VISIT? Which one is correct?

4 Use the word in capitals at the end of the lines to form a word that fits in a gap in the same line.

A trip to Istanbul

Last year, we [1]_____ Istanbul and it was fantastic.	VISIT
The holiday didn't start well because our plane was [2]_____.	DELAY
When we finally [3]_____, we were very happy.	ARRIVE
We stayed in a small hotel, and the people gave us information about the different tourist [4]_____ in the city.	ATTRACT
On our first day, we went on a [5]_____ tour of the city.	GUIDE
We visited the Blue Mosque. It was beautiful and very [6]_____.	PEACE

Writing

STRATEGY

When you have to write an email, read the information you are given carefully. The notes tell you which three pieces of information you have to include.

5 Read the strategy above. Then look at the exam task in Ex 6. Read the email and the notes, then underline the information you need to include.

6 Read this email from your English-speaking friend Harry and the notes you have made. Write your email to Harry using all the notes.

FROM: Harry
SUBJECT: Summer holiday

Hi,

I want to go on an adventure holiday next summer and I thought you might want to come, too. What do you think?

Say why you think it's a great idea.

I'd like to go cycling in France or mountain climbing in Spain. Which would you prefer?

Say which and why.

Can you suggest the best way to travel?

Suggest the best way.

Hope to hear from you soon.

Harry

Compound nouns

1 Look at the underlined words in these sentences. What do they have in common?

Cross the road when the traffic light is red.
Hannah is waiting for her bus at the bus stop.
Tom doesn't like travelling on the underground.
What time do we need to get to the airport?

LANGUAGE FOCUS

A compound noun has two or more words. Some compound nouns look like one word (e.g. *guide + book = guidebook*, *week + end = weekend*), others are separate words (e.g. *swimming pool*, *washing machine*).

2 Read the language focus above. Match words from list A to words from list B to make six one-word compound nouns.

| **A** arm class dish foot sun tooth

| **B** ball brush chair light room washer

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

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

| centre list match number town

1 What's your phone _____?
2 Where's my shopping _____?
3 Where is your home _____?
4 Is there a shopping _____ near here?
5 Are you going to the football _____ at the weekend?

Making a vocabulary notebook

VOCABULARY STRATEGY Recording vocabulary 1

Create a vocabulary notebook to learn new vocabulary. Write all new words and phrases in this notebook.

Include all the important information about the word or phrase, e.g.

A **Parts of speech** (Is it an adjective, verb or noun?)
B **Other forms of the word** (For example, the verb, the noun and the adjective: *act*, *action*, *active*.)
C **A definition or translation**
D **An example sentence**

You don't always need to record all this information – decide what you think is most important.

4 Look at the examples of three students' vocabulary notebooks below. What information have they included? Write *A*, *B*, *C* or *D*.

A

crowded *– The bus was very crowded this morning. I had to stand for the whole journey!*

convenient *– Writing emails and texting is more convenient than writing letters.*

B

VERB	NOUN	ADJECTIVE
enjoy	enjoyment	enjoyable
succeed	success	successful

C

Verbs	Nouns
canoeing	caves
look around	countryside
check in	luggage

D

crowded *– a lot of people together*

convenient *– easy to use*

1 Parts of speech. ___
2 Example sentences. ___
3 Other forms of the word. ___
4 A definition. ___

5 Look at the notebooks again. Answer the questions.

1 Which example is most similar to the way you write down new words? ___
2 Which do you think is best? ___
3 Do you use a different method? What?

6 Read the vocabulary strategy. Then look at the extract from a successful student's notebook below. Match the types of word knowledge A–E to labels 1–5.

A The new word. ___
B Part of speech. ___
C Other forms of the word. ___
D Definition or translation. ___
E Example sentence. ___

miss — 1
verb, *miss something / somebody* — 2
'I missed my bus because I got up too late.' — 3
miss a flight, miss a train — 4
be too late for
PAST
missed — 5

7 Read the strategy. Then choose three of the words below. Make a record of them like the extract in Ex 6. Use a dictionary if necessary.

| book commute connect park seaside

8 Think of questions to test your classmates' knowledge of the words in Ex 7.

- What's the noun / verb / adjective form of … ?
- What's the definition of … ?
- Give an example sentence.

2 Home sweet home





1 a What can you remember about the video? Complete the summary with the correct phrases from the Student's Book lesson.

When Lily got home from school, there was a very long list of housework waiting for her. First, she had to [1]w_____ the plants. After that she [2]w_____ the d_____. Then she had to [3]e_____ the w_____ machine and [4]f_____ the c_____. In the kitchen, she needed to [5]l_____ the t_____, [6]c_____ the c_____ and [7]s_____ the f_____. Finally, she had to bake and [8]d_____ a c_____. Lily says it isn't fair that Dan didn't [9]p_____ away his c_____, [10]t_____ his r_____, [11]d_____ the s_____ or [12]t_____ out the r_____. So she will watch TV while he does all the housework later!

b 2.01 Watch or listen again and check.

2 Label the pictures with the phrases below. There is one phrase you do not need.

empty the washing machine iron your clothes
lay the table make the bed put away clothes
wash the dishes water the plants



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

3 Choose the correct alternative.

1 After he dropped sugar in the kitchen, he had to **dust the shelves / sweep the floor.**
2 Nasser wanted to wear his favourite T-shirt, so he **emptied the washing machine / ironed the clothes** quickly.
3 The kitchen was untidy, so we **watered the plants / cleaned the cooker**.
4 After I have done the ironing, I will **put the clothes away / load the washing machine**.
5 Please help your brother **clear the table / lay the table** because dinner is almost ready.
6 June didn't **take out the rubbish / tidy her room** because the bin wasn't full.

4 Match 1–5 to A–E.

1 Mum wants you to tidy your room ___
2 When the bookshelves are dirty, ___
3 At university, my brother lives in a house with other students, ___
4 I take out the rubbish every Sunday night ___
5 Omar watches lots of food vlogs ___

A so he has help with the housework.
B because it is collected on Monday mornings.
C Dad asks us to dust the shelves.
D and now he can decorate a cake really well.
E because you left clothes and books on the floor.

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

honestly I nearly died it's not fair
so rude time for dinner

1 A How did you feel when your parents asked you do all the housework last weekend?
B _____! There were so many jobs to do!
2 A Caroline never says please or thank you.
B I know, she's _____!
3 A My family doesn't eat dinner until half past eight.
B Oh, that's really late. In our house, half past six is usually _____.
4 A I can't finish those chores because I'm going to my friend's party now.
B _____! Now I have to do them!
5 A Did you tell your dad _____ that you clean the house more than your sister?
B Yes, but I have to do them until her exams are over!

6 VOCABULARY BOOSTER Now practise **Jobs around the house** vocabulary on page **105**.

Use the past continuous to talk about moments in the past.

1 Complete the sentences with the correct past continuous form of the verbs below. There is one extra verb which you do not need.

complain decorate listen make
not tidy play watch

1 Last night, Matt _____ about Lily.
2 Matt did most of the housework, while Lily _____ TV in the living room.
3 In Lily's vlog, Matt _____ to loud music in the kitchen.
4 When Matt finished his jobs, Lily _____ her room.
5 _____ Matt _____ video games all night?
6 Lily _____ a cake she made for her friend's party.

2 Choose the correct alternative to complete the dialogue.

A What [1]**was** / **were** you doing yesterday morning? [2]**Was** / **Were** you watching TV?
B No, I [3]**wasn't** / **weren't**. I got up very early because Mum wanted us to do housework – at 7 o'clock in the morning! By 7.30 she [4]**was** / **were** sweeping the floor and I was tidying my room.
A Why [5]**was** / **were** you doing all the housework so early?
B My grandparents [6]**was** / **were** visiting us in the afternoon and Mum [7]**was** / **were** worrying about how untidy the house looked.
A So, did you finish all the housework?
B Yes, we finished all of the jobs. Mum even had time to go to the supermarket before my grandparents arrived.
A I hope you [8]**wasn't** / **weren't** watching TV then.
B No, of course not! I [9]**was** / **were** helping Dad. But after all that cleaning, I want to do something fun today!

3 Complete the conversation with the correct positive (+) or negative (-) past continuous form of the verbs below.

avoid celebrate do eat enjoy look study

Kim: Hi Meg. I sent you a message last night but you didn't reply. ☹

Meg: Hi Kim. I'm sorry. I [1] _____ (–) you! I didn't see your message until this morning.

Kim: Don't worry. I guess you were busy. What [2] _____?

Meg: We [3] _____ (+) because my brother passed his exams.

Kim: Fantastic! I bet he was really happy.

Meg: Yes, he got four As and five Bs. He [4] _____ (+) a lot before the exams.

Kim: I remember. And were your parents pleased?

Meg: Yes, they were. They ordered his favourite food as a surprise. You sent me a message at 8 o'clock. But I [5] _____ (+) pizza.

Kim: Lucky you – pizza is my favourite food, too. I'm not surprised you [6] _____ (–) at your phone! You [7] _____ (+) the pizza too much!

4 Order the words to make questions. Then answer the questions.

1 playing / before dinner / Matt / video games / was / ?
_____ ✓
2 were / helping / Matt and Lily / to / each other / do all the housework / ?
_____ ✗
3 Lily / tidying / was / her room / ?
_____ ✓
4 was / taking out the rubbish / Matt / when / decorating a cake / Lily / was / ?
_____ ✗
5 late / working / Matt and Lily's parents / were / ?
_____ ✓
6 Lily / was / watering the plants / the / in / evening / ?
_____ ✓

5 Think about what you were doing at the times below. Write sentences that are true for you using the past continuous.

7 o'clock this morning
10 o'clock last Tuesday evening
10.30 last Sunday morning
1.30 last Saturday afternoon
9.30 last night
2 o'clock last New Year's Day afternoon
half an hour ago
6 o'clock last Friday evening

1 At 7 o'clock this morning I was _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Understand the speaker's purpose in a podcast about housework.

1 Fill in the gaps to complete the summary about neighbourhood actions around the world. Use the words below.

galleries Madrid potholes statues tree

People try different things to make their neighbourhoods look more attractive. There are interesting examples in Rome in Italy, Toronto in Canada and [1]_____ in Spain. In Rome, an artist cut sculptures of faces into dead [2]_____ stumps, so people would notice them. In the Canadian city, people were getting annoyed by [3]_____ in the roads, so they planted flowers in the holes to improve their appearance. The Spanish capital put lots of white [4]_____ of a woman around the city. The figure, known as a 'menina', appeared in an old painting by the artist Diego Velázquez. The statues were then decorated to advertise local museums and art [5]_____.

2 Look at the photos and answer the questions.





1 What are the people doing in the photos?
2 How do you think the people in the photos feel? Why?
3 Which photo reminds you of your home the most? Why?

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 2.02 Read the strategy above and the glossary below. Then listen to the introduction to Carl's podcast. Answer the question.

What is the speaker's purpose?

A To give instructions about doing housework.
B To describe his family's experiences of housework.
C To complain about his sister.

harmony (*noun*) [U] a state of being in agreement
timetable (*noun*) [C] a plan of times at which events are scheduled to happen

4 2.02 Now listen to all of Carl's podcast and choose the correct answer: A, B, C or D.

1 How does Carl's family do the housework?
A One person does all the housework.
B His parents do all the housework.
C The family shares all the housework.
D His sister does all the housework.

2 Who had the idea of using a timetable?
A Carl's mum.
B Carl's brother.
C Carl.
D Both of Carl's parents.

3 What was the result of using the timetable?
A The house became dirty.
B Carl's sister did more housework.
C Carl did more housework.
D Carl's sister took out the rubbish.

4 Why did Carl's sister stop doing housework?
A Because she didn't get her pocket money.
B Because she was celebrating her birthday.
C Because she got a new video game.
D Because she was bored.

5 What happens now when Carl's sister doesn't do the housework?
A She buys another video game.
B Carl gets more pocket money.
C She folds the clothes.
D Carl's sister gets no pocket money.

5 MEDIATION 2.02 A friend has messaged you to ask if you can recommend a new podcast. Listen to Carl's podcast again and take some notes. Then use the notes to help you write a short message to tell your friend about Carl's podcast. Try to summarise the main points of Carl's podcast in up to four sentences.

1 Look at photos A and B. Which photo matches the descriptions (1–4) below? Write *A*, *B* or *0* if there is no match.

1 A woman who has helped an older woman go somewhere in her car. ___
2 A woman helping an older woman to carry shopping to her car. ___
3 A woman taking shopping to an older woman in her house. ___
4 A woman doing the housework for an older woman. ___

A



B



2 List three more ways people can help their neighbours.

3 Match 1–6 to A–F. Remember the feelings words from the Student's Book lesson to help you.

1 Mum says she is fed up ___
2 I was so embarrassed when I fell in the street ___
3 When I first moved to Sydney, I was confused ___
4 Are you worried ___
5 The plans for a big new supermarket across the road ___
6 If you are disappointed about the bad condition ___

A about getting good grades in your exams?
B with the potholes on the roads in our neighbourhood.
C about how to get around the city.
D of our local park, then help us tidy it up.
E have really annoyed the neighbours.
F that I nearly died!

4 2.03 Listen to the conversation between the two friends. Make notes about the ways they talk about being a good neighbour.

Ways to be a good neighbour
Volunteering to clean the park

Which of the things you have written in your notes do you think is the most important? Why?

5 2.03 Listen again then choose the correct answer: A, B or C.

1 When did Mark last see Zara?
A He's never seen her before.
B Before her family moved house.
C After her family moved house.
2 Where is the neighbourhood that Zara's family moved to?
A In a different town.
B On the other side of town.
C On the same side of town.
3 Where does Zara say is a great place to visit?
A An art gallery.
B A museum.
C A restaurant.
4 How often do Zara's new neighbours volunteer to clean the park?
A Twice a month.
B Once a week.
C Once a month.
5 What did Zara clean last month?
A The playground.
B The museum.
C She doesn't say.
6 How much money did Zara and her neighbours raise for the animal charity last week?
A £215
B £125
C £152
7 What does Zara miss from her old neighbourhood?
A The people she knew.
B The park.
C Watering the plants.
8 What does Zara think will help her get to know her new neighbours more quickly?
A She doesn't say.
B Seeing more people in her new neighbourhood.
C Smiling and saying hello to them.

6 Your friend Carmen has moved to a different neighbourhood. She asks you for advice on how to help people and improve her new area. Write her a message including advice about what she can do, and what you could do to help her. Use the notes you made in Ex 4 and the conversation between Mark and Zara to help you.

1 Read John's report about a place he visited on holiday. Would he like to live in a turf house? Why? / Why not?



When I was visiting Iceland on holiday last year, we went inside some turf houses. A turf house is an unusual kind of traditional home because it has turf and grass on the roof! Icelanders lived in turf houses hundreds of years ago, before homes had running water and electricity. The turf and grass on their roofs helped people to keep warm during the extremely cold winter weather.

The design of a turf house is clever because it uses materials that were easy for people to find in Iceland. The one we visited was in a museum. There weren't many windows, so it was dark inside and there wasn't much fresh air. When I noticed that the toilet wasn't inside, I nearly died! Instead, it was in an outhouse – you had to walk outside to get to it!

Before we arrived at the museum, I was worried that I wouldn't enjoy myself. In the end, I wasn't disappointed – the turf house was so interesting! It was great fun, but I don't think I would like to live in a turf house. It's too dark and you have to walk outside to get to the toilet!

2 Read the report again. Then read the sentences below. Are they true (*T*) or false (*F*)?

1 A turf house is a kind of modern home. ___
2 There is grass on the roof of a turf house. ___
3 Turf houses had running water and electricity. ___
4 Turf houses were built from materials that were easy to find in Iceland. ___
5 There is lots of fresh air inside a turf house.
6 The turf house had a toilet in an outhouse.
7 John thought the museum was boring.

3 Correct the false sentences in Ex 2.

_____

_____

_____

_____

4 Label the photos with the words below. There are two words which you do not need.

animal skins chimneys entrance heating
rugs tent wardrobe wood stove



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

5 Read the sentences below and choose the correct options.

1 In some traditional homes, people put **fresh air** / **chimneys** / **rugs** on the floor.
2 A **frame** / **wardrobe** / **tent** is a basic home that you can carry around.
3 Heating your home is easy with a **chimney** / **wood stove** / **luxury**.
4 In a turf house, the **outhouse** / **entrance** / **running water** is outside the main building.

6 Complete the sentences with two or three items.

1 To keep their homes warm people use _____.
2 Modern houses are different from traditional homes because they have luxuries like _____.
3 My home has got _____.

7 VOCABULARY BOOSTER Now practise **Describing a home** vocabulary on page **105**.

Use the past simple and continuous to talk about accidents in the past.

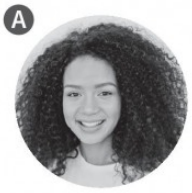
2.6 GRAMMAR



1 Read the comments on the news article about Mrs Ryu's accident in the home. Choose the correct form of the verb to complete the comments.

Comments

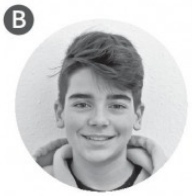
A



RachelDM08

Poor Mrs Ryu! She [1]**lay / was lying** on the floor feeling very frightened when the firefighters [2]**arrived / were arriving**. I can't believe the bot vacuum cleaner [3]**ate / was eating** her hair. I think she felt embarrassed, too.

B



Ciaran2006

I like the idea of a robot doing all the housework. It could sweep the floor and take the rubbish out for me – amazing! I thought about Mrs Ryu. While the robot [4]**pulled / was pulling** her hair, she [5]**tried / was trying** to stop it. The robot switched off quite quickly. It wasn't so bad!

C



SusanYork99

Relax! Robots aren't bad. My dad designs robots – they can really help people. Yesterday, I [6]**read / was reading** about robots helping old people in their homes. My grandma lives alone in a flat. The other day, she [7]**dusted / was dusting** the shelves when she [8]**fell / was falling** on a rug. She broke her toe. She needed a robot!

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

1 While they _____ (visit) Iceland, they _____ (go) inside a turf house.
2 Priti _____ (burn) her hand while she _____ (make) lunch.
3 You _____ (decorate) a cake when you _____ (finish) doing all the housework.
4 While we _____ (put up) the tent, we _____ (find) a big hole in it.
5 Julia _____ (not water) the plants while she _____ (pack) for her holiday.
6 I'm fed up with Donald. He _____ (talk) while we _____ (watch) the film.
7 When the electricity _____ (go off) off, I _____ (tidy) my room.
8 The heating _____ (not work) when you _____ (come) home.

3 Complete the sentences with the correct past simple or past continuous forms of the verbs below. There is one extra verb which you do not need.

drop fold look for make move not listen
not take out put up sweep

1 Stephen dried the dishes while you _____ the floor.
2 _____ you _____ the wardrobe when you hit your head?
3 Lisa _____ the rubbish because she was playing video games instead.
4 We _____ when Mum told us how to use the washing machine.
5 While I was looking up at the chimney, I _____ my phone.
6 They _____ their tent in the garden when Mum and Dad arrived.
7 It was so dark outside that I _____ the entrance to the outhouse for ages.
8 Ali _____ the clothes when Soroush offered to help him do the housework.

4 Order the words to make sentences.

1 and / on Sunday / ironed my clothes / took out the rubbish / I
_____
_____
2 was tidying / Clarissa / when / her bedroom / fell over / she
_____
3 was sleeping / the robot / was cleaning the floor / the woman / while
_____
_____
4 her hair / she / woke up / the vacuum cleaner / when / was pulling
_____
_____
5 when / was ironing my clothes / I / my hand / I / burned
_____
6 they arrived / the cooker / we / when / were cleaning
_____

5 Complete the mini-conversations with your own ideas. Use the past simple and the past continuous.

1 A What were you doing when you burned your hand?
B I _____.
2 A Did Fatima cut her finger when she _____?
B No, she didn't. She _____.
3 A What housework was the boy doing when _____?
B He _____.
4 A When did the accident at home happen?
B It happened while I _____.

Read a text about apps quickly to understand the general idea.

1 Look at the title of the text and the picture at the bottom of the page. What kind of text is it? Why do you think this?

a blog a news article a review a story

2 2.04 Read the first paragraph. Which of the following do you think the text will NOT explain?

A How to use neighbourhood apps to improve your neighbourhood.
B How to use social media and messaging apps to improve your neighbourhood.
C Why the author started online groups in her neighbourhood.

STRATEGY Reading a text quickly for the 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 above. Finish skimming the online post below. Answer the questions.

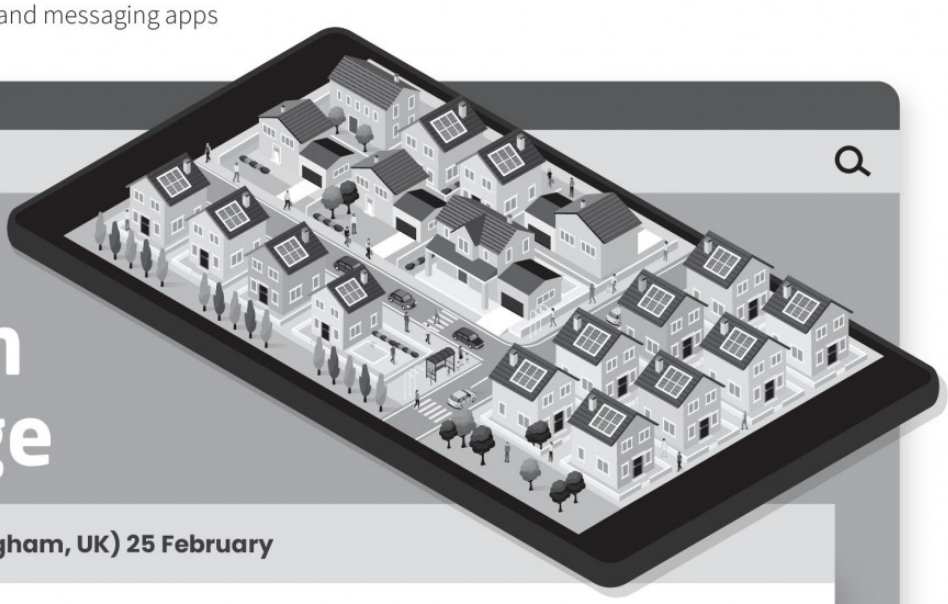
1 Check your answers to Ex 2. Are they still the same?
2 Why did the author write the text?
3 What is the author's opinion of social media and messaging apps by the end of the text?

4 Read the text again then answer the questions.

1 Why does the author think people can use social media and messaging apps to improve their areas?
2 What happened four years ago?
3 Why did the author decide not to use the neighbourhood apps she researched first?
4 What did the neighbours use the chat groups for at first?
5 What did the neighbours learn after three months?
6 Name three ways that the chat groups help the neighbours today.

5 Underline the forms of the phrasal verbs below in the text.

bring together find out get on
give away go on set up



Home Posts About

Being better neighbours in the digital age

New post from Baljinder K. (Birmingham, UK) 25 February

Digital technology can bring neighbours together in useful ways. Today, there are many apps designed to help you be a better neighbour. But you don't need these neighbourhood apps to improve your area. You can do it with basic social media and messaging apps that people use already. I set up successful online groups on my street in Birmingham.

Four years ago, I was worried about crime in the area and I knew lots of my neighbours felt the same. I wanted to help and I found out about neighbourhood apps. I decided they weren't right for our neighbourhood. Some of them were expensive and they didn't have the things I was looking for.

Instead, I set up chat groups called *Stoke Road Neighbours Together* on Facebook and WhatsApp. I asked my neighbours to join the groups when I saw them in the street. At first, we only used the groups to share information about local crime.

After three months, most families in my street were members. They were sharing information and reporting crimes to the police. My street felt safer because the neighbours were communicating more. We also learned that everyone gets on really well with each other!

Soon, people were sharing other kinds of information in the chat groups. There was information about events and activities going on in the area. The neighbours talked about volunteering and raising money. Some members recommended local places to visit, or where to find somebody to help with problems. Others used the groups to give away items like old tents or rugs. The groups are still popular today – what a victory for community spirit!

Social media and messaging apps were very successful in my street. I think modern technology can help you to live in harmony with your neighbours. You will feel safer, too. Thanks to the chat groups, Stoke Road is a better place to live!

victory (*noun*) [C/U] success in a game or task
spirit (*noun*) [U] the feeling of a person or group of people

1 Imagine you are planning a cake sale to raise money for a school trip. Order the tasks below for the event. Number them 1–9 (1 = the task you would do first, 9= the task you would do last).

buy the food ___
lay the tables ___
make the cakes ___
put up the tent ___
tidy everything away ___
decorate the cakes ___
make a shopping list ___
make some posters ___
sell the food ___

2 Answer the questions.

1 Which of the tasks could you do by yourself?
2 Which of the tasks would you need help to do?
3 Which of the tasks would you like to do the most?

3 Read the conversation below about organising a cake sale. Vicky and George are two students and Mr Beck is their teacher. Which tasks in Ex 1 is each person going to do?

1 Vicky: _____
2 George: _____
3 Mr Beck: _____

Mr Beck Hello Vicky.
Vicky Hi Mr Beck. George and I are planning a cake sale to raise money for the school trip on Sunday. [1]Would you mind helping us please?
Mr Beck [2]Yes, of course. What would you like me to do?
Vicky Well, there is lots of food to buy. [3]Do you think you could help us do the shopping please?
Mr Beck Yes, I can drive to the supermarket later.
Vicky Brilliant! Thank you.
Mr Beck [4]Can you make me a shopping list?
Vicky [5]Sure. No problem!
Mr Beck How are you telling people about the cake sale?
Vicky George is making posters and telling people online.
George And after school, I'm going to make and decorate the cakes.
Vicky That's great, George. On Sunday [6]could you please put up the tent?
George [7]No, sorry, I can't. I don't put up tents very well.
Mr Beck Don't worry, George. I can put the tent up for you. Who is going to sell the food?
Vicky I'm doing that, but we still need more help to set up. [8]Do you mind laying the tables please?
Mr Beck Sure – but save me a big piece of cake!

4 Which of the underlined phrases (1–8) in the conversation in Ex 3 are for making requests? Which ones are for responding to requests? Write each phrase (1–8) in the Phrasebook below.

PHRASEBOOK

Making requests:

___ ___ ___ ___ ___

Responding to requests:

___ ___ ___

5 Read the strategy below. Which phrases for making requests does Vicky use with George? Which does she use with Mr Beck? Which does Mr Beck use with her? Why?

Vicky to George: _____
Vicky to Mr Beck: _____
Mr Beck to Vicky: _____

STRATEGY Using the correct register

You can use either 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.

6 Read the situations below and then write the correct phrase from Ex 3 to complete the sentences. Remember to use the correct register. Some questions may have more than one correct answer.

1 You want a friend to sweep the floor.
'We need to clean the village hall first. _____ sweep the floor please?'
2 You want your teacher to help you sell the food.
'We need more people to sell cakes at the cake sale. _____ help us please?'
3 Your headteacher asks to buy four cakes from you. You have enough cakes to sell.
'_____ I've still got lots of cakes to sell.'
4 Your best friend asks to buy four cakes from you. You have enough cakes to sell.
'_____ Which kind of cake would you like?'

7 Imagine you and a friend are planning to tidy up the village hall. You want to make it ready for a small food festival to raise money for your school trip. You and your friend are talking to one of your teacher about the plans. Write a short conversation using your own ideas for polite requests and responses. Use the conversation in Ex 3 to help you.

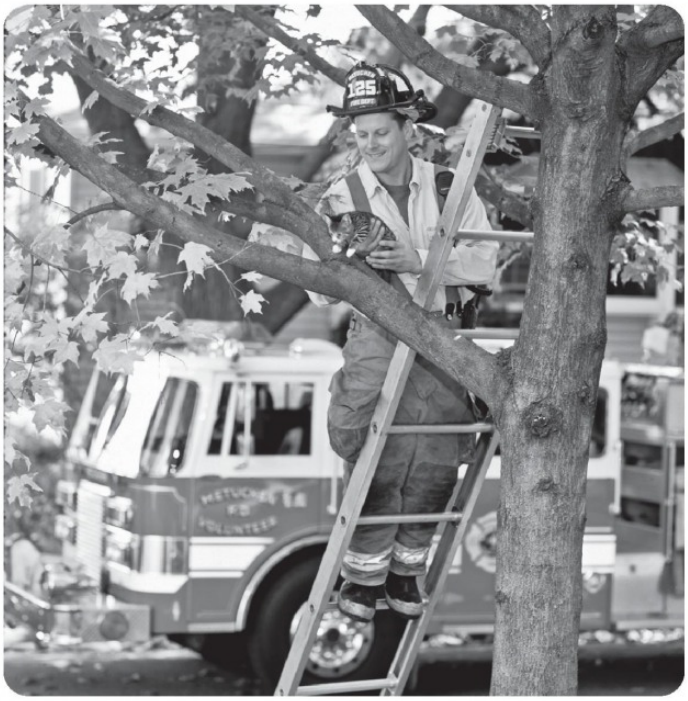


2.9 WRITING

Choose the right tense to write a blog post about an event.

1 Look at the photos and read the blog post about an event in the neighbourhood. Answer the questions.

1 What was the neighbourhood drama?
2 Who helped during the event?
3 How long did the event last?



My Blog

A moment of neighbourhood drama

A One morning during the school holidays, I was helping Dad do the housework when something unusual happened. I was taking out the rubbish when I saw a group of neighbours in the street. They were standing around a big tree outside the entrance to our building. They were looking up at something – but what was it?

B First of all, I didn't know what was going on. Next, I went to get a better look. Then I saw it – a frightened cat was near the top of the tree! It was very far from the ground and it couldn't get down. Its owner was really worried. After that, a fire engine arrived.

C The cat stayed in the tree for about 20 minutes while the firefighters planned to rescue it. Later, I filmed the drama on my phone. Finally, the firefighters went up and saved the cat. The owner was very happy and he loved my video. Also, he told me the cat's name – Tarzan!

2 Read the blog post again. Match the following information to paragraphs A–C.

1 Saying what happened in the end ___
2 Setting the scene for the event ___
3 Describing what was going on ___

3 Read the strategy below. Find examples of 1–4 in the strategy in the blog post in Ex 1.

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 shorter action that interrupts a longer one.
Use the past continuous …
3 to describe a scene.
4 for a longer action that is interrupted.

4 Find six sequencing expressions in the blog post in Ex 1.

_____, _____, _____,
_____, _____, _____.

5 Complete the paragraph with sequencing expressions from Ex 4. Sometimes there is more than one correct answer.

[1]_____, I didn't hear the noise because I was sleeping. [2]_____, it started to get louder and louder so I woke up. [3]_____, I went downstairs to find out more. [4]_____, I discovered where the noise was coming from. The smart speaker in the kitchen was playing my brother's terrible music – at 4 a.m.! I don't know why. [5]_____, I switched it off and went back to bed.

6 You are going to write a blog post about an event in your home or neighbourhood. Use an event like the one in Ex 1 or 5, 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?

7 Write your blog post in three paragraphs. Follow the paragraph plan in Ex 2 and write about your answers in Ex 6. Use the past simple and past continuous, and sequencing expressions.

8 ✓ **CHECK YOUR WORK** Read your blog post. Can you improve it in any way? Did you …

1 include all the important information?
2 organise your ideas into three paragraphs?
3 set the scene in the first paragraph?
4 use the past simple and past continuous correctly?
5 include sequencing expressions?
6 write a title?
7 check your spelling, punctuation and grammar?

Grammar

1 Complete the sentences with the words in brackets. Use the past continuous form of the verbs.

1 At 9.00 p.m. _____ the rubbish. (I / take out)
2 _____ you wash the dishes? (your sister / help)
3 I was angry because _____ to me. (my parents / not listen)
4 _____ his room – he was asleep! (Al / not tidy)
5 What _____ in the department store? (you / look for)
6 _____ the sea by ferry. (we / cross)

2 Choose the correct alternative.

A What happened to your sister's foot?
B She [1]**cut** / **was cutting** a cake when she [2]**dropped** / **was dropping** the knife. She [3]**didn't think** / **wasn't thinking** properly, and she [4]**tried** / **was trying** to stop the knife with her foot.
A What happened to Adrian's eye?
B He [5]**read** / **was reading** the messages on his phone while he [6]**went** / **was going** into his house. He [7]**didn't look** / **wasn't looking** up, so he [8]**walked** / **was walking** into the door.
A What's wrong with your toe?
B [9]I **broke** / **was breaking** it while I [10]**played** / **was playing** with a ball at a party. [6]When the ball [11]**landed** / **was landing** on the floor, I [12]**kicked** / **was kicking** the floor, not the ball.

Vocabulary

3 Complete the sentences with eight of the words below.

annoyed basic chimney confused
disappointed embarrassed entrance frame
frightened heating traditional worried

1 I'm _____ about Matt – I haven't seen him for a few days, and he isn't answering his phone.
2 Two people held the _____ inside the tent while the rest of us put it up.
3 Kiara was very _____ when she fell off her chair in front of the whole school.
4 Our bedroom was very _____ – the only piece of furniture was a bed!
5 My aunt shouted at me when I got chocolate on her new white sofa. She was really _____!
6 The man threw a bit of paper onto the fire and it flew up the _____.
7 There is no _____ in a tent, so you have to have special equipment to keep you warm.
8 We had to ask the tour guide where the _____ to the attraction was.

4 Complete the sentences with one word from the unit.

1 I get _____ well with my cousin because we're the same age.
2 We all sat around the wood _____ to dry off after walking for hours in the rain.
3 My dad set _____ a WhatsApp group for our building.
4 We need to find _____ where the nearest supermarket is.
5 In winter they slept under animal _____ to keep themselves warm.
6 My sister gave _____ some of her clothes because she didn't have room for all of them.

Cumulative review

5 Complete the text with the words below.

away didn't dusted folded fresh
load on swept were when

Servants were people who did housework for rich families in large houses. They began their day at around five o'clock in the morning. Their first job was to clear the downstairs rooms from the night before. Next, they tidied the family's dressing rooms. They carefully [1]_____ the clothes from the day before and put them [2]_____ in wardrobes. They took the dirty clothes to wash later by hand – in the eighteenth and nineteenth centuries, there were no washing machines to [3]_____ and empty. When the dressing rooms were ready, the servants woke the family. While the family [4]_____ having breakfast, the servants cleaned the bedrooms. First, they opened the windows to let in [5]_____ air, then they [6]_____ the floors with a brush and made the beds. The servants [7]_____ have breakfast themselves until the bedrooms were clean. After breakfast, they cleaned rooms and [8]_____ shelves for the rest of the morning. There was always a lot going [9]_____ in the house: perhaps a dinner party with friends or a visit from family. Often the family were still talking with visitors [10]_____ the servants went to bed. The servants always knew that their first job the next morning was to clear the downstairs rooms from the night before and then clean the house all over again.

6 Answer the questions.

1 Which of the houses in the unit would you like to stay in for a night? Why?
2 Do you think we spend more or less time doing housework today than we did in the past? Why?

REFLECT Think about the following questions.

1 Which lesson did you enjoy most? Why?
2 Which of the grammar points did you find most difficult?
3 How can you ask a friend to do something for you? What about a person you don't know well?
4 What do we use to show the order of events in a description? Think of at least four examples.

Reading

STRATEGY

When you do a multiple-choice reading task, cross out the answers that you are sure are not correct. You will be left with fewer options to choose from, so it will be easier to choose the correct answer.

1 Read the strategy above. Then read the exam task in Ex 2. Read the article and look at question 1. Which options are you sure are not correct?

2 Read the article below. For each question, choose the correct answer.

Neighbourhood action

By Jack Holden, aged 16

Last year my family moved to an area in south London from a small village in the north of England. When we arrived, we noticed two things. The first was that the streets were ugly because there was a lot of litter and no plants or flowers. The other thing was that people didn't speak to each other.

I didn't really make any friends until I started school in September. I began to talk to them about our area, and we decided to start a project to improve the neighbourhood. One of our teachers thought it was a great idea. She said we should have a meeting for other people in the area.

We decided to have the meeting in the library. We asked adults and young people to come along. We put up posters in local shops and at school to advertise the meeting. While we were waiting for the meeting to begin, we felt very nervous. We thought no one would come, but then a lot of people arrived. Everybody thought it was a great idea. People had different suggestions and we made plans to clean the streets and create a better neighbourhood.

We started with the litter. Groups of people went out and cleaned the streets. We tidied up our gardens, and we planted flowers and trees. One day, I saw that an old lady was watching us from her window, and I had another idea. We created a gardening club to help older people. Young volunteers tidied up their gardens and took out the rubbish for them. They also watered their plants and did other jobs around the house. They did this all for free.

Then we asked for permission to plant trees in the park. We also found a small piece of land that no one wanted. Here we grew more flowers and some vegetables. We then shared the vegetables with our neighbours.

Today, our neighbourhood is a nicer place. It looks lovely, there is a good community, and people help each other. Every summer, we have a street party. We set up tables and chairs in the middle of the street and everyone brings food.

1 Before Jack lived in south London, he lived in
   - **A** another city.
   - **B** another country.
   - **C** the countryside.
   - **D** another part of London.
2 Why did Jack start the project?
   - **A** Because he thought it was a good way to make friends.
   - **B** Because his teacher asked him to.
   - **C** Because his neighbours wanted him to.
   - **D** Because he wanted to make the area a better place to live.
3 Jack and his friends were nervous at the start of the meeting because
   - **A** there were a lot of people at the meeting.
   - **B** they thought people would disagree with them.
   - **C** they didn't like speaking to new people.
   - **D** they didn't think people would attend the meeting.
4 What happens in the gardening club?
   - **A** People do work in other people's gardens.
   - **B** Older people plant flowers and trees in the park.
   - **C** Younger people earn money.
   - **D** People look after their own gardens.
5 What would be a good introduction to this article?
   - **A** Jack Holden explains how to make your street a greener place to live.
   - **B** Jack Holden explains how local community action has improved his neighbourhood.
   - **C** Jack Holden writes about his experience of moving to London.
   - **D** Jack Holden offers ideas about how to make friends with your neighbours.

Speaking

STRATEGY

When you talk about a photo, you should first look at it carefully and think about …

1 what you can see.
2 what is happening.
3 your opinion of the photo.
4 how the photo makes you feel.

3 Read the strategy above. Then look at the photo in the exam task in Ex 4 and think about what you are going to say. Make notes for 1–4 in the strategy.

4 Look at the photo. It shows a family doing something together. Talk about what you can see in the photograph.



Collocations 1

1 Read the sentences and underline six collocations with *do* and *make*.

1 How often do you do housework?
2 I cook and Paul does the dishes.
3 I haven't got time to do the shopping today.
4 Remember to make the bed every morning.
5 I think you made a mistake here.
6 Don't make a mess in the kitchen.

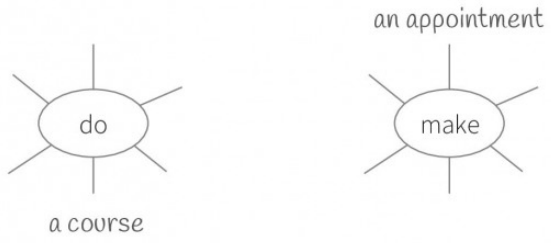
LANGUAGE FOCUS Collocations: *do* and *make*

A collocation is two words or more which are often used together. Collocations with *do* and *make* are very common and it's a good idea to learn them as a complete expression. We use *do* for actions or tasks (e.g. *do karate*, *do homework*) and *make* to talk about things we produce or create (e.g. *make a sculpture*, *make dinner*). Notice that we often use *do* + *-ing* to talk about chores (e.g. *do the ironing*, *do some cleaning*).

There are also lots of collocations with *do* and *make* that you have to learn as complete expressions (e.g. *do badly*, *do well*, *make a mistake*, *make friends*).

2 Read the language focus above and complete the mind maps with the words below.

~~an appointment~~ the bed ~~a course~~ an exam
an exercise a film a mess a noise some sewing
a shopping list a test the washing up



3 Rewrite each underlined phrase with an expression with *do* that has a similar meaning.

1 Can you wash the dishes please?
2 I dusted the house.
3 Lisa went to the shops and bought some food.
4 You need to complete the exercise now.
5 I cleaned the house this morning.

4 Complete the sentences with *do* or *make* in the correct form.

1 I'd like to _____ a difference and help people.
2 They've _____ a plan for the school trip next year.
3 He was a kind person and _____ a lot of good in the community.
4 Sam is very good at _____ suggestions.
5 Annie _____ very well in all her exams last term.
6 I don't understand this. It doesn't _____ sense.
7 My parents _____ lots of gardening last weekend.
8 Delia _____ a very good job when she was working for our company.

VOCABULARY STRATEGY Mind maps and pictures

Mind maps and pictures can help you to remember new words and phrases by creating something you can look at.

When you come across a new collocation, you can create a mind map or make a picture. You could invent a character for *do* and another for *make*. For example: Anita does yoga and Mark makes cakes. You can imagine Anita or Mark every time you come across a new collocation with *do* or *make*.

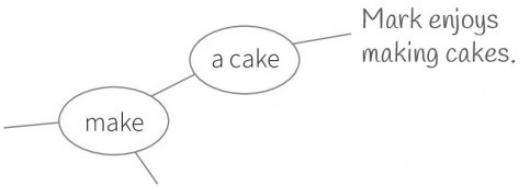


Anita does yoga at the same time as she does her homework but after doing the ironing.

5 Read the strategy above. Add the *do* collocations to the mind map in Ex 2.

6 Look at the cartoon of Mark and complete the mind map. Remember to write an example sentence.



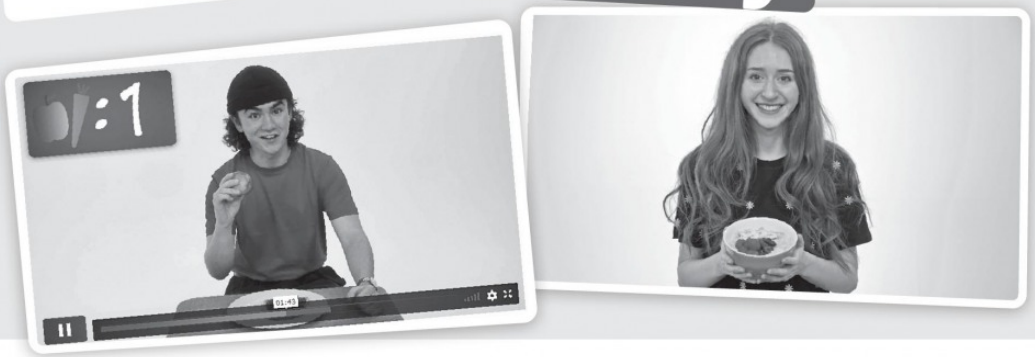


7 Choose three of the collocations below and draw simple pictures for them. Then write a sentence for each picture.

do your best do the cooking do gymnastics
do the laundry make friends make money
make progress make a work of art

8 Make a mind map for collocations with *do* and another for collocations with *make*. Add any collocations from this page that you haven't written. Then add collocations to each mind map when you find them. Write a sentence or funny story for each one.

3 Staying healthy



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

Lily and Dan were speaking about having a [1]h_____ l_____. They found an app that gives a point for every [2]p_____ of fruit and vegetables you eat.

For lunch Dan didn't choose an [3]u_____ pizza. Instead, he had vegetable soup with carrots, potatoes and [4]b_____. Dan said he had a [5]l_____ o__ e_____ after eating it. Also, Dan drank a [6]s_____ with ingredients like [7]p_____ and [8]s_____.

For dinner, Lily had a [9]r_____ for [10]v_____ b_____, which was a [11]h_____ m_____. But she still had lots of baby [12]c_____ as a late-night snack!

b 3.01 Watch or listen again and check.

2 Complete the sentences with the words and phrases below.

a healthy lifestyle broccoli have a lot of energy
medium-sized smoothie spinach veggie burger

1 Mum made a delicious vegetable soup with potatoes and purple and green _____.
2 We _____ because we eat healthy food and do lots of exercise.
3 When Alice makes a _____, she uses a variety of fruit like strawberries, bananas and pineapples.
4 My favourite pizza isn't unhealthy! It has _____ and tomatoes on it.
5 Dad doesn't eat heavy meals because he's on a diet. Now he eats _____ portions instead.
6 There is no meat in Jamal's lunch. He's having a _____ and chips.
7 We live _____ because we want to try and stay well.

3 Read the sentences. Are they true (*T*) or false (*F*)?

1 Another name for an amount of food is a portion. ___
2 When food is delicious, it doesn't taste good. ___
3 A pineapple is a large fruit which is yellow inside. ___
4 A heavy meal is a small amount of food that doesn't make you feel full. ___
5 When a person is on a diet, they eat more than usual. ___
6 A recipe tells you how to cook a meal. ___
7 Broccoli and spinach are examples of unhealthy food. ___
8 A variety of things is another name for a lot of different kinds of things. ___

4 Correct the false sentences from Ex 3.

_____
_____
_____
_____

5 REAL ENGLISH Replace the underlined words in the two conversations with the words and phrases (A–E) below.

A awesome **B** check it out **C** Seriously
D Wait a minute **E** Well done

Conversation 1

Izzy I tried that healthy smoothie recipe you found. I took a photo on my phone – look at it! [1]___

Senyo That's great. Did you have a lot of energy after you drank it?

Izzy Yes, I did. It had such an amazing variety of fruit and vegetables that I felt very good! [2]___

Senyo I like what you did, [3]___ Izzy! Now you know that a healthy lifestyle can be delicious.

Conversation 2

Li Thanks for buying the food we need for the soup.

Paul No problem. I can't wait to try it.

Li Stop! I've just noticed something. [4]___ There's no broccoli in here! Did you forget to buy it?

Paul Yes, I'm sorry, Li. I lost the shopping list before I got to the supermarket. But I did remember the other ingredients like potatoes, onions and spinach.

Li Really?! [5]___ How did you lose the shopping list?! But don't worry. It's not a problem – spinach and potato soup is a healthy meal anyway. Come on – let's cook!

6 Imagine your friend is asking for advice on social media about how to stay healthy. You are going to write a short reply to their post. Write three sentences about how they can stay healthy. Use the words and phrases in Ex 1–3 to help you.

7 VOCABULARY BOOSTER Now practise **Food** vocabulary on page **106**.

Use quantifiers to talk about food.

3.2 GRAMMAR



1 What do you remember about the grammar rules from the Student's Book? Complete the sentences with the words and phrases below.

a few a little a lot of how many
how much (too) many (too) much

1 I have _____ homework to do. I won't be able to go to the cinema.
2 There isn't _____ food in the fridge. We need to go to the supermarket.
3 I asked the sales assistant _____ the trainers were.
4 There are _____ dishes for me to wash without help.
5 _____ sugar is better than a lot of sugar, if you are on a diet.
6 I wasn't sure _____ eggs we had at home, so I bought enough for my recipe.
7 I only need _____ minutes to tidy my room. I put my clothes away yesterday.

2 Complete the sentences with *much* or *many*.

1 How _____ pineapple juice did you drink?
2 Did you eat _____ portions of fruit when you went on a diet?
3 Joshua had a heavy meal last night and ate too _____ food.
4 How _____ ingredients do we have in the fridge for this recipe?
5 We made too _____ cakes for the summer fair.
6 There isn't _____ sugar in my smoothie recipe – check it out for a healthy lifestyle!
7 I didn't have _____ rice with my dinner.
8 There aren't _____ cakes and biscuits in Chloe's kitchen.

3 Match 1–7 to A–G.

1 How much ___
2 Nikolai only adds ___
3 There wasn't much ___
4 Sami always has a few ___
5 We made a lot of veggie burgers ___
6 How many ___
7 Oisin went on a diet because ___

A portions of fruit and vegetables do you eat every day?
B he ate too many sweet things on holiday.
C broccoli in Paul's soup.
D because 200 people came to the school barbecue.
E spinach do you put in your smoothies?
F biscuits with his tea in the afternoon.
G a little milk to his tea.

4 Choose the correct alternative to complete the sentences.

1 Jenny only put **a few / a little** cheese on her pizza because she's on a diet.
2 We need **much / a lot of** tomatoes to make our delicious veggie sauce.
3 **How much / How many** pineapples did Dad ask us to buy?
4 I always eat **a little / a few** portions of fish every week.
5 Doctors are worried that **too much / too many** people eat unhealthy food.
6 There isn't **a lot of** / **many** rice on Priyanka's plate.
7 I'm disappointed that this sandwich hasn't got **many / much** ham in it.
8 **How much / How many** flour is there in the cupboard?

5 Complete the sentences with quantifiers so they are true for you.

1 I usually eat _____ portions of fruit and vegetables every week.
2 There is _____ healthy food in my diet.
3 I like to eat _____.
4 I don't like to eat _____.
5 At school I usually eat _____.
6 At home I usually eat _____.



3.3 LISTENING

Distinguish fact from opinion in a dialogue about healthy food.

1 What do you remember about facts and opinions from the Student's Book? Read the sentences. Are they true (*T*) or false (*F*)?

1 I can prove if a fact is true because it is a piece of information that I can check. ___
2 Facts change when different people say them. ___
3 My opinion is my personal belief about something. ___
4 You can only agree with an opinion. ___

2 You are going to listen to Emily's presentation about a new smoothie recipe. Before you listen, think about the conversation with her mum from the Student's Book. Answer the questions.

1 What fruit did Emily stop eating?
2 Why did she stop eating it?
3 Which two countries did Emily mention?

3 3.02 Read the glossary below. Listen to the introduction to Emily's presentation. Why did she decide to make a new smoothie recipe?

sustainable (*adj*) made without doing damage to the environment
food miles (*noun*) [C] the distance food items travel from being produced to being bought
kale (*noun*) [U] a green vegetable
plant-based milk (*noun*) [U] an alternative to animal milk made from plants

4 3.02 Now listen to all of Emily's presentation and choose the correct answer: A, B or C.

1 Why does Emily call her drink the 'sustainable super smoothie'?
A It has a variety of fruit and vegetables in it.
B She thinks it is good for you and the planet.
C She thinks it is a delicious drink.
2 Why did Emily change her opinion?
A She read that eating too many avocados was bad for the environment.
B People were eating too many avocados in the countries where they grow.
C The new recipe didn't use avocados.
3 What does Emily replace the avocados with in her new recipe?
A A little water.
B Spinach and kale.
C Only spinach.
4 What does Emily say is bad about kale?
A It has too many minerals in it.
B It uses too many food miles.
C It tastes bad.
5 What does Emily add to her smoothie to make it sweet?
A two bananas, one apple and a glass of pineapple juice
B one banana, two apples and half a glass of pineapple juice
C one banana, one apple and half a glass of pineapple juice
6 How does Emily think she could make her new smoothie recipe more sustainable?
A By using milk from an animal.
B By using something different from a banana.
C By making it taste more delicious.



STRATEGY Distinguishing fact and 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.

5 Read the strategy above. Then read the sentences from Emily's presentation below. Which ones are facts (*F*) and which are opinions (*O*)?

1 I think it's good for you and our planet! ___
2 I changed my opinion when I read an article about avocado farms. ___
3 It only takes a little water to produce spinach and it grows in the countryside around my town. ___
4 The problem is kale tastes like grass. ___
5 For example, the bananas I use come from another continent. ___
6 I know my recipe could be much more sustainable. ___
7 My new smoothie is much better than the old one. ___
8 And the best part is that is tastes delicious. ___

6 MEDIATION 3.02 Imagine your friend wasn't at school when Emily gave her presentation. They need to know the main points for their homework. Listen to the presentation again and write some notes. Use these notes to write a short message to your friend telling them the main points in up to five sentences.

1 Complete the sentences with the correct words from the Student's Book lesson.

1 It takes a lot of time to d_____ healthy habits.
2 He needs to be p_____ to succeed in changing his habits. It can take a lot of time.
3 Sara uses a notebook to k_____ t_____ of how much exercise she does.
4 Don't g_____ u___ if you m_____ a mistake when you try to have a healthy lifestyle.
5 Bukayo doesn't plan his new habits i___ a_____, so he doesn't achieve his goals.
6 Let's f_____ o___ learning some healthy recipes before we think about an exercise plan.

2 Look at the photo. Then read Iain's blog title and the paragraph titles (A–D). From the list below (1–6), which information do you think will be in the blog? Then read the text quickly and check your answer.

1 A personal experience.
2 Examples of healthy habits.
3 Ways to keep track of healthy habits.
4 How to tell if you need to develop healthy habits.
5 Something the author learned.
6 Advice for readers.

3 Read the blog again and answer the questions.

1 What were Iain's three bad habits?

_____

2 Why did Iain decide to change his habits?

_____

3 What did Iain replace crisps and chocolate with in his packed lunches?

_____

4 What mistake did Iain make?

_____

5 What did the report that Iain's dad found say?

_____

4 Read the comments (1–3) on the blog. Which comment is Iain replying to? ___

5 Write a few sentences of advice for the other two comments on the blog. Use the information on this page and what you remember from the Student's Book to help you.

IAIN'S BLOG



How I developed *healthy habits*

A My story

I'm Iain and today I have a lot of energy. But 18 months ago things were different. I always felt tired. I didn't do exercise. I ate unhealthy food. All my habits were bad! I played too many video games, so I didn't read enough books. I drank too much cola and I didn't drink enough water. In the end, I started getting bad grades at school. That's when I made a positive change.

B Planning my new lifestyle

I planned my healthy lifestyle in advance. I decided to focus on the most important habit to me – healthy eating. So I developed a healthy packed lunch: hello medium-sized veggie wrap and fruit smoothie, goodbye crisps and chocolate!

C Keeping track of my habits

After a few months, I had better eating habits. I was doing exercise four times a week. I felt great, but I made a mistake – too many changes at once. To help me, I downloaded a healthy lifestyle app.

D I learned to be patient

Four months after I started, I was fed up. I was feeling ill and I couldn't do exercise. That's when my dad helped me to focus on my goals. He showed me a report. It said you needed eight months to develop a new habit. That helped me to be patient. What about you? Do you want to develop healthy habits? Please leave a comment below.

Comments

1 **DevonJen09** I'm worried that I spend too much free time playing video games. I really want to read more books, but I often play games after I finish my homework. How do I do it?

2 **GiGiChester** I want to eat less meat because I care about the planet. The trouble is I don't like eating many vegetables. Do you have any tips?

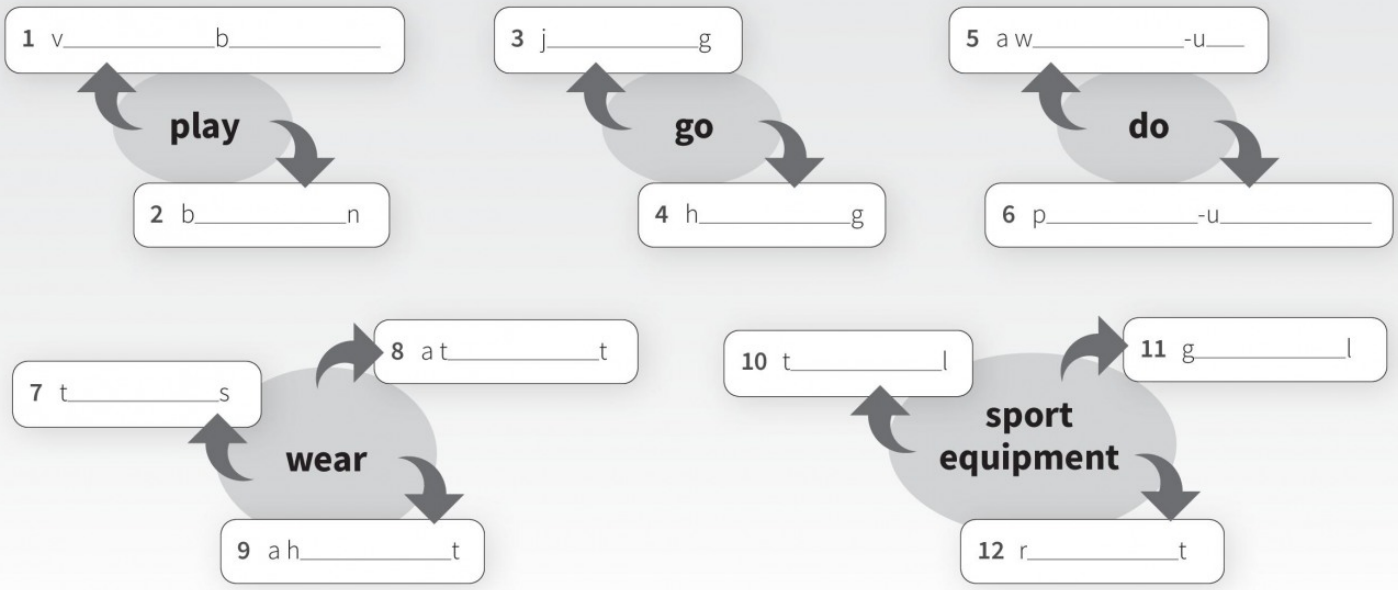
3 **NiceNicky** The healthy habit I want to develop is doing more exercise. I usually feel tired after school and my weekends can be busy because I see my friends. I feel like I don't have enough time. Can you help?

4 **Iain** I had a bad habit like this one. Video games made me go to bed too late. I was addicted to my phone! To fix it, I used a notebook to keep track of how I was spending my free time. The notes reminded me about my goals. Now I've got more time for reading.

3.5 VOCABULARY

Talk about sport and fitness.

1 Which sport words do you remember from the Student's Book lesson? Complete the mind map.



2 Add two more sports you know to the *play*, *go* and *do* circles in the mind map. Use a dictionary if necessary.

3 Complete the email using words and phrases from Ex 1.

RE: Sport week

Hi Annie,

I'm really pleased that you're coming to stay. I know you like exercise, so I got some information about the sport week at the community centre. It looks awesome! There are lots of sports and activities to try.

On Monday evening, we can go jogging in the park. I'm going to wear my new [1]_____ and my Liverpool [2]_____ – you know I **support** the best football team in the world, right?

The leaflet says they do a [3]_____-up first. It also says we can run on a [4]_____ in their gym.

I don't like playing many team sports. I don't want to play [5]_____, basketball or football on Tuesday. But I love to play [6]_____ just like you. I can bring an extra [7]_____ and if there's an empty **court**, we can play each other. I need more practice because it's difficult to **score** a point in that game.

We can go to the cycling club on Thursday. Make sure you remember to wear a [8]_____.

On Friday there's a fitness competition to find out how many [9]_____-ups people can do. I'm going to enter it and win!

Let me know what you think!
Sarah

4 Match the **bold** words in the email to the definitions 1–3.

1 A place where people play games like volleyball and tennis. _____
2 To get a point in a game. _____
3 To like a sports team and watch all their games. _____

5 Look at the photo. What are the different people doing? Complete the sentences below with the words from Ex 4.



1 The people sitting down are there to _____ the team.
2 The player wants to _____ some points.
3 The _____ is the area where the players play basketball.

6 Complete the sentences so that they are true for you. Use your own ideas and the sport words from Ex 3 and 4.

1 I like to wear _____ when I do sport.
2 The team I support is _____ because _____.
3 I'd like to _____ more often.
4 I wear trainers when I _____.
5 I do some sports on a court. For example, I _____.

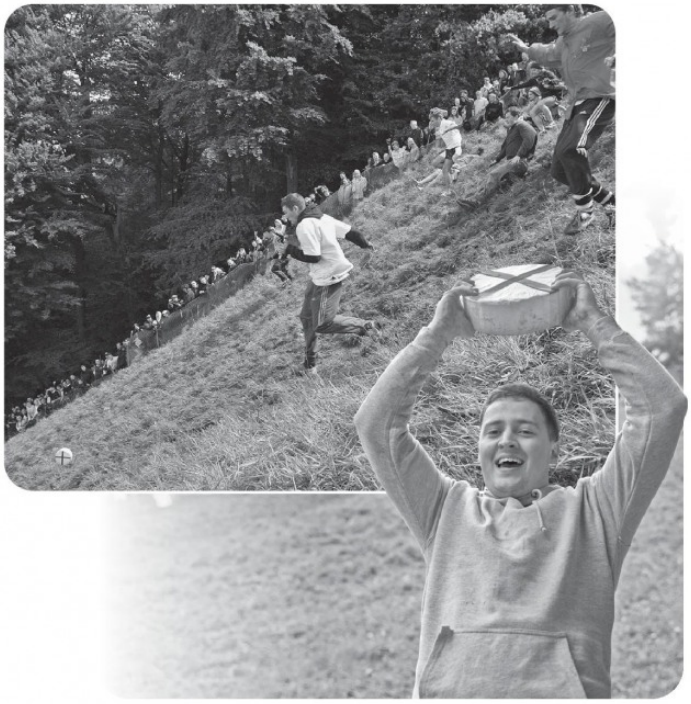
7 VOCABULARY BOOSTER Now practise **Sports** vocabulary on page **106**.

Use modals of obligation to write swimming pool rules.

1 Complete the sentences with the correct modals of obligation: *have to*, *don't have to*, *need to*, *needn't*, *must* or *mustn't*. Some sentences have more than one correct answer.

1 You _____ drop litter at the playground.
2 What do I _____ do to pass the maths test?
3 You _____ bring a racket to the badminton court because I have one for you.
4 The rules say I _____ talk with other people when I use the library.
5 Christina _____ tidy the house if her brother has already done it.
6 This basketball club is for advanced players only. You _____ know the rules before you join.

2 Look at the photos. What are the people doing? What do you think the rules for this activity are?



3 Choose the correct alternative to complete the text.

Notes

What is cheese-rolling? Today, I'm going to find out. Our teacher said we [1]**needn't** / **need to** do a project about traditional local events, so my dad is taking me to see my friend Sylvester. He lives a long way from me, in the countryside, so Dad [2]**has to** / **doesn't have to** drive me there. Sylvester knows all about cheese-rolling and I'm going to talk to him about it. That's because our teacher said we [3]**mustn't** / **must** do a project about a local event.

Sylvester lives in Brockworth with his parents and his sisters. It's a quiet village, but every spring a very unusual event happens. People have to run down a big hill. They run after a big round cheese which rolls down the hill in front of them. I saw photos of the event and it looks crazy! I [4]**must** / **mustn't** forget to take my phone. I can take his photo and put it in the project and make him a celebrity!

4 3.03 Listen to the first part of Alfie's interview and check your answers to Ex 3.

5 3.04 Now listen to Alfie's full interview with Sylvester. Then read the sentences. Are they true (*T*) or false (*F*)?

1 The people in the event have to do a warm-up. ___
2 People have to run after the cheese. ___
3 To win, you have to catch the cheese. ___
4 People don't have to wear a helmet. ___
5 The doctor told Sylvester he mustn't go jogging. ___

6 Correct the false sentences from Ex 5.

_____

_____

_____

7 Look at the swimming pool rules poster. Write six sentences about the rules using *have to, don't have to, need to, needn't, must* or *mustn't*.

Swimming pool rules

1 
_____
_____

2 
_____
_____

3 
_____
_____

4 
_____
_____

5 
_____
_____

6 
_____
_____

3.7 READING

Predict the topic of an article about The Paralympic Games from subheadings.

1 Complete the summary about the power of walking with the words below.

benefits creative employees
noticed scientists solutions

Walking helps your body and your mind. [1]_____ did an experiment when they [2]_____ that people have a lot of great ideas when they go walking. They found out that people who were walking did 60% better at [3]_____ tasks than people who were sitting down. Tests also showed that walking [4]_____ your memory. Today, more schools offer audio lessons for students to listen to while they are walking outside wearing headphones. For example, Steve Jobs often encouraged his [5]_____ at the Apple Computer company to develop creative [6]_____ to problems while they were walking.

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 above. Look at the title and sub-headings of the text and think about the questions.

1 What do you think the whole text is about? What do you think the different parts are about?
2 What do you know about the topic already?
3 Which part of the article would you like to read the most? Why?

3 3.05 Now read the article. Were your predictions in Ex 2 correct?

4 Read the article again. Complete the sentences with the numbers below.

16 17 160 1948 2008 two million

1 Athletes from _____ countries competed at the Paralympic Games in Rio de Janeiro in 2016.
2 _____ people went to watch the Paralympic Games in Rio de Janeiro in 2016.
3 The Stoke Mandeville Games happened for the first time in _____.
4 At the first Stoke Mandeville Games the athletes were _____ hospital patients.
5 At the age of _____, Alana Nichols badly injured her back.
6 Alana Nichols won a gold medal for wheelchair basketball at the Paralympic Games in _____.

5 Answer the questions. Look at the article again to help you.

1 Name two Paralympic sports people play and two Paralympic sports people do.
2 What happened for the first time in Seoul in 1988?
3 Who set up a special hospital department in England?
4 What was Alana Nichols brilliant at?
5 In 2010 and 2014, which sport did Alana Nichols win medals in?

SPORT FOR ALL



The Paralympic Games

Today the Paralympic Games is a huge sporting event. It brings together athletes with a variety of disabilities and movement problems. Every four years, thousands of athletes compete in sports like badminton and sitting volleyball. They also do athletics and judo. In Seoul in 1988, the Paralympic Games and the Olympic Games happened in the same city for the first time. Then in 2016, in Rio de Janeiro, athletes from 160 countries competed in 22 different sports and two million people bought tickets.

The history of the games

The story of the games began at Stoke Mandeville Hospital in England. In 1944, Dr. Ludwig Guttmann was working in a hospital department for people with back injuries. His creative solution was to use simple ball games to help patients get stronger. Then he developed wheelchair basketball. In 1948, 16 patients competed in the first Stoke Mandeville Games. In 1960, the event was called the Paralympic Games.

disabled (*adj*) unable to use a part of your body because of a physical condition, an illness or an injury
snowboarding (*noun*) [U] a winter sport, travelling over snow while standing on a board

Alana Nichols – a hero of the games

Alana Nichols knows the positive power of sport. She was snowboarding in 2000 when she injured her back. Her legs became paralysed. She was 17 years old and she was worried she wouldn't be able to do sport again. But in 2002, Alana tried playing wheelchair basketball. She was brilliant at it! By 2004, she was in the US national women's team. The team won a gold medal at the Paralympics in Beijing in 2008. Alana also competed in skiing in the Winter Paralympics of 2010 and 2014, winning a lot of medals.

1 Look at the photo. Then think about the questions.



1 What do you see? Do you think a person like this has a lot of sport in their timetable?
2 What sports or after-school activities do you do?
3 How do you manage your time for those activities?

2 Do you remember the Phrasebook phrases from the Student's Book? Put the words in the correct order to make the phrases.

1 about / how / … ? _____
2 do / I / what / you / do / ? / should / think _____
3 to / … / try _____
4 … ? / don't / why / you _____
5 idea / it's / … / to / good / a _____
6 do / what / ? / I / should _____
7 should(n't) / … / you _____
8 you / what / suggest / ? / do _____

3 Are the phrases in Ex 2 asking for advice (*A*) or giving advice (*G*)? Label them correctly.

4 Read the conversation between Lauren and her friend Iain. Complete the text using the correct form of the phrases from Ex 2. What is the problem that Lauren has?

Iain Hey Lauren. Broccoli **soup** – that looks healthy!
Lauren Hi Iain, I know. I don't want to eat **too** much **sugar**.
Iain Really? Why not?
Lauren During the summer holidays I was reading your blog about healthy habits and I decided to have my own healthy lifestyle. But now we're back at **school** it's going badly.
Iain Oh dear, what's the problem?
Lauren Well, I need to do more exercise, so I made a timetable. But I have a **few** housework jobs and a lot of homework to **do**. There isn't enough time to do the activities I want to do! What do you [1]_____ do?
Iain [2]_____ trying to focus on the sports and after-school activities **you** enjoy the most? It's **good** that you planned a timetable in advance. But maybe [3]_____ be trying to do so many things at the same time.
Lauren Sure, but how do I choose what to focus on? There are so many activities – look! I have drama club on Mondays, **football** practice on Wednesdays and on Fridays I go jogging. What should [4]_____?
Iain You **should** [5]_____ decide which club you like the most. Then stop going to another one for a while and see if you miss it. You can always go back in the future and you'll have enough time for your homework.
Lauren Thanks Iain, that's a good **solution**. I also want to do more exercise. I can already do ten **push**-ups but I want to do more! [6]_____ suggest?
Iain [7]_____ you get an app to help you keep track of your habits. Remember it's a [8]_____ to be patient. You'll see results in the end.

5 3.06 **PRONUNCIATION** Read the conversation again and listen. Look at the words in **bold.** Decide if they have a short /ʊ/ sound like *could* or a long /uː/ sound like *choose*.

/ʊ/	/uː/

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.

6 You are going to write a short conversation about managing your free time. Read the strategy above. Then make a list of useful phrases and collocations from Lauren and Iain's conversation in Ex 4.

7 Make notes about problems that you have when you try to manage your free time. Use your own ideas or the ideas below. Use your notes to make questions and answers using the phrases in Ex 2.

doing exercise family time having fun
hobbies homework housework
playing sports seeing friends

8 Imagine you and a friend, parent or teacher are talking about managing your free time. Use your ideas from Ex 7 to help you write a short conversation. Use the conversation in Ex 4 to help you.

3.9 WRITING

Expand on the main ideas in an opinion blog.



1 Look at the photo and answer the questions.

1 Do you eat ten portions of fruit and vegetables a day? Which ones do you eat?
2 Do you do a lot of sport or exercise? What do you do?
3 Do you think it's important to have a healthy lifestyle? Why? / Why not?
4 Do you think teenagers should do more of their own shopping for food? Why? / Why not?

2 Complete the phrases for giving opinions with the words below.

as feel that I believe in my view think to me

1 It seems _____ that …
2 _____ I see it …
3 _____ my opinion …
4 _____ that …
5 Personally, I _____ …
6 I _____ …
7 In _____ …

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.

3 Read the strategy above. Then read the opinion blog and match the summary points 1–5 below to paragraphs A–E in the blog.

1 eating the right amount and exercise are important ___
2 you should look after your body ___
3 healthy lifestyles benefit people ___
4 some people expect science to solve problems ___
5 unhealthy habits use hospital resources ___

4 Read the opinion blog again and answer the questions.

1 Find three examples of sentences that present the main points of the writer's argument.
2 Find three examples of sentences that develop or explain the argument.
3 Look at paragraphs B, C and D. Add one more sentence to expand the main point in each paragraph.

5 You are going to write an opinion blog on the question: Should all students have to do sport three times a week? Write notes on these questions.

1 What is your opinion about the topic?
2 What are your main arguments?
3 How will you explain your arguments?
4 What examples will you include?
5 What personal opinion or comment(s) will you include?

6 Write your opinion blog in five paragraphs. Follow the paragraph plan in the opinion blog and refer to your notes in Ex 5. Use the phrases for giving opinions in Ex 2.

7 ✓ **CHECK YOUR WORK** Read through your opinion blog. Can you improve your opinion blog in any way? Did you …

- begin with a main argument in the first paragraph?
- write a title?
- organise your paragraphs?
- start your paragraphs with a supporting argument?
- include examples?
- include your opinions?
- use the phrases for giving opinions correctly?
- check your spelling, punctuation and grammar?

Should people do more to stay healthy?

A It seems to me that healthy lifestyles benefit us in many ways. When people care about their health, they often feel good and have a lot of energy. I think everyone should do more to stay healthy.

B Some people don't care enough about their health. In my view, they expect science to provide solutions to health problems.

C In my opinion, people have a responsibility to stay healthy. We have one body, so we must look after it. I don't understand why some people smoke or eat unhealthy food – it's bad for your body!

D Personally, I think people needn't always be on a diet. Instead they should regularly eat the right amount of fruit and vegetables. People should also exercise because it's good for your body and your mind.

E As I see it, hospitals should focus on emergencies instead of problems developed by people who don't exercise and have unhealthy eating habits. I believe that we can help by staying healthy.

Grammar

1 Choose the correct alternative.

1 I can't eat this veggie burger. You've put **too many** / **too much** salt in it.
2 I only need to get **a few** / **a little** things from the shop – I won't be long.
3 They don't want to go to an expensive restaurant because they haven't got **much** / **many** money.
4 I only have **a few** / **a little** sugar in my tea, and I'm trying to give up.
5 Simran is feeling sick because he's eaten **too many** / **too much** strawberries.
6 My sister is very healthy. She does **a lot of** / **much** exercise.

2 Complete the sentences with *have to*, *don't have to*, *need to*, *needn't*, *must* or *mustn't*, and the verbs below. Sometimes there are two correct answers.

ask be bring eat swim score

1 We _____ more points to win this game. ___
2 All players in the competition _____ under 16 years old. ___
3 You _____ your own helmet – the Cycling Club will provide you with one. ___
4 You _____ in the lake – it's dangerous. ___
5 Athletes _____ special food before they run a marathon. ___
6 You _____ your parents to take you by car because there's a bus. ___

Vocabulary

3 Match 1–6 to A–F.

1 When you go rock climbing, it's a good idea to wear ___
2 To have a healthy lifestyle, you need to develop ___
3 The new leisure centre will benefit ___
4 People who want to play tennis here need to book ___
5 If there isn't any snow, you can't ___
6 When I don't follow a recipe, I often make ___

A a court.
B the whole community.
C go skiing.
D a helmet.
E a mistake.
F good habits.

4 Complete the sentences with the correct verb from the unit.

1 Who do you usually _____ badminton with?
2 How many goals did you _____ in the last football match?
3 Do you _____ jogging in the morning or in the evening?
4 Do you _____ in advance what you're going to do at the weekend, or wait and see what happens?
5 When did you _____ up eating crisps and start your healthy lifestyle?
6 Do you always _____ a warm-up before hockey training?

Cumulative review

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

If you're hungry, but you'd prefer a light snack to a [1]_____ meal, then why not try making your own sushi? Sushi is a Japanese dish made from rice and a [2]_____ of other ingredients, especially fish. You [3]_____ to use special sushi rice to make it and you [4]_____ follow a recipe when you start. You don't need [5]_____ fish: a piece of around 150 g is enough. The easiest kind of sushi to make is *nigiri*. Take some cooked sushi rice and make it into a ball with your hands. You need to be [6]_____ because this is quite difficult; you can put a [7]_____ water on your hands to make it easier. Then cut a 5 mm piece of fish and put it on top of the rice. Then repeat until you have enough *nigiri* for everyone. A [8]_____ of *nigiri* for one person is around six pieces. Sushi is healthy because fish is good for your brain and can help you [9]_____ when you're studying. You'll also find that you'll have a lot of [10]_____ after you eat it because of the rice.

Sushi is a good choice for a [11]_____ lifestyle. Some people also like the taste and think it is [12]_____ … other people aren't so positive!

1	**A** portion	**B** heavy	**C** variety
2	**A** little	**B** variety	**C** portion
3	**A** don't have	**B** mustn't	**C** have
4	**A** must	**B** needn't	**C** mustn't
5	**A** many	**B** a little	**C** much
6	**A** fed up	**B** patient	**C** healthy
7	**A** few	**B** some	**C** little
8	**A** portion	**B** lot	**C** little
9	**A** eat	**B** drink	**C** focus
10	**A** exercise	**B** energy	**C** money
11	**A** heavy	**B** sustainable	**C** healthy
12	**A** delicious	**B** healthy	**C** heavy

6 Answer the questions.

1 Do you think you have a healthy breakfast? Why? / Why not?
2 What's the most unusual sport you know? What are the rules?

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 How can you ask someone for advice? How can you give advice to someone else?
4 How can you give your opinion in a blog? Think of four or more examples.

Listening

STRATEGY

When you have a task with different speakers talking about the same topic, first look at the task and the statements carefully. Before you listen, think of some of the words you might hear about the topic.

1 Read the strategy above. Then read the exam task in Ex 2. Look at the statements (A–E) in Ex 2 and think about the topic. Think about words connected to food and write down:

1 three items of food _____ _____ _____

2 two adjectives _____ _____

3 two verbs _____ _____

4 one expression _____

Now read what the first speaker says below. Do they use any of the words you wrote?

> I think it's important to eat well, but you shouldn't worry about it all the time. I'm a student and I often go to the library in the evenings. On those days, I eat ready meals or pizza. On the other days, I cook pasta or rice with vegetables, and I try to eat fruit every day.

2 3.07 You will hear five young people talking about food. For speakers 1–5, choose from the list (A–E) summarising what they say. Use each letter only once.

Who says …

A you should eat a big meal at the start of the day? ___
B they are learning to cook well? ___
C you can make some unhealthy meals healthier? ___
D they eat several portions of healthy food every day? ___
E sometimes they don't have time to eat well? ___

Use of English

STRATEGY

When you complete texts with missing words, you need to know set phrases and words which always go together. Keep a vocabulary notebook for new words and phrases. Make a special note of words that always go together, e.g. verbs + nouns, verbs + prepositions.

3 Read the strategy above. Then think of five phrases from the unit that have words that always go together. There is one example answer.

score a point

_____
_____
_____
_____

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

A healthy lifestyle

I'm very interested in cooking, and I never eat ready meals. I eat a lot of pasta, and I enjoy making sauces with a variety [1]_____ different vegetables. Sometimes, I use a [2]_____ from a cookery book, but I prefer to think of new and exciting meals. I eat a lot of fish, but I don't really like meat. I'm never [3]_____ a diet because I do a lot of sport. Every morning I [4]_____ jogging. At the weekend, I usually [5]_____ football with my friends in the park. I also go [6]_____ the gym about three times a week. I use the equipment and then I [7]_____ push-ups and run. On Saturday, I often go to a football match at my local club, Oxford United. They have a great [8]_____ of players. Sometimes, when they play in a different town, I travel [9]_____ coach and watch them play there. On Sundays I usually stay at home and rest, but I also have to tidy my room and [10]_____ away my clothes. In the evenings, I like to make a healthy meal for my family.



Writing

STRATEGY

When you write an opinion essay, read the task carefully and think about the order of the paragraphs before you start writing.

5 Read the strategy above. Then read the exam task in Ex 6. Number the points below in the order you should write about them in your essay.

- Add a personal comments. ___
- Give a main argument to support your opinion. ___
- Agree or disagree with the question. ___
- Give two more arguments to support your opinion. ___

6 Make notes on the task below. Then write your essay.

You have been talking about health and fitness in your English class. Your teacher has asked you to write an essay. The title of the essay is:
'Some people think students should do more sport at school. Do you agree?'

Collocations 2 (with *give*, *go*, *have*, *play* and *take*)

1 Match collocations 1–5 to definitions A–E.

1 give someone a lift ___
2 go shopping ___
3 have breakfast ___
4 play tennis ___
5 take a taxi ___

A enjoy a game with a racket
B eat something when you wake up
C drive someone somewhere
D pay somebody to take you somewhere
E go out to buy some things

LANGUAGE FOCUS Common verb + noun collocations

Certain verbs appear very frequently in English, often combined with the same nouns or noun phrases to make common collocations. Some of the most frequent verbs used in this way are *give / go / have / play / take*. Collocations with common verbs should not be translated word for word, but should be learned as individual phrases (e.g. *give someone a hand = help someone, go swimming = swim in the sea or pool*).

2 Read the language focus above, then read the sentences. Choose the correct alternative.

1 When do you usually **have** / **go** lunch?
2 Do you **go** / **play** the guitar?
3 Did you **give** / **have** Anna a present?
4 Let's **go** / **have** skiing at Christmas.
5 Dan **gave** / **took** me a hand with my heavy shopping.
6 Is it possible to **go** / **take** a bus to the sports centre?

3 Match the words and phrases below to the correct verbs to make collocations.

advice care fun a game golf home music permission running time toothache

1 give: _____
2 go: _____
3 have: _____
4 play: _____
5 take: _____

VOCABULARY STRATEGY Choosing the correct verb for a collocation

If you are looking for the correct verb to use in a verb + noun collocation, there are a few patterns that can sometimes help you:

- Use *give* when you talk about doing something for somebody else: *give someone a present*, *give someone help*, *give someone a call*, *give someone advice*.
- Use *go* with free-time activities and sports in the *-ing* form: *go horse riding*, *go dancing*.
- Use *have* with illnesses: *have a headache*, *have a cough*, and to mean 'eat' or 'drink': *have a coffee*, *have dinner*.
- Use *play* with games, sport and music: *play cards*, *play basketball*, *play the piano*.
- Use *take* with methods of public transport: *take a train*, *take a bus*.

However, there are always exceptions to these patterns, and most collocations need to be memorised individually.

4 Read the vocabulary strategy above. Complete the collocations in these sentences with *give*, *go*, *have*, *play* or *take*.

1 Do you usually _____ basketball at the weekend?
2 I usually _____ a cup of tea in the afternoon.
3 Let's _____ the bus to the city centre.
4 Why don't we _____ camping next weekend?
5 Could you _____ Gina some help with her homework?
6 You should drink hot drinks if you _____ a cold.
7 If you want to get there quickly you shouldn't drive, you should _____ the train.
8 What instruments do these musicians _____?

5 Translate these common collocations into your language.

give me a hand (= help me)

_____

go travelling (= travel to several countries)

_____

have a nice time (= have fun)

_____

play a game (= participate in a game)

_____

take your time (= don't hurry)

_____

6 Write an example sentence or short story for each of the phrases below. You can also draw pictures or make mind maps.

give someone a call go camping have a headache play the piano take a break

7 Write the verbs from Ex 5 (*give*, *go*, *have*, *play*, *take*) as headings. Add collocations when you find them and write an example sentence or short story for each one. Make mind maps or draw pictures to help you remember them.

Give

give someone a hand

Henry gives Hugo a hand with his housework.

Talk about the weather.

4 The world around us



1 a What can you remember about the vlog? Tick (✓) the things that happened or that Miya mentioned in the vlog.

1 Miya was wearing a T-shirt on a sunny day when she went walking on a beach in Greece. ☐
2 During Miya's walk the weather changed and the wind was blowing. ☐
3 Miya said she saw lightning and heard thunder during the storm in Greece. ☐
4 The winter weather in Munich was cloudy and very wet when Miya visited Germany. ☐
5 Miya didn't have a big winter coat on her hike in Munich and it began to snow. ☐
6 The forecast predicted warm weather in London for Miya's day out. ☐
7 While Miya was shopping on Oxford Street, the weather got very windy. ☐
8 There were a few showers when Miya went to London, but her umbrella kept her dry. ☐

b 4.01 Watch or listen again and check.

2 Choose the correct alternative to complete the sentences.

1 I wear sunglasses if the sun starts to **blow / shine.**
2 Let's go inside for fifteen minutes until these **showers / degrees** finish.
3 Lucy held her hat because the wind was **blowing / snowing** so much.
4 The sky was dark and there was a lot of wind and rain during the last **thunder / storm.**
5 Dad was driving slowly because it was so **foggy / cloudy** on the motorway.
6 I often wear a T-shirt in **mild / freezing** weather.
7 In a thunderstorm you can see **thunder / lightning.**
8 Mum wants us to wear a sweater and a hat because it's **sunny / freezing.**

3 Look at the table about the weather. Complete the sentences with words from Ex 1 and 2.

Day	Sunday	Monday	Tuesday	Wednesday
Weather	❄	☁	💨	☀
High temperature	5°C	8°C	11°C	15°C
Low temperature	–2°C	4°C	6°C	7°C

1 The weather wasn't nice on Monday because it was very _____.
2 It was _____ on Wednesday, so I put on my sunglasses.
3 The wind was _____ strongly on Tuesday and it broke my umbrella.
4 We made a snowman because it was _____ on Sunday.
5 The sun was _____ on Wednesday and the weather was nice.
6 The highest temperature was 15 _____ Celsius.
7 The weather was freezing on Sunday, but it was _____ on Wednesday.

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

> Can you believe it Here you go I don't think so
> What on earth Wish me luck Yippee

1 A It was sunny and warm yesterday, but this morning it's freezing cold.
  B I know. _____ is happening to the weather these days?
2 A Oh no! I forgot my umbrella and it's raining now.
  B You can borrow mine. _____!
3 A It's going to be warm and sunny all weekend!
  B _____! We can go the beach.
4 A _____? I went to Spain on holiday and it rained every day!
  B Oh dear. You're so unlucky.
5 A I think lightning is scarier than thunder.
  B _____. I'm always more frightened by thunder than by lightning.
6 A I am very excited about my skiing holiday. I checked and it's snowing in Austria at the moment.
  B Is this your first skiing holiday?
  A Yes, it is. _____!

5 Write a short paragraph describing the weather today.

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

1 a Read Lily's email. Find six comparative forms of adjectives with *than* and two comparative forms with *(not) as … as*.

Re: Holiday packing tips

Hi Tamara,

How is life in Scotland? You were right – travelling to a place is easier than packing! I think your sister, Molly, is better than me at packing for holidays. I'm not as lucky as she is. She travels a lot, so her life is more exciting than mine.

I'm going to check the weather in Portugal because I don't want to make any silly mistakes with my packing. I think Portugal is sunnier than the UK. Your home town Edinburgh is colder than Lisbon. But usually Lisbon isn't as warm as Greece.

Thanks for your all the packing tips. Now I feel much happier than I did before about packing the right clothes.

I'll see you when I get back.

Lily

b Answer the questions.

1 Does Lily think Molly is luckier than her?
2 Does Lily say the temperature is usually the same in Lisbon and Greece?

2 Complete the sentences with the comparative form of the adjectives in brackets and *than* where necessary.

1 Winter in California is _____ (mild) in New York.
2 When it snows, the train is _____ (convenient) the car.
3 Put on a jacket! Today it's _____ (wet and cold) yesterday.
4 The weather yesterday was _____ (nice) last weekend.
5 The weather in London is _____ (bad) in New York today.
6 When the sun shines, everything looks _____ (beautiful).
7 May is usually _____ (sunny and warm) March.
8 It was really foggy in the morning. We couldn't see _____ (far) two metres.



3 Look at the information in the table. Complete the sentences about the twins. Use *as … as / not as … as* and the adjectives below.

dark fast long strong tall



Name	Anna Jones	Alma Jones
Age	13	13
Height	152 cm	153 cm
Hair	long	medium-length
Eyes	dark	dark
Strength	10 push-ups	10 push-ups
Fitness	1 mile / 10 minutes	1 mile / 11 minutes

1 Anna is _____ Alma. (height)
2 Anna is _____ Alma. (strength)
3 Alma is _____ Anna. (fitness)
4 Alma's hair is _____ Anna's.
5 Anna's eyes are _____ Alma's.

4 Complete the sentences about the differences between the twins in Ex 3. Use comparative forms of three adjectives you used in Ex 3.

1 Alma is _____ than Anna (height).
2 Anna's hair is _____ than Alma's.
3 Anna is _____ than Alma (fitness).

5 Write sentences with the same meaning as the ones below. Use *as … as / not as … as.*

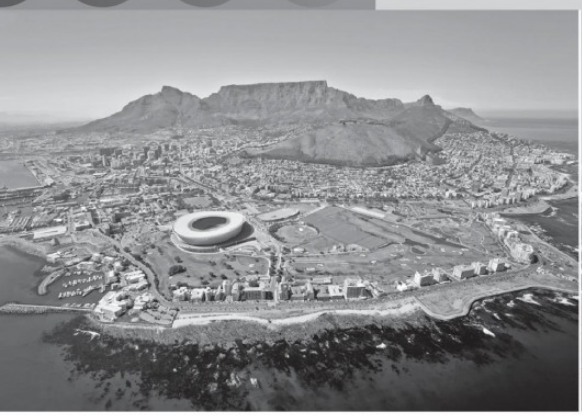
1 Nicky is taller than Edward.
2 Volleyball is more exciting than badminton.
3 Celine thinks books and films are interesting.
4 It is often cloudy in Edinburgh and Lima.
5 The Tower of London is older than the Statue of Liberty.
6 Martin says learning Japanese and Korean is difficult.

6 Write your opinion about the comparisons. Use *as … as / not as … as* and the adjectives in brackets.

1 doing sport / watching sport (fun)
2 English / Maths (difficult)
3 windy weather / freezing weather (bad)
4 Italian food / Chinese food (good)
5 thunder / lightning (frightening)
6 computers / books (useful)

4.3 READING

Prepare for reading an article about water shortages using photos and general knowledge.









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

The article is about the people who live in the [1]**mountains** / **islands** in India and Morocco. They live in different countries, but they have the same [2]**language** / **problem** – there is very little [3]**sun** / **rain**. There isn't enough [4]**land to grow food** / **water to drink**, so the people have invented creative ways of [5]**using** / **collecting** water. In the Ladakh, they have a system of [6]**roads** / **pipes** called stupas to collect water from [7]**fog** / **streams** in the mountains. In the Anti-Atlas mountains in Morocco, they have 140 days a year of [8]**fog** / **sun** a year and they use special [9]**nets** / **pipes** to catch the water.

2 Look at the photos at the top of the page. They are all from the same country. Which country do you think it is? What problem do you think it had?

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?

3 Read the strategy above. Look again at the photos and read the titles in the article. Do not read the article yet. Try to guess answers to the questions.

1 Why do some cities not have enough water?
2 What solutions to the problem do you think people can try?

4 4.02 Read the article and check your answers to Ex 3. Check which of your answers in Ex 3 are correct. Which were different?

5 Read the text again and answer the questions.

1 Why doesn't the UK usually have water problems?
2 Why did 'day zero' never arrive?
3 Explain the importance of the following numbers:

50 300 2018

4 How did people reuse water at home?
5 What did people not do?
6 Why did some people go to the mountains?
7 How did Cape Town's water problems end?

6 Answer the questions.

1 How easy do you think it would be for people to save water locally and nationally in your country?
2 What things do people do now to use less water?
3 What other things could we do?
4 Do you think daily limits are a good thing? Why? / Why not?

HOME **ARTICLES** SUBSCRIBE SIGN IN

How safe is our water supply?

Water is necessary for life, but some places in the world don't have enough of it. Normally, the UK doesn't have water problems. It often has rain showers and big winter storms, so there is plenty of water. But there are major cities in hotter countries where people don't have enough water. In 2017, Cape Town in South Africa was using too much water and 'day zero' was coming … the day there would be no more water.

Cape Town's day zero

Cape Town went on a 'water diet' because people were using too much water. The city council didn't want to turn off all the water, but they wanted people to use less than before. It was important that the reservoirs had more than 13% water in them. So the council asked people to use much less water. Cape Town went on a 'water diet'.

Where did all the water go?

Cape Town doesn't have a very wet climate. In fact, the city is often hot and sunny. Between 2015 and 2017 there was a bad drought in Cape Town. This is why there wasn't enough water. At the same time the city's population was growing very fast.

Life with less water

When the reservoirs were nearly empty, the city tried to find a solution to help its population. A new rule said that people must use less than 50 litres of water each day – the daily average in California is about 300 litres.

People saved water from baths and showers. Then they reused it for the toilet. Also, car washes stopped and people didn't water their gardens. People had to pay a fine if they used too much water. In some areas of the city, people started getting water from mountain streams.

Fortunately, in 2018 there was heavy rain and the situation improved, but we mustn't forget the water problem in Cape Town. We need to be ready for climate change everywhere.

council (*noun*) [C] a group of people who help to run a town or city
reservoir (*noun*) [C] an artificial lake used to provide water
drought (*noun*) [C/U] a long period without rain that causes people to have too little water
fine (*noun*) [C] an amount of money people have to pay for not following rules

1 What do you remember from the Student's Book? Complete the sentences (A–E) from the 'five-step approach to solving problems' and then put them in the correct order (1–5).

action best check problem solutions

A Take _____ and work on your solution. Start as soon as possible. ___
B Look for possible _____. Think of as many ideas as possible. ___
C Choose the _____ solution. Just try one (or two at the most). ___
D _____ the results, so you can see if you're making progress. ___
E Define the _____, i.e. decide what it is and what the possible causes are. ___

2 Do you ever use this approach? Does it work?

3 You are going to hear a podcast about a problem. Look at the photos. What do you think the problem is?



reuse (*v*) use again
recycle (*v*) to keep a used object and use it again, or to do something to materials like plastic so they can be used again

4 4.03 Read the glossary above. Listen to the podcast. Which speaker talks about each item in Ex 3? Write *M* for Maya or *S* for Sam by each item (1–7).

What problem do they talk about? Was your answer in Ex 3 correct?

5 Listen again. Complete the table for each speaker.

	Maya	Sam
According to each speaker, what exactly is the problem with plastic?		
What solutions and examples do they suggest?		
Which solution are they now doing?		
How successful is it?		

Who do you agree with: Maya or Sam? Why?

6 Make a list of ten items which are plastic.

1 Which items could you live without?
2 Which items can you recycle?
3 Which items can be made of another material? What material(s)?
4 Which items can you reuse?

7 Imagine that you would like your family to recycle more. Make notes using the first three steps of the five-step approach.

1 Define the problem.
2 Note down three to five solutions and examples.
3 Choose one solution. Make sure you think about …
- how and when you can solve it.
- who can help you.

8 Imagine that you then did steps four and five of the five-step approach. Complete an email to a friend saying what you did and whether it worked. You can use the example below to help you.

Hi …
The other day I was listening to a podcast about a five-step approach to solving problems. It was about recycling plastic. Anyway, I thought my family did not recycle enough so I decided to try and solve the problem. I had lots of ideas. First of all,
… I chose to … because …
Secondly,
… I chose …
… I think it is successful because …
… Do your family recycle enough things?
See you after the holidays!

Talk about natural disasters.

Disaster Data: natural disasters in the Americas



A VALDIVIA EARTHQUAKE, CHILE, MAY 1960

On 22 May the most powerful [A]earthquake ever recorded happened in Valdivia. It badly damaged buildings after shaking for about ten minutes. The disaster happened without any [B]warning and caused [C]tsunamis. Waves travelled across the Pacific Ocean to Japan and Hawaii. Two days later there was also a [D]volcanic eruption near the city. The earthquake cost nearly $7 billion in today's money.

B HURRICANE KATRINA, USA, AUGUST 2005

This giant storm lasted for several days. The [E]hurricane started at sea and got stronger as it moved across the Atlantic Ocean towards the coast of the USA. The highest winds were 175 mph. Katrina damaged New Orleans very badly. Also, rain caused [F]floods on the Mississippi River. The cost of the hurricane was $125 billion.

C TORNADO SUPER OUTBREAK, USA, APRIL 2011

Tornadoes are dangerous winds that usually start on land, move fast and end quickly. This means that we often can't predict them. When many tornadoes happen together it's called an outbreak. The biggest [G]tornado outbreak lasted four days. The fastest winds were 210 mph. In several US states, some people didn't survive the tornadoes. The damage cost more than $10 billion to repair.

1 Read the headings on the map. Which disaster do you think was the most serious? Why? Which one would you like to know more about? Why?

2 Read the facts (A-C) in the text above. Match the underlined words A–G with the definitions 1–7 below.

1 A storm with very strong winds that moves in a circle and usually starts at sea. ___
2 Something that tells you about something, usually bad, before it happens. ___
3 A storm with very strong winds that moves in a circle and usually starts on land. ___
4 A large amount of water from a river or sea that covers a dry area of land. ___
5 A sudden, violent movement of the Earth's surface. ___
6 A very large wave in the sea, often caused by an earthquake. ___
7 An explosion of gas and lava from a volcano. ___

3 Complete the sentences with the nouns and verbs below.

Nouns: avalanche drought forest fire heatwave hurricane tornado

Verbs: damaged predict rescued survive

1 There was a lot of rain and extremely strong winds for more than a day during the big _____.
2 The _____ came through our town suddenly. It only lasted five minutes but the fast winds _____ a few buildings.
3 The _____ burned many thousands of trees.
4 What did your family do to _____ the very hot weather during the _____?
5 Scientists didn't _____ the extremely dry weather or the _____ that came after it. There was no rain for months.
6 The climbers were _____ from the mountain a few hours after the _____.

4 Read the extract from Isaac's homework then answer the questions.

The forest fires in California in 2020 were similar to the avalanches on Mount Everest in 2015 because both natural disasters were in beautiful places. However, there were also differences. For example, the forest fires damaged homes over a huge area but the avalanches didn't damage homes. I think the forest fires were worse than the avalanches. This is because they have been happening for a long time.

1 Which two natural disasters does Isaac write about?
2 Where and when did the disasters happen?
3 What does Isaac say was similar about the disasters?
4 What does Isaac say was different about the disasters?
5 Which of the two disasters does Isaac think was worse? Why?

5 Choose two disasters from the the text at the top of the page. Write up to three sentences to compare them. Use words from Ex 2 and 3. Use the ideas below and the text in Ex 4 to help you.

Think about …

- when and where the disasters happened.
- the cost of the disasters.
- how long the events lasted for.
- how many people were affected.

I think _____ was better / worse / more dangerous than _____ because _____.

6 VOCABULARY BOOSTER Now practise **Natural disasters** vocabulary on page **107**.

Use superlative adjectives to talk about cities and events.

1 Look at the photos below. Which place do you think looks the nicest? Why?

2 Read Ivy's Geography project and choose the correct options.

Geography Project

By Ivy Jones

San Francisco in the USA is 5,368 miles from London. It's one of the [1]**largest / most large** cities in California because about 880,000 people live there. It's quite sunny in San Francisco but heatwaves are unusual. Often you can see foggy weather at the Golden Gate Bridge. Many people think this big red bridge is one of the [2]**beautifulest / most beautiful** landmarks in North America.





Reykjavik is 1,177 miles from London. More than 131,000 people live there. That's about half the people in Iceland so it's the [3]**biggest / most big** city in the country. People love to visit because it's near some of the [4]**famousest / most famous** volcanoes and glaciers in the world. The sun rarely shines and it's often cold.

Wellington, the capital of New Zealand, is 11,685 miles from London. Its population is 418,000 and it is the [5]**farthest / most far** south of all the capital cities in the world. Many people are surprised that it's the [6]**windiest/ most windy** city on Earth. Wind speeds in Wellington are the [7]**fastest / most fastest** in the world. Earthquakes happen in Wellington, but not very often.



City	San Francisco	Reykjavik	Wellington
Is it cloudy?	✓	✓✓✓	✓✓
Is it windy?	✓	✓✓	✓✓✓
Is it foggy?	✓✓✓	✓✓	✓
Do earthquakes happen there?	✓✓✓	✓✓	✓
Do volcanic eruptions happen there?	✓	✓✓✓	✓

Key ✓ = rarely ✓✓ =sometimes ✓✓✓ = often

3 Complete the sentences with the superlative form of the adjectives in brackets. Use all the information in Ivy's geography project to help you.

1 San Francisco is _____ (foggy) city in Ivy's project.
2 _____ (windy) city in Ivy's project is Wellington in New Zealand.
3 People living in San Francisco often feel worried because the city had _____ (bad) earthquakes in the past.
4 Reykjavik has _____ (cloudy) weather of the three cities.
5 In 2020 Reykjavik was _____ (expensive) of all three cities to live in.
6 I'd like to live in San Francisco because it has _____ (good) weather.

4 Complete the sentences using the word in brackets and *too* or *enough*.

1 The red and blue cars won't win the race because the white car is _____ (fast).
2 There wasn't _____ (time) to give the climbers a warning about the avalanche.
3 The weather wasn't _____ (cold) that winter, so parts of the glacier melted.
4 It's _____ (difficult) to predict when the next big earthquake will happen in California.
5 Jim and I were disappointed because it wasn't _____ (sunny) to have a picnic yesterday.
6 Did you have _____ (money) to buy that new T-shirt?
7 This lake isn't _____ (big) for all the water that the city needs.

5 Choose three events below and write sentences with *too* or *enough* about why they did not happen. Use your own ideas or the reasons given below.

Events:
beach volleyball competition buying a house
drought heatwave make a snowman
music festival cake sale

Reasons:
cold and cloudy dark dry hot and sunny
light money noisy quiet wet

1 _____
_____
2 _____
_____
3 _____
_____

4.7 LISTENING

Identify key words in a podcast about healthy living.





1 Where do you think the places in the photos are? Imagine that you are in the street in the photos. What can you hear?

2 Now think about a street in your nearest big town or city. Are the streets the same or different? Which is healthier?

3 4.04 Listen to a podcast about healthy living. Number the healthy living ideas in the order you hear them.

___ Build cycle lanes
___ Have lots of green spaces
___ Put plants on the roofs of new buildings
___ Give cheap exercise classes
___ Join the Healthy Cities programme

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.

4 4.04 Read the strategy above. Choose seven key words in the podcast from the words below.

art buildings city cycle exercise green healthy pollution relaxing running

5 Why do you think Copenhagen is the healthiest (and happiest) city? Answer the question using the seven key words you chose in Ex 3.

6 4.04 Listen to the podcast again and choose the correct answer: A, B, C or D.

1 Sarah and Taylor both come from …
- **A** Copenhagen.
- **B** Birmingham.
- **C** Vienna.
- **D** London.

2 In Copenhagen there are a lot of …
- **A** dance classes.
- **B** houses with flat roofs.
- **C** outdoor swimming pools.
- **D** green spaces.

3 Copenhagen became a member of the Healthy Cities programme in …
- **A** 1914.
- **B** 1986.
- **C** 1987.
- **D** 1996.

4 According to the speaker, Copenhagen is successful because …
- **A** it does the same as other towns in Denmark.
- **B** it helps people have a healthy life.
- **C** has a lot of cycle lanes.
- **D** all new buildings have flat roofs.

5 To help them relax, local people can get cheap …
- **A** appointments with doctors.
- **B** art classes.
- **C** exercise classes.
- **D** bikes.

7 MEDIATION You are doing some research for a group project at school on how to make your own town happier and greener. Write a note to another member of your project, telling them about the Healthy Cities programme.

Include …
- what the Healthy Cities programme does.
- two examples of how Copenhagen residents can improve their health.

1 Would you like to grow your own food or plants? What would you choose to grow? What do you think are the advantages and disadvantages of growing your own food?



2 4.05 Read and listen to the dialogue below. How many of your ideas from Ex 1 do the speakers mention?

M Wow Dan! You're eating salad. Are you OK?

D Yeah! Look, the first tomatoes from our school eco food club!

M [1]_____!

D No … [2]_____!

M What do you mean?

D Well, we decided to start with the easy things, you know, potatoes, carrots, tomatoes, … but it was a very wet winter and nothing grew.

M Oh, [3]_____.

D Yeah, and when the carrots finally started growing, the rabbits ate half of them!

M Oh no! [4]_____.

D Yeah. And now in the summer, I have to carry water from school every day, … but at least I'm fitter, I suppose!

M [5]_____!

D Yeah, but last month I failed two of my exams because I was so busy in the garden.

M Oh no, I'm sure your parents aren't very happy about that! [6]_____!

D No, but they are happy to see me eating more healthy food. They also like the idea of local food, so they're going to give us some gardening tools and containers to collect rainwater next year.

M [7]_____!

3 4.05 Listen again and complete the conversation in Ex 2.



4 Complete the Phrasebook with phrases from the conversation in Ex 2.

PHRASEBOOK

Reacting to bad news

Oh no!
That's _____ / awful.
What a _____!
I'm _____ to _____ that.
_____ you!

Reacting to good news

_____ news!
That's wonderful!
That sounds great / exciting / _____.
How _____!
Lucky you!

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.

5 PRONUNCIATION Read the strategy above and underline the stressed words in the sentences below.

1 What a disaster!
2 You're eating salad!
3 We decided to start with the easy things.
4 I'm sorry to hear that.
5 It was a very wet winter and nothing grew.
6 How fantastic!
7 Last month I failed two of my exams.
8 They are happy to see me eating more healthy food.

6 4.06 Listen and check the stressed words in the sentences. Repeat the sentences.

7 Think of a project or an activity that you have spent a lot of time or energy on. It can be something you did at home, at school or at a club. Make some notes.

What things went well?

1 _____
2 _____
3 _____

What things didn't go so well?

1 _____
2 _____
3 _____

8 Imagine you are telling a friend about the project in Ex 7. Write your conversation. Use your ideas in Ex 7 and the Phrasebook.

A Look, this is a photo of when I …
B That's amazing!

9 Underline the words that are important in the conversation. Practise reading out the dialogue with the correct word stress.

Use pronouns in an online post about a fun event.

1 Read Tammy's online post. Answer the questions. You should make notes for the last three questions.



Tammy808

Yippee! My family just got tickets to the Glastonbury Festival! Can you believe it? My parents went when they were at university, but it will be my first experience of a big music festival. Does anyone have any advice for me? Thanks in advance ☺.

7

1 Why did Tammy write the post?
2 What advice can you give Tammy?
3 What weather problems sometimes happen at outdoor events?
4 What is the biggest outdoor event that you know about?
5 What advice can you give to a person who wants to go to that event?

2 Read Neil's reply to Tammy's online post. Then read the list below. Tick (✓) the things Neil mentions or does in his post.

Nice_Neil I am sure you are very excited because the Glastonbury Festival is one of the biggest festivals in the world. I went with my family two years ago and [1]**it** was fantastic!

The festival is huge, so you should plan your time. You can see a variety of musicians at the Pyramid Stage. [2]**They** play music all day and you can really enjoy [3]**it**. We stayed there one day and we saw about eight bands. [4]**They** were all very different.

You might need a warning about the weather. My uncle went to Glastonbury in 2005. [5]**He** said there were bad storms with thunder and lightning. That was the wettest festival for a long time. There were floods in some parts of the campsite. [6]**They** damaged some people's tents, so tell your parents to be careful about where they put the tent! Don't forget to pack clothes for warm weather as well. When I went, there was a heatwave, so I really needed [7]**them!**

1 mentions Tammy's name ☐
2 mentions the name of the event ☐
3 describes a personal experience of the event ☐
4 recommends something ☐
5 gives advice to Tammy ☐
6 gives a warning about bad weather ☐
7 talks about the number of people who go to the event ☐
8 talks about the history of the event ☐
9 gives his opinion of the event ☐
10 gives advice about what to take to the event ☐

3 Read the strategy below. Then match the nouns A–G below with the **bold** pronouns 1–7 that replace them in Neil's online post.

A the bands ___
B the floods ___
C Glastonbury Festival ___
D clothes for warm weather ___
E the musicians ___
F Neil's uncle ___
G the music ___

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*.

4 Complete the sentences with the pronouns below.

he her him it she them they

1 Pack your sunglasses. You will need _____ if the sun shines.
2 Dina and Claire enjoy loud music. They feel happy when they listen to _____.
3 There was thunder and lightning. _____ were very scary.
4 My brother Pete likes his garden. _____ says it's very peaceful.
5 My sister Zahra wanted to go to the festival, so I went with _____.
6 Dad didn't go hiking. A friend asked _____ to play badminton instead.
7 My aunt Chloe went to the food festival. _____ wanted to learn more about healthy eating.

5 Write an online post about a fun event near you. Use the notes you made in Ex 1 to help you. Remember to express your opinion and / or write about your experience. Use pronouns to avoid repetition.

6 ✓ **CHECK YOUR WORK** Read your online post. Can you improve your online post in any way? Did you …

- use an informal style?
- recommend a few things and give advice?
- include your opinions?
- include a personal experience?
- use pronouns correctly to avoid repetition?
- check your spelling, punctuation and grammar?

Grammar

1 Complete the sentences with the comparative or superlative form of the adjectives in brackets. Sometimes you need to add an extra word to the sentence.

1 It's rained a lot recently, so the river is _____ _____ usual. (high)
2 That was _____ _____ earthquake in the history of New Zealand. (bad)
3 I find going hiking _____ _____ _____ going jogging. (interesting)
4 The weather in Spain is usually _____ _____ in the UK. (good)
5 People say that Annapurna in Nepal is _____ _____ _____ mountain to climb. (difficult)
6 Death Valley in California, USA, is probably _____ _____ place on Earth. (hot)
7 The _____ _____ thing to remember is to only walk on the hiking paths in the mountains. (important)
8 It was the _____ rain I'd ever seen and there were floods in the road. (heavy)

2 Complete the sentences with *as … as, too* or *enough* and the adjectives below.

big comfortable foggy strong warm wet

1 We couldn't see the spectacular views because it was _____ on top of the mountain.
2 The winds in a large hurricane aren't usually _____ in a large tornado.
3 It wasn't _____ to go swimming in the sea.
4 The first boat wasn't _____ to rescue everyone, but a second boat was on its way.
5 I don't think a tent is _____ a hotel room.
6 It was _____ to have a barbecue, so we ordered pizzas and ate them inside.

Vocabulary

3 Complete the sentences with an adjective from the unit.

1 It was hot and _____ yesterday, so we decided to go to the beach.
2 My brother is _____ to social media, so we don't spend much time together anymore.
3 We've had a very _____ winter – it wasn't cold, so it was quite nice.
4 Their office has no windows, so they have to use _____ light.
5 There was ice on the windows of our car this morning – it was _____!
6 It was too _____ to use an umbrella during the storm, so we all got very wet.
7 The park looked _____ after they had planted the new flowers.
8 It got _____ very quickly, after the sun had stopped shining.

4 Match 1–6 to A–F.

1 I find it easier to make ___
2 I'm not going to argue ___
3 I don't think it's possible to predict ___
4 I'm hoping to achieve ___
5 I promised to water ___
6 During the day, the sun melted ___

A my neighbours' garden while they're on holiday.
B with you, but I don't think that's right.
C most of the snow on our roof.
D friends now than when I was younger.
E the goals I've set for this year.
F an earthquake before it happens.

Cumulative review

5 Complete the text with the words below.

as damaged degrees disasters enough floods more most survived than tsunamis warning

Volcanic eruptions happen every day, but some are bigger [1]_____ others. Most of them aren't important [2]_____ to make the news. Probably the [3]_____ famous eruption happened in Italy nearly two thousand years ago. In 79 CE Mount Vesuvius erupted and destroyed the Roman cities of Pompeii and Herculaneum. The only people who [4]_____ were those who left before the eruption happened.

However, the Vesuvius disaster wasn't as serious [5]_____ the 1815 eruption of Mount Tambora in Indonesia. The Mount Tambora eruption was [6]_____ violent. The volcano threw lots of hot liquid rocks over 40 km into the air. The rocks that landed in the sea produced [7]_____ with waves over 10 m high. This caused [8]_____ on many of the islands. Other rocks [9]_____ villages and countryside, and many of the plants, animals and people in the area. The eruption didn't only affect Indonesia; the temperature fell by nearly three [10]_____ all over the world – it was so cloudy that less light from the sun could reach the Earth. The Mount Tambora eruption is the biggest in history, and over 100,000 people died.

Today, we hope that these [11]_____ would have a [12]_____ from scientists before they happen. They study areas where volcanoes exist. Then they can predict problems and tell people to quickly move to safer places.

6 Answer the questions.

1 Where does your drinking water come from?
2 Which natural disaster frightens you most? Why?

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 How can you react to a friend's good news? What about their bad news?
4 How can you avoid repetition in your writing?

Reading

STRATEGY

To get a general idea of what the text is about, first read it quickly and don't worry about the gaps. Then read the text again more slowly and try to think about what ideas might complete each gap. Ask yourself what pronouns you might expect to see. For example, if the previous sentence describes a man, you might expect the next sentence to contain *he*, *him* or *his*.

1 Read the strategy above. Then read the exam task in Ex 2. Read the text quickly. Then read the first paragraph again and look at the first gap. In this case, the missing sentence begins with a pronoun. Decide which pronoun you think it is and match the gap to one of the sentences A–H.

2 Six sentences have been removed from the text. Choose from sentences (A–G) the one which completes each gap (1–6). There is one extra sentence which you do not need to use.

Wall gardens

Forests are disappearing from around the world. [1]___ One of the reasons for this is that the world is hotter than it was before, and dry land helps fires burn. But there is good news, too. [2]___ Patrick Blanc, a French scientist and artist, is one of the most talented people taking part in these projects. [3]___ This is in Sydney, Australia and has more than 200 different kinds of plants. There are also many gardens growing on the walls of buildings in Paris. One of the most beautiful gardens is on the Musée du Quai Branly, a famous museum near the Eiffel Tower. [4]___ Tourists love taking photos of them.

Patrick Blanc lives in Ivry-sur-Seine, just outside Paris. He has his own wall garden, which has more than 250 types of plants growing from the walls. [5]___ There are birds, lizards and frogs living amongst the plants.

Roof gardens are also popular in Paris and people plant them on new buildings. These gardens are good for the environment because trees and plants create cleaner air. [6]_____ Gardeners grow vegetables for the community. Birds nest and sing in the trees. The gardens are very beautiful.

A People are creating forests on the walls and roofs of buildings in cities.
B Some people dislike these gardens.
C It's even home to wildlife.
D Some of these roofs are farms and produce food.
E In 2014, he created the tallest wall garden in the world.
F There are also wall gardens on hotels, shops and other well-known attractions.
G They are burning down because there are hundreds of forest fires every year.

Speaking

STRATEGY

In a discussion task, you and your partner should speak for about the same amount of time. If your partner doesn't reply, ask them questions. Give your partner a chance to answer, but don't leave too long a silence. Move on to your next statement.

3 Read the strategy above. Then complete these prompts with a word from the list below.

agree ideas opinion think

1 Do you _____?
2 What do you _____?
3 What's your _____?
4 Have you got any _____?

4 You are going to talk about something together for about two minutes.

A family is going on a trip. Here are some places they could go. Talk together about the different suggestions and say which place would be best.







Word building: adjective suffixes (*-al*, *-ful*, *-ish*, *-less*, *-ous*, *-y*)

1 Add a suffix to the nouns below to make adjectives, e.g. *care + less = careless*. Sometimes more than one answer is possible. Check your answers in a dictionary.

1 music + _____ = _____
2 beauty + _____ = _____
3 home + _____ = _____
4 child + _____ = _____
5 dirt + _____ = _____
6 danger + _____ = _____

LANGUAGE FOCUS

We can make adjectives from nouns by adding a suffix, like *-al*, *-ful*, *-ish*, *-less*, *-ous* and *-y*. Sometimes we can make more than one adjective from a noun, e.g. self: *selfish*, *selfless*; use: *useful*, *useless*; child: *childish* (like a child), *childless* (not having children).
Notice the meaning of suffixes.
-al, *-ish*, *-ous* = being like the noun
-ful = with
-less = without
-y = being like the noun, often used for weather words
Remember, you can't use all suffixes with all nouns. For example, you can say *beautiful*, but you can't say ~~beautiless~~. You can say *homeless*, but not ~~homeful~~.

2 Complete the second sentences so that they mean the same as the first sentences. Use the suffixes from the language focus above.

1 Paul wanted to sleep. He was very _____.
2 Mo's fame as an actor is great. He's very _____.
3 They had no more hope. It was a _____ situation.
4 Fiona only thinks about herself. Everybody says she's very _____.
5 George had a lot of success in his work as an artist. He was a _____ artist.
6 Abe loves books that are about real events in history. He likes _____ novels most.

3 Make adjectives with the nouns below and put them in the correct place in the table. Some can go in more than one place.

adventure centre coast disaster end fear
fog help ice skill style wonder

-al	*-ful*	*-ish*	*-less*	*-ous*	*-y*

VOCABULARY STRATEGY Using a dictionary

When you look up a word, you should find the following information about it:

Grammar (Is the word a noun, adjective, adverb, preposition, verb? What type of verb type is it? How do you make the past form? How do you make the plural?)

Spelling (This includes differences in British and American English spelling.)

Pronunciation (Most dictionaries use phonetic symbols to show how to pronounce words, for example: *vocabulary* /vəˈkæbjələri/; online dictionaries usually include recordings so you can hear the word.)

Synonyms, collocations, idioms and common expressions (A good dictionary will include these as well as example sentences so that you can see the words in context.)

4 Read the information above. Then match dictionary abbreviations 1–12 to explanations and examples A–L.

1 adj ___
2 adv ___
3 BrE ___
4 AmE ___
5 phr v ___
6 noun [U] ___
7 noun [C] ___
8 sb ___
9 n ___
10 sth ___
11 v ___
12 pl ___

A **verb**: drive, have, play, read, see, walk
B **phrasal verb**: look forward to, look after, look into
C **noun**: a book, my friend, fear, a dream
D **countable noun**: one cat, two cats, three cats
E **uncountable noun**: water, rice, time, air, information
F **plural**: child / children, mouse / mice, sheep / sheep
G **British English**: on holiday, I live in a flat
H **American English**: on vacation, I live in an apartment
I **adverb**: a word adding information to a verb – she ran quickly, he arrived late
J **adjective**: a word adding information to a noun – a big house, a red car, a nice day
K **something**: give sth back, offer sth (to sb)
L **somebody**: help sb (with sth), pay sb (for sth), give sb (sth)

5 Write new words with extra information about the word. Think of other words you can make from that word and add them. Add examples to help you remember.

help (v): to help sb to do sth
help (n): to give sb help; you call sb for help
helpful (adj): to be a helpful person
helpless (adj): if sb is helpless they can't do anything without the help of other people
Helpless Henry can't do anything for himself. Luckily he lives with helpful Harry who loves helping people.
When Henry calls Harry for help, he's always ready to give him lots of help.

5 Time for school



1 a What do you remember about the vlog? Read the questions and write *R* (Raiko) or *M* (Miya)..

Who …

1 is attending school in Finland? ___
2 gets lots of homework assignments every night? ___
3 has a science exam to revise for tomorrow? ___
4 finds it easier to concentrate working in groups? ___
5 eats a free meal in the school canteen? ___

b 5.01 Watch or listen again and check.

2 Match the verbs (1–5) to the nouns (A–E).

1 fail ___	A for an exam
2 revise ___	B an essay
3 write ___	C a good grade
4 attend ___	D an exam
5 get ___	E school

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

What do you know about school?

1 This is part of a school year.
A canteen **B** term **C** technology

2 Students should do this before an exam.
A pass **B** fail **C** revise

3 Students do this for homework.
A qualification **B** assignment **C** grade

4 Students should do this in class.
A pass **B** qualification **C** concentrate

5 This happens when students work hard.
A make progress **B** attend school **C** fail an exam

And maybe the future?

6 Students do this at university.
A degree **B** technology **C** primary school

4 Complete the sentences with the correct school words.



5 REAL ENGLISH Complete the dialogue with the correct phrases below.

> By the way Go ahead Lucky them!
> That reminds me What else?

A Olly?
B Wait a minute … Right. 1 ___.
A Are your sisters going to Evie's house on Saturday?
B No, they're going to London.
A 2 ___ I went last month.
B 3 ___. They wanted me to ask you what you did there.
A We went on the London Eye.
B Cool. 4 ___
A Um, we went on a boat trip on the river and then we went cycling in Hyde Park.
B That sounds fun.
A 5 ___, also tell them that it's cheaper to book tickets for the London Eye online.
B Thanks!

7 VOCABULARY BOOSTER Now practise **Talking about school** vocabulary on page **108**.

1 Match the future uses (A–D) to the correct sentences (1–8).

A prediction
B spontaneous decision at the time of speaking
C plan / intention
D plan using *come / go / arrive / leave*

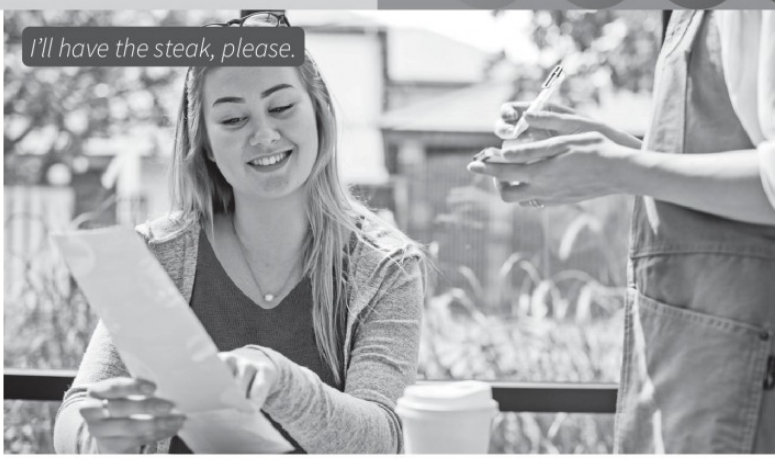
1 We**'re leaving** early tomorrow. We've got a hockey match. ___
2 My younger brother **is going to attend** the same school as me. ___
3 Every year, schools **will use** more and more technology. ___
4 Are you hot? I**'ll open** the window. ___
5 Jack **isn't going to do** a degree when he leaves school. ___
6 What time **are** they **arriving** tonight? ___
7 I'm sure you **won't fail** your exams. ___
8 'Coffee?' 'No, I **won't have** one, thanks.' ___

2 Choose the correct answer, A or B, to complete the dialogues.

1 'I can't do this maths assignment.'
'I ___ you. I'm fairly good at maths.'
A 'm going to help **B** 'll help
2 'Do you know their travel plans?'
'Yes, they ___ in London at 10.35 a.m. on Saturday.'
A 'll arrive **B** 're arriving
3 'Wish me luck! I've got an exam today.'
'I'm sure you ___ a good grade. You always do!'
A 'll get **B** 're going to get
4 'I'm so excited. We ___ to New York in July.'
'That sounds fun!'
A 'll go **B** 're going
5 'Have you got sandwiches for lunch?'
'No, we ___ in the canteen today.'
A 're going to eat **B** 'll eat
6 'Where's Dan?'
'He ___ today. He's got a dentist's appointment.'
A won't come **B** isn't coming

3 Complete the sentences with the correct future tense. Use contractions where possible.

1 Do you think you _____ (go) to university when you leave school?
2 My sister _____ (travel) for a year before she does a degree.
3 Experts think schools _____ (be) very different in 50 years' time.
4 'What would you like to drink?' 'I _____ (have) a glass of water, please.'
5 We _____ (not stay). Bye!
6 My plans for the weekend? My cousin _____ (come) to my house on Saturday.
7 Joe needs to concentrate more or he _____ (not make) any progress.
8 The train is delayed, so Larry _____ (not arrive) until 12.



4 Complete the dialogue with the correct future form of the verbs below. Use contractions where possible.

arrive be come eat leave not see see take

Amy Bye, Tom. I [1] _____ you on Monday. Have a good weekend!
Tom You too! Have you got any plans?
Amy Yeah, it's my mum's birthday, so we [2] _____ at her favourite restaurant.
Tom That sounds fun!
Amy I know. And my sister, Megan, [3] _____ home from university as a surprise. She [4] _____ at the station at 6.00 p.m. and then she [5] _____ a taxi to the house.
Tom That's fantastic! Your mum [6] _____ so surprised when she sees Megan.
Amy I know. She's only home for two nights. She [7] _____ again on Sunday and we probably [8] _____ her again for another six weeks.
Tom That's a shame.

5 Think about the periods of time and write true sentences for you.

tomorrow
(a plan / intention)
1 _____
(a prediction)
2 _____
on Sunday
(a plan / intention)
3 _____
(a prediction)
4 _____
this year
(a travel plan)
5 _____
(a prediction)
6 _____

6 Complete the sentences so they are true for you.

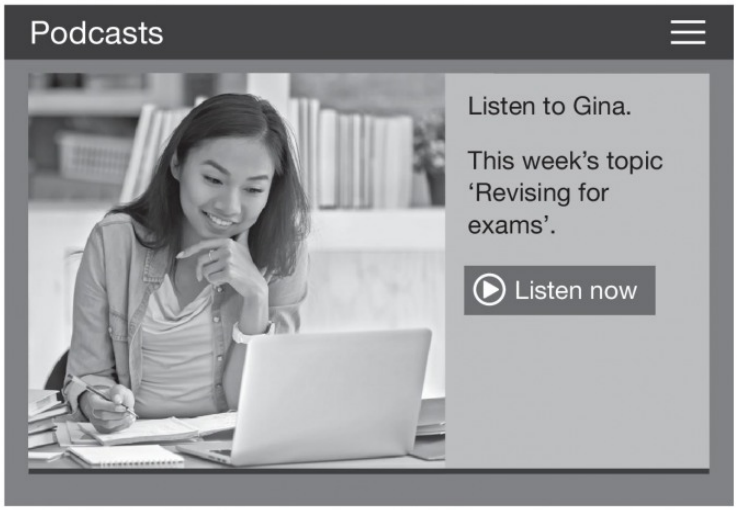
1 After school today, …
2 My plans for my summer holiday are …
3 At the end of this term, …
4 When I leave school, …
5 In ten years' time, …
6 When I'm 30, …

5.3 LISTENING

Take notes during a podcast about revising for exams.

1 What do you remember about the talk on schools of the future in the Student's Book? Complete the summary with the correct information.

Mike Henderson describes what schools will be like in [1]_____ years' time. In his opinion, there won't be any school [2]_____ because students will study at home. Teachers will be a [3]_____ for students rather than a traditional teacher, and most lessons will be [4]_____ on different platforms. He also thinks students will have different [5]_____, so they don't have to study things at the same time, and there won't be any [6]_____ at the end of term.



2 You are going to listen to a podcast about revision. Before you listen, think about the questions.

1 Is there anything that helps you to revise better?
2 Can you think of a useful tip for your classmates?

3 5.02 Now listen to the podcast. Is Gina a good person to give tips? Why? / Why not?

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.

4 5.02 Read the strategy above. Then listen to the podcast again and complete the notes.

Good revision habits

1 no _____ _____
2 stop for a break every _____ _____
3 revision _____
4 spend time _____ _____

5 5.02 Listen again and choose the correct answer: A, B, C or D.

1 Why do you think Gina says 'Ugh!' at the beginning of the podcast?
   A She made a mistake.
   B She isn't feeling well.
   C She doesn't like exams.
   D She's worried about her exams.
2 Where's the best place for your mobile phone?
   A With you, but on silent.
   B With you at all times.
   C In a bag so you can't see it.
   D In another room.
3 Where does Gina think you should revise?
   A Somewhere in your house.
   B The place isn't important.
   C A different place each time.
   D Somewhere that's boring.
4 What does Gina recommend doing during a break from revision?
   A Having a rest.
   B Doing physical activity.
   C Checking your mobile phone.
   D Eating a snack.
5 Gina thinks revision timetables are good so that …
   A you know which subject you're going to revise.
   B you can see what your friends are revising.
   C you don't forget to go an exam.
   D you can take regular breaks.
6 Gina's final tip is about making plans for …
   A the evening.
   B going to university.
   C the summer.
   D the weekend.

6 MEDIATION You get a text message from a friend who is worried about revising for exams. Read her message and then reply with four tips from Gina's podcast.

I spend hours trying to revise, but I get bored and then I can't remember things. ☹

There's a really good podcast about revision. It's by someone called Gina. She says it's really important to …

_____
_____
_____
_____

5.4 GLOBAL SKILLS

1 Match 1–6 to A–F.

1 I find pronunciation ___
2 I'm a bit embarrassed ___
3 I need to work ___
4 I have difficulty ___
5 I feel confident when ___
6 I'm fairly good ___

A on my essay writing.
B I do homework assignments.
C a challenge.
D at remembering vocabulary.
E spelling.
F about speaking in class.

2 5.03 Listen to a class discussion. What is it about?

3 5.03 Listen again. For each student, note down the problem and the possible solution.

	Problem	Possible solution
Amal		
Rory		
Hana		

4 Think about and answer these questions.

1 Have you read a book in a foreign language? Did you enjoy it?
2 Do you think it's a good idea to read books in a foreign language? Why? / Why not?

5 Look at reading tips 1–8 below. Can you think of reasons for doing each one?

Top reading tips for language learners:

1 Read a book you've already read in your native language.
2 Read graded readers.
3 Read an e-book.
4 Listen to an audio version of the book while you're reading.
5 Read for short periods at first, e.g. one or two pages or a short chapter.
6 Don't stop at every word; read complete sentences.
7 Underline unknown words and phrases and review them at the end of your reading session.
8 Ask for recommendations on an online language forum.

6 Now match reasons A–H to tips 1–8 in Ex 5. Did you think of any of the same reasons?

A ___ it's easy to check words you don't know in the online dictionary.
B ___ you'll find out which titles are good / easy to read.
C ___ you can go back and read sections again, and check the meaning of the words and phrases.
D ___ it won't interrupt your reading; you can work on guessing the meaning of sentences.
E ___ it makes it easier if you already know the story.
F ___ you'll learn the pronunciation of new words and phrases; you can work on listening skills at the same time.
G ___ you'll stay motivated; you can read for longer when you're more confident.
H ___ they'll be the correct level for you.

7 Read the forum posts. Make a useful suggestion with *Why don't you … ?* and give an explanation. Use information from the class discussion and the reading tips to help you.

I'm fairly good at making revision notes, but my problem is reading them again and again. I get fed up. **Tomas**

1 _____

I'm trying to read a 400-page novel in English, but I'm having difficulty understanding it. **Janina**

2 _____

I'm fairly good at understanding what I'm reading, but I need to work on my pronunciation. Words often sound completely different when I say them! **Oscar**

3 _____

5.5 VOCABULARY

Talk about after-school activities.

1 You are going to read an article. Before you read, think about the questions.

1 What do you find stressful at school?
2 Which activities do students do after school?
3 Why is it good to do activities like these?

2 Now read the article. Does it mention any of your answers in Ex 1?

The School Times



DO YOU SOMETIMES FIND SCHOOL A CHALLENGE?

Concentrating in class, revising for exams and trying to get good grades can be stressful. But there is something you can do to help the situation – take up an activity after school.

From the orchestra, choir and theatre group to fitness training, folk dancing and nature photography, there is something for everyone. You can relax and concentrate on something that isn't school work for a short time. You can learn a new skill or maybe get better at something you already do.

Remember that school isn't just about getting qualifications to get a job or do a degree at university. And, by the way, that homework assignment will definitely seem easier if you've done something fun after school. Honestly!

3 5.04 You are going to hear people doing the activities mentioned in the article in Ex 2. Listen and write the correct activities.

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

4 Choose the correct alternative.

1 You needn't bring anything to the pottery class. All the **tools / costumes** are provided.
2 I play several musical instruments, but the **flute / multiplayer online game** is my favourite.
3 I really enjoy **robotics / nature photography**. I've got some amazing pictures of birds.
4 I find **fitness training / coding** a challenge. I'm not very good with technology.
5 I love being outdoors working in the **leisure centre / community garden**. We grow food there.
6 I get worried just before I go on the **stage / multiplayer online game** to perform a play.

5 Complete the blog posts with words from Ex 3 and 4.

Latest blog posts +

I really enjoy acting, so I go to a local [1]_____ _____ every week. We were performing a new play last night when something terrible happened. I was wearing a beautiful [2]_____ and I was standing at the front of the [3]_____ when I suddenly forgot the words I had to say. Can you believe it? I felt so embarrassed!

Katy38

Comments

Poor you, Katy38! I love music and I play in a youth [4]_____ in our town. Last June, we were performing a special concert outdoors in a [5]_____ _____. There were about 100 people watching us. Anyway, when I stood up to play, I dropped my [6]_____ on the floor. I nearly died!

Sammy67

I had a bad experience, too, Sammy67. My brother loves technology and made his first robot in [7]_____ at school. He's got his own [8]_____ now so he can make robots in his bedroom and then he does the [9]_____ to operate them. Unfortunately, I broke his latest robot. It was on the floor when I walked in ... you can imagine what happened! 😱

Nina11

6 Think of the after-school words in this lesson and write ...

1 two activities connected to being active.
_____
2 two activities connected to music.
_____
3 a place where you grow things.
_____
4 something you play with more than one person.
_____
5 two activities where you make an object.
_____

7 You're worried about a friend who's often stressed at school and spends hours doing their homework. Write a short message telling them something useful that you read in the article in Ex 2.

8 VOCABULARY BOOSTER Now practise **After-school activities** vocabulary on page **108**.

1 5.05 Listen and read the dialogue. Underline three examples of the zero conditional.

Aiden You look tired.
Max I am. I was playing an online game last night and I then had difficulty sleeping.
Aiden I don't sleep well if I use technology late at night. Computers create blue light and the light can stop you sleeping well.
Max Seriously?!
Aiden It's true. You sleep better if you don't use technology for two hours before bed.
Max I'll try that tonight. I need some sleep!

2 Complete the clauses with the correct verbs.

1 My parents _____ (be) disappointed …
2 If you _____ (do) regular exercise, …
3 If Niall _____ (forget) his flute, …
4 I _____ (not like) it …
5 Anika _____ (get) embarrassed …
6 If we _____ (go) to robotics on Mondays, …

3 Now match 1–6 in Ex 2 to clauses A–F below.

A he doesn't go to orchestra practice. ___
B we don't get home until 5 o'clock. ___
C if I don't make progress at school. ___
D if she sings a solo in choir. ___
E it improves your health. ___
F if I argue with friends. ___

4 Find the correct pair of verbs below and then complete the sentences with them.

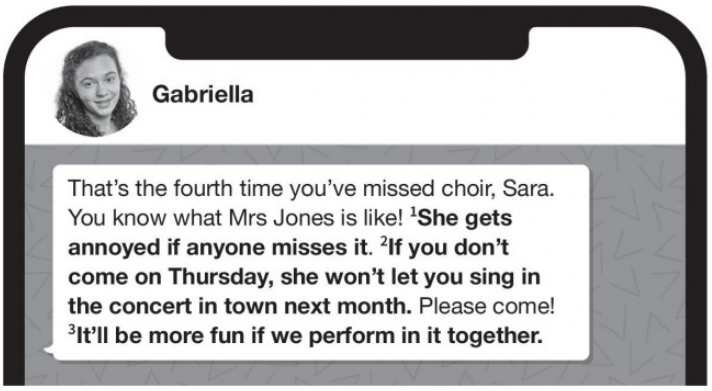
feel / not make find / not take learn / do
not have / go revise / get use / have

1 Students _____ new skills if they _____ an activity after school.
2 If we _____ any homework, we usually _____ to the leisure centre.
3 My friend _____ history a challenge if he _____ notes during the lesson.
4 It _____ great if you _____ any mistakes in an exam.
5 If people _____ technology before bed, they often _____ difficulty sleeping.
6 If my sister _____ for an exam, she always _____ a good grade.

5 Think about how you behave in each situation and write zero conditional sentences.

- not sleep well
_____
_____
- have a difficult assignment
_____
_____
- be late for school
_____
_____

6 Read the text message. Write *FC* (first conditional) or *ZC* (zero conditional) for sentences 1–3.



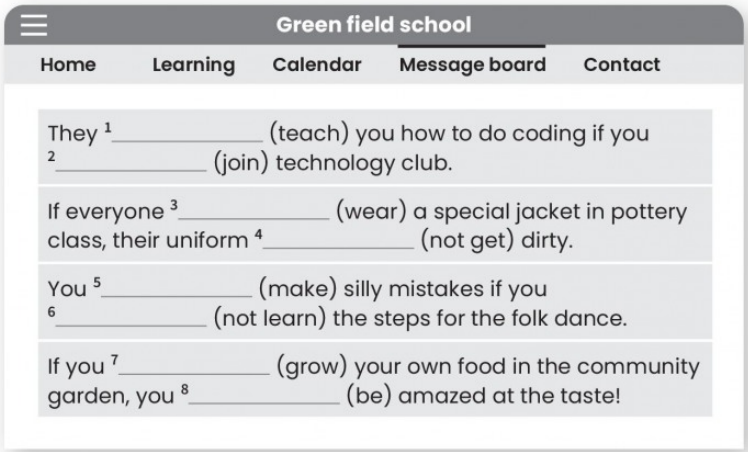
1 ___ 2 ___ 3 ___

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

Lydia I am working very hard at the moment. If I [1]___ for a walk before doing my next assignment it will help me relax.
Bako Why don't you stay after school and do an activity? You'll have fun if you [2]___ to pottery class with me. It gets very messy!
Lydia No, I need some exercise. I think my mood will improve if I [3]___ active.
Bako Well, there's fitness training at the leisure centre.
Lydia I [4]___ survive if I do that. I'm not fit enough! I think I'll try folk dancing instead. If I [5]___ enjoy it, I'll find something else.
Bako Well, I'll come and watch if you [6]___ in the end of term show!

1	A 'll go	B go	C won't go
2	A come	B 'll come	C won't come
3	A 'm	B 'll be	C won't be
4	A don't	B 'll	C won't
5	A don't	B 'll	C won't
6	A 'll dance	B dance	C won't dance

8 Complete the message posts with the first conditional form of the verbs. Use contractions where possible.



9 Think of possible events in the present or future for each situation and write first conditional sentences.

- revise a lot
_____
- take up pottery
_____
- go to university
_____

Guess meaning from context in an article about learning styles.

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

There are seven different learning styles. There's [1]v_____, which involves seeing, and [2]v_____, which involves speaking and writing. [3]A_____ is connected with hearing and listening, and [4]p_____ involves moving your body. When learning involves working with other people, it's [5]s_____, and the opposite is [6]s_____ – working by yourself. The final style is [7]l_____, which is connected with using your mind.

2 You're going to read an article about unusual teaching methods. Before you read, think about the questions.

1 Where is the best place to do homework assignments? At home? Or at school? Why?
2 How can playing video games help students learn?
3 What are the benefits of doing exercise at school?

3 5.06 Now read the article. Would you change any of your answers in Ex 2?

HOW TEACHERS ARE HELPING STUDENTS TO LEARN BETTER

One of the biggest challenges for teachers today is keeping students interested. If students are bored, they don't learn or make progress. Here are some unusual ways teachers are trying to solve the problem, and make learning more fun and interesting.

FLIPPED CLASSROOMS

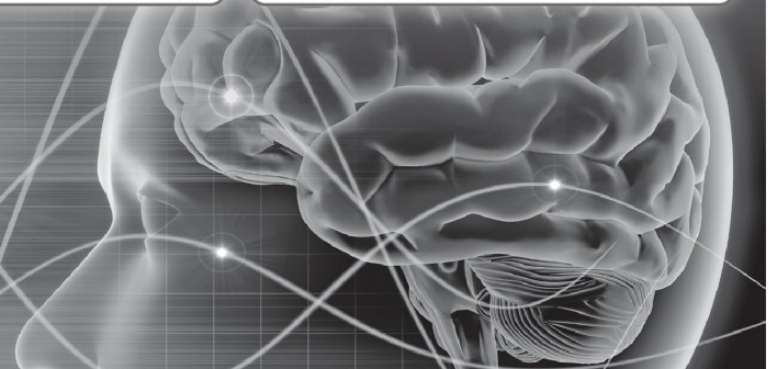
In a flipped classroom, students do the opposite of what normally happens at school. They do homework assignments in class during the day and classes online at home. According to teachers at Clintondale High School in the US, this system works well and students are getting higher grades. They love using technology to watch their teachers' lessons, and they watch the videos as many times as they like. It also helps that if students have difficulty doing homework, they're at school and the teachers have the time to give them [1]one-to-one help. It encourages [2]collaborative work amongst students, too.

PLAYING VIDEO GAMES

Video games are probably not what students expect to play at school. But it's an essential part of the day for students at a school in Scotland. Every day before their first lesson, they have to play a brain training game. It's fitness training for the mind and has different levels of exercises. These are designed to improve skills like memory, attention and problem solving. The head teacher believes that if the students do it once every day, it'll help them concentrate and focus more on their work. And, according to the school, the students are definitely getting better grades in maths.

THE DAILY MILE

Many schools now encourage children to run outside for 15 minutes without stopping every day. Most of the children can run a mile (1.6 km) in that amount of time. They do this every day during term time whatever the weather; the important thing is that they're outdoors in the fresh air. According to the children, if they do The Daily Mile, they feel awake and motivated to learn when they return to the classroom, and they can remember more, too. That's because physical activity is good for the brain and improves [3]cognitive skills, such as understanding information and memory. What's more, The Daily Mile helps young children develop good habits that they'll continue as they get older.



4 Read the strategy below and look at the underlined words in the article. Can you guess their meaning from the context? Complete each definition with one word.

1 one-to-one between _____ people only
2 collaborative involving _____ people working together
3 cognitive connected with how the _____ works

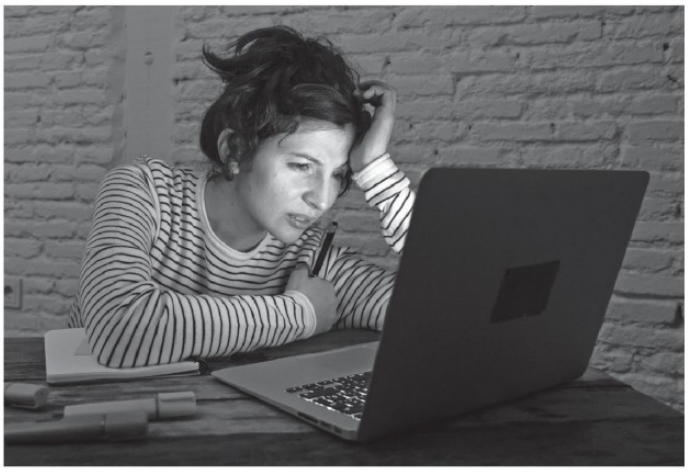
STRATEGY Guessing meaning from context

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 similar words in your own language.

5 Read the article again and answer the questions.

1 What's the problem if students aren't interested in class?
2 Describe how the teachers at Clintondale High School teach lessons to their students.
3 Do you think students at Clintondale High School like doing homework at school? Why? / Why not?
4 Describe what's making a difference to students' grades at a Scottish school. Why?
5 Primary school children do The Daily Mile 'whatever the weather'. What do you think that means?
6 What two positive effects does exercise have on the children?

6 Which of the techniques mentioned in the article would you like to try? Why?



1 Look at the photo. What should students do regularly when they're studying? Why? What difference will it make?

2 Read the parts of the dialogue below and answer the questions.

1 What is the girls' problem?
2 What is Freya's first suggestion?
3 Why does Amy decline that suggestion?
4 What do they agree to do?
5 When are they going to do it?

Amy I'm finding it hard to focus on my work.
Freya I can't concentrate either. I need to do something active.
Amy I know! [1]_____ _____ we do some exercise? It'll be good for our brains!
Freya [A]I like that idea. [2]_____ _____ do some fitness training at the leisure centre?
Amy [B]I'm not sure about that. I'd rather do something outdoors. Do you [3]_____ going running in the park?
Freya [C]That sounds like a great idea! [4]_____ try to run for 15 minutes without stopping.
Amy [D]Yes, why not? That'll be about a mile.
Freya [5]_____ _____ doing it early on Saturday?
Amy [E]I'd rather not. My cousin's coming round in the morning.
Freya We [6]_____ _____ do it in the afternoon, then.
Amy Great. [F]Let's do that.

3 5.07 Complete the gaps (1–6) in the dialogue in Ex 2 with the correct words and phrases below. Then listen and check.

could always fancy How about
Let's Shall we Why don't

4 Read the dialogue again and look at the phrases for responding to suggestions A–F. Write *A* (accepting) or *D* (declining) for each phrase.

A ___
B ___
C ___
D ___
E ___
F ___

5 5.08 **PRONUNCIATION** Look at the questions and choose the correct intonation: up (↗) or down (↘). Then listen and check.

1 How about meeting in the canteen? ↗ / ↘
2 Do you fancy coming to a pottery class? ↗ / ↘
3 Shall we join the theatre group? ↗ / ↘
4 Why don't we join the choir? ↗ / ↘

STRATEGY Learning set phrases

It's useful to learn and practise the phrases in the Phrasebook in the Student's Book before you do a speaking task. This will help you sound more natural when you do the task.

6 Read the strategy above. Write two phrases for each heading.

Making suggestions (to go somewhere)
1 _____
2 _____
Responding to suggestions ✗
3 _____
4 _____
Responding to suggestions ✓
5 _____
6 _____

Newtown Leisure Centre

Home | **Classes** | Facilities | Booking | Contact

	FRIDAY	SATURDAY
	4.00 Fitness training	10.00 Yoga
<	6.00 Badminton training	12.00 Fitness training >
	8.00 Jogging	2.00 Folk dancing

7 Follow the instructions in the messages below to write your own dialogue. Use the information in the Newtown Leisure Centre timetable and phrases for making / accepting / declining suggestions.

A suggest going to an activity at the leisure centre together
B decline the suggestion / give a reason
A suggest a different activity
B accept the suggestion / suggest a day and time
A decline the suggestion / give a reason
B suggest a different day and time
A accept the suggestion

Use linkers of contrast in a blog about school issues.

1 You are going to read a 'for and against' blog post about whether it is useful to do homework. Before you read the blog post below, think about the questions.

1 Whose opinions about the topic should you include in this type of blog post?

2 Which two types of arguments do you need to include?

2 Read the blog post and check your answers to Ex 1. Then match paragraphs 1–4 in the blog post to A–D.

A the writer's opinion ___

B arguments against ___

C general opinion ___

D arguments for ___

My Blog

Doing homework: good or bad?

1 Some people think it's important for students to do homework. However, others think students should do other things out of school. What are the arguments for and against homework?

2 On the one hand, homework helps students learn. Although they work hard, they don't have the chance to do extra practice at school. Students make more progress if they do homework.

3 On the other hand, students shouldn't study all the time. Leisure activities are important and if students don't have time to do them, they won't relax and have fun. This will make life stressful for them.

4 In conclusion, I think students should do some homework, although not every night. If they don't do any assignments at home, however, they should do an after-school activity or some exercise instead.

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*.

3 Read the strategy above. Write seven linkers of contrast from the blog post in the table below. Then write where we use the linkers in a sentence (at the beginning, in the middle or both) and if we use commas with them.

Linker of contrast	Where?	Comma?
However	Beginning	After
However	Middle	Before and after

4 Choose the correct alternative. In one sentence, both are correct.

1 We tried doing nature photography. **On the other hand / However**, we didn't enjoy it.

2 I'd like to join the theatre group, **although / but** I'm not very good at acting.

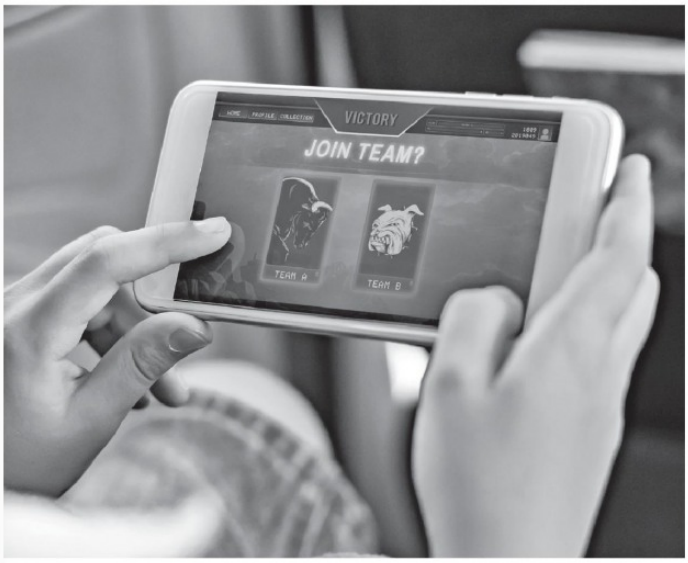
3 I find maths a challenge. I'll study it, **however / on the one hand**, because it's a good skill to have.

4 **But / Although** Ana revised for her biology exam, she failed it.

5 **However / On the one hand**, you're good at reading. On the other hand, you're bad at writing essays.

6 Lara plays the flute, **but / however** she doesn't play in the orchestra.

5 You are going to write a 'for and against' blog post. Choose the best topic from the list below for you. Think about what to include in each paragraph and make notes. Refer to the paragraph plan in Ex 2 to help you.



Playing multiplayer online games: good or bad?
Doing an after-school activity: good or bad?
Joining a theatre group: good or bad?

Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

6 Use your ideas in Ex 5 to write your 'for and against' blog post. Try to use some future tenses, and zero and first conditionals. Remember to join your sentences with linkers of contrast.

7 **CHECK YOUR WORK** Read through your blog post. Can you improve it in any way? Did you …

- include four clear paragraphs?
- include a general opinion and your opinion?
- include arguments for and against?
- use future tenses?
- use zero and first conditionals?
- use linkers of contrast?

Grammar

1 Complete the text with the verbs below. Use *will, going to* or present continuous. Use contractions where possible.

attend be join leave make not know

My brother and I [1]_____ this school at the end of term and we [2]_____ a new school in September. My parents think we [3]_____ more progress there because the classes are smaller. I'm quite excited about changing schools, but I'm sure I [4]_____ really nervous on the first day. I [5]_____ anyone except my brother! We've decided that we [6]_____ some of the clubs after school to try and make new friends. There's a theatre group which sounds fun!

2 Choose the correct alternatives to complete the zero and first conditional sentences.

1 If I **won't** / **don't** revise tonight, I **'ll fail** / **fail** my exam.
2 **Do** / **Will** you buy a new laptop if you **'ll have** / **have** enough money?
3 We always **will meet** / **meet** on Saturday if we **aren't** / **won't be** busy.
4 If it **'s** / **'ll be** wet, Zac never **will go** / **goes** jogging outdoors.
5 I'm sure she **'ll make** / **makes** progress if she **concentrates** / **'ll concentrate** hard.
6 I usually **will stay** / **stay** at home if I **won't** / **don't** feel well.

Vocabulary

3 Complete the sentences with suitable nouns from the unit.

1 After leaving _____ _____, children go on to secondary school.
2 My sister plays the _____ in the school orchestra.
3 If you fail all your exams, you'll leave school with no _____.
4 I have to write an _____ this weekend for history homework.
5 There are enough _____ for everyone to work with in the community garden.
6 Laptops and tablets are examples of the _____ we use at school.

4 Choose the correct alternative.

1 If you want to do some exercise, why don't you go to **pottery class / fitness training**?
2 Good luck! I hope you **pass / fail** all your exams.
3 I'm a **social / solitary** learner – I work better on my own.
4 You learn **folk dancing / coding** in computer science.
5 Chidi should do a degree in **robotics / nature photography**. He's brilliant at making robots.
6 There's always a queue to get lunch in the **community garden / school canteen**.

Cumulative review

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

Can you believe it? I get my exam results tomorrow. If I get good [1]_____, I'll move to Liverpool in September and do a [2]_____. I think I [3]_____ have an amazing time! There are four universities in Liverpool, but I [4]_____ to LIPA – the Liverpool Institute for Performing Arts. Students [5]_____ LIPA if they want to be a performer or someone who makes a performance possible. That's me! My dream is to design [6]_____ for actors to wear in films or on [7]_____. I tried acting once when I joined the [8]_____ group at school, but I found it a [9]_____. I had [10]_____ remembering my lines. It's because I'm a [11]_____ learner, so I remember images better than words. I'm sure I [12]_____ have problems getting my qualification at LIPA. It's creative work and I'm very good at that!

1	**A** grades	**B** degrees	**C** skills
2	**A** lesson	**B** degree	**C** exam
3	**A** 'll	**B** 'm	**C** 've
4	**A** 'll going	**B** 've gone	**C** 'm going
5	**A** go	**B** attend	**C** leave
6	**A** costumes	**B** theatre	**C** assignments
7	**A** choir	**B** stage	**C** orchestra
8	**A** theatre	**B** choir	**C** folk dancing
9	**A** concentrate	**B** stressful	**C** challenge
10	**A** bad experience	**B** difficulty	**C** forgot
11	**A** visual	**B** aural	**C** verbal
12	**A** can't	**B** will	**C** won't

6 Answer the questions.

1 Which of the learning styles do you prefer? Why?
2 What after-school activity do you think is best for relaxation? Why?

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 What is it useful to do before you start a speaking task?
4 What did you use to link contrasting ideas in your 'for and against' blog? Can you think of four examples?

Listening

STRATEGY

When you complete a summary or a set of notes about a listening, read the summary or notes first to get an idea of what it will be about. Think of possible answers to fill the gaps. It's difficult to predict a number or a date, but you might be able to guess a missing word.

1 Read the strategy above. Then look at the exam task in Ex 2. Read the whole text, then look at the first gap. Write a list of possible answers for the gap.

2 5.09 You will hear a woman talking about an e-learning programme. Listen and write the correct answer in the gap. Write one or two words, or a number.

E-learning courses provide free courses for students who are studying at [1]_____. At the moment we offer more than [2]_____ different courses, but there will be new courses on the website in [3]_____. It takes around twenty [4]_____ to complete each course, but you can start and finish when you want to. You don't need any books and there are no teachers, but it's possible to communicate with [5]_____ while you are studying. At the end of the course we send you a [6]_____ to show you finished the course.

3 Look at your list from Ex 1. Was the correct answer on your list? Read the options below. Tick the one (A, B or C) which could have been correct for each gap in Ex 2. The first one has been done for you.

1	A grade ☐	B school ☑	C assignment ☐
2	A 25% ☐	B 4.75 ☐	C 100 ☐
3	A 15 December ☐	B 2021 ☐	C next year ☐
4	A km ☐	B litres ☐	C days ☐
5	A teachers ☐	B activities ☐	C relaxation ☐
6	A qualification ☐	B revise ☐	C skill ☐

Use of English

STRATEGY

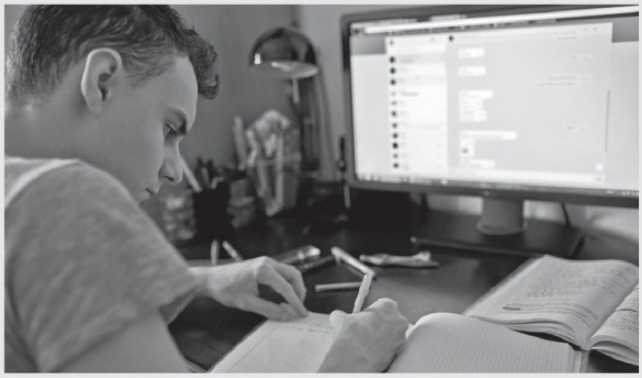
When you have multiple-choice options for a text with missing words, first read the text quickly and don't worry about the gaps. Then read the text again and stop at each gap. Read the rest of the sentence and try to guess which word is missing. Then look at the options to see if the same word or a similar word is there.

4 Read the strategy above. Then look at the exam task in Ex 5. Read the first two sentences of the text. Guess the missing words in gaps 1 and 2, and then check the options to see if they are there.

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

Good study habits

It's important to balance your study time with free-time activities and seeing your friends. If you just [1]___ all the time, you will get tired and you won't be able to [2]___. On the other [3]___, if you spend all your time having fun, you won't have enough time to do your homework or to [4]___ for your exams! Use a calendar to plan your work and your [5]___ life. First, add any regular activities, like sports practice or music classes. Next, add the dates when you need to complete essays and [6]___. Then decide when you will [7]___ the work and put these times in the calendar. Finally, add times for seeing friends. If you try doing this for a term, you will see how much [8]___ you make! One last tip: if you [9]___ like studying on your own, you can find a study group or a study buddy to make it a less [10]___ activity.



1	A studying	B studies	C studied	D study
2	A concentrate	B attend	C pass	D leave
3	A way	B side	C hand	D place
4	A revises	B revise	C revised	D revising
5	A visual	B verbal	C social	D logical
6	A assignments	B qualifications	C grades	D terms
7	A doing	B done	C do	D did
8	A advantage	B progress	C damage	D solution
9	A aren't	B didn't	C won't	D don't
10	A solitary	B logical	C social	D physical

Writing

STRATEGY

When you write an email or a message, you often need to use more than one tense. Read the task carefully and make sure you know when you need to use the present, past or future.

6 Read the strategy above. Then read the exam task in Ex 7. Which tenses do you need for each point you need to include?

7 You are doing an English course at a language school in a different country. Write a postcard to an English friend.

In your postcard …
- say where you are and what you are doing.
- describe something which happened yesterday.
- say what your plans are for the next day.

Recognising parts of speech

1 Put the words below in the correct category in the table. Some words can be used more than once.

act acting actor adventurous awful code coding community concentrate dance dancing decide decision primary qualification secondary training

Nouns	Verbs	Adjectives

LANGUAGE FOCUS Words that can be more than one part of speech

Some English words can be more than one part of speech. For example, the word *swim* can be used as both a noun or a verb. *I go for a swim every day. / I swim for half an hour.*

2 Read the language focus above. Look at these pairs of sentences and choose the correct part of speech for the words in **bold**: noun (N) or verb (V).

1 A What do you **plan** to do at the weekend? ___
B Have you got a **plan** for your future? ___
2 A Did you **call** your grandmother yesterday? ___
B I got a **call** from my teacher. ___
3 A Who wrote this awful **comment** about your photo? ___
B I don't usually **comment** on friends' photos online. ___
4 A Did you read my new blog **post**? ___
B Do you really want to **post** that photo? ___

VOCABULARY STRATEGY Recognising parts of speech

You can often work out what part of speech a word is by looking at the form of the word itself and its relationship to the words around it.

Verbs

- If the word has a noun, a subject pronoun or a noun phrase before it, it might be a verb:
  Jack *posts photos online every day.* (posts = a verb)

Nouns

- Some suffixes can indicate a noun, for example *-or* (actor), *-tion* (information), or *-s* for plural nouns.
- If the word has an article, an adjective or a possessive form before it, it might be a noun:
  He deleted ***the old*** *posts. (posts = a plural noun)*
  I can't find ***my*** *phone. (phone = a noun)*

Adjectives

- Some prefixes and suffixes show that a word is an adjective, e.g. *un-* (unusual), *-y* (angry), *-ful* (beautiful).
- Adjectives can be found before a noun, or after the verb *be*:
  You've got a beautiful ***garden****.*
  Your garden ***is*** *beautiful.*

3 Read the strategy above, then read the sentences below and decide whether the underlined word in each sentence is a noun (N), a verb (V) or an adjective (A).

1 Where do you save your downloads? ___
2 I thought I heard a laugh. ___
3 She was sad because she didn't win the competition. ___
4 They filmed a documentary here last year. ___
5 Can you show me your holiday photos? ___
6 There are several possible solutions to this problem. ___
7 My parents are watching TV in the living room. ___
8 Be careful – there's broken glass on the floor! ___

4 a Read the text. How many different verbs, nouns and adjectives are there?

Lots of celebrities were on the red carpet last night to see Sam Martin's new film. It was a chilly evening, but there was a big crowd outside the cinema, and they made lots of noise every time a famous person arrived. I spoke to Rebecca Dean, the star of the film. She said, 'I don't usually do comedies, but I like Sam Martin and wanted to be in one of his films. This film is really funny!'

1 Verbs: ___
2 Nouns: ___
3 Adjectives: ___

b Answer the questions.

1 Which three of the nouns in the text are plural?

_____

2 Which verbs are in the past simple? Which two of these verbs are regular?

_____

3 Which two adjectives end in the suffix *-y*?

_____

5 Find these words in a dictionary. What parts of speech can they be? Write two example sentences for each word.

answer book call calm dark fine share work

6 Write new words you have found. Check their meaning and part of speech in a dictionary. If there is more than one (e.g. noun and verb), add it as well. Write example sentences for each.

6 Living your own life



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

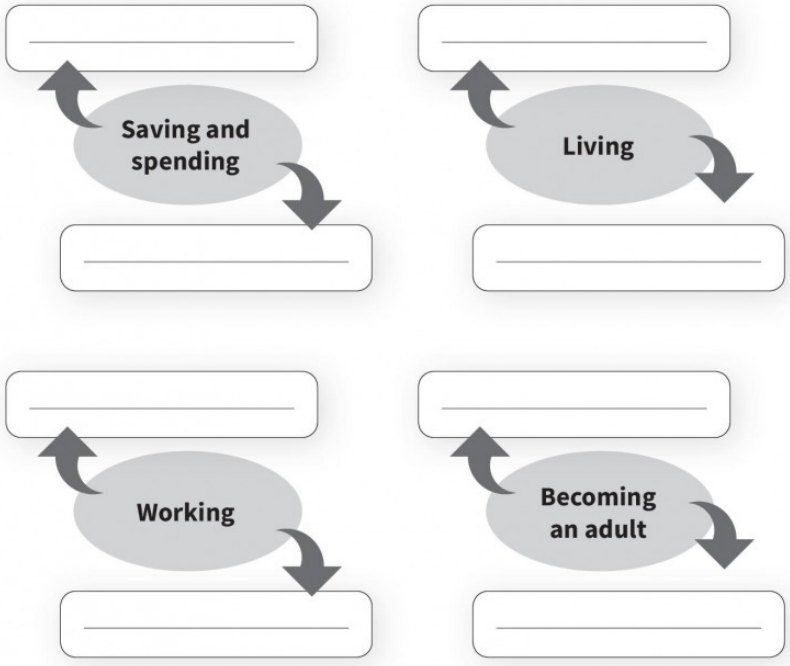
It's Raiko's birthday next week and he's going to turn [1]e_____. In the vlog, he describes all the goals he wants to achieve in the future. Some of them are about learning a new skill. For example, he wants to get a [2]d_____ l_____ so he can learn to drive. He also wants to [3]s_____ m_____ and he's already stopped by a local café to [4]a_____ for a _____. He really wants to pay his own [5]b_____ every month. Raiko talks about going [6]j_____ to get fit and he wants to [7]t_____ p_____ in a r_____ in another country, so he can [8]g_____ a_____. But he doesn't know where yet!

b 6.01 Watch or listen again and check.

2 Choose the correct alternative to complete the phrases.

1 leave **home / job**
2 get a credit **card / account**
3 turn **independent / eighteen**
4 start my own **business / flat**
5 get a **bungee jump / job**
6 open a **bank account / hobby**
7 rent a **flat / job**
8 be **a new hobby / independent**

3 Complete the categories with the phrases from Ex 2.



4 Match 1–6 to A–F.

1 apply to ___	A abroad
2 do ___	B a driving licence
3 get ___	C a bungee jump
4 go ___	D a new hobby
5 take part in ___	E a university
6 take up ___	F a race

5 6.02 **PRONUNCIATION** Where is the stress in these two-syllable words? Write *F* (first syllable) or *S* (second syllable). Then listen and check.

1 bungee ___
2 decide ___
3 abroad ___
4 birthday ___
5 enough ___
6 money ___
7 business ___
8 complete ___

6 **REAL ENGLISH** Complete the dialogue with the correct phrases.

> I can hardly wait Let's get started
> No big deal no pain, no gain To be honest

A Listen, everyone! You're going to run round the park for fifteen minutes without stopping. OK?
B [1]_____. I can run for longer if you want.
C Well, I can't! [2]_____, I don't think I can run for *five* minutes without stopping.
A You just need to work on your fitness, that's all. It won't be easy, but don't forget … [3]_____!
C You're right. When are we taking part in the 5 km race?
A In six weeks' time.
B [4]_____ for it. I think I'll win it if I train really hard.
A OK, that's enough talking. [5]_____!

7 **VOCABULARY BOOSTER** Now practise **Life experiences** vocabulary on page **109**.



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

A What do you think you'll do when you leave school?
B To be honest, I [1]_____ thought about it much. I'll probably travel a bit because I [2]_____ never been abroad.
A But your brother, Joe, [3]_____ travelled a lot.
B I know! He [4]_____ been to ten different countries since he left school. Anyway, what about you? [5]_____ you applied to a university?
A No, I [6]_____. Two of my cousins [7]_____ just started their own business and they [8]_____ offered me a job.
B That's fantastic. Lucky you!

2 Choose the correct alternative.



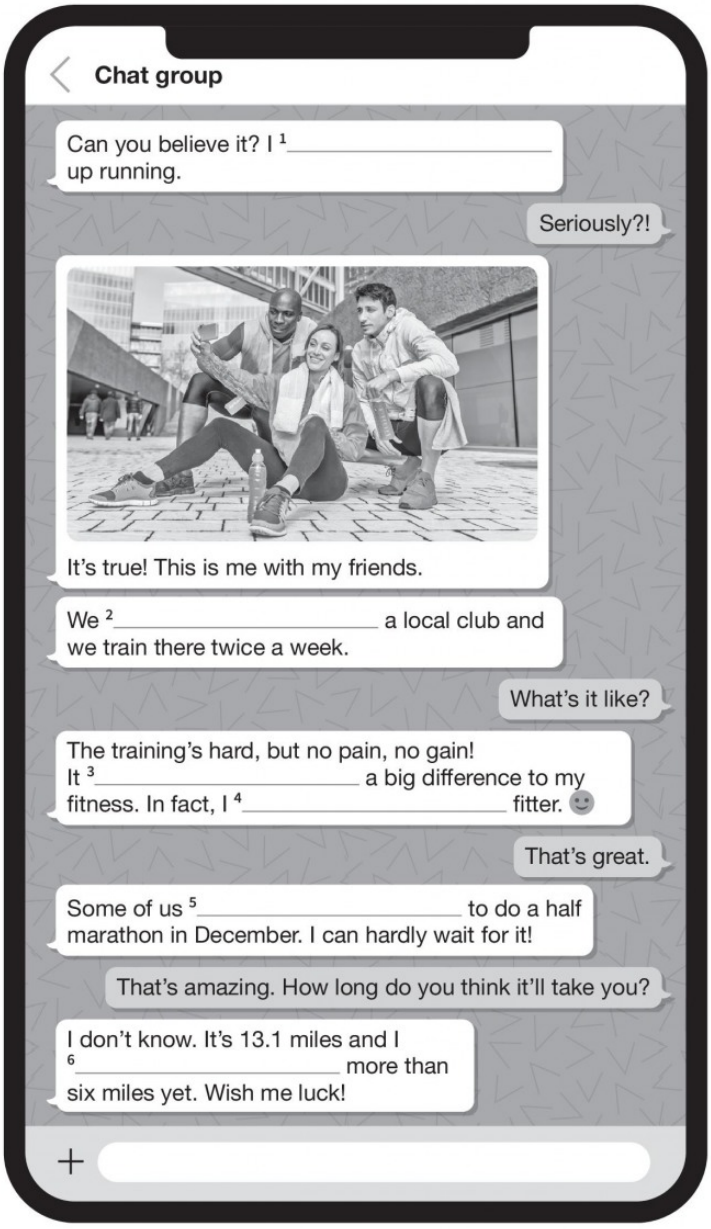
1 It hasn't stopped raining **for / since** days.
2 Have you **yet / ever** rented a flat?
3 'I've **never / just** turned 18!' 'Happy birthday!'
4 'Coffee?' 'No, thanks. I've **ever / already** had one.'
5 Have you finished your essay **yet / just**?
6 I've **never / ever** eaten an avocado.
7 We haven't paid our phone bill **yet / already**.
8 She's attended this school **for / since** 2017.

3 Complete the dialogues. Use contractions where possible.

1 **A** Let's go and see that new film. I [1]_____ (not go) to the cinema for weeks.
B I [2]_____ (already / see) it. Sorry!
2 **A** [3]_____ (you / ever / do) a bungee jump?
B No, but I [4]_____ (want) to do one for years.
3 **A** How long [5]_____ (you / know) Cara?
B We [6]_____ (be) friends since we were five.
4 **A** Where's Lucas? He [7]_____ (not arrive / yet).
B I [8]_____ (just / have) a message from him. He's going to be late.

4 Complete the messages with the correct form of the verbs and words below. Use contractions where possible.

already / make decide just / join
never / feel not run take



5 Write true sentences for you or someone you know.

1 Describe something you / they have always wanted to do. Why?

_____

_____

2 Describe something you / they have never wanted to do. Why?

_____

_____

3 Describe something you / they have done for a period of time. How long?

_____

_____

4 Describe something that you / they have just done and something that you / they haven't done yet.

_____

_____

Identify the audience of an article about getting a job.

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

The article is about becoming [1]**a teenager / a young person / an adult**. Scientists think this happens around the age of [2]**13 / 20 / 30**. People celebrate this event in different ways around the world. In Japan, Coming of Age Day takes place in [3]**January / July / December**. In Arizona in the USA, young [4]**boys / girls / children** spend six months preparing for the Sunrise Ceremony. In Vanuatu, young boys have to dive [5]**into the sea / into a forest / from a tower** in order to become men.

2 You are going to read an article. Before you read, think about the questions.

1 Which personal skills are useful to have when you have a job? Why?
2 How can you develop these personal skills before leaving school?

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?

3 6.03 Read the strategy above. Then read the article and choose the correct option: A, B or C.

The article was written for …

A parents.
B students.
C business people.

4 Read the article again and answer the questions.

1 According to the text, is it more difficult for school leavers to get a job these days? Why? / Why not?
2 What can Young Enterprise do to help young people?
3 What's the most important thing about the Company Programme?
4 What's the difference between the Tenner Challenge and the Company Programme?
5 Which students plan to celebrate? Why?
6 Who has learned not to give up when things go wrong? What other things have they learned more about?
7 Who isn't worried about teamwork now? Why?
8 Who thinks they will start their own business when they leave school now? How confident and excited are they?

5 A friend has a dream of starting their own business when they leave school. Write a message of three or four sentences telling them about one of the Young Enterprise activities. Explain how it could help them.

start-up (*adj*) connected with starting a business
tenner (*noun*) [C] £10 or a ten pound note

FORUM

WHAT YOUNG ENTERPRISE CAN DO FOR YOU!



Are you worried about getting a job when you leave school? Many students are because most employers look for more than the necessary qualifications these days. They want you to have the right personal skills, too, such as teamwork, good communication and problem solving. But how can you develop these when you're attending secondary school?

Young Enterprise has the answer! It provides activities and events for students between 15 and 19 years old, so they can experience the world of work before leaving school. If you take part in its Company Programme, you and your team will get some start-up money to start and operate your own business for between three and nine months. You can get advice from a business adviser, but it's you, the students, who make all the important decisions, like what you're going to sell and how you're going to sell it.

If you fancy doing something a bit more difficult, there's the 'Tenner Challenge'. You'll do the same kind of thing as the Company Programme, but you'll only get £10 each to start your business and four weeks to make some money. At the end of the month, you and your team have to pay back your start-up money and then decide how to spend any extra money you have made. Most students give it to charity.

These students have all taken part in Young Enterprise, so see what they think …

We've just finished the Tenner Challenge and we're going to celebrate because we've made £42 for charity! We've learned some useful skills and we've had good fun, too.
Lucas and Tom

The Company Programme has been excellent. I've learned more than I could in the classroom – communicating in a team, taking risks and not giving up when things go wrong!
Ellie

In the past, I hated working in a team because I thought everyone was better than me. Young Enterprise has changed my opinion and I'm much more confident now.
Jack

The Company Programme has taught me a lot about starting my own business. I'm definitely going to do it when I leave school. I can hardly wait to get started!
Ashley

6.4 GLOBAL SKILLS

1 Complete the text with the words and phrases below.

behave customs greet lack of respect
make eye contact queue

When you go abroad, it's a good idea to know all about the [1]_____ of the country you're visiting so that you don't show people a [2]_____. For example, how do you [3]_____ people when you're in South Korea? Do you [4]_____ with them when you say hello, or is it rude to do that? And what's the correct way to [5]_____ at a bus stop in the UK? Do you [6]_____ in a line politely, or do you wait and run to get on the bus when it arrives? If you learn what to do in these kinds of situations, you hopefully won't make any mistakes.

2 Think about these questions.

1 What things do you think it is important to do when you meet someone for the first time?
2 What do you do when you're talking to someone? Do you make eye contact or look at the floor? Why?

3 Look at the title of the article, the photo and the section headings. Tick (✓) the information you think the text will contain. Then read the text and check your answer.

1 How to interview someone. ☐
2 How to get an interview. ☐
3 How to develop good interview habits. ☐
4 How to be independent. ☐

4 Read the text again. Complete the table with the correct information.

ACTION / COMMUNICATON	
Positive	**Negative**
BODY LANGUAGE	
Positive	**Negative**

5 Two people you know have an interview for a weekend / holiday job. Write a message to each person suggesting some useful things to do. Use the information from Ex 3 and 4 to help you.

1 This person gets very nervous about meeting and speaking to people they don't know.

_____

_____

2 This person is disorganised and doesn't plan things.

_____

_____



✓ Tips for interview success

How to use body language and prepare well for interviews.

✓ Do smile

Why? A smile shows that you're friendly, confident and interested.
How? Listen carefully and smile when it's appropriate during an interview. However, smiling and making eye contact is most important when you greet the interviewer at the beginning.

✓ Do shake hands

Why? It's polite to shake hands when you meet the interviewer. A strong handshake shows that you are confident and enthusiastic.
How? Practise shaking hands with people you know before the interview so you can find the perfect handshake.

✗ Don't use someone's first name

Why? Using the interviewer's first name can show a lack of respect.
How? Use the person's title (Mr, Mrs or Ms) and second name unless the interviewer tells you to use their first name. If you aren't sure, use the formal way.

✗ Don't be late

Why? It's rude to arrive late for an interview and it shows that you aren't good at managing your time.
How? Plan how you're going to get to the interview carefully. It's a good idea to arrive early in case there's a problem on the way.

✓ Do know some facts

Why? It shows that you're interested and you want the interview to be a success.
How? Go online and do some homework before the interview and make notes. It's also a good idea to prepare a few questions to ask the interviewer, for example, about the shop or business.

✗ Don't stand too close

Why? It's important to respect the interviewer's personal space. If you stand too close, they'll feel uncomfortable.
How? Stand more than a metre away from the interviewer.

✓ Do be honest

Why? If an interviewer says, 'Tell me about yourself', it's wrong to talk about qualifications or experience that you don't have. Interviewers prefer an honest answer rather than something that isn't true.
How? Talk about the things you're good at and why you think you'll be good at the job. If you don't know the answer to a question, be honest.

body language (*noun*) [U] the way our body communicates with other people

Talk about and describe family members.

1 You are going to read an online post. First, read the glossary, then think about the questions. Now read the online post and answer the questions.

milestone (*noun*) [C] an important event in life

1 A 'milestone birthday' is one that is more important than other birthdays. Which birthdays do you think are milestone birthdays?
2 What do people usually do to celebrate a milestone birthday?

New post

A 'bucket list' is a list of things you want to do before you die, but I'm going to write an alternative list – things I want to do before I'm 50. It's only eight years until this milestone birthday for me, so I've decided to get started now!

- Go to Canada – my dad was born in Toronto and spent his childhood there before coming to the UK. I have relatives there I've never met!
- Do a bungee jump – it's been my dream since I was a teenager, so I'll do that when I'm in Canada ... if I'm brave enough!
- Get a new job – I've worked in a bank since I got my degree, but I'd rather be independent and start my own business. It's never too late to do it.
- Take up art classes – I've just painted a picture of my elderly grandparents for their 60th wedding anniversary. I think it's fairly good, to be honest.

2 Complete the sentences with the words below.

an only child a teenager a twin born
childhood elderly married middle-aged
relatives wedding anniversary

1 When a brother or sister is born at the same time as you, you're _____.
2 You're _____ when you're between the ages of 13 and 19.
3 When you refer to old people in a polite way, you call them _____.
4 When you have no brothers and sisters, you are _____.
5 You're _____ when you're between the ages of 45 and 65.
6 A wedding is the ceremony when two people get _____.
7 Your _____ are the people who are in the same family as you.
8 Your _____ is the period of your life when you're a child.
9 Your _____ is the celebration of the date you got married.
10 Your birthday is the celebration of the day you were _____.

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

AMAZING NEWS



The amazing story of the two Jims

Meet Jim Springer and Jim Lewis.

They were [1]___ on the same day in 1940, but they were separated at birth.

They [2]___ with different families around 45 miles apart.

They each had a completely different [3]___, but they were both very good at maths and terrible at spelling. They both had a pet dog called Toy. And, when they got their driving licences, they both drove a light blue Chevrolet.

When they [4]___, their wives were both called Linda.

When they [5]___, they both had sons. One was called James Alan and the other James Allan.

In 1979, when they were in their [6]___, Jim Springer and Jim Lewis finally met and discovered that they were [7]___.

1	**A** an only child	**B** born	**C** in their fifties
2	**A** grew up	**B** started a family	**C** were born
3	**A** teenager	**B** childhood	**C** wedding anniversary
4	**A** got married	**B** started a family	**C** were an only child
5	**A** were born	**B** grew up	**C** started a family
6	**A** childhood	**B** late thirties	**C** middle-aged
7	**A** an only child	**B** teenagers	**C** twins

4 Complete the text with the correct words.

My parents have just celebrated their 20th wedding [1]_____. They were in their early twenties when they first met, but they didn't get [2]_____ for ten years. A year later, they started a [3]_____ and I was [4]_____. Two years after that, when my mum was in her mid- [5]_____, my sister arrived. I'm happy that I wasn't an [6]_____ child. It's much more fun having another person to [7]_____ up with.

5 Now write a short paragraph about one of your relatives. Think about the milestones in their life and use the vocabulary from this lesson.

6 VOCABULARY BOOSTER Now practise **Stages of life** vocabulary on page **109**.

Use the present perfect and the past simple to talk about childhood activities.

6.6 GRAMMAR

1 6.04 Listen and read the dialogue. Write *PP* (present perfect) or *PS* (past simple) for verbs 1–6.

1 ___ 3 ___ 5 ___
2 ___ 4 ___ 6 ___

A [1]**Have** you **ever heard** of the two Jims?
B Yes, I have. I [2]**read** their story online yesterday. To be honest, I thought it was incredible.
A Me too. Two of my friends are twins. I [3]**'ve known** them for years. They [4]**were born** minutes apart, but they're completely different. In fact, they don't really like each other. Jack says he [5]**'s** always **wanted** to be an only child!
B Really? I'm an only child and I [6]**didn't enjoy** growing up on my own. I always wanted a sister!

2 Complete the dialogues with the affirmative or negative form of the verbs in brackets. Use the present perfect *and* past simple.

(buy)
A Look! I [1]_____ (just) a birthday card for Luca.
B You're a bit late! We [2]_____ him a card three weeks ago when he turned 18.

(take)
A Have you heard? Paul [3]_____ up the flute.
B Wait a minute! He [4]_____ up the guitar last month.

(see)
A How are Amira and Sophie? I [5]_____ them for ages.
B They're fine. I [6]_____ them at the leisure centre last night.

(write)
A [7]_____ (you) your history essay yet?
B Yes, I have. I [8]_____ ten pages last night.

(do)
A [9]_____ (Joey) a bungee jump last summer?
B Yes, but he hated it. He [10]_____ another one since then!

3 Complete the sentences with the present perfect or past simple form of the verbs below.

get know not be not start rent turn

1 My father _____ fifty last week and had a big party.
2 Kaheem and Sara got married last year, but they _____ a family yet.
3 'When _____ (Rufus) a credit card?' 'A week ago.'
4 My baby brother _____ born until I was twelve.
5 They _____ a flat in London since 2017.
6 'How long _____ (you) Mica?' 'For ten years.'

4 Complete the message posts with the correct form of the verbs in brackets.

Dan



Look at this photo I [1]_____ (just / find) at home! I [2]_____ (not be) sure who it was at first, but then I [3]_____ (read) the writing on the back – it's my grandparents on their wedding day. They [4]_____ (get) married in 1975 and they [5]_____ (change) a lot since then!

Sarah



[6]_____ (you / ever / see) such lovely twins? They're my cousins and they [7]_____ (be) born four months ago. I [8]_____ (not meet) them yet because my aunt and uncle live in Australia. They [9]_____ (live) in Sydney since they both [10]_____ (get) jobs there in 2018.

5 Rewrite the second sentence so that it means the same as the first. Use the verb in brackets.

1 I've had my bank account for six months.
I (open) _____.
2 My cousin has been married since last July.
My cousin (get) _____.
3 We left school a year ago.
We (not attend) _____.
4 Jack's been abroad for a month.
Jack (go) _____.
5 They started a family in 2014.
They (have children) _____.

6 Write true sentences about you or people you know. Use the present perfect or past simple and the verbs in brackets.

1 (attend this school)
_____
2 (start learning English)
_____
3 (turn fourteen)
_____
4 (know my / his / her best friend)
_____

6.7 LISTENING

Understand the main idea of a dialogue about looking after the elderly.

1 What do you remember about Lars' conversation in the Student's Book? Complete the summary with the correct information.

Lars is a [1]_____ student in the Netherlands. He can't afford to [2]_____ a flat next year, so he's thinking about applying to live in Humanitas – a care home for [3]_____ people which has six rooms for students like him. The students don't pay any bills, but they have to spend [4]_____ hours a month with the residents in the care home, for example, [5]_____ to them or eating together. Lars' friend, Zoe, stayed at Humanitas last year and had a positive experience. She didn't find it [6]_____ in the evening. In fact, it was the opposite because the TV was always very loud!

2 You are going to listen to two people talking about being friends. Before you listen, think about the questions.

1 What can young people do to help elderly people?
2 Is there anything young people can learn from elderly people?

3 6.05 Now listen to the dialogue. Are Anna and Edith relatives? What is the relationship?



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*.

4 6.05 Read the strategy above. Then listen to the dialogue again. Tick (✓) the main idea.

1 Anna and Edith talk informally about their friendship and what it means to them. ☐
2 Anna and Edith talk about the things elderly people have difficulty doing. ☐
3 Anna tells Edith what it's like being a student and her dreams for the future. ☐

5 6.05 Look at your answer in Ex 4. Listen again and write one statement from Anna and Edith that supports it.

Anna: _____

_____

Edith: _____

_____

6 6.05 Listen again. Are the sentences true (*T*), false (*F*) or not given (*NG*)? Correct the false sentences.

1 Anna's school project was about helping relatives in the local area. ___
_____
2 Edith loved the idea of Anna visiting her. ___
_____
3 Edith is in her late eighties. ___
_____
4 Edith lives near a lot of her friends. ___
_____
5 Anna usually visits Edith once a month. ___
_____
6 Anna enjoys hearing about Edith's life. ___
_____
7 Anna wasn't worried about visiting Edith for the first time. ___
_____
8 Anna takes Edith to see the latest films. ___
_____
9 Anna and Edith always have a cup of tea and chat in the garden. ___
_____
10 Edith has given Anna the recipe for her chocolate cake. ___
_____

7 6.05 Listen again and write …

1 the ages of Anna and Edith.
_____ _____
2 two facts about a relative of Edith.
_____
_____
3 something Edith is interested in hearing.
_____
4 two jobs that Anna sometimes does for Edith.
_____
_____
5 something Edith has learned how to do.
_____

8 MEDIATION A friend sends you the message below. Write a short reply and make a suggestion to your friend. Use information from the audio.

I feel sorry for our elderly neighbour because nobody ever visits him. ☹

_____
_____
_____



1 Look at the photo and think about the questions.

1 Where are the people in the photo?
2 How do you think they are feeling?
3 What kind of memories might they have when they look at the photo?

2 6.06 Listen to Amy talking about the photo. Compare with your ideas in Ex 1.

3 Read the strategy and complete the notes for a presentation about the photo in Ex 1.

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.

Who: _____

Where: _____

When: _____

What is happening? _____

_____

What happened later? _____

_____

4 6.06 Listen again and complete the extracts from Amy's description of the photo using expressions from the phrasebook in the Student's Book. Use up to three words in each space.

1 I really like this photo. My uncle _____ a summer holiday a few years ago.
2 _____, my mum and dad, my brother and I are coming down from a hill that we've just climbed.
3 _____ me in the front, on the left, trying to smile!
4 _____ us standing in the rain, which was falling really hard, but a few minutes later, it stopped.
5 So, this picture _____ that we always had fun, even when things went wrong.

5 6.07 Amy sent the picture to two of her friends. Read the text and complete the dialogue with the phrases below. Then listen and check.

Just found this old photo from a summer walking holiday. Check out the rain coat!

doesn't seem looks looks like makes me maybe probably wants

Meg Did you get this picture from Amy?
Ella Yes, she's wearing a terrible rain coat.
Meg [1]_____ that's because it's so wet.
Ella Yes, probably. It [2]_____ a fun day out.
Meg And they all look really happy to be there.
Ella Except her brother. He [3]_____ to be interested in walking.
Meg No he [4]_____ really bored.
Ella He [5]_____ to be at home, playing computer games with his friends.
Meg Yes. But I like this picture. It [6]_____ think of family holidays we had when we were younger.

6 Choose one of the pictures below. Prepare a monologue talking about the picture. Make notes to …

- describe what you can see in the picture (where the people are, what they are doing).
- interpret the picture (who the people are, how they feel, what they are thinking).
- give your own opinion about the picture.







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

- described and interpreted the picture.
- used expressions from the phrasebook in the Student's Book.
- gave your opinion about the topic of the picture.

6.9 WRITING

Use appropriate tenses in an informal email giving news.

1 You are going to read an informal email. Before you read, think about the questions.

1 Why do people usually send informal emails to friends and relatives?

2 Imagine a teenager has just gone to university. What do you think they will write about in their first email home?

2 Read the informal email. Tick (✓) the topics below that Mike mentions. Then look at the photos. Which one do you think is Mike?

lectures ☐ the weather ☐ events ☐ a job ☐
a new hobby ☐ the town / city ☐ money ☐ food ☐

A How are you? Sorry I haven't written for a few days, but I've been really busy.

B Love,

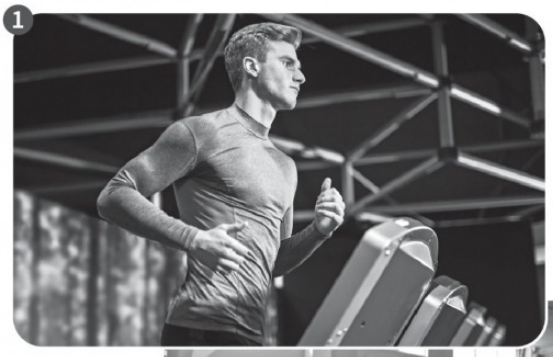
Mike

C Lectures haven't started yet, but there have been lots of events at the university for new students like me. I took part in a race on a treadmill three days ago. I loved it, so I've decided to take up running. I've never run in a race outdoors before, but it'll be no big deal!

D Hi everyone,

E Well, that's all for now. I hope we'll get together for my birthday next month!

F And don't worry about what I'm eating, Mum! One of the students in my flat comes from Hong Kong and he cooked us all some Chinese food last night. It was amazing! ☺


1


2


3

3 Read the email again and put paragraphs A–F in the correct order (1–6).

1 ___ 3 ___ 5 ___
2 ___ 4 ___ 6 ___

4 Complete the table with phrases from the email. Can you think of more phrases for each category?

a greeting	_____
opening an email	_____ _____
closing an email	_____
saying goodbye	_____

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 above. Find an example of these tenses in Mike's email. Which tense does he use most?

future tense _____
past simple _____
present simple _____
present perfect _____

6 Complete the sentences with the correct tenses from Ex 5. Use contractions where possible.

1 It _____ (be) great to hear from you yesterday.
2 It _____ (be) ages since I heard from you.
3 My lectures _____ (start) last week.
4 We _____ (not have) any lectures on Wednesday afternoons.
5 I _____ (not write) any essays yet.
6 I _____ (come) and see you soon.

7 Imagine you have just started at university. You are going to write an informal email to a friend or relative. Think of some news to write about and make notes. Refer to the topics in Ex 2 to help you.

8 Use your ideas in Ex 7 to write your informal email. Remember to use the appropriate tenses and phrases for informal emails.

9 ✓ **CHECK YOUR WORK** Read through your email. Can you improve your email in any way? Did you …

- include a greeting?
- include some news?
- use the past simple?
- use the present perfect?
- include phrases to open / close the email?
- say goodbye?

Grammar

1 Write sentences in the present perfect. Include the word in brackets. Use contractions where possible.

1 they / go / canoeing (never)

_____

2 I / not finish / my homework (yet)

_____

3 he / drive / a car? (ever)

_____

4 my parents / buy / new bikes (just)

_____

5 you / read / that book? (yet)

_____

6 Mia / see / the film (already)

_____

7 I / waiting / my / exam grade / 9.00 a.m. (since)

_____

8 Agnes / played / volleyball / before / summer camp (never)

_____

2 Complete the text with the correct form of the verbs in brackets. Use the present perfect or past simple. Use contractions where possible.

Jade is only 19, but she [1]_____ (just / start) her own business – making cakes. She [2]_____ (not learn) to make cakes at school. She actually [3]_____ (start) helping her mum in the kitchen when she was a child. Then, at the age of seven, Jade [4]_____ (make) her very first cake – a delicious chocolate cake. Jade has no idea how many cakes she [5]_____ (make) since then, but it's a lot! If you [6]_____ (not try) one of Jade's cakes yet, you should! She [7]_____ (have) an online shop since last year, so you can buy a cake there. She [8]_____ (be) very busy making cakes for all her customers.

Vocabulary

3 Read the definitions and write the words.

1 Wait in a line of people in order to do something _____

2 The period of your life when you're a child _____

3 The celebration every year of the date when two people got married _____ _____

4 The document that shows you are qualified to drive _____ _____

5 The card you use to buy things and you pay for them later _____ _____

6 A person between 13 and 19 years old _____

7 A child who has no brothers or sisters _____

8 A person in your family _____

4 Complete the sentences with a suitable verb from the unit.

1 Shy people often find it difficult to _____ eye contact when they're talking to someone.

2 It's my mum's dream to _____ a bungee jump.

3 I don't want to _____ a family until I'm in my mid-thirties.

4 I'm an only child, so I can't imagine what it's like to _____ up in a big family.

5 People _____ a risk when they start their own business.

6 Tom can't afford to _____ his phone bill this month.

Cumulative review

5 Choose the correct answer (A, B, C or D) to complete the text.

My mum's hobby is studying family history. She's done it [1]___ a few months now. To be [2]___, I thought it was a bit of a boring hobby. Then, last week, she [3]___ me some interesting things about Edward, my great-great-great-great grandfather. He [4]___ born in England in 1850, but went to Australia [5]___ early twenties and started his own [6]___. A year later, he got [7]___ to a woman named Kitty and started a family – they had eight children in total! The youngest two were [8]___. I think Edward was a very [9]___ and independent person. Now, thanks to him, I [10]___ decided to spend my third year at university in Australia. I'm doing a degree in sociology, so I study how people in society [11]___. Perhaps I'll meet one of my [12]___ when I'm there. Who knows?!

1	**A** since	**B** for	**C** just	**D** already
2	**A** honest	**B** sensible	**C** brave	**D** independent
3	**A** tells	**B** 's told	**C** told	**D** 's telling
4	**A** be	**B** 's been	**C** 's	**D** was
5	**A** in	**B** in her	**C** in his	**D** in mid
6	**A** childhood	**B** business	**C** lecture	**D** child
7	**A** married	**B** born	**C** abroad	**D** born
8	**A** twins	**B** relatives	**C** custom	**D** eighteen
9	**A** elderly	**B** teenager	**C** middle-aged	**D** brave
10	**A** 's just	**B** 've just	**C** 've never	**D** haven't
11	**A** custom	**B** celebrate	**C** behave	**D** lecture
12	**A** customs	**B** teenagers	**C** fifties	**D** relatives

6 Answer the questions.

1 Do you think body language is important? Why? Why not?

2 What do you think is the most important thing to achieve success in an interview? Why?

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?

2 Which of the grammar points did you find most difficult?

3 What is it useful to do when you make notes for a monologue task?

4 What did you find difficult when you wrote your informal email? Can you think of a good way to end an email and say goodbye?

Reading

STRATEGY

When you have to say whether statements are true or false, it is important to find evidence for your answer by identifying which paragraph the information is in. Read each statement carefully and underline the key words. Look for similar ways of saying the same thing in the text. Don't just choose a paragraph because it contains one or two words that are in the statement.

1 Read the strategy above. Then read the exam task in Ex 2. Read the text quickly and look at the first statement after the text: The thing James liked to do the most is to explore Florence. Underline the key words in this statement.
Can you think of other ways of saying the same thing?
Read the text again carefully. Is the statement true or false? Which paragraph supports your answer?

2 Read the article below about a young man who is living abroad. For each statement (1–6), write *T* (True) or *F* (False). Then write the paragraph (*A*, *B*, *C*, *D* or *E*) where you found the information.

Young people living abroad

More young people are deciding to live abroad. In this article, James Henderson tells us about his experience in Florence, Italy.

A I've been in Italy for three months now, and I've enjoyed every moment. I'm studying at the university here. It's a wonderful place to study because there are so many students in the town, and it's easy to make friends. I've met people from Britain, but also from Canada, South America, and, of course, Italy.

B Living in Italy is quite expensive. Some of my friends don't have enough money, so they have part-time jobs in cafés and restaurants. Before I came to Italy, I worked in a bookshop and I saved a lot of money. I'm using that now for my rent, food, and social activities, so I don't need to find a job.

C It's easy to walk to most places in Florence, so I don't often use public transport. It only takes a few minutes to walk to the university from my apartment. I share my apartment with three other students. We study different subjects, but we go out together a lot in the evenings.

D I love my social life in Italy, but my favourite thing to do is to walk around the city on my own. There are so many beautiful places to see such as the Duomo, the Ponte Vecchio, and the art galleries. This city is so beautiful!

E I have already visited many Italian cities. Last weekend, I went to Rome with some of my friends, and we visited the Coliseum and the Vatican. We've also been to Pisa and Naples. When I finish my course, I'm going to travel to Greece. I'm planning to go on my own because I think I will meet more people. I've loved being in Italy and living away from home, and I don't want that to end yet.

1 The thing James liked to do the most is to explore Florence. ___ ___
2 James would like to travel to a different country with his friends. ___ ___
3 James knows people from many different countries. ___ ___
4 James likes travelling around Italy with his friends. ___ ___
5 James needs to earn some money. ___ ___
6 James lives in an apartment close to the university. ___ ___

Speaking

STRATEGY

You may be given a topic in advance that the examiner will ask you questions about. Use the time to prepare your ideas about the topic. Think about what questions you might be asked. Remember to add more detail when you talk about them.

3 Read the strategy above. Then read the exam task in Ex 4. What is the topic? Think of at least five ideas that you think you might be able to use.
Example: When I was twelve I visited London and went sightseeing.

4 Answer the questions about important moments in your life.

1 Have you ever been abroad? Where did you go and what did you do there?
2 What family events do you usually celebrate and what do you do?
3 How would you like to celebrate your eighteenth or twenty-first birthday?
4 What is the most important exam you have taken? Why?
5 What is the most exciting activity you have ever done? Why did you like it?



False friends and tricky words

1 Complete the definition with the words below.

different same similar

A false friend is a word in a foreign language that looks the same or very [1]_____ to a word in your own language, but has a [2]_____ meaning. False friends can have exactly the [3]_____ spelling, e.g. 'sensible' (which means 'sensitive' in French and 'practical' in English) or very similar spelling, e.g. 'déception' ('disappointment' in French) and 'deception' ('dishonesty, telling lies' in English).

LANGUAGE FOCUS Cognates and false friends

Some English words look similar to words in other languages and have the same meaning (cognates). Others look similar but have different meanings (false friends), so it's easy to confuse them or use them incorrectly. If you are not sure about using a word, look it up in a dictionary.

2 Read the language focus above. Then look at the table of French false friends. Which meaning do you think is the correct English translation?

French	English
actuellement	**currently** / **actually**
envie	**want** / **envy**
journée	**journey** / **day**
librairie	**library** / **bookshop**
pain	**pain** / **bread**
sale	**sale** / **dirty**

3 Match the definitions below to the English words above. How many did you guess correctly?

1 A period of 24 hours _____
2 At the present time _____
3 A shop that sells books _____
4 To have a wish for something _____
5 Not clean _____
6 A type of food you use to make sandwiches _____

4 Can you think of any false friends you know in your language or in English? Make a list of at least five false friends and complete the table.

False friend in English	Definition of English word	False friend in your language	Definition of false friend in your language
journey	travelling a long way from one place to another	journée	a period of 24 hours

5 Read the language focus again and complete the table with words from your language that are similar to English words. Do you find cognates easier to learn? Why? / Why not?

Your language	English

VOCABULARY STRATEGY The keyword technique

You can use the keyword technique to learn difficult words. Think of a word in your language that sounds similar to the English word. For example, for the word 'niece' in English you could choose Nice (the city in France, pronounced /ni:s/). Imagine an aunt and her niece in Nice on a sunny day, eating ice cream on the beach. To make it easy to remember, you could imagine the niece dropping her ice cream on her aunt's dress. When the image is funny, silly or strange, it is easier to remember the word.



I spent the day with my niece in Nice. It was nice, but she spilled her ice cream all over my new dress!

6 a What words do you find difficult to remember in English? Use the keyword technique to help you remember them.

- Think of a similar-sounding word in your language.
- Draw a funny picture to link the word in your language to the English word.
- Write a sentence to describe your picture.

b In class, share your images. Which is best?

7 Write new words you have found and, if possible, use the keyword technique to help you remember them.

7 Out of this world





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

Lily is really into space. Eventually, she wants to become an [1]a_____. She explains how Neil Armstrong became the first human to stand on the [2]s_____ of the moon. He did this during the famous Apollo 11 mission. Armstrong was a [3]m_____ of the crew. Lily mentions that the moon doesn't have an [4]a_____ and without air people can't [5]b_____ when they go there. That is why we have to [6]w_____ a s_____ if we travel there. The moon also has little [7]g_____, which means humans can float in space. Finally, Lily says she thinks living on the moon wouldn't be easy for humans, it doesn't have air or a [8]w_____ s_____ … but some people think it's possible!

b 7.01 Watch or listen again and check.

2 Choose the correct alternative to complete the sentences.

1 Earth has the right **conditions / surface** to support life.
2 An **atmosphere / astronaut** is a person who travels into space.
3 It would be **easy / challenging** to live on Mars.
4 Would you like to **survive / explore** another planet?
5 There is no **water supply / gravity** on the moon.
6 Did you know that Earth's **atmosphere / surface** contains more than 20% oxygen?

3 Replace the **bold** words in the sentences with the words and phrases below.

a member of the crew explore go on a mission
surface survive wear a spacesuit

1 People must **put on special clothes** to float in space. _____
2 The **outside of our planet** is covered in land and liquid water. _____
3 Humans might be able to **stay alive** on other planets. _____
4 Neil Armstrong didn't fly to the moon alone. He was **part of a group**. _____
5 They sent robots to **look around** parts of Mars we've never been to before. _____
6 I want to be an astronaut so I can **travel to Mars** on board a spaceship. _____

4 Match 1–6 to A–F to make full sentences.

1 Astronauts must ___
2 People float in space because ___
3 If I was a member of the crew, ___
4 When she is older, she wants to go on a mission ___
5 After the spaceship got to the surface, ___
6 A water supply would ___

A I would travel on board a spaceship to the moon.
B help humans to survive on other planets.
C to explore another planet.
D wear a spacesuit if they go outside the spaceship.
E there is no gravity.
F they stepped onto the moon.

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

and all that I mean Oops! what about you?
You know what? You'll never believe it!

1 **Heidi** I think people will go on a mission to Mars in my lifetime. Chris, _____
Chris I think it will happen, but not in my lifetime.
2 **Andrew** I'm really into science and technology _____.
Mabel Fantastic! Join our Science Club.
3 **Richard** Magda, you're late again! What happened?
Magda _____ My sister was selected to be an astronaut! We had a party.
4 **Freya** What do you want to do when you're older, Hosni?
Hosni _____ I'm really interested in space exploration and our universe.
Freya Wow! Maybe you should keep studying physics and maths next year.
5 **Earl** It's so hard to measure the true size of the universe. _____, it's really huge and it's growing all the time.
Beck Yes, scientists must study hard.
6 **Stefan** Where's your bag, Julia?
Julia _____ I think I left it in the Science Museum. I'll call them and check.

6 VOCABULARY BOOSTER Now practise **Space exploration** vocabulary on page **110**.

Use second conditional to talk about imaginary situations.

1 Match 1–7 to A–G to make full sentences.

1 If you went on a space mission, ___
2 The moon would have more gravity than Earth ___
3 If I had the fastest spaceship, ___
4 Lily would have to wear a spacesuit ___
5 If you want to be an astronaut, ___
6 If it wasn't so hot on the surface of the sun, ___
7 This country would have more money ___

A if it was bigger than our planet.
B if she became an astronaut.
C you need to study hard in science.
D what would you take with you?
E I could go on missions to other planets.
F if it didn't spend so much on expensive space missions.
G we could land a spaceship there.

2 Choose the correct words to complete the sentences.

1 If it snowed on the moon, **would / will** scientists be surprised?
2 If she didn't go jogging every day, she **would / wouldn't** be fit enough to be an astronaut.
3 It would be exciting if we **fly / flew** to the moon in a spaceship.
4 If I **can / could** travel on board a spaceship, I'd be very excited.
5 A Would Aziz achieve his goals if he **focuses on / focused on** his studies more?
B Yes, he **would / wouldn't.**
6 We **wouldn't / won't** survive for long if we floated in space without wearing a spacesuit.
7 Unless the conditions were right, we **can't** / **couldn't** live on another planet.
8 If scientists **find** / **found** another planet like Earth, they would be very interested.

3 Complete the sentences with *if or unless.*

1 People wouldn't survive on another planet _____ they could breathe in its atmosphere.
2 They would definitely choose him to go on a space mission _____ he had the right variety of skills.
3 _____ we had faster spaceships, we could explore more parts of space.
4 Valentina wouldn't like to go into space _____ she could go with her friends.
5 We couldn't live on the moon _____ we had a safe water supply.
6 The astronauts might get hurt _____ it was too windy when they landed their spaceship.

4 Complete the sentences to make the second conditional. Use the correct form of the verbs in brackets.

1 If I _____ (travel) to another planet, I _____ (take) pictures of my family with me.
2 If she _____ (step) onto the moon, she _____ (feel) very excited.
3 If we _____ (not have) a water supply, we _____ (not be able to) survive on another planet.
4 She _____ (buy) a house on the moon if they _____ (exist).
5 Emily _____ (wear) a spacesuit if she _____ (float) in space.
6 How _____ we _____ (breathe) if we _____ (visit) another planet?
7 If I _____ (be) you, I _____ (not argue) with the other members of the crew.
8 You _____ (be able to) learn so much information if you _____ (explore) a new planet.

5 Answer the questions with true answers for you (A, B or C). Then write your answers as second conditional sentences.

1 What would you do if you spoke English really well?
A move to Australia or New Zealand
B move to Britain or the USA
C become an English teacher

_____

2 What would you prefer to eat if you wanted to be healthy?
A broccoli
B pineapple
C a veggie burger

_____

3 What would your parents do if you didn't revise for your exams?
A feel upset
B stop my pocket money
C take my phone away

_____

4 What would you do if you won a big money prize?
A buy a house
B buy my family a new car
C travel around the world

_____



7.3 LISTENING

Distinguish speakers in a discussion about space milestones.



1 Match words 1–6 to definitions A–F. Use a dictionary if necessary.

1 astronaut ___
2 astronomer ___
3 launch ___
4 milestone ___
5 space scientist ___
6 telescope ___

A someone who studies the sun, moon, stars, etc.
B equipment that makes things far away look bigger and nearer
C an important event or achievement in a process
D someone who is a specialist in a space science field
E someone who travels and works in space
F when you send a spaceship into space

2 You are going to listen to a podcast discussion about space milestones. First, read the milestones they talk about and choose the alternatives you think are correct.

1 The first astronaut walked on the surface of the moon in **1968** / **1969** / **1971**.
2 The first **human** / **animal** / **plant** went into space in 1961.
3 The launch of **Apollo 17** / **the International Space Station** / **the Hubble Space Telescope** was in 1990.
4 In 2017, the Hubble telescope discovered a **new group of planets** / **problem with the Earth's atmosphere** / **planet with an atmosphere like Earth's**.

3 7.02 Listen and check your answers in Ex 2. Which two milestones in Ex 2 do the speakers think are the most important?

The speakers think that milestones ___ and ___ are the most important.

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?

4 7.02 Read the strategy above. Then listen again and answer the questions. Choose *R* (Raziya), *E* (Ellis) or *J* (Jenny). Who:

1 thinks the first man on the moon was the biggest milestone in space history? ___
2 reminds us that the Soviets launched the first person into space in 1961? ___
3 is an astronomer? ___
4 says they were born after the first moon landing? ___
5 explains why the Hubble launch is so important? ___
6 suggests humans might be able to live on the planets around the star called TRAPPIST-1? ___
7 explains why humans could never reach the planets around TRAPPIST-1? ___

5 Complete the advert for the podcast.

astronomer challenging different impressive launching milestone scientist step telescope

What is the most [1]_____ achievement of the Space Age? If you had to choose one [2]_____, what would it be? [3]_____ the first human into space? Armstrong's first [4]_____ on the moon? The launch of the Hubble Space [5]_____? Well, the answer appears to be very [6]_____, depending on your job. Don't miss this podcast with a space [7]_____ and an [8]_____, discussing their views on this [9]_____ question.

6 MEDIATION You're chatting online to a friend who asks you about the podcast you have just listened to. Reply to her describing …

- the space milestones that the speakers said were the most important.
- which one you thought was the most important.

Finish by saying if you think your friend would enjoy the podcast. Why? / Why not?

1 Read the sentences (1–5) and match them to the best advice about teamwork (A–E).

1 I'm really sorry. I wasn't listening in our meeting and now I don't know what I need to do. ___
2 I've turned my mobile off now so I can concentrate. ___
3 Can I help you with that? Let me know what I can do. ___
4 Don't worry, leave it with me. I'll do it tomorrow. ___
5 That sounds really interesting, Rob. How did you do it? ___

A Admit your mistakes.
B Give someone help where possible.
C Pay attention to the work.
D Show interest in what your team members say.
E Be responsible for a job and say when you can do it.

2 Have you used any of the teamwork advice A–E recently? Why? Did they work?

3 Look at the photos. You're going to read about two different experiences of teamwork. How do you think the photos are connected with teamwork? Read and check your ideas.





4 Read the articles below. Choose *A*, *B* or *both*. Which one talks about someone …

- who climbed a mountain? _____
- who wrote a book? _____
- who changed their opinion? _____
- whose English has improved? _____
- who understands the importance of different jobs in a team? _____

5 Underline the sentences in the articles which match the teamwork advice (A–E) in Ex 1.

6 Your class is organising a day to show their science projects. Read the messages from your project group. Then complete the table in your notebook.

Sam 1 Mikey spent the whole afternoon playing on his phone, and now he's just asked me to help him finish his part of the project! I'm so angry!

Mike 2 Can you believe it? Ava forgot the posters AGAIN! She said she would get the paper and paints from her dad yesterday!

Ava 3 Ben and Ali aren't talking to each other! Ben told me that Ali got the details wrong for the experiment, but Ali says they're right!

Ali 4 Sam is amazing – she spent the whole weekend in the library finishing the photos and got everything completed! It's just a shame she doesn't offer to work with anyone else!

Message	What is the problem?	What solution can I suggest?
1		
2		
3		
4		

7 Choose one message from Ex 6 and write a reply suggesting how you think the project team could work better. Use your table and the teamwork ideas to help you.

A

BOOK REVIEWS

An American pilot, Captain Charles Plumb, was flying on a mission. When his plane was damaged, he had to jump out and use his parachute.

Many years later, Plumb was eating in a restaurant when he saw a man looking at him. The man spoke to Plumb and said 'I know you from the job I did working with planes. I packed your parachute … I guess it worked – you survived!'

After that, Plumb thought about how many times he had walked past the men who were carefully packing parachutes on the camp. He thought a lot about all the people who had helped to keep him safe. Find out more about the Captain's story in his book, *I'm No Hero* …

parachute (*noun*) [C] equipment in a plane, made of a light material, to help a person drop slowly to the ground in an emergency

B

YOUR EMAILS

I've just come back from an amazing school trip with Traveleyes, hiking in the mountains with a group of blind people.

Each day it was our responsibility to guide a blind traveller. At first, I was really worried that I wouldn't know what to do or to say, or that I'd let them fall. But our tour manager, Ali, was brilliant. He gave us training at the beginning and advice when we needed it.

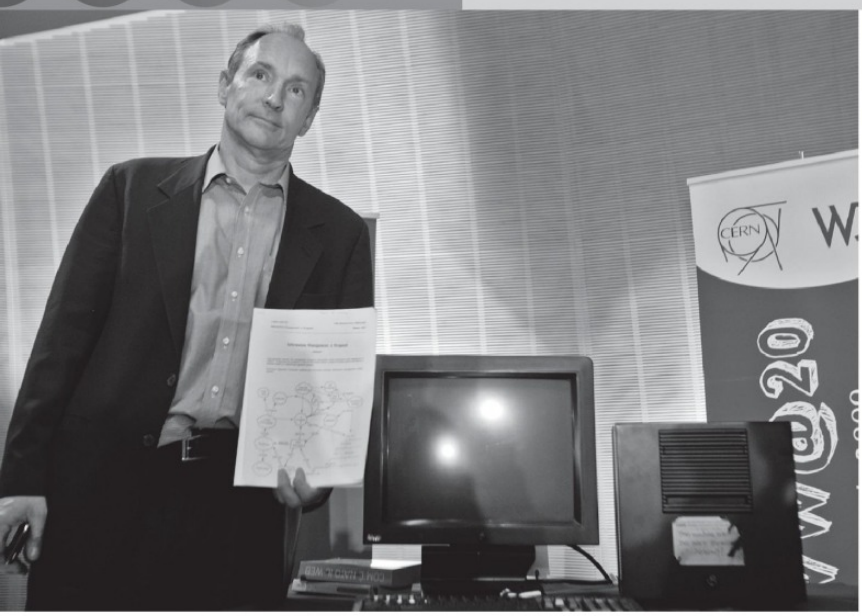
My partner, Kara, showed us how she wanted to be guided, by holding their arm, so it got easier. If I really listened to Kara's questions, we had lots to talk about.

I think I learned so much from everyone! Listening to them describing things I hadn't noticed, like at a market, the smells, sounds, feelings … incredible details!

I haven't got many photos, but I made some amazing memories and brilliant friends – and my English is better, too!

7.5 VOCABULARY

Talk about inventions and where they come from.



1 Look at the photos of an inventor and his invention. Do you recognise the inventor?

2 Match the definitions 1–9 to the words and phrases below.

contain develop discover do research into
invent produce run tests system stick

1 (verb) to create or design something new _____
2 (noun) a group of ideas or ways that work together _____
3 (verb) to attach one thing to another _____
4 (verb phrase) to examine or investigate something closely _____
5 (verb) to make something _____
6 (verb) to change something so it becomes more advanced _____
7 (verb phrase) to carry out an experiment so you can check something _____
8 (verb) to be the first to find something out _____
9 (verb) to have or hold something within _____

3 Complete the text with the correct form of the words and phrases from Ex 2.

4 Read the text again. Answer the questions.

1 What did Sir Tim invent?
2 What does his invention do to websites?
3 What did the big project need to share?
4 What did Sir Tim's invention make it easier for people everywhere to do?

5 Complete the sentences with the words below. Use the correct form of the verbs.

contain develop discover invent
memory foam mix stick weigh

1 Is it true that a scientist _____ gravity when he saw an apple falling from a tree?
2 _____ is a soft material that we use to make sofas and mattresses more comfortable.
3 When did Sir Tim Berners-Lee _____ the World Wide Web?
4 If we _____ better technology in the future, we could produce safer ways to travel.
5 You could _____ those things to the wall if you had some Velcro.
6 I weighed all the ingredients and Mum _____ them together to make a cake.
7 I've used a thermometer to measure the temperature, but I don't know what liquid it _____.
8 Scientists who do chemistry sometimes have to _____ small amounts of powder before they do experiments.

6 VOCABULARY BOOSTER Now practise **Inventors and inventions** vocabulary on page **110**.

TECHNOLOGY NEWS Home Latest stories Features Sport

AN IMPORTANT INVENTION

In 1989, Sir Tim Berners-Lee [1]_____ something that changed the world. You might not know who Sir Tim is, but you definitely use his invention – the World Wide Web. The [2]_____ still supports most of our internet activity today. We can access things like social media, vlogs and news articles thanks to Sir Tim's invention.

Sir Tim was working as a computer scientist at a research organisation in Switzerland called CERN when he noticed a problem. The scientists were [3]_____ tiny molecules. The project was so big that they had to share a lot of information. Sir Tim decided to [4]_____ a way of sharing information easily with other members of the team. He used a computer to [5]_____ a program called a browser that helped people visit websites from any computer. The World Wide Web helped to [6]_____ websites together.

Today, CERN [7]_____ the 'Large Hadron Collider', which is the biggest machine in the world. The scientists use it to [8]_____ and experiments on the smallest molecules in the universe. Sir Tim's invention helped scientists to [9]_____ new information and the internet made it easier for people everywhere to access other information. Thank you, Sir Tim!

1 Are the sentences active or passive? Write *A* (active) or *P* (passive).

1 Clothes and shoes are sold in this shop. ___
2 People speak Spanish in that country. ___
3 The scientists developed a new material. ___
4 New York wasn't built by the Romans. ___
5 When did Neil Armstrong collect rocks on the moon? ___
6 Astronauts wear spacesuits when they float in space. ___
7 Who was *The Starry Night* painted by? ___
8 Velcro was invented by a Swiss man. ___
9 Marie Curie discovered radium. ___
10 Loud noises don't frighten these animals. ___

2 Order the words to make passive sentences and questions.

1 system / better / the / A / developed / was / scientists / by / .
___

2 damaged / The / wasn't / in / flood / the / house / .
___

3 many / astronauts / sent / space / missions / Are / on / ?
___

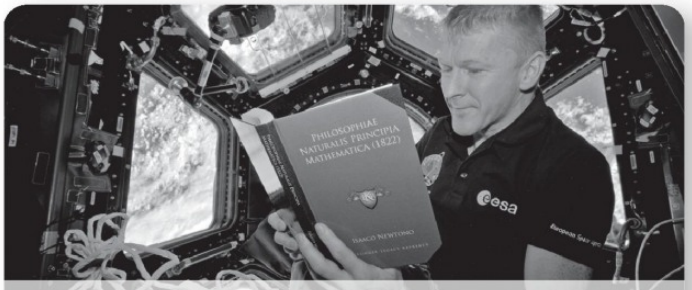
4 Australia / in / English / spoken / is / New Zealand / and / .
___

5 explored / Captain Scott / ? / Was / by / Antarctica
___

6 factory / this / . / veggie burgers / are / in / produced / Healthy
___



3 Complete the text with the present or past simple active or passive form of the verbs in brackets.



Packing for a space mission

If you [1]_____ (go) into space, what would you pack in your bag? British astronaut Tim Peake had to answer that question in 2015. Tim [2]_____ (travel) to the International Space Station to work for six months. His bag mustn't weigh more than 1.5 kg. What did Tim pack?

1 A sick bag [3]_____ (pack) by Tim because astronauts often feel ill without gravity.
2 A pair of trainers [4]_____ (include) in Tim's bag. Without gravity your body gets weaker. To stop this, astronauts do exercise in space so they [5]_____ (not become) unhealthy.
3 Tim [6]_____ (bring) a small light with him. If the electricity supply [7]_____ (stop) working, he could still see in the dark.
4 Tim [8]_____ (take) a book called *Road to the Stars*. It [9]_____ (write) by Yuri Gagarin, who was the first person to go into space. The book is special to Tim because it [10]_____ (sign) by Gagarin.
5 Family photos [11]_____ (include) in many astronauts' bags. It helps the astronauts feel more relaxed when they are away for a long time. Tim was no different and his bag [12]_____ (contain) some family photos.

4 Rewrite the active sentences in Ex 1 as passive sentences.

___
___
___
___
___
___

5 Imagine you are going into space for six months. Choose five things you would take with you.

Your bag must not weigh more than 1.5 kg and should include:

- a book
- a family photo
- an item of clothing
- two items of your choice

6 Choose one item from your bag. Write notes about it, using the questions below and your own ideas.

1 What is it?
2 Why is it important for you to take into space?
3 Where did you get it?
4 What material is it made of?

Understand paraphrasing in an article about exploration on Mars.

1 Complete the text with the words below.

astronaut become completely difference disaster happened language mission

Do you know where the popular phrase 'Houston, we have a problem' comes from? Tom Hanks first said this when he played the real-life [1]_____ Jack Swigert in the 1995 film *Apollo 13*. The film tells the story of the 1970 space [2]_____, which nearly ended in [3]_____.

Do Hanks' words tell us what really [4]_____? Well, no. Not [5]_____. According to NASA's records, the message was 'OK, Houston, we've had a problem here.' A small [6]_____? Yes. But isn't it interesting how Hanks' words, and not Swigert's, have [7]_____ part of everyday [8]_____ when we're talking about a problem that happens suddenly?

2 You are going to read an article about exploration on Mars. Before you read, think about the questions.

1 What kind of things do you think scientists want to find out when they explore new planets?
2 What kind of challenges do you think scientists face when they explore remote planets?

3 7.03 Read the article. Which of your ideas in Ex 2 are mentioned?

4 Read the article again. Are the sentences true (*T*) or false (*F*)? Correct the false sentences.

1 *Opportunity* was exploring as soon as it landed on Mars.
2 NASA wanted to find water on Mars.
3 NASA was in contact with *Opportunity* for 28 years.
4 Scientists don't really know why they lost contact with *Opportunity*.
5 *Opportunity* used cameras and microscopes to record sound on Mars.
6 Opportunity's cameras took over 200,000 photos.
7 Scientists believe it's possible that there used to be water on Mars.
8 The data collected by *Opportunity* will be useful for humans to visit Mars.

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.

5 Read the strategy above. Look at the four words in **bold** in the text. For each one, find a word or phrase with a similar meaning in the same paragraph.

6 Imagine that you could send a robot vehicle to explore another planet. Which planet would you want to explore? Why? What do you want to know about it?

An amazing opportunity on Mars

The *Opportunity* robot **vehicle** was sent to **Mars** by NASA in 2003. It travelled on board a spaceship for six months until it arrived. *Opportunity* landed safely on the planet's surface in January 2004. Immediately, the little robot with six wheels started to explore. Its mission was to do research into conditions on Mars in the past.

The death of *Opportunity*

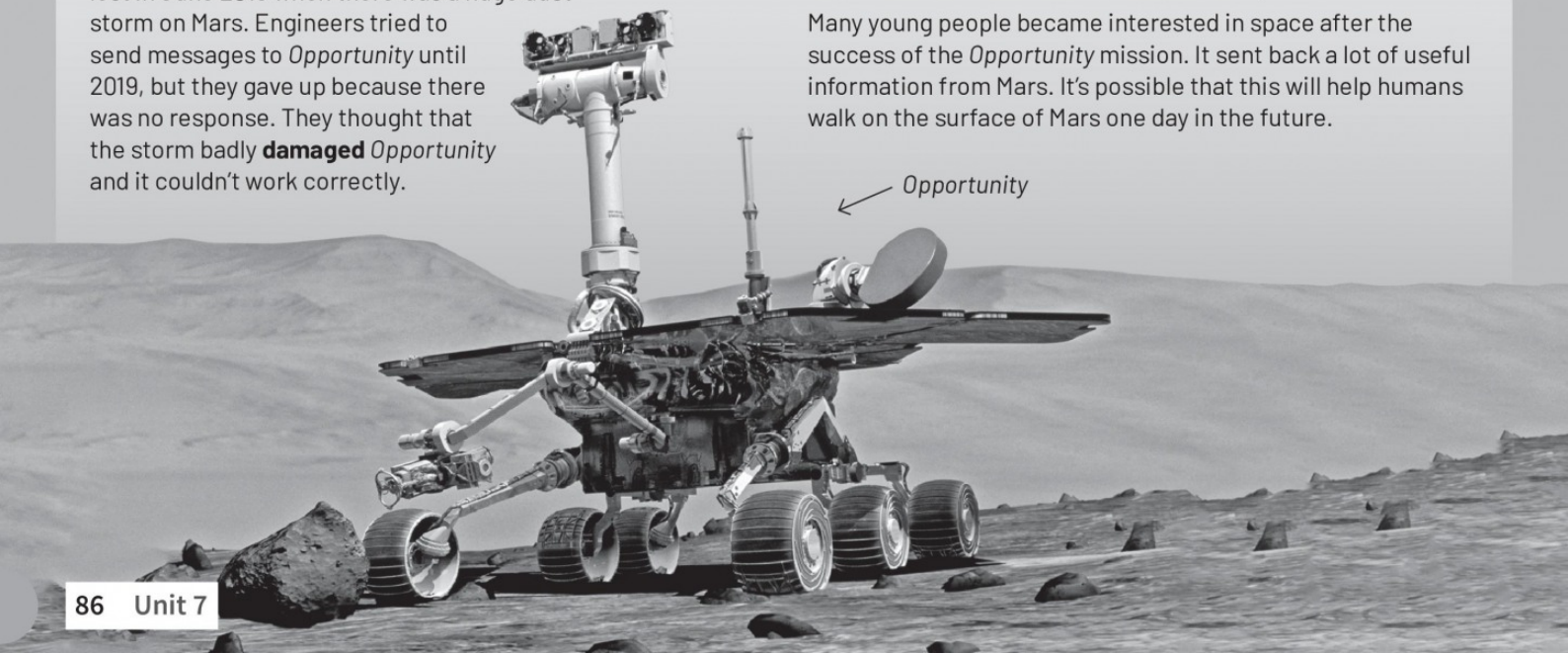
Opportunity was designed to drive around on Mars for only 90 days. But in the end, it survived for almost 15 years! It was driven across the planet's surface for 28 miles by a team of scientists who were controlling it from Earth. But contact was lost in June 2018 when there was a huge dust storm on Mars. Engineers tried to send messages to *Opportunity* until 2019, but they gave up because there was no response. They thought that the storm badly **damaged** *Opportunity* and it couldn't work correctly.

What did *Opportunity* show us?

A variety of special **tools** were attached to *Opportunity*. These included cameras and equipment to examine rocks. There were also solar panels on board so that *Opportunity* could recharge when its batteries were low. More than 217,000 photos were taken on Mars by the machine. In addition, it ran tests on materials it collected with its robotic arm. It discovered one item which is made from water. This means that liquid water, and perhaps life, existed on Mars earlier in its history. *Opportunity* also found out that Mars hasn't always been the freezing cold world it is today. It used to be much warmer and wetter.

The effect of the mission

Many young people became interested in space after the success of the *Opportunity* mission. It sent back a lot of useful information from Mars. It's possible that this will help humans walk on the surface of Mars one day in the future.





1 Look of the photos. Which of the devices …
- do you think is the most useful?
- do you think will disappear in the near future?

Do you have any of the devices in the photos? Do you have any other devices that are important to you? Why?

2 7.04 Listen to three short conversations. Answer the questions.

1 Which photo do they talk about: A, B or C?
Conversation 1 ___
Conversation 2 ___
Conversation 3 ___

2 What is the relationship between the speakers in each conversation? Choose conversation 1, 2 or 3.
Two friends: conversation 1 / 2 / 3
Grandfather and granddaughter: conversation 1 / 2 / 3
Mother and daughter: conversation 1 / 2 / 3

3 According to the speakers, which device (A, B or C) is … ?
quick ___
light ___
small ___

3 7.04 Listen again and complete the phrases.

Conversation 1

How does _____? A
I'll _____. ___
Why isn't _____? ___
_____ the power button … ___
_____ or right to … ___
_____. That's great! ___

Conversation 2

What am I _____? ___
_____ a bit … ___
_____ it. ___
_____ on the watch … ___
What do _____? ___

Conversation 3

Where's that? ___
Right, finally _____. ___
_____ some music … ___
_____. What do I do next? ___
How do _____? ___

4 Decide which phrases in Ex 3 are asking for instructions (*A*), giving instructions (*G*) or confirming you've followed instructions (*C*). Write your answers at the end of each phrase in Ex 3. The first answer has been completed for you (*A*).

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 above. Complete the sentences with the correct positive or negative form of the verb.

get make put read start worry

1 _____ your trainers on. You're going to be late for your tennis lesson.
2 _____ about the instructions, I'll help you.
3 _____ the instructions before you take it out of the box.
4 _____ them into your ears to hear properly.
5 _____ it before the red light changes to green or it won't work.
6 _____ sure you don't drop them.

6 Imagine an exchange student is staying with you and you need to explain how to use a device in your house. Choose one of the following devices, or one of your own ideas. Write notes about how the device works, so you can tell the student how to use it.
- the TV
- the laptop/tablet
- the washing machine

How tablet works

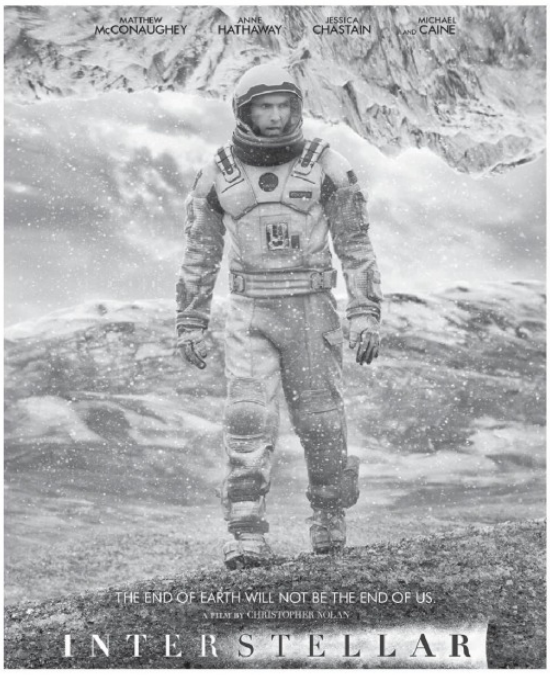
Turn on, enter passcode

7 Write the conversation between you and the exchange student, explaining and answering their questions. Remember to use imperatives and phrases from Ex 3 and include …
- what the device is.
- how to use it.
- how to start / connect to the device.
- a problem with getting the device to work.
- how to resolve the problem.
- a successful outcome to the conversation.

Me: Here, this is the (laptop) I was telling you about. I'll show you how it works …

Write good headings for a report to make a recommendation.

1 You are going to read a report about a film. Look at the photo and think about the questions.



1 Have you seen this film and did you like it? Why? / Why not? If you haven't seen it, do you think you would like to?
2 What books and films have you learned something from? What did you learn from them?

2 Read the report and answer the questions.
1 Why has the author written the report?
2 How does the author describe the film?
3 Find two topics that the author learned more about from watching the film?
4 Why is the film recommended by the author?

Interstellar makes people think

1 _____

The aim of this report is to recommend a film that I love to other students. *Interstellar* was released in 2014. Matthew McConaughey and Anne Hathaway are the main actors in it. The film made me think about science and going into space.

2 _____

Interstellar is set in the future when the Earth has challenging environmental conditions. In the story, scientists ask a father to go on a mission to rescue the world. He joins other astronauts on a spaceship to look for a new planet where people could live.

3 _____

The topics of space travel and environmental damage are explained in *Interstellar*. At the beginning, wildlife is damaged by huge storms and humans may not survive because their food supply is low.

4 _____

You should watch *Interstellar* because it's a brilliant film which will make you think about different topics. It contains space travel, interesting science and a lot of exciting moments. If I were you, I'd watch it tonight!

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 above. Write the headings below at the beginning of paragraphs 1–4 in the report.
A What happens in the film?
B Reasons you should see *Interstellar*
C A film I love
D What *Interstellar* taught me

4 In which paragraph (1–4) in the report does the writer talk about the information in these sentences?
A what topics are explained in the film ___
B why the author is writing the report ___
C why the author is recommending the film ___
D the year the film was released ___
E a short description of the film's story ___
F the reason that humans may not survive in the film ___

5 Are these statements about the *Interstellar* film true (*T*) or false (*F*)? Correct the false statements.
1 The film is set in 2010. ___
_____
2 The story is about a father who goes on a rescue mission for the world. ___
_____
3 At the beginning there are huge storms. ___
_____
4 The astronauts are looking for new wildlife on a planet. ___
_____

6 You are going to write a report recommending a book, film, website or TV show that has helped you learn something new. Plan your report and write notes using the questions.
1 Which book, film, website or TV show are you going to recommend?
2 What is it about?
3 Why did you find it useful?
4 Why would you recommend it?

7 Write your report. Follow the paragraph plan in the *Interstellar* film report. Use your notes from Ex 5 to help you. Remember to write your own headings.

8 CHECK YOUR WORK Read your report. Can you improve your report in any way? Did you …
- write four clear paragraphs?
- write a main heading and a heading for each paragraph?
- explain your aim in the first paragraph?
- make a recommendation in the last paragraph?
- check your spelling, punctuation and grammar?

Grammar

1 Rewrite the sentences using the second conditional.

1 I can't be a space tourist. I don't have a lot of money.
If I _____.
2 My sister doesn't tidy her room. It's a mess.
If my sister _____.
3 Omar is so tired. He goes to bed late.
Omar _____.
4 You don't do enough exercise. You don't feel healthy.
If you _____.
5 I don't walk to school. I live so far away.
I _____.
6 We don't go to that café. It's so expensive.
We _____.

2 Complete the sentences with the correct form of the verbs. Four of the sentences are passive and two are active.

1 The first *Star Wars* films _____ by George Lucas. (write)
2 We _____ all the ingredients before we started cooking. (weigh)
3 Radium _____ by Marie Curie. (discover)
4 Many smartphones _____ in China. (make)
5 Electronic devices _____ some materials which are dangerous. (contain)
6 Most of the world's coffee _____ in Brazil. (produce)

Vocabulary

3 Complete the sentences with the correct form of a verb from the unit.

1 Objects _____ in space because there is little or no gravity.
2 Please _____ attention to what I'm going to say next – it's important.
3 Can you _____ me a hand to carry the equipment?
4 Scientists are trying to _____ a system that will allow astronauts to breathe on Mars.
5 It must be an incredible feeling to _____ on the surface of a different planet.
6 I told some friends my idea, but they didn't _____ any interest.

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

> be challenging completely discover
> have hopefully inventor luckily mainly
> material powder valuable

1 Who's going to _____ responsible for the tomato plants?
2 We can't do this without Shayla. She's a _____ member of the team.
3 _____, he was wearing a helmet when the accident happened, so he wasn't hurt.
4 George de Mestral was the _____ of velcro.
5 It was _____ different on board the spaceship from how I imagined it.
6 Astronauts in space make a lot of their food from _____.

Cumulative review

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

The desert of southern Oman seems like a strange place to go on a space [1]_____. In fact, the red sand of the desert looks very similar to the [2]_____ of Mars. If you went there, you [3]_____ think you were on the Red Planet! That's why a group of international scientists spent three weeks alone in the area. While they were there, they [4]_____ tests on new technology for future trips to Mars. The project [5]_____ organised by NASA, but by the Austrian Space Forum (OeWF). There were 15 members of the [6]_____ in Oman and the operations centre was in Innsbruck, in Austria. The scientists [7]_____ some of their research at the main camp and the rest about 30 km away. Every time they left the camp, they wore spacesuits similar to the ones that [8]_____ worn by astronauts. The trip wasn't only about testing equipment, however. The OeWF also wanted to find out about the effect of the conditions on the scientists. How would they behave if they [9]_____ so far away from home? Of course, they would never know [10]_____ they sent someone to find out. They got information that was put into a [11]_____ system which was able to [12]_____ how people will behave on real space missions.

1	A mission	B project	C computer
2	A atmosphere	B mission	C surface
3	A will	B would	C won't
4	A run	B do	C ran
5	A wasn't	B was	C isn't
6	A astronauts	B crew	C scientists
7	A did	B do	C didn't
8	A is	B are	C aren't
9	A be	B were	C are
10	A if	B when	C unless
11	A computer	B communication	C space
12	A prepare	B present	C predict

6 Answer the questions.

1 What do you think is an important invention? Why?
2 If you could travel anywhere, where would you choose to go? Would you go into space or somewhere nearer?

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 How can you ask somebody for instructions? How can you give instructions yourself?
4 How can you divide a report into different sections?

Listening

STRATEGY

In exam tasks you will hear recordings twice. If you don't hear the answer to a multiple-choice question when you first listen, don't worry. Cross out any options which you think are incorrect. Then when you listen again, you will have fewer possible options to think about. Concentrate on the options that you have not crossed out and decide which one is correct.

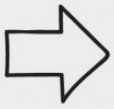
1 Read the strategy above. Then look at the exam task in Ex 2. When you listen to the first conversation, cross out the incorrect options. How many options are left to choose from?

2 7.05 For each question, listen and choose the correct answer (A, B, C or D).

1 What's the weather like at the moment?

A  B  C  D 

2 Which button should the man select?

A  B  C  D 

3 What form of transport does the hotel recommend?

A  B  C  D 

4 What would the girl spend the money on?

A  B  C  D 

Use of English

STRATEGY

When you are choosing a word to complete a gap, think about the whole sentence. Is the sentence testing grammar or vocabulary? If it is testing grammar, decide which tense you need. This will help you make your choice.

3 Read the strategy above Then look at the exam task in Ex 4 and read the text. Read the first sentence again more carefully. What tense is the sentence? Now think about the meaning. Look at the words in the list. What is the missing word?

4 Read the article below. Choose a word from below which best fits each gap.

are in into invented pollution produce technology they travelled would

Driverless cars

Scientists have [1]_____ many amazing things, including different types of transport. Some of the most exciting inventions have been in space. Astronauts have travelled onboard spaceships. [2]_____ have gone on missions to the moon and floated around [3]_____ space. Now people think it is time for scientists to [4]_____ something just as amazing on our roads.

One of the most popular ideas is the driverless car. In fact, scientists have been doing research [5]_____ this idea for many years. Driverless cars are robots which [6]_____ controlled by computers and do not need human drivers. So what would the world be like if everyone [7]_____ in driverless cars? [8]_____ there be fewer accidents? This is possible because scientists believe that computers are better than humans at understanding dangerous situations. And if the cars were electric, there would also be less [9]_____. The air would be cleaner and everybody would be healthier.

However, many people don't like the idea of driverless cars. What if the [10]_____ failed? Also, some people enjoy driving and wouldn't want to stop. What do you think?

Writing

STRATEGY

When you write a letter, pay attention to the information you need to include. Think about each point carefully and make notes before you start.

5 Read the strategy above. Then read the exam task in Ex 6. Look at the notes a student has made below. Which of the four points in the exam task has she written her notes for?

be an astronaut / do space research / travel to Mars

6 You are going to write a letter asking for information about a space camp your science teacher has recommended. Use the prompts and include these points:

- explain why you are writing.
- say how long you have been interested in space and why.
- describe what you have studied about space already.
- say what you would like to do in the future.

Dear Sir or Madam
I am writing because ...
I have always ... because when ...
In school, we have already ...
One day, I ...
Yours sincerely,

Word building

1 Look at the nouns below which have been made by adding suffixes to verbs or adjectives. Underline the suffix and write the verb or adjective.

1 explorer, exploration _____ (v)
2 illness _____ (adj)
3 worker _____ (v)
4 majority _____ (adj)
5 provider, provision _____ (v)
6 society _____ (adj)

LANGUAGE FOCUS Noun suffixes

When you find a word that ends in one of the following suffixes, you can be almost certain that it is a noun:
-ion / -tion / -sion
-ness
-ment
-er / -or
-y / -ity / -ty

You can make nouns from verbs and adjectives by adding suffixes. Sometimes you can just add the suffix, e.g. *disappoint – disappointment*. Other times, you need to change some letters, e.g. *view – vision*.

2 Read the language focus above and complete the sentences with the correct form of the words in brackets. Use a suffix and check your spelling.

1 We made an _____ with our team to finish the job next weekend. (agree)
2 Susan's _____ was her strongest quality. (creative)
3 We think _____ is very important for good working relationships. (kind)
4 There was some _____ in the trees – it was probably the wind. (move)
5 The reason Andrea hasn't done it is _____. (lazy)
6 There was a _____ against the new buildings in the park. (demonstrate)
7 The _____ of the problem became clear after the facts were shared in the meeting. (real)
8 We had a very interesting and lively _____ about the film. (discuss)

3 Complete the table.

Verb	Adjective	Noun
_____	_____	solution
–	happy	_____
_____	_____	creation creativity
_____	visited	_____ _____
–	_____	speciality
develop	_____	_____

VOCABULARY STRATEGY Flashcards

Making flashcards

Flashcards can help you learn and remember vocabulary.
Choose the words and phrases that you need to learn.
Write a sentence with the word which is true for you or reminds you of something that has happened to you., e.g. I got a **flight** to the USA last summer for only 200 euros.
Write the whole sentence on one side of your flashcard.
Leave a gap for the word on the other side. This way you can test yourself.
Draw a picture if it helps you to remember the word or phrase.
If there are other words in the same word family, then add them to help you increase your vocabulary, e.g. explore (v) exploratory (adj) explorer (n) exploration (n)

explore (v)
exploratory (adj)
explorer (n)
exploration (n)

INVENT
Who _____ the internet?
Who was the _____ of the mobile phone?
Which _____ is the most useful for you?

Who invented the internet?
Who was the inventor of the mobile phone?
Which invention is the most useful for you?

4 Read the strategy above. Look at the words below. Choose three and make flashcards for them.

challenge contain discover organise
predict produce supply

5 Write new words you have found and then choose useful words to add to flashcards. Organise your flashcards by topic (e.g. food, jobs, etc) or by form (e.g. adjectives, nouns, etc). Remember to look at your flashcards regularly.

8 Making money



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

Lewis tests video games and he gets to [1]w_____ from home. However, he says he would prefer to work in a [2]t_____. Miya now has a part-time job as a shop assistant. She says that usually she [3]s_____ customers and works on the [4]c_____. Raiko tells us his job as a waiter is [5]t_____. He has to [6]t_____ o_____ and be on his [7]f_____ when he is at work. Finally, we heard from Yasmin, who [8]l_____ a_____ young children to earn some money. She also [9]s_____ h_____ goods online. Miya says it's good that they're all [10]e_____ m_____!

b 8.01 Watch or listen again and check.

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

1 Ali works in a restaurant and ___ when customers finish reading the menu.
A earns money B takes orders C serves customers

2 I would love to do a ___ while I am studying, but my parents don't want me to.
A part-time job B full-time job C second job

3 Another name for ___ young children for a few hours is babysitting.
A arguing with B giving away C looking after

4 Ann can buy some new shoes because she is ___.
A working in a team B earning money
C serving customers

5 Dad goes to sleep immediately after work because he works at night and it's very ___.
A unhealthy B tiring C creative

6 People who work as shop assistants usually ___.
A sell handmade goods B work from home
C serve customers

7 I want a ___ job when I'm older because I always get good ideas.
A stressful B challenging C creative

8 If a doctor or a nurse works somewhere after a natural disaster like an earthquake, it is usually very difficult and ___.
A stressful B creative C exciting

3 Complete the sentences with the phrases below.

am on my feet earn money sell handmade goods
serve customers take orders work from home
work in a team work on the checkout

1 Twelve people have jobs in my café so it's important that you can _____ if I employ you.
2 When I _____ from customers at the restaurant, I write them down to avoid mistakes.
3 I'd like to meet people and _____, so I am going to be a waiter.
4 Fatima started to _____ last year and now she never goes into the office.
5 If Selma wants to buy all those clothes and books, she needs to _____ to pay for them.
6 It's really tiring when I _____ all day working in the shop.
7 When I _____ at the supermarket, I can sit down.
8 Sharon was creative and good at making things so was able to _____ on a website.

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

at the end of the day give it a go I reckon
isn't really my thing It's such a pain

1 **Kyle** _____ I could study and have a part-time job as a shop assistant.
Fatima Really? It might be hard to do both.
2 **Raoul** Do you enjoy being on your feet all day when you work at the clothes shop?
Kate Well, it's tiring and stressful when the shop is busy. But _____ I am lucky to have a job.
3 **Angie** Oscar, there was an online advert about a lifeguard training course. Are you interested?
Oscar Yes, I am. I will definitely _____.
4 **Luke** Are you working at the street festival this year?
Lily No, not this year. Working all weekend _____ so I don't want to do it.
5 **Christie** Do you like working in a team?
Katja No, I don't. _____ because it's difficult and challenging to find a job when you prefer to work alone.

5 VOCABULARY BOOSTER Now practise **Jobs** vocabulary on page **111**.

Use the past perfect to talk about reasons for past events.

8.2 GRAMMAR

1 Read the blog posts and number the underlined events (A–D) in the order they happened (1 = first).



1 My family 1 [A]had been in Australia for two years when 2 [B]we had our first Australian pizza in Melbourne. Then 3 [C]my family moved to Italy last year and 4 [D]we had our first real Italian pizza.

2 By the time ___ [A]I got home from work, ___ [B]I'd been on my feet all morning and ___ [C]served customers all afternoon. ___ [D]I had my supper and went to bed.

3 ___ [A]We didn't notice that ___ [B]the manager hadn't paid the electricity bill until ___ [C]all the lights went out. ___ [D]The restaurant then closed until the next day.

4 ___ [A]Nicky hadn't spoken to Melissa for three weeks, so ___ [B]she contacted her. ___ [C]Melissa had been ill for two weeks but they ___ [D]arranged to meet soon.

5 ___ [A]I showed Grandma how to send emails because ___ [B]she had forgotten how to send them. By the time ___ [C]I left her flat, ___ [D]she'd emailed four of her grandchildren.

2 Write the second connected sentence with the words in brackets. Use the past perfect.

1 Edwin was really happy. (he / make friends / with Rhiannon)
_____

2 I was hungry after work. (I / not eat / anything since breakfast)
_____

3 I was very tired when I arrived home. (I / work / hard all day)
_____

4 They arrived at the theatre late. (the show / start / already)
_____

5 I was disappointed when I had to cancel my holiday. (I / tell / all my friends / about it)
_____

6 She found out that young children have a lot of energy. (She / not look after / the neighbours' kids before)
_____

7 Rodney was so tired at work today. (he / not sleep / properly / last night)
_____

8 Kamili felt positive after her Spanish exam. (she / prepare / very well for it)
_____

3 Complete the sentences with the past perfect or past simple forms of the verbs in brackets. Use the past perfect for the action that happened first.

1 I _____ (forgot) to check the time before I _____ (put) the cake in the oven.
2 Daria _____ (not work) in a team before so she _____ (be) worried about her new part-time job.
3 We _____ (go) to France again four years after we _____ (visit) it for the first time.
4 Laura _____ (not study) for the exam and that's why she _____ (not get) good marks.
5 His parents _____ (sell) their car six months after they _____ (buy) it.
6 I _____ (become) very excited after the concert because I _____ (not meet) a famous singer before.

4 Order the words in brackets to write complete sentences.

1 Joe (a new / dropped / phone / bought / his / he / had / because) old one. _____
_____

2 Perla (had / Mexico / before / she / in / lived / went) to Argentina. _____
_____

3 Kemal (eaten / was / really / because / hadn't / any breakfast / he / hungry). _____
_____

4 The waiter (order / had / he / taken / forgotten / our / about / us / because / hadn't). _____
_____

5 Ahmed (his / because / he / didn't / taken / call / parents / hadn't) his phone with him. _____
_____

6 Lia (a team / but / she / in / before / really / worked / hadn't / loved) it. _____
_____

7 Rosie (had / her / called / her friend Hannah / done / after / she / homework.) _____
_____

8 She (the / job / she / be / had / wanted / because / applied for / to / always) a lifeguard. _____
_____

5 Underline the event that happened first in the sentences in Ex 4.

6 Write explanations for these situations that are true for you. Use the past perfect. Then change two of your sentences to make them false.

1 My teacher was happy because I _____.
2 Before I arrived at school, I _____.
3 I felt disappointed because I _____.
4 I was excited after _____.

8.3 LISTENING

Use visual clues to understand a podcast about past jobs.

1 What do you remember about the jobs in the Student's Book? Complete the information.

alarm exist longer modern technologies
pinsetters popular repetitive used teeth sellers

The jobs were all [1]_____ at the beginning of the 20th century but they don't exist any [2]_____. Nowadays [3]_____ have replaced lots of jobs, such as the boys who were [4]_____ at the bowling alley and many factory workers. Also, anybody who has a boring or [5]_____ job now can usually listen to the radio or podcasts while they work. Knocker-uppers don't [6]_____ anymore either because everyone has an [7]_____ on their watch or phone. And of course, thanks to modern hygiene and dentists, we don't have [8]_____ anymore!

2 You are going to listen to a podcast about Fred Davies, who had an unusual job in the past. Before you listen, read the strategy below. Then look at the photos and think about the questions.

1 What can you see in the first photo? What sport do you think was part of Fred's job? When do you think Fred worked?
2 What can you see in the second photo? What is it made of? What is it used for?
3 Where do you think Fred worked?

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.

3 8.02 Read the glossary below. Listen and check your answers to the questions in Ex 2.

paddle (*noun*) [C] a long piece of wood that you use for moving a small boat through water
unique (*adj*) not like anyone or anything else

4 8.02 Look at the second photo and complete the description of the coracle. Listen to part 1 again and check.

boat materials paddle person round wood

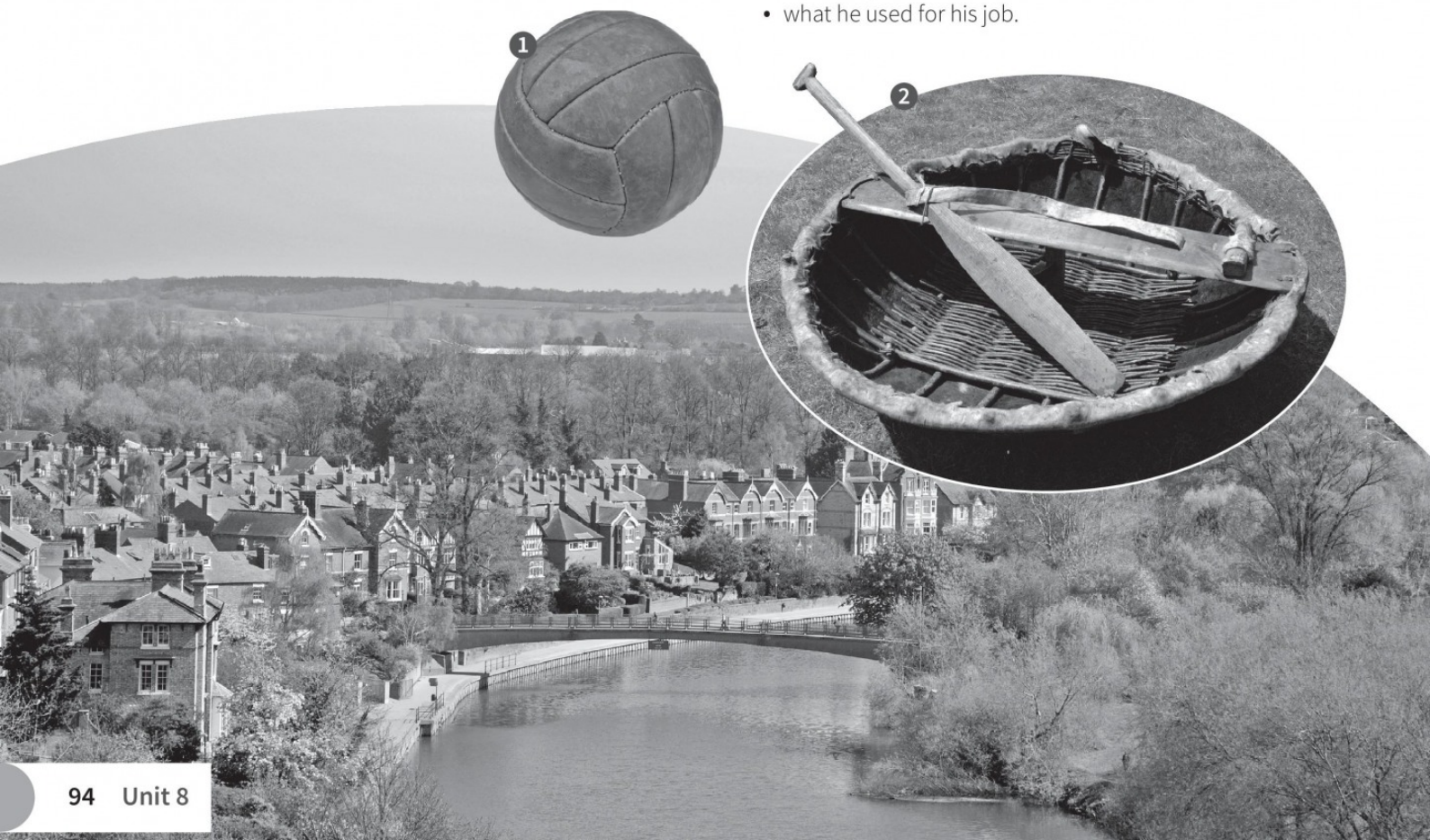
It was a small [1]_____ boat called a coracle. Coracles are made of [2]_____ and other [3]_____. They usually carry one [4]_____ who must use a [5]_____ to move the [6]_____ through the water.

5 8.02 Listen to part 2 again. Are the statements true (*T*), false (*F*) or not given (*NG*)?

1 Shrewsbury football stadium was next to the River Severn. ___
2 Fred only worked when the team trained. ___
3 Fred was a volunteer. ___
4 The job was hard work. ___
5 The football club saved a lot of money by employing Fred ___.
6 Fred didn't lose any footballs. ___
7 Fred worked for 44 years. ___
8 Now the football club has a high wall between the club and the river so they don't need Fred. ___

6 MEDIATION Your sister is doing a project at school about jobs that don't exist any longer. Write a short description of Fred's job for her to include in her project. Make sure you include …

- who Fred worked for.
- what they wanted him to do.
- what he used for his job.



1 Read the job adverts. Match each photo to an advert and complete the headings with the words below.

Assistant Driver Photographer

A



B



C



☐ **[1]_____ for multi-national fashion company**

Have you got a smartphone and an internet connection? Are you creative?
A fashion company is looking for reliable young people to take photos of their clothes in shops in your area. The photos are used for social media. Work when you're available. £10 per shop you visit.

☐ Ride-On Theme Park – Visitor [2]_____

We're looking for confident and sociable young people to work in a team of visitor assistants at our newest theme park this summer.
- part-time and full-time jobs available: shop assistant, ticket seller, waiter
- experience of working with children is essential
- must also be prepared to be on your feet all day
- uniform provided

☐ FAST-Pizza – Delivery [3]_____

A city centre pizza restaurant is looking for reliable, independent and confident new delivery drivers who are available to work at weekends and evenings.
- £9.50 an hour
- 50% off food for staff
- must be 100% honest and responsible with money
- uniform and bike provided
- must be 18+ and have had a driving licence for 1 year

2 Read the adverts again and underline the words and phrases that talk about strengths.

3 Read the three profiles of students looking for work. Which job could each student do? Is there more than one possibility? Give reasons for your answers.



name: Adrian | **age:** 18 1/2

studying: first year of a sports science degree

I'm looking for a summer job so I can pay for my studies. I think the best job I've ever had was as an activity and sports tutor at a summer camp in Orlando last year. It was quite stressful being away from home for two months, but working with the children was amazing. Working in an international team was really enjoyable and it has made me a lot more confident! My friends say I'm reliable and sporty (I love running and judo) but I can also be quite lazy – I prefer to ride my motorbike two kilometres to college than walk or catch the bus!



name: Tanya | **age:** 17

studying: last year at secondary school

I'm looking for a part-time summer job where I can work from home or with flexible hours because I spend a lot of time looking after my brothers and sisters when my parents are working. I think being the oldest child means I am quite organised and responsible. I think I'm quite creative – I've done photography for the school website for three years and I really love it. That's what I want to do when I leave school.



name: Maya | **age:** 19 1/2

studying: second year of a biology degree

This summer I need to earn more money for university. I think my greatest achievement is getting my driving licence so now I'm independent. I've been working as an assistant in the village shop on Saturdays for three years now. It's tiring being on your feet all day, but I'm quite sociable and I like serving customers. What am I not so good at? Cooking! I don't know why, it's just not my thing!

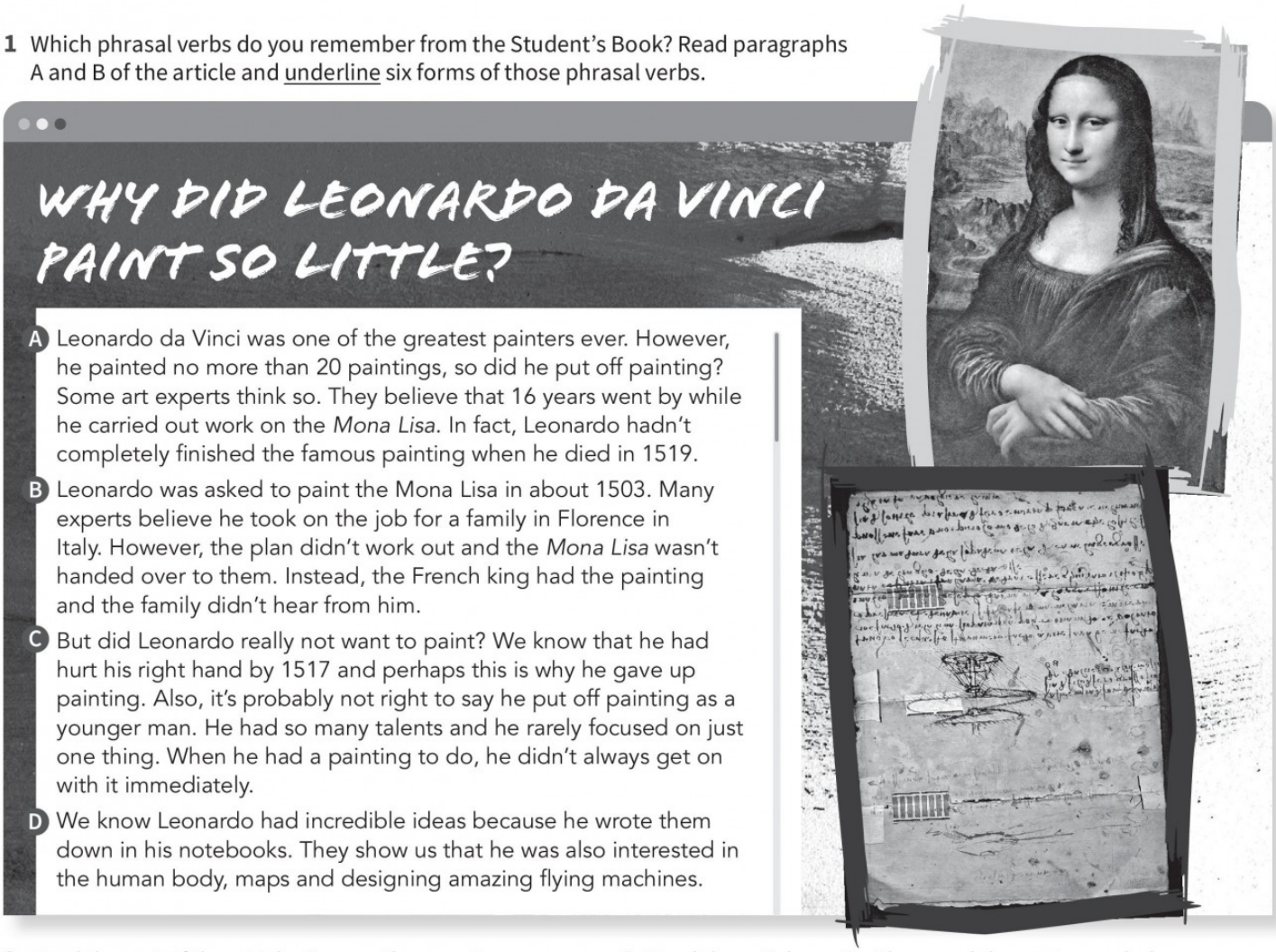
4 Read the profiles again. Think of two other jobs each of these students could do. Think about other jobs you know about. Give reasons for your ideas.

5 Your local youth club is helping to organise a music competition in your town. The club have asked you to help find people for the following roles:
- team leader
- poster and ticket design
- presenter
- refreshments
- ticket sales

For each role, think what strengths the person needs, and write the name of someone you know who you think could do the role. It could be someone in your family, in your class or your town. Write notes for each role to say why you think that person would be good at the role.

Talk about procrastination using phrasal verbs.

1 Which phrasal verbs do you remember from the Student's Book? Read paragraphs A and B of the article and underline six forms of those phrasal verbs.



WHY DID LEONARDO DA VINCI PAINT SO LITTLE?

A Leonardo da Vinci was one of the greatest painters ever. However, he painted no more than 20 paintings, so did he put off painting? Some art experts think so. They believe that 16 years went by while he carried out work on the *Mona Lisa*. In fact, Leonardo hadn't completely finished the famous painting when he died in 1519.

B Leonardo was asked to paint the Mona Lisa in about 1503. Many experts believe he took on the job for a family in Florence in Italy. However, the plan didn't work out and the *Mona Lisa* wasn't handed over to them. Instead, the French king had the painting and the family didn't hear from him.

C But did Leonardo really not want to paint? We know that he had hurt his right hand by 1517 and perhaps this is why he gave up painting. Also, it's probably not right to say he put off painting as a younger man. He had so many talents and he rarely focused on just one thing. When he had a painting to do, he didn't always get on with it immediately.

D We know Leonardo had incredible ideas because he wrote them down in his notebooks. They show us that he was also interested in the human body, maps and designing amazing flying machines.

2 Read the rest of the article. Answer the questions.

1 Why do we think that Leonardo gave up painting?
2 What does the author say is not right?
3 Did Leonardo always make progress with his paintings immediately?
4 How do we know about Leonardo's incredible ideas?

3 Choose the correct alternative.

1 Leonardo da Vinci had **put off / worked out** finishing the *Mona Lisa* for many years before he completed the painting.
2 Leonardo's ideas were **given up / written down** in his notebooks.
3 Did the family in Florence **hear from / hand over** him after the painting was given to the King of France?
4 Perhaps Leonardo **ran out of** / **got on with** time to do many paintings.
5 Thousands of people will **go by / turn up** for the Leonardo da Vinci exhibition at the museum.
6 Mum's friends are **coming round / carrying out** before they go the museum together.
7 Mum called to talk about the exhibition, but I had to **hang up / work out** because my phone battery was running out.
8 Two hours **took on / went by** before she called me again.

4 Read the article again. Then read the sentences below. Are they true (*T*), false (*F*) or not given (*NG*)? Correct the false sentences.

1 Some experts believe that Leonardo took eleven years to carry out his work on the *Mona Lisa*. ___
2 Leonardo took on the painting of the *Mona Lisa* for a family in France. ___
3 Perhaps Leonardo stopped trying to paint after he hurt his hand. ___
4 Leonardo would usually get on with his paintings immediately. ___
5 Leonardo often wrote down his ideas in his notebooks. ___
6 Leonardo's notebooks included designs for boats. ___

_____
_____
_____

5 Complete the questions with phrasal verbs from the lesson. Then give answers that are true for you.

1 When you have a lot of homework do you just _____ it? Why? / Why not?
2 Have you ever _____ time in an exam? What happened?
3 Have you ever had a plan that didn't _____? What happened?
4 When you have good ideas do you _____ them _____ to help you remember them? Why? / Why not?

6 VOCABULARY BOOSTER Now practise **Phrasal verbs** vocabulary on page **111**.

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

1 'I'm taking up German lessons,' said Lottie.
Lottie said she ___ German lessons.
A took up
B had taken up
C was taking up

2 Armando said, 'I wrote down the number.'
He said he ___ the number.
A wrote down
B had written down
C was writing down

3 'We're coming round later this week,' said Darius and Joanna.
Duncan and Joanna said they ___
A came round later that week.
B were coming round later that week.
C were coming round later this week.

4 'I didn't understand the homework yesterday,' said Fred.
Fred said he ___
A hadn't understood the homework yesterday.
B didn't understand the homework the day before.
C hadn't understood the homework the day before.

5 'We run out of milk every day because we drink so much now,' said Mariella.
She said we ran out of milk because we ___
A were drinking so much then.
B drank so much at that moment.
C drank so much.

6 'Yolanda doesn't have enough fruit to make her favourite smoothie tomorrow,' said Tony.
He said Yolanda ___
A hadn't had enough fruit to make her favourite smoothie the following day.
B hadn't had enough fruit to make her favourite smoothie tomorrow.
C didn't have enough fruit to make her favourite smoothie the following day.

7 'Time has gone by very fast today,' said George.
George told us time ___
A had gone by very fast that day.
B has gone by very fast that day.
C was going by very fast that day.

8 'I am giving up my football practice this week,' Jose told Maryam.
Jose said he ___
A gave up football practice this week.
B was giving up football practice this week.
C was giving up football practice that week.

2 Think of three things others have said to you this week. Write three sentences about them, using reported speech.

Senyo told me he had lost his smartphone on Monday.

3 Rewrite the sentence in reported speech. Make any necessary changes to pronouns and time expressions.

1 'I had an interview for a part-time job yesterday,' said Matthias.
Matthias said _____.

2 Zeynep said 'I don't learn English very quickly.'
Zeynep said she _____.

3 'I love serving customers here,' said Nihal.
Nihal said he _____.

4 Tom said 'I worked on the checkout at the supermarket last weekend.'
Tom said he _____.

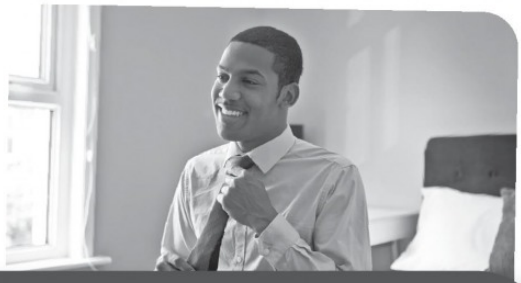
5 Zoe said 'I'm looking after my young cousins this afternoon.'
Zoe said she _____.

6 'I am waiting for an important email,' said George.
George said he _____.

7 Zara said 'My younger brother is ten years old today.'
Zara said her _____.

8 'My parents are going on holiday this weekend', said Lucy.
Lucy told us _____.

4 Read Louis' message to his cousin Marc. Then complete Marc's message to his mum with parts 1–8 as reported speech.



Hi Marc
How are you? I'm fine. [1]I am working as a shop assistant in a supermarket. [2]I really like it because [3]I enjoy working in a team. [4]I worked on the checkout all morning yesterday and [5]I served a lot of customers. [6]The work is not too challenging [7]but it is tiring. I am at home now.[8]Tomorrow I am having a day off and I'm going to the lake for a swim. Anyway, let's speak soon.
Take care
Louis

Hi Mum
Louis texted me. He said he
[1] _____ in a supermarket.
He said he [2] _____ because he
[3] _____.
He said he [4] _____ and
[5] _____. He was at home when he wrote the text. He said [6] _____
but it [7] _____. He said he
[8] _____ and he was going to the lake for a swim.
I just wanted to give you his news.
Marc

Recognise the purpose of an advert for an unusual job.

1 Complete the advert with the words below.

careers caretakers dream fed up hiking life remote

THE **SCOTTISH WILDLIFE** JOB SHOW

Are you [1]_____ with your desk job? Not sure how to find your [2]_____ job working with wildlife? Then come to the Scottish Wildlife Jobs Show! You'll meet famous scientists and find out how they started their [3]_____. You'll discover jobs in the most amazing locations from [4]_____ islands to city centre nature parks. You could soon find yourself [5]_____ through the mountains to repair paths, or watching Scotland's amazing sea birds as a part of a team of [6]_____ on the Isle of Skye – every day! Warning: coming to this event could change your [7]_____!

2 Read the advert again and decide:
- why it was written.
- who it is for.

3 Would you like to get a job working with wildlife? Why? / Why not?

4 You are going to read an article about being a postperson. Before you read, look at the photos and answer the questions.
1 Do you think being a postperson is the same …
- in every country?
- in different parts of your country?

Why? / Why not?
2 What strengths do you need to be a postal worker? Why?

5 8.03 Read the article and answer the questions.
1 How many of your ideas from Ex 4 are mentioned in the text?
2 Which photos (A–D) show Maddie's job and which show Jim's?

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?

One job, two very different days

For many people, being a postperson is a dream job. If you love being outside and keeping active, then it could be the perfect job for you. 'Posties' do the same tasks and earn the same amount of money across Britain. However, they often have very different experiences depending on which part of the country they work in. To find out more, we spoke to two posties about their typical days.

Maddie became a postperson eight years ago. She had worked in an office before. Maddie said she always loved being outside and was fed up with spending so much time inside. Now Maddie wakes up at 5.00 a.m. to deliver the post in Plymouth. It's a big city in south-west England. All her customers live in the city. She organises and collects her post at 5.30 a.m. She drives about one mile in her van and then walks six miles delivering the post, even if it's raining or snowing. Maddie has to deliver the post to a lot of houses and often has seven or eight bags of letters.

Since leaving school, Jim has worked as a postperson on the remote Isle of Skye in Scotland. He works in a smaller team than Maddie but his patch is much larger than hers. Jim starts work at 7.00 a.m. He usually expects two or three bags of letters. He drives about 80 miles in his van every day. The houses Jim delivers to are far apart so he doesn't have to be on his feet for a few hours like Maddie. Jim is happy that his job allows him to work in a team each morning, before he leaves the office to go out delivering alone. He said the work can be tiring, but what he loves the most is the countryside and wildlife on beautiful Skye.


A


B


C


D

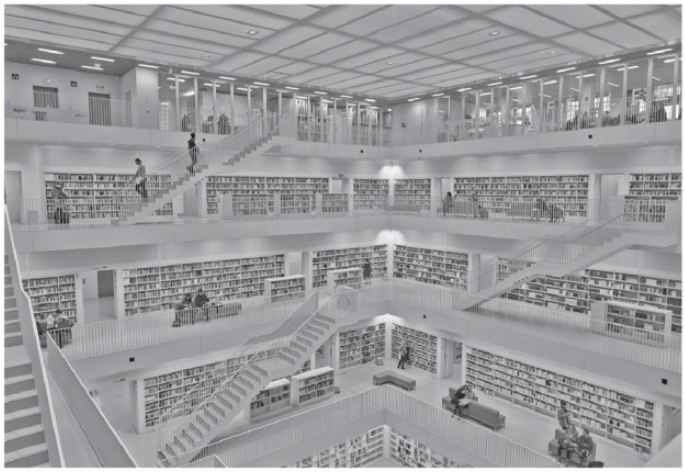
deliver (*v*) take sth to the place where it must go
patch (*noun*) [U] (in the UK) an area that somebody works in
postie (*noun*) [C] (in the UK) a nickname for a postman/woman

6 Read the strategy below Ex 5. Tick (✓) the ideas that are true for the article. Explain why your answers are correct.

The writer of the article …
A discusses the advantages and disadvantages of two job offers. ☐
B shows how different the job of a postal worker can be in different locations. ☐
C wants readers to consider working as a postie. ☐
D explains how Maddie and Jim both enjoy working outdoors. ☐
E only describes the benefits of being a postie. ☐

7 Match the statements to Maddie (*M*) or Jim (*J*).
1 Has never had another job. ___
2 Had become unhappy in a previous job. ___
3 Starts work the earliest. ___
4 Enjoys being part of a team. ___
5 Walks the furthest. ___
6 Drives the furthest. ___
7 Enjoys being close to nature. ___

8 Answer the questions.
1 What are the advantages and disadvantages of being a postperson?
2 Would you like to be a postperson? If so, why and where in the world? If not, why not?





1 Look at the photos of two libraries. Think about which one you would prefer to study in. Why?

2 8.04 Listen to a conversation between Felix and Katya. Note down what Katya says about the following things in each library. Note down five differences between the old library and the new library. Think about …

A organisation and space.
B the amount of light.
C places to study.
D getting into the library.
E how they made Katya feel.

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: *It's very big.*
- give a general meaning: *It's a kind / sort of a chair.*

3 Read the strategy. Match the words and the expressions 1–3 that Katya uses to paraphrase them.

barrier depressing terrace

1 It's a kind of room, but on a roof. _____
2 It's a thing that companies use to stop you going into places. _____
3 It's when something makes you feel a bit sad or miserable. _____

4 8.05 Listen to the extracts and check your answers in Ex 3.

Listen again. Which of Katya's expressions (A–C) …

1 defines the word? ___
2 gives a general meaning? ___
3 gives a synonym? ___

5 8.06 Complete the conversation fillers from the phrasebook in the Student's Book with the words below. Then listen and check.

explain know mean point put tip

1 The new library's great. I mean, it's … how shall I _____ it? It's just a completely different experience compared to the old library.
2 Well, everything's different, really. What I _____ is, it feels like a place where you want to spend time studying.
3 OK, how can I _____ this? … The old library, it wasn't very well organised.
4 It's a thing that companies use to stop you going into places. It's on the _____ of my tongue.
5 It just feels more relaxing to be there. Do you _____ what I mean?
6 Anyway, the _____ I want to make is, the new library feels like a very positive place to be.

6 Look at these words and expressions from the phrasebook in the Student's Book. Write them in the correct part of the table.

also as well however in both pictures
on the other hand too unlike whereas while

Expressing similarities	Expressing contrast
All / both photos show …	but

7 Prepare to compare and contrast the two pictures in Ex 1. Make notes to help you …

- describe the libraries in detail.
- paraphrase any unknown words.
- say what you like / don't like about each library.
- say how people might feel about studying there.
- say what problems people might have when studying there.

8 Use your notes from Ex 7 to write a comparison of the two pictures. When you have finished, check that you …

- described the pictures in detail.
- paraphrased any unknown words.
- used expressions from the Phrasebook in the Student's Book.
- gave your opinion about each picture.

Use appropriate vocabulary in an email to apply for a summer job.

1 Look at the photos and read the job advert. Think about the questions.

1 Which three part-time jobs are available at the leisure centre?
2 Who should apply for these jobs and what skills should they have?
3 How should people apply and what information do they have to give?





Stone Leisure Centre
@stoneleisure

Stone Leisure Centre - part-time vacancies for teenagers

Come and work with us at Stone Leisure Centre. We would like to hear from young people interested in part-time jobs. We need lifeguards for our swimming pool, waiters and waitresses who can serve customers in our busy café and shop assistants for our small shop.

You should apply if you are aged 14 to 19, confident, organised and friendly. We especially welcome applications from people who enjoy working in a team and being on their feet.

Please apply by sending a CV and an application letter to leona@stonelc.org.uk. Don't forget to tell us about any skills, qualifications and experience that are relevant to the job you're interested in.

2 Read Abby's job application email. Which job is she applying for? Is there another job she would be suitable for? Why? / Why not?

To: Leona@stonelc.org.uk
Subject: Part-time jobs application

Dear Leona,

1 I am interested in the part-time position of lifeguard at Stone Leisure Centre. Please find my CV attached to this email.

2 I am 18 years old and I am a very good swimmer. For the past four summers, I have worked as a junior lifeguard at activity camps for children aged under 12. What's more, I have completed a special lifeguard training course.

3 I am a good candidate for this job because I am an organised, friendly and confident person who enjoys working in a team. In addition, I have great communication skills. Also, my lifeguard training means I can safely rescue people in the pool.

4 I am available for an interview next week.

5 I look forward to hearing from you soon.

6 Yours sincerely,

Abby Williams

3 Read the job application again. In which part (1–5) of the email do the following details appear?

A An invitation to contact Abby. ___
B Abby's work experience. ___
C The title of the job Abby is applying for. ___
D A formal ending to Abby's application. ___
E Reasons why Abby thinks she would be good at the job. ___
F Why Abby thinks her training is important. ___
G When Abby can go for an interview. ___

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 above. Choose the more formal option (A or B) in each pair of sentences.

1 A I believe I am a strong candidate for this position because …
  B The reasons I would be good at this job are …
2 A I can come for an interview this week.
  B I am available to attend an interview this week.
3 A I am writing to you because I want a job as a …
  B I am writing to you because I am interested in the position of …
4 A I did a babysitting course as well.
  B What's more, I have completed a babysitting course.
5 A I am a reliable, organised person who enjoys working in a team very much.
  B I am reliable and organised and I like teamwork.

5 You would like to apply for either the job of waiter / waitress or shop assistant at the Stone Leisure Centre. Make notes about …

- the position you are interested in.
- your job experience and training.
- your skills, personal qualities and interests which are relevant for the job.

6 Write a job application. Use the notes you made in Ex 5 and remember to follow the email plan in Ex 2. Use the vocabulary from this lesson.

7 ✓ CHECK YOUR WORK Read your job application. Can you improve your job application? Did you …

- give the name of the position you were applying for?
- describe your work experience, skills, personal qualities and interests?
- use formal style and appropriate vocabulary for a job application?
- follow an email plan?
- check spelling, grammar and punctuation?

Grammar

1 Choose the correct alternative.

1 A lifeguard **had rescued** / **rescued** the child who **fell** / **had fallen** into the swimming pool.
2 Our team leader **gave** / **had given** us instructions, so we all **knew** / **had known** what to do.
3 I **showed** / **had showed** my friends the photos I **took** / **had taken** on holiday.
4 We **didn't book** / **hadn't booked**, so we **didn't get** / **hadn't got** a table in the restaurant.
5 The shop assistant **apologised** / **had apologised** to the customer because he **made** / **had made** a mistake.
6 My aunt **cut** / **had cut** her hair, so I **didn't recognise** / **hadn't recognised** her.

2 Complete the second sentence using reported speech.

1 'I'm serving a customer at the moment.'
My sister said _____.
2 'I don't get on with all my neighbours.'
Lucas said _____.
3 'My mum is working from home this week.'
Hannah told _____.
4 'We saw a lot of wildlife in the forest.'
My friends said _____.
5 'I started a part-time job yesterday.'
Ethan told _____.
6 'I enjoy working in a team.'
Ayesha told _____.

Vocabulary

3 Complete the sentences with a verb from the unit.

1 Some of my friends _____ handmade goods on a stall at the Saturday market.
2 If I don't _____ down your address, I'll forget it.
3 Can you _____ round to my house on Saturday?
4 On Saturdays I _____ on the checkout at our local supermarket to earn some extra money.
5 Everybody's busy this Friday, so let's _____ off our meeting until next week.
6 Are you ready? The waitress is coming to _____ our order.

4 Complete the sentences with the adjectives.

creative	fed up	organised
reliable	remote	sociable

1 I'm not feeling very _____ this evening, so I'm not going out.
2 My grandparents live in a _____ village far away from the nearest town.
3 Becky is very _____ – she writes poetry and paints beautiful pictures.
4 My best friend is very _____ – she's always there for me.
5 I'm going to walk to school tomorrow because I'm _____ with waiting in traffic.
6 I like to be _____, so every morning I write a list of what I have to do that day.

Cumulative review

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

In the past, people often heard important news [1]___ a 'town crier'. This was a man who walked through the streets speaking loudly with important local news. Many people [2]___ to read at the time, so this was their only chance to find out the news. The town crier stopped in a square, and rang a bell before he started speaking. For example, he [3]___ everyone that the king had made a new law: people [4]___ allowed to put rubbish in the river. The town crier had to be [5]___ and speak in a loud voice so that people could hear him. The speaking part of the job wasn't difficult to learn, and needed no training, but he did have to spend most of the day on his [6]___. The first town criers also had to look [7]___ the people in the towns and protect their property, so the job was more [8]___. The amount of money a town crier [9]___ depended on how long he talked. When he [10]___, he put the written speech on the wall of the local inn for people to read – if they could. Today, many towns have town criers as tourist attractions. They can be men or woman and wear the old costumes to [11]___ people about events that are happening. Although they aren't really needed any more, people seem to enjoy hearing the news in this older way. They are probably [12]___ looking at their phones and getting information from there!

1	**A** from	**B** of	**C** to
2	**A** didn't learn	**B** hadn't learned	**C** weren't learned
3	**A** said	**B** spoke	**C** told
4	**A** isn't	**B** wasn't	**C** weren't
5	**A** confident	**B** creative	**C** tiring
6	**A** feet	**B** knees	**C** legs
7	**A** for	**B** after	**C** up
8	**A** organised	**B** remote	**C** stressful
9	**A** earned	**B** won	**C** worked
10	**A** spoke	**B** had spoken	**C** was spoken
11	**A** told	**B** telling	**C** tell
12	**A** fed up with	**B** fed up on	**C** fed up in

6 Answer the questions.

1 Do you have enough time and money to do everything you want to do? Why? / Why not?
2 Which of the jobs in the unit would you least like to do? Why?

REFLECT Think about the following questions.

1 Which lesson in this unit did you enjoy the most? Why?
2 Which of the grammar points did you find most difficult?
3 How can you paraphrase a word you don't know? Think of four examples.
4 What kind of language do you need to use in a job application? Think of four expressions you would use.

Reading

STRATEGY

When you do a matching task, read all the descriptions carefully and underline key words in them. You will understand them better and it will give you an idea of the information you are looking for. Make sure you match all the key information, not just some of it.

1 Read the strategy above. Then look at the exam task in Ex 2. Read about the first person, Luca, and underline the key information about him. Which of the projects at the bottom of the page match some of the key information about him? Which project fits all the key information about him?

2 The students below want to do part-time work. There is information about eight local projects. Decide which project (A–H) would be the most suitable for the students (1–5).

1 Luca's hobby is food and cooking. He wants to be a teacher, so he'd like to do some work in a school. ___

2 Eva would like to spend more time with animals. She'd really like a pet, but she hasn't got room in her flat. ___

3 Franco is a good organiser and enjoys managing people. He's proud of his town and wants to keep it beautiful and tidy. ___

4 Kaya spends her weekends outside. She likes physical activity and loves nature. She has a lot of plants in her flat. ___

5 Carla wants to use her computer and social media skills to help a local group. She likes photography and enjoys writing. ___

Speaking

STRATEGY

When you describe photos, try to show how much language you know by using interesting adjectives. You can practise this by making vocabulary lists and learning them.

3 Read the strategy above. Then look at the photos in the exam task in Ex 4. For each photo, think of at least one adjective to describe …

- the people.
- where they are.
- what they are doing.

4 These photos show young people doing different jobs. Take it in turns to compare and contrast the photos, saying what you think.





A Green Streets

Have you got lots of energy? We need you! Green Streets is a new project – our aim is to plant more trees and flowers around the city! We'll provide the plants and you'll do all the work!

B Green Chair Recycling

At Green Chair Recycling, we're planning some special events over the next few months. We are looking for people to help with office work. If you're good at working with websites and social media, you'll be perfect! We hope you'll help us with lots of stories and pictures of our events.

C Farmers' markets

We need people to stop drivers parking their cars too near the markets. You need to be polite, but make sure they follow the rules! You'll also get the chance to taste and buy good, high-quality food.

D Make It!

Can you join us? This program teaches local kids how to grow and cook their own food. You don't need to be a teacher, but you do need to be patient! You will work in groups of three, in the classroom. The classes are in spring and autumn.

E ART IN THE PARKS

Visitors from all over the world come to our fantastic arts festival. We need people to help visitors with directions and tourist information. If you speak a foreign language, we'll find a job for you!

F Car-free day

Can you help with the local street festival? We need strong people to help set up the kids' area and close the streets for the festival. These aren't the most popular jobs, but there'll be lots of delicious festival food and fun!

G The Red House

We are an animal charity and we need people to help walk our dogs for an hour, once or twice a week. If you walk one of our dogs, you'll spend more time in the fresh air. We need lots of help: dogs need to go for a walk three times a day, even when it's raining!

H Clean team

We need people to lead teams as we clean up the town. You'll need to choose a date and find other people to work in your team. We provide information for you to teach them about safe cleaning. You're the boss, so make sure everyone is there on the day!

Phrasal verbs

1 Read the note and underline all of the phrasal verbs.

George,
Don't forget! Tonight, please can you:
- *clear up your dirty plates and glasses.*
- *lock the front door.*
- *turn off the lights and the TV.*

See you tomorrow!
Mum
P.S. You can eat up that cake in the kitchen – I don't want it.

LANGUAGE FOCUS Phrasal verbs

A phrasal verb is a verb with a particle. These particles are either a preposition as in *turn on* (*the lights*) or *look after* (*children*), or they are adverbs. Phrasal verbs with adverbs have specific meanings, e.g. *eat up* (eat all of something) and *put off* (change something to a later time).
Phrasal verbs are either transitive or intransitive. Transitive phrasal verbs take a direct object, for example: *Please turn up* ***the music****, I can't hear it.*
Intransitive phrasal verbs do not take a direct object, for example: *Erika wakes up very early.*

2 Read the Language focus above. Underline the phrasal verbs in the sentences below. Which phrasal verbs are transitive (T) and which are intransitive (I)?

1 She put off doing her homework. ___
2 Pria comes round my house every Friday. ___
3 He turned up late for class. ___
4 Things worked out well for Joe in the end. ___

3 Look at the phrasal verbs below. Write the names of things that you can …

1 give up: _____
2 run out of: _____
3 turn on or turn off: _____
4 turn up or turn down: _____

VOCABULARY STRATEGY Memorising words in context

Memorising something means learning it carefully so that you can remember it exactly.

To help you memorise, put new words into a context when you record them. Write an example sentence which will help you to remember. You should also write down whether the word is transitive or intransitive.

look after [with obj.]
My aunt looks after me and my brother on weekends.

go out [no obj.]
I like to go out with my friends on the weekend.

4 For each notebook entry, write the missing phrasal verb.

get up grow up hurry up put off

1 _____ = do something quickly, be quick
_____! The bus leaves in ten minutes!
2 _____ = get out of bed after sleeping
I _____ at 9 o'clock at the weekend.
3 _____ = to do something later, not to do it immediately
Don't _____ writing to your grandmother to thank her for your present.
4 _____ = develop into an adult
Did you _____ in this town, or in a different town?

5 Look up the meaning of these new phrasal verbs. For each one, write its definition, whether it is transitive or intransitive and a sentence showing it used in context.

	Definition	Example sentence
1 look for		
2 run away		
3 calm down		
4 wake up		
5 hang out with		
6 throw away		

6 Write the first half of a story beginning:
Helen woke up before the rest of her family …

Work in pairs. Use five more phrasal verbs in your part of the story, then give the story to your partner. Your partner has to use another five, different phrasal verbs to complete the story.

7 Every time you come across a new phrasal verb, write it down and put it into a memorable context in a sentence or short story, so that it is easier to remember.

A day out and Travel

1 **PRACTISE** Match the words below to the pictures.

departures ___ long queues ___
luggage ___ security ___






2 Read the sentences and complete the words.

1 The b_____t in our car is small. These bags won't fit.
2 The longest t_____l in the world is the Gotthard Base T_____l in the Swiss Alps.
3 The main p_____t in Athens is called the P_____t of Piraeus. You can get the f_____y from there to most of the Greek islands.
4 If you don't hurry, you'll m_____s your train. There won't be another one until tomorrow.
5 I had to c_____k in my bag at the g_____e before I could b_____d the plane because it was too big.
6 Do you know what time we'll r_____h our destination? I don't want to be late.
7 You can c_____s the river by car, foot or bike because they've built a new bridge.
8 Can you buy camping e_____t from this shop? I need a sleeping bag and some new shoes.

3 Complete the text with the words and phrases below.

attraction audio guide crowded
exhibition explored looked around
on a guided tour spectacular

My favourite city in Europe is Bruges. The first time I visited, we went [1]_____ of the city. I loved all the canals and the beautiful old buildings. After the tour, we [2]_____ the city on our own, getting lost in the narrow streets. On my second visit, we [3]_____ lots of museums. There are 26 in the city and we saw most of them! We also went on a boat trip on the canals, but my favourite [4]_____ was the Gruutehuse Museum. It was built in the 15th century and was the home of a very rich and important family in Belgium. When you go, you can get an [5]_____ which will tell you all about the history of the house and its contents. We also saw a fantastic [6]_____ of handmade objects made by artists living in Bruges today. They were [7]_____! I can really recommend that you visit Bruges, but remember, a lot of people go there in summer and it gets very [8]_____.

4 Choose the correct alternative to complete the sentences.

1 It's more **convenient** / **peaceful** to cycle because parking is very difficult in our town.
2 In the **wildlife** / **countryside** there are lots of fields and woods. It's very peaceful.
3 We visited **caves** / **ruins** in Spain with old wall paintings of animals that are over 64,000 years old.
4 Be careful when you go **cycling** / **canoeing** because the roads are dangerous.
5 Tina is late because her flight was **delayed** / **explored**.

5 **EXTEND** Complete the sentences with the words given.

1

go abroad non-stop flight seaside resort

A What shall we do this summer?
B Let's _____, to Turkey or Italy.
A OK. How about the _____ we went to last year? The beach was so nice.
B No, it's too difficult to get there. It's easier to get to Australia on a _____!

2

backpacking climbing national parks road trip

A Let's do a _____ in Scotland this year. We could take your car.
B No, I don't want to drive. Let's go _____. We could take buses and trains and walk all over the country.
A OK. There are lots of _____ in Scotland, where you can camp and go _____ in the mountains. But just remember, it rains a lot!

3

amusement park book a ticket
commute one-way return

A I've got a summer job in an _____. I'm going to help people get on and off rides and make sure they are safe.
B That's great. Where is it?
A That's the problem. It's an hour away from home, so I need to _____ for two hours every day.
B That's quite far. Is it expensive to get there?
A Not if you _____ before you go. Also, it's quite cheap if you get a _____ ticket. But it is very expensive if you buy a _____ ticket every time you travel.

6 Do a short project. Find out …

- where friends and family members go on holiday.
- how they get there.
- what they do when they get there.

Write a short report and prepare to give a presentation to the class.

Jobs around the house and Describing a home

1 **PRACTISE** Match verbs 1–7 to nouns A–G.

1 decorate ___	A shelves
2 do ___	B clothes / washing
3 dust ___	C clothes
4 fold ___	D the table
5 iron ___	E a cake
6 lay ___	F the plants
7 water ___	G housework

2 Complete the sentences with the words below.

> animal skins chimneys electricity entrance frame fresh air heating luxury outhouse roof rug running stove tent traditional wardrobe

1 The _____ to the park is round the corner. This gate is closed.
2 I've got a small _____ by my bed so my feet don't get cold when I get up in the morning.
3 We need to get a new _____ for our camping trip because the old one is too small for a family of four.
4 Anna's clothes are still in her suitcase because there isn't any room for them in the _____.
5 Victor is vegetarian. That means he doesn't wear anything made from _____.
6 I can't watch TV because there isn't any _____.
7 The house didn't have a toilet inside, so we had to use an _____ at the bottom of the garden.
8 The _____ isn't working but we've got a wood _____ to keep us warm.
9 There are _____ on all the roofs of the old, _____ houses in our village.
10 We don't want a basic caravan. We want a _____ caravan with _____ water and electricity.
11 My dad built a playhouse in the garden. He put a wooden _____ up. Then he built the walls and put the _____ on.
12 It's OK to eat all your meals outside in the _____ in the summer but not in the winter!

3 Read the note and complete the words.

Hi Jamal,,

The kitchen is in a bit of a mess. Please can you [1]t_____y and clean it before you go out today? I don't want to find a mess when I get back from work! First, please [2]e_____y the d_____r. Then, after breakfast, remember to [3]c_____r the table so that it's ready for dinner. Then [4]l_____d the d_____r with your dirty dishes. If there are any that can't go in the dishwasher, please [5]w_____h them, [6]d___y them and [7]p___t them a_____y. Could you also [8]s_____p the floor? I noticed it was a bit dirty. And finally, please [9]t_____e the r_____h o___t. The bin is really full!

Thanks,

Dad

P.S. Remember to [10]m_____e your bed!

4 **EXTEND** Read the sentences and complete the words.

1 You need a m_____ and a b_____t to clean the floor with soap and water.
2 You need a b_____m to sweep the floor.
3 You need a d_____r to dust your shelves.
4 You need an i_____g b_____d and an iron to do the ironing.
5 You need a t_____e d_____r to dry your clothes quickly when it's raining outside and you can't dry them on the w_____g l_____e.
6 You need a v_____m c_____r to keep your carpets clean.

5 Complete the text with the words below.

> basement blocks detached new build semi-detached terraced

Ash

In the city, most people live in flats in apartment [1]_____. If you live on the top floor, you often have spectacular views. However, the [2]_____ flat can be dark because it's under the ground floor, but if it has a garden, it can be quite sunny. Other people prefer [3]_____ houses because they don't want to have neighbours that share a wall, like in [4]_____ houses. They don't like [5]_____ houses either because these share walls with neighbours on both sides of the house, so it can be very noisy. [6]_____ houses are very popular because they are well built and don't have the problems old houses often have. But older, traditional houses can be very attractive. Which do you prefer?

6 Do a survey to find out what type of home your friends and family would like to live in. Ask them to give you their reasons. Which is the most popular? Write a short report and prepare to give a presentation to the class.

Name	Type of home	Description	Reasons
Sam	Apartment block	Big, luxury and modern	He wants to live in the city.

Food and Sport

1 **PRACTISE** Choose the correct alternative.

1 We have **diet** / **veggie** burgers for the vegetarians.
2 We had a very heavy **meal** / **portion** and now I feel terrible.
3 You can make healthy soups and salads with tomatoes, carrots and **spinach** / **smoothies**.
4 **Broccoli** / **Pineapple** is a vegetable.
5 I'd like a very small **portion** / **recipe** because I'm on a diet.
6 You can make a very healthy and delicious smoothie with a variety **at** / **of** fruit and vegetables.
7 Eating well and doing exercise are part of a healthy **lifestyle** / **recipe**.
8 Zara does four hours of exercise every day because she has a lot of **energy** / **variety**.
9 Adam is so slim he doesn't have to go **in** / **on** a diet.
10 Eating lots of pizza and chips or sweets and chocolates every day is very **heavy** / **unhealthy**.
11 Would you like a small, **medium-sized** / **medium portion** or large ice cream?
12 I've got a great **recipe** / **variety** for fish. Would you like it?

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

1 You wear a ___ when you cycle to protect your head.
A racket B helmet C tracksuit
2 Lots of people go ___ in national parks.
A jogging B running C hiking
3 You don't need to use a racket to play ___.
A volleyball B badminton C tennis
4 You need to score more ___ than the other team to win a football match.
A goals B points C scores

3 Read the sentences and complete the words.

1 Going j_____g is harder work and more tiring than walking.
2 You don't s_____e p_____ts when you kick the ball out of the pitch.
3 People do p_____h-u_____ to make their upper body and arms stronger.
4 Many people wear t_____s_____s and t_____s to the gym.
5 Many people who don't live in Manchester s_____t Manchester United football team.
6 You don't need a racket to play vo_____all.
7 It's a good idea to do a w_____m-_____p before you go for a run.
8 You can go running on a t_____ll in the gym.
9 You need a r_____t for games like, tennis, badminton and squash.

4 **EXTEND** Complete the text with the words below.

additives balanced diet calories carbohydrates do athletics do yoga go ice skating ingredients nutritious protein running track train vegetarians

Kings Wood School HOME BLOG CONTACT



In our school, we are trying to improve everybody's diet and increase their fitness. We have started by offering cooking classes. We are teaching our students to cook without using ready-made meals or any [1]_____ like food colouring or E numbers. We are only using healthy [2]_____ like fresh fruit and vegetables and good-quality meat and fish. We want everyone to have a [3]_____, with enough [4]_____ (like fish, chicken and cheese) and [5]_____ (like rice, potatoes and pasta). It is important to avoid too much sugar, so all our desserts are made with fruit and very little sugar. These desserts have fewer [6]_____, so they are less fattening, but they are very [7]_____, and so they are very good for you. We also have lots of recipes for [8]_____, who avoid meat but still eat cheese and eggs, and for vegans, who avoid all animal products.

To improve fitness, we've decided to make a [9]_____ in the school grounds so that everybody can [10]_____, including running, jumping and throwing. Our sports teams will [11]_____ there or in the gym when it is too cold in winter. The plan in winter is to [12]_____ on the lake if the ice is strong enough. Finally, there will be a room with lots of exercise mats, so anyone who wants to [13]_____ or exercise classes can use it. We want all our students to do some physical exercise every day.

We are sure that doing all this will make a big difference to everybody's health!

5 Do a survey to find out what you can do in your community to improve health and fitness. Find out what your friends and family think are the three most important changes people can make. Write a short report and prepare to give a presentation to the class.

Weather and Natural disasters

1 **PRACTISE** Match 1–7 to opposites A–G.

1 freezing cold weather ___	A clear sky
2 wet weather ___	B sunny sky
3 sunny sky ___	C extremely hot weather
4 foggy sky ___	D extreme weather
5 windy weather ___	E dry weather
6 mild weather ___	F still and calm weather
7 cloudy sky ___	G cloudy sky

2 Complete the texts with the words given.

1

blow degrees drought forest fires heatwave rescue

WORLD NEWS



Australian bushfires

[1]_____ in Australia are called bushfires and they are very common. But the awful bushfires in the summer of 2019–2020 were different because they were so huge and went on for so long. They were caused by a very long [2]_____ when it didn't rain for many months, and a [3]_____ with temperatures over 40 [4]_____ Celsius. Strong winds continued to [5]_____ and feed the fires, making them bigger and more dangerous than ever before, especially for firefighters who tried to put out the fires and [6]_____ people. More than 3,000 homes were destroyed.

2

avalanche damage earthquake
snow survived warn

WORLD NEWS



The Ancash earthquake

A terrible natural disaster happened in Peru in 1970, when there was an [1]_____ under the sea in the Pacific Ocean. There was a lot of [2]_____ to buildings, roads and to all methods of communicating. Because of this, it was impossible to [3]_____ people of what was happening. The earthquake then caused an enormous [4]_____ of rock, ice and [5]_____ falling very fast down the side of the mountain. Very few people [6]_____. It is the worst avalanche in world history.

3 Read the sentences and complete the words.

1 During a s_____m, you can hear th_____r and see l_____t_____g.
2 A sh_____r usually lasts for a short time and isn't heavy rain.
3 In the north of Norway, the sun sh_____s for 24 hours a day in the summer.
4 Fl_____s can happen any time of the year when there is too much rain.
5 T_____d_____s usually start on land, while h_____c_____s start in the ocean. Both are huge storms with very strong winds that move in a circle. They can be very dangerous.
6 T_____is are normally caused by earthquakes, but they can also be caused by landslides under the ocean.
7 One of the most famous v_____c e_____ns in the world happened when Mount Vesuvius erupted in 79 CE and destroyed the Roman city of Pompeii.
8 It is often possible for scientists to p_____t volcanic eruptions today and warn people who live nearby to leave before it happens.

4 **EXTEND** Choose the correct alternative.

1 There was such a bad **blizzard** / **sandstorm** in the desert, we had to stop driving because we couldn't see the road.
2 That wasn't an earthquake, it was a small **typhoon** / **tremor**. An earthquake is much stronger.
3 I'm not going out in this **downpour** / **rainbow**. I'll get completely wet.
4 You said there was a gentle breeze, but this is a **gale** / **monsoon**. The wind is incredibly strong.
5 There is thunder and lightning when you have **electrical storms** / **weather forecasts**.
6 During the **lava** / **monsoon** season it rains every day.
7 Polar bears are in serious danger because of **global warming** / **safety measures**.
8 Weeks of very heavy rain have caused a **landslide** / **sandstorm** in California.
9 Have you heard the **emergency** / **weather forecast**? Is it going to rain this weekend?
10 After the downpour, the sun came out and there was a wonderful **rainbow** / **tremor**.
11 **Gales** / **Typhoons** are big storms, like hurricanes, which happen in the Far East.
12 **A blizzard** / **An emergency** never happens in summer because you need snow and very cold weather.

5 Do a short project about natural disasters. Choose two or three from the list below.

- the worst earthquakes in the world
- the last volcanic eruption in Europe
- the worst tsunami in Asia
- where there are the worst hurricanes
- where there are the worst tornadoes
- the worst floods and landslides
- where there are the most avalanches

Write a short report and prepare to give a presentation to the class.

Talking about school and After-school activities

1 PRACTISE Choose the correct alternative.

1 Singing in **a choir** / **an orchestra** is good for your health and can makes you feel happier.
2 Children go to **primary** / **secondary** school before they can go to **primary** / **secondary** school.
3 Every week our teacher gives us really difficult **assignments** / **terms** for homework.
4 When you do an exam, you hope to get a good **essay** / **grade**. You don't want to fail.
5 If you don't **attend** / **revise** for your exam, you might **fail** / **pass** it.
6 It's really important to **attend** / **concentrate** in your school lessons if you want to **fail** / **pass** all your exams.
7 We made lots of mugs, bowls and jugs in our **photography** / **pottery** class today.
8 You can do fitness **progress** / **training** in the new leisure **canteen** / **centre**.
9 We've learned lots of new moves and dance steps in our **coding** / **folk dancing** class today.
10 I don't do any acting, but I make **costumes** / **tools** for the actors in our local **orchestra** / **theatre group**.
11 Gina doesn't want to go on **stage** / **term** because she doesn't like being in front of lots of people.
12 I like to play **multiplayer online games** / **the flute** with my friends after school. We can talk and play at the same time.

2 Read the sentences and complete the words.

1 Andrew is really good at t_____n_____y and enjoys c___d_____g and r___b_____cs.
2 I've got all the q_____f_____ns I need to apply for a place at university.
3 We haven't got a c_____t_____n at school, so we bring our own lunches from home.
4 Tina loves music. She plays the f_____e in her local o_____s_____a. She's really good.
5 You don't need to bring your own t_____ls to the c_____u_____y garden.
6 I've just bought a new camera because I'm starting a ph_____g_____y course.
7 Bukayo has a maths d_____e and now works as a secondary school teacher.
8 I'm not going to study history at university because I don't want to write e_____ys.
9 We've made a lot of p_____s in our geography lessons this t_____m at school.
10 I a_____d the same school as my brother and sister but we're not in the same class.

3 EXTEND Complete the text with the words below.

academic assessments compulsory educational graduate memorise optional revision

The [1]_____ system in our country hasn't changed for many years. The [2]_____ subjects that everybody does at school are maths, science and English. These are all [3]_____, so you have to study them until you are 16.

There are some [4]_____ subjects as well, like art, cooking and music, so you can choose which ones you want to do.

Every term, there are [5]_____, but the exam in your final year is the most important. You need to pass it before you can [6]_____ from school. You need to do lots of [7]_____ in the last year at school. There are so many facts you need to [8]_____, most students usually spend the last term at school revising.

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

1 I agreed to ___ chores to help around the house.
A do B make C take
2 Lucas never helps ___ with cooking or cleaning.
A at B in C out
3 Would you like to join ___ with our game?
A at B in C out
4 They are going to sign ___ for another swimming course.
A to B out C up
5 It's really important to ___ an interest in world news.
A do B make C take
6 We took part ___ a discussion about our future plans.
A at B in C out

5 Do a survey to find out your friends' favourite compulsory school subject and their favourite optional subject or after school activity. Which are the most popular?

Write a short report and prepare to give a presentation to the class.

Name	Favourite compulsory school subject	Favourite optional school subject or after school activity
Marisa	maths	orchestra and playing the piano

Life experiences and Stages of life

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

| apply do get (×4) go open

In the UK …

1 You can _____ abroad alone without permission from your parents when you are 18.
2 You can _____ a driving licence to drive a car when you're 17.
3 Children can _____ a bank account in some banks at the age of 11. Their parents can open a savings account for them after they are born.
4 You have to be 18 years old before you can _____ a credit card in the UK.
5 Children can _____ a part-time job from the age of 13 in the UK.
6 You can _____ a bungee jump without permission from parents at 16.
7 You can _____ to university at any age. Ruth Elke Lawrence was 12 when she studied maths at the University of Oxford.
8 You can't _____ married in England without your parent's permission until you are 18.

2 Read the essay and complete the words.



This is my aunt Luisa. She's [1]in h_____ m___d-f_____s. I think she's 46. I suppose she's [2]m_____e-a_____d, though she looks quite young. Luisa [3]w_____ b_____n in Seville. She was an [4]o_____y c_____d until she was 12, when her brothers Tomas and Andres were born. They are [5]t_____s. Tomas is only 10 minutes older than Andres. They [6]g_____ up in a flat near the centre of Seville and all three say they had a very happy [7]c_____d. There were always lots of [8]r_____s (aunts, uncles, cousins, etc) visiting, which made it feel like a party every day!

Luisa [9]l_____t h_____e and [10]got m_____d when she was [11]in her e_____y tw_____s. She met her husband at university. The twins were only 11. A couple of years later, she and her husband started a family. Tomas and Andres became uncles when they were [12]t_____rs. By the time they [13]t_____d e_____n and finished school, they had two nieces and a nephew.

3 Choose the correct alternative.

1 My grandparents have been together for 45 years. It's their **married** / **wedding** anniversary tomorrow.
2 The oldest person at the party was 40. There weren't any **elderly** / **middle-aged** people there.
3 Fin is 39. He's in his **mid** / **late** thirties.
4 I want to get a job as soon as possible so that I can **pass** / **pay** my own bills.
5 When I **pass** / **start** my final exams, I'll go on holiday.
6 I can't buy a flat so I'll **rent** / **take** one.
7 My dream is to **do** / **start** my own business.
8 We've **taken** / **turned** part in many races.
9 Did your grandmother **start** / **take** up a new hobby when she stopped working?
10 Pauline wants to leave home, get a job, pay her own bills and be **abroad** / **independent**.

4 **EXTEND** Match 1–14 to A–N.

1 It's very difficult to achieve ___
2 If I don't develop more cooking ___
3 Marina is doing an apprenticeship ___
4 Sami dropped out of university ___
5 Sue got some work ___
6 Make sure you keep in ___
7 It was easy to make new friends on the course ___
8 We need more people to volunteer to help ___
9 My cousin is expecting a baby next month, ___
10 Because he couldn't cook, Kamal depended ___
11 We go on holidays with our cousins because we all get ___
12 Couples usually get engaged ___
13 When we were children we looked up ___
14 My aunt and uncle retired early, when they were ___

A in our charity shops.
B before they get married.
C experience in a bank while she was still at university.
D in their late fifties, so they could travel around the world.
E because nobody knew each other before they came.
F success as an actor.
G a brother or sister for Dan.
H in an engineering company instead of going to university.
I to all the grown-ups in our lives.
J because he hated his course.
K along with each other so well.
L skills, I won't get a job in that restaurant.
M on his wife and children for all his meals.
N touch with your new friends when you go back home.

5 Do a short project about an older person in your family. Find out …

- where and when they were born.
- where they grew up.
- about their brothers and sisters and other relatives.
- about their education and job.
- if they got married and had children.

Write a short report and prepare to give a presentation to the class.

Space exploration and Inventors and inventions

1 **PRACTISE** Match the two parts of the phrases.

1 challenging ___	A of the crew
2 float in ___	B supply
3 water ___	C a spaceship
4 wear ___	D a spacesuit
5 member ___	E the moon
6 do research ___	F space
7 step onto ___	G into space travel
8 travel on board ___	H conditions

2 Complete the sentences with the words given.

1

astronauts mission tests

Before _____ go on a _____, scientists need to run lots of _____ to make sure the spaceship is safe.

2

discover materials research

Scientists did a lot of _____ into different _____ to _____ which was the best for astronauts' spacesuits.

3

breathe explore surface

If you want to _____ the oceans, you need special equipment to _____ below the _____ of the water.

4

atmosphere gravity survive

People will float without _____ and won't _____ without air in the _____.

5

invented thermometer weigh

They _____ the _____ to find out the temperature of things and the weighing machine to _____ things.

6

contain mix powder

Our vitamins come in the form of a _____ that you _____ with water and then drink. They don't _____ any sugar.

7

developed stick system

Velcro is a _____ that was _____ to _____ things together instead of using glue.

8

foam material produced

_____ is a man-made _____ that is _____ for use in furniture including beds and sofas to make them soft and comfortable.

3 **EXTEND** Choose the correct alternative.

1 **Asteroids** / **Satellites** are made of metals and rocky materials and are usually smaller than planets.
2 There are eight planets and 200 moons in our **solar system** / **space station**.
3 The Big Bang Theory explains how **space** / **the universe** was formed, but there are lots of other theories.
4 Astronauts from all over the world spend time doing research in the International Space **Station** / **Satellite**.
5 Apollo 11 was **launched** / **orbited** on 16 July 1969 and landed on the moon on 20 July.
6 Astronauts used to travel to space stations on the space shuttle, but now they use the Soyuz, which is a Russian **spacecraft** / **asteroid**.
7 Satellites and space stations **launch** / **orbit** the Earth.
8 The Soviet Union launched Sputnik 1, the world's first man-made **satellite** / **universe**, in 1957.

4 Complete the sentences with the words below.

convenient effective innovative
portable reliable wearable

1 Our family car is really _____. It always works perfectly and never goes wrong.
2 The most _____ cars of the future won't need petrol. They will be electric or solar powered.
3 A cheap and _____ way to wash your hands is to use old-fashioned soap and water.
4 A lot of technology is _____, including fitness trackers and smart watches.
5 When we go on holiday, my dad takes a _____ kettle with him so he can always make a nice cup of tea.
6 When you're travelling, it's _____ to wear clothes that don't need ironing. It can be difficult to find an iron and ironing board when you aren't at home.

5 Do a survey to find out what your friends and family think is the best invention of the last twenty years. Ask why. Which is the most popular?

Name	Invention	Reason
Zoe	Smartphones	I can do everything on my phone.

Write a short report and prepare to give a presentation to the class.

Jobs and Phrasal verbs

1 **PRACTISE** Read the sentences and complete the words.

1 Luis works on the c_____out in the supermarket.
2 Juan l_____s a_____r his younger brother when his parents go out.
3 Emma s_____es c_____s in the restaurant and she works in the kitchen.
4 Felipe is on his f_____ all day because he works in a shop. He's a shop assistant.
5 Marek wants to earn a bit of money selling h_____e g_____s like these scarves and gloves that he's knitted.
6 Gino is a waiter in a restaurant. He t_____s o_____rs from customers.
7 Elaine w_____s f_____m h_____e because as a computer engineer she doesn't need an office.
8 Kaito doesn't like working from home because he prefers to w_____k in a t_____m with other people.
9 Geeta e_____s m_____y babysitting.

2 Complete the text with the words below.

creative lifeguard part-time jobs
shop assistant stressful tiring

I have two [1]_____ at the moment. One is as a [2]_____ in my local swimming pool at the weekend. The other is as a [3]_____ in a shoe shop in the town centre. I do that after school on Wednesdays and Fridays.

I like both jobs, but they can be [4]_____, especially if there are a lot of children in the pool and lots of customers in the shop. My job in the shop is really [5]_____ too because it's after school and I'm on my feet all the time. Why am I working so hard? Because I want to become a photographer when I finish school and I'll need to buy a new camera. It will be great to do a really [6]_____ job!

3 Choose the correct alternative.

1 Don't put **off** / **up** doing your washing or you won't have any clean clothes to wear.
2 Jo didn't turn **down** / **up** at the race.
3 The line was always busy when I tried to call you because you didn't hang **out** / **up** the phone.
4 Oh, no! We've run **out of** / **up to** bread. There isn't any for breakfast. At least we have cereal.
5 Don't take **by** / **on** more work than you can do in a day.
6 The scientists carried **out** / **up** lots of experiments before they discovered the right medicine.
7 Have you heard **from** / **out** that company about the job you applied for yet? Have you got the job?
8 Write **down** / **up** new words in your vocabulary notebook.
9 The holidays went **by** / **over** really fast. I can't believe we're going back to school tomorrow.
10 I made a plan to meet some friends for dinner but it didn't work **off** / **out** because they had to work.

4 Complete the text with the words below.

on over round up

1 I've decided to give _____ playing the piano.
2 You need to get _____ with your homework now.
3 Ruy is coming _____ to our house for dinner tonight.
4 Don't forget to hand _____ your homework to your teacher.

5 **EXTEND** Match 1–8 to A–H.

1 When he was at university, Jean got work ___
2 Before finishing university, you should look ___
3 Soraya is a qualified nurse, so she applied for a job ___
4 I need to write my ___
5 I'm happy to work ___
6 The job was quite boring but I got on well ___
7 We're very busy at work, so I can't get ___
8 You need to sign ___

A time off at the moment.
B CV before I apply for that job.
C experience in an engineering company.
D a contract before you start your new job.
E for a job.
F with my colleagues, so in the end I enjoyed it.
G vacancy in the hospital.
H long hours if I like my job.

6 Complete the sentences with the words below.

annoyed confident confused dull honest
last-minute sensible well organised

1 Our office is _____. Everything has a place and everybody puts things back in the right place.
2 I'm so _____. I don't understand what you mean. Please explain it again.
3 Please be _____ and tell me what you really think of my painting. I want to know the truth.
4 I'm feeling so _____ at the moment. Nobody has done their chores. It's really irritating.
5 Matthew is _____ that he'll get that job. He said the interview went really well.
6 A couple of days ago we booked a _____ holiday. We're going to Sardinia tomorrow!
7 Freddy is a very _____ young man. He never does anything silly or childish.
8 That film was so _____, I fell asleep in the middle of it. It was the most boring film ever.

7 Do a short project about jobs. Ask friends and family about …

- their first job.
- what it was like.
- what they had to do.
- what they learned from it.

Write a short report and prepare to give a presentation to the class.

Unit 1

Maintaining a conversation … p.16

Asking about the weekend	
Did you have a good weekend?	U1 Speaking
How was your weekend?	U1 Speaking
Expressing interest	
How lovely! That's amazing! What a great idea!	U1 Speaking
Did you? Were you?	U1 Speaking
Really? Wow! OK.	U1 Speaking
Expressing sympathy	
How awful! That's sad. What a pity!	U1 Speaking
Changing the focus	
And you? How about you?	U1 Speaking
What about your weekend?	U1 Speaking

Unit 2

Requests p.30

Making requests	
Can you … ?	U2 Speaking
Could you please … ?	U2 Speaking
Do you think you could … ?	U2 Speaking
Do you mind … ?	U2 Speaking
Would you mind … ?	U2 Speaking
Responding to requests	
Sure. No problem!	U2 Speaking
Yes, of course.	U2 Speaking
No, sorry, I can't.	U2 Speaking

Unit 3

Asking for and giving advice p.42

Asking for advice	
What do you suggest?	U3 Speaking
What do you think I should do?	U3 Speaking
What should I do?	U3 Speaking
Giving advice	
How about … ?	U3 Speaking
It's / It isn't a good idea to …	U3 Speaking
Try to …	U3 Speaking
Why don't you … ?	U3 Speaking
You should / shouldn't …	U3 Speaking

Unit 4

Reacting to news p.56

Reacting to bad news	
I'm sorry to hear that.	U4 Speaking
Oh no!	U4 Speaking
Poor you!	U4 Speaking
That's terrible / awful.	U4 Speaking
What a disaster!	U4 Speaking
Reacting to good news	
Great news!	U4 Speaking
How fantastic!	U4 Speaking
Lucky you!	U4 Speaking
That sounds great / exciting / amazing.	U4 Speaking
That's wonderful!	U4 Speaking

Unit 5

Suggestions p.68

Making suggestions	
Do you fancy (going) … ?	U5 Speaking
How about (going) … ?	U5 Speaking
Let's (go) …	U5 Speaking
Shall we (go) … ?	U5 Speaking
We could always (go) …	U5 Speaking
Why don't we (go) … ?	U5 Speaking
Responding to suggestions	
Accepting	
I like that idea.	U5 Speaking
Let's do that.	U5 Speaking
That sounds like a great idea!	U5 Speaking
Yes, why not?	U5 Speaking
Declining	
I don't think that's a great idea.	U5 Speaking
I'd rather not.	U5 Speaking
I'm not sure about that.	U5 Speaking

Unit 6

Describing a photo p.82

In the photo, we are (sitting in a kayak).	U6 Speaking
(My mum) took it when / during …	U6 Speaking
The picture shows …	U6 Speaking
This picture reminds me of …	U6 Speaking
You can see me sitting …	U6 Speaking
Interpreting a picture	
It's like a / looks like a …	U6 Speaking
It makes me think of …	U6 Speaking
Maybe …	U6 Speaking
She looks happy / excited / sad / disappointed …	U6 Speaking
She doesn't seem to be interested …	U6 Speaking
She probably (wants to tell Carol something).	U6 Speaking

Writing an email p.83

Greetings	
Hi / Hello / Dear Mia,	U6 Writing
Opening an email	
How are you?	U6 Writing
It was great to hear from you.	U6 Writing
It's been ages since I heard from you.	U6 Writing
Sorry I haven't written for so long, but …	U6 Writing
Closing an email	
Hope to hear from you soon!	U6 Writing
I'll be in touch.	U6 Writing
Looking forward to (hearing from you again).	U6 Writing
Well, that's all for now.	U6 Writing
Write back soon.	U6 Writing
Saying goodbye	
Take care, / Love, / All the best,	U6 Writing

Unit 7

Instructions p.94	
Asking for instructions	
How does it work?	U7 Speaking
How do I do that?	U7 Speaking
What am I looking for?	U7 Speaking
What do I do next?	U7 Speaking
Where's that?	U7 Speaking
Why isn't anything happening?	U7 Speaking
Giving instructions	
If you tap on … , you go to …	U7 Speaking
I'll show you.	U7 Speaking
Put on …	U7 Speaking
Scroll up / down …	U7 Speaking
Swipe left / right to …	U7 Speaking
Turn on …	U7 Speaking
Confirming you've followed instructions	
Done it.	U7 Speaking
Found it.	U7 Speaking
Got it.	U7 Speaking
Seen it.	U7 Speaking
Paragraphing reports p.95	
Introduction	
The aim of this report is to …	U7 Writing
The purpose of my report is to …	U7 Writing
First paragraph	
I am going to describe a (show) called …	U7 Writing
The (show) I would like to recommend is …	U7 Writing
Second paragraph	
The best thing about this series is …	U7 Writing
The reason I am recommending this series is because …	U7 Writing
Conclusion	
In my opinion, …	U7 Writing
In my view, …	U7 Writing
I think …	U7 Writing

Unit 8

Conversation fillers and comparing photos p.108	
Conversation fillers	
As I was saying …	U8 Speaking
(Do) you know what I mean?	U8 Speaking
How shall I put it?	U8 Speaking
How can I explain / say this?	U8 Speaking
I mean …	U8 Speaking
I've got it on the tip of my tongue, …	U8 Speaking
The point I want to make is …	U8 Speaking
Well, what I mean is that …	U8 Speaking
Well, …	U8 Speaking
What I'm trying to say is …	U8 Speaking
What I want to say is that …	U8 Speaking
You see / you know …	U8 Speaking
Comparing photos	
All / both photos show …	U8 Speaking
… also / … as well / … too	U8 Speaking
but / however / on the other hand / unlike the first picture …	U8 Speaking
In both pictures	U8 Speaking
In the first / second photo … , while in the other …	U8 Speaking

A for and against essay

In a for and against essay you write about a topic or statement from opposite points of view and then give your own opinion.

Example task: 'Everyone should do charity work at some time in their life.' Discuss.

Get ideas

- What do you already know about the statement or topic?
- List as many arguments as you can for and against the statement.

For	Against
to support people who need help	you don't get paid for it

Plan

Organise your ideas into paragraphs.

Paragraph 1
- Introduction to the topic – you can start with expressions such as *Some / Many people think / believe / consider (that) …*

Paragraph 2
- Arguments for the statement – you can start with an expression such as *On the one hand …*

Paragraph 3
- Arguments against the statement – you can start with an expression such as *On the other hand …*

Paragraph 4
- Your own final opinion – you can start with an expression such as *In my opinion …*

Write

Give a general introduction to the topic in the first paragraph.

Give the separate arguments for and against the statement in paragraphs two and three. The order doesn't matter – the argument for the statement can be first or second.

Show that you have thought about the possible results of any changes you suggest.

Use linkers of contrast (*however, … / on the one hand, …* etc.) to structure your essay clearly.

Use modals of obligation to make important suggestions and recommendations.

Give your own opinion in the final paragraph and say why you believe this.

Home New Spell check View >>

Many people think that everyone should do charity work at some time in their life because it is good for both the volunteer and the people that they are helping. However, there are arguments for and against this idea.

On the one hand, doing charity work is very important because the volunteer can help people who need it.

In addition, the work can help the volunteer get useful experience for a future job.

On the other hand, many people say this work isn't a good idea because the volunteer doesn't earn money. Also, many people believe that people who are receiving help will begin to depend on charity work and the volunteers instead of helping themselves.

In my opinion, I believe that charity work does benefit people who need help and we should support it. However, I also feel that we should not be negative to people who decide not to do it. It must be a personal choice.

Tips for writing a for and against essay

- Don't give your opinion in the first paragraph, just give a general introduction to the topic. Leave your opinion for the final paragraph.
- Separate for and against arguments into two similar size paragraphs.
- Support your arguments by giving evidence.
- Use formal language.

A report

In a report, you give information about a subject you have been asked to research.

Example task: You help at a school picnic, which happens in a local park every year. The school wants to improve the picnic. They have asked you to do a survey and write a short report.

Get ideas

- Think about the subject of your report. Make a list of the different details you could focus on from the survey. For example, the location of the picnic.
- Make notes on the good and bad points for each of these details.
- Think of ways to improve each of the bad points.
- Choose your **two** best ideas.

Plan

- Think of a title for your report.
- Organise your ideas into paragraphs. Use a new paragraph for each main idea. For example:

Paragraph 1

- Introduction – the reason for the report. You can start with an expression such as *I am writing this report to …*

Paragraph 2

- First detail – good and bad points. You can start the detail with a fact such as *Most students said …*

Paragraph 3

- Second detail – good and bad points. Again, you can start the detail with a fact such as *there are five places selling food on the site …*

Paragraph 4 and 5

- Your final opinion. You can use expressions such as *we should consider / I recommend / suggest …*

Write

Explain the reason that you are writing the report.

I am writing this report to present the results of a survey about improving our school picnic. Fifty students took part in the survey.

Most students said that the site of the picnic is the ideal size. It works well for the 500 people that attend each year. However, around three quarters of them said that the activities are expensive because free sports equipment isn't available. This means that people without equipment have to pay for it, which adds extra cost to their day.

Use expressions for explaining results.

Although there are five places selling food on the site, they only serve meat products and chips. As a result, more than half of students complained about a poor choice of food.

Make suggestions for better things to do.

Use *Firstly*, *Secondly* and *Finally* to list your thoughts.

Give examples or reasons to support your idea.

Firstly, I recommend that we provide sports equipment from the school for people to use. This will make it cheaper for students to do the activities. Secondly, I suggest that we increase the choice of food available. It would be a good idea to have places that sell salads and fruit.

Review the survey and your ideas at the end.

Finally, it appears that most students are happy with the school picnic. However, we should consider these suggestions to have cheaper sports equipment and to have a better choice of food.

Tips for writing a report

- Use full forms (*I am*), not short forms (*I'm*).
- Use formal structures, expressions and linking words.
- Support your ideas with facts.
- End with a clear review explaining your ideas to the reader.

A topic essay

In a topic essay, you state your opinion on a topic and then provide arguments with examples. Finally, you repeat your opinion.

Example task: 'Social media makes people better connected.' Discuss.

Get ideas

- What do you already know about the topic?
- Make a list of arguments for and against the statement.
- Now choose your **three** best arguments. These can be for or against the statement.
- Think of examples to support your arguments.

Plan

- Organise your ideas into paragraphs. For example:

Paragraph 1

- General introduction to the topic and your opinion – you can use an expression such as *My opinion is …*

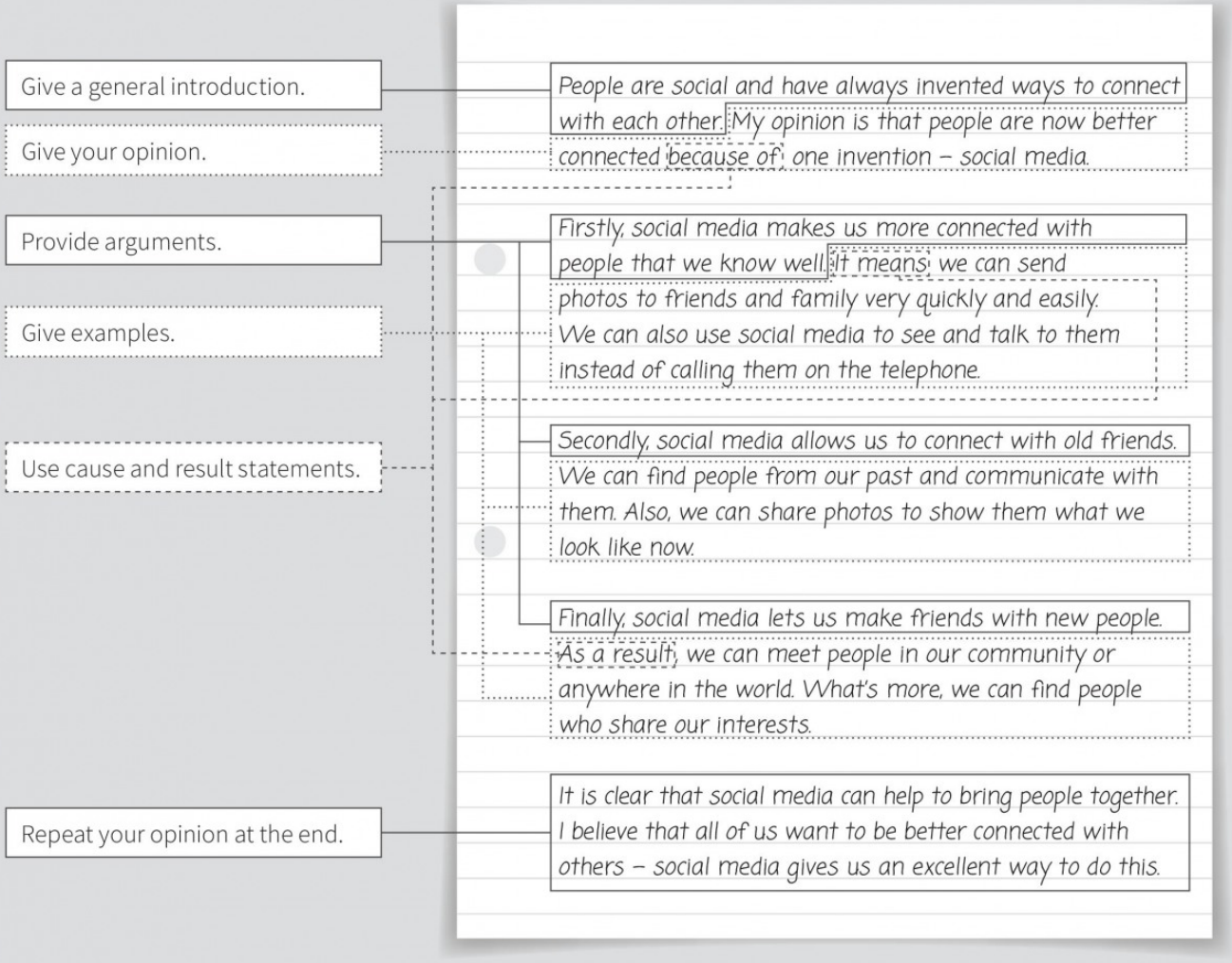
Paragraphs 2–4

- Arguments with examples – you can order your arguments with *Firstly*, *Secondly* and *Finally …*

Paragraph 5

- Review and repeat your opinion – you can use expressions such as *I believe*, / *In my opinion*, …

Write



Tips for writing a topic essay

- Give a general introduction to the topic and give your opinion in the first paragraph.
- Organise your arguments into separate paragraphs.
- Support your arguments by giving examples.

A review

In a review, you give your opinion of something and say if you recommend it.

Example task: Write an online review of a product that you have used.

Get ideas

- Think about an item you have bought.
- Make notes about why you bought the item and then choose the most important details about it.
- Decide how you felt about the item: did you like it or not? This should help you to choose a score: ★? ★★★★★?
- Make notes about what you liked and didn't like, and why.

Plan

- Organise your ideas into paragraphs. Use a new paragraph for each main idea. For example:

Paragraph 1

- Introduction – a general description and why you bought the product.

Paragraph 2

- What you liked or didn't like about the product – you can use expressions such as *I was / wasn't pleased with …*

Paragraph 3

- Final thoughts – your opinion and if you recommend the product to others.

Write

Start with a general description.

Use linkers of contrast.

Talk about your thoughts and feelings.

Give reasons for your opinion.

Give a clear opinion – do you recommend the product?

End with a simple, direct comment about the product.

Your reviews ...

★☆☆☆☆

This little water sports camera looked really attractive on the website. I thought it would be ideal for my beach holiday. It looked modern and was more expensive than some of the other products. I thought it would be better quality.

However, I wasn't pleased with this product. While it looked good and was easy to carry around, it didn't work very well. You couldn't take it into deep water. Also, the picture quality was really poor. The description didn't say anything about these things!

All in all, I definitely wouldn't recommend this camera. It might be nice to look at but that's it! It doesn't work well and I don't think it is a good price. I feel so unhappy that I'm going to send it back. I hope I get the return of my money.

Tips for writing a review

- Write complete sentences and use clear language which is easy to understand.
- Include thoughts about similar items.
- Include information about how or why you use the item.
- Explain why you like / don't like the item.
- End with an opinion for your readers. It can be positive, negative … or both.

A narrative

In a narrative you tell a short story about a past situation or event.

Example task: Write about an exciting experience.

Get ideas

- Think of an event or story to write about. Remember, it doesn't have to be true.
- Make notes to answer these questions:

What happened?	When did it happen?
Where did it happen?	Who was with you?
How did you feel at the time?	How did you feel after the event?

Plan

- Put your ideas in order. What happened first / next / in the end?
- Organise your ideas into paragraphs. For example:

Paragraph 1

- Try to make the first sentence interesting. Explain the background.

Paragraphs 2–3

- Describe the main events and how they made you feel – you can use expressions such as *I was / felt …*

Final paragraph

- Explain what happened after the event. Try to show how the event was important for you.

Write

Start with an interesting beginning.

Use different tenses.

Describe feelings as well as events.

Use time expressions to connect events.

Say what happened after the event.

Bring your narrative to a clear end.

The first time I met Ellie, I nearly knocked her over! I was running through the park and I wasn't looking where I was going.

I was running because I was trying to find my younger brother, Harry. He'd seen a rabbit and quickly followed it, but he never came back!

I was surprised – instead of being cross with me, Ellie was extremely nice. After I'd explained the situation, she even helped me to look for Harry! In the end, we found him outside the café. I was very happy to see him, but Harry didn't seem to care. He was more interested in the food!

I bought Ellie a cake to say 'thank you' and since then we've become really good friends. We often go to the park at weekends.

But now I usually leave Harry at home!

Tips for writing a narrative

- Choose a simple story.
- Give your story a clear beginning, middle and ending.
- Use the **past continuous** to describe the scene and to show longer actions, the **past simple** for main events, and the **past perfect** for events that happened earlier.
- Use the **present simple** to talk about situations that are happening now or feelings, or the **present perfect** to say how events have made you feel today.
- Describe conditions and feelings as well as what happened.

A summary

In a summary you write a short text describing the main ideas of a longer text.

Example task: Read an article and write a summary of its main points.

Get ideas

- Read the text carefully and list the writer's main ideas.
- Write each idea in your own words, trying to use as few words as possible.

Plan

- Think about the best order to present the ideas in. Your summary should probably follow the same order as the text.
- Think about how the ideas link to each other. Which linking words and phrases could you use to join them?

Write

Refer to the text.

Use pronouns to refer back to points made.

Use linking words to join ideas.

End with an important point from the original writer.

The article is about the negative effects of advertisements that are not true. Many companies make false statements in their advertisements. The writer asks what we can do about them.

The article says that many companies make these comments to increase their sales. However, this method can cause their customers to become unhappy. Then the article describes some of the methods that companies use to make their goods appear more attractive. Finally, it gives advice about how customers can avoid these problems. It suggests sending a message to explain our feelings if we are unhappy with an advertisement.

The last point says that companies are usually worried by negative responses.

Tips for writing a summary

- A summary should give the writer's ideas in a different way from the original text – don't just use the same words.
- A summary should contain the writer's opinions and ideas, so don't include your own.
- Make sure your summary includes all the main points and that they appear in the correct order.
- Make sure your summary is short and clear.

= in the Oxford 3000 wordlist
All page numbers refer to the Student's Book

Introduction

A great look! p.4

attractive (adj)	/əˈtræktɪv/
baggy (adj)	/ˈbægi/
beard (n)	/bɪəd/
cardigan (n)	/ˈkɑːdɪgən/
comfortable (adj)	/ˈkʌmftəbl/
curly (adj)	/ˈkɜːli/
eyes (n)	/aɪz/
formal (adj)	/ˈfɔːml/
jewellery (n)	/ˈdʒuːəlri/
long (adj)	/lɒŋ/
lovely smile	/ˌlʌvli ˈsmaɪl/
pale (adj)	/peɪl/
scarf (n)	/skɑːf/
slim (adj)	/slɪm/
socks (n)	/sɒks/
spots (n)	/spɒts/
straight (adj)	/streɪt/
stripe (n)	/straɪp/
top (n)	/tɒp/
wavy (adj)	/ˈweɪvi/
weird (adj)	/wɪəd/

Culture vultures p.5

act (v)	/ækt/
art gallery (n)	/ˈɑːt gæləri/
author (n)	/ˈɔːθə(r)/
celebrity (n)	/səˈlebrəti/
documentary (n)	/ˌdɒkjuˈmentri/
drama (n)	/ˈdrɑːmə/
fiction (n)	/ˈfɪkʃn/
live concert (n)	/ˈlaɪv kɒnsət/
musician (n)	/mjuˈzɪʃn/
novel (n)	/ˈnɒvl/
painting (n)	/ˈpeɪntɪŋ/
perform (v)	/pəˈfɔːm/
play (n)	/pleɪ/
programme (n)	/ˈprəʊgræm/
series (n)	/ˈsɪəriːz/
street art (n)	/ˈstriːt ɑːt/
street theatre (n)	/ˈstriːt θɪətə(r)/
work (n)	/wɜːk/

Mumbai Beach p.6

apartment building (n)	/əˈpɑːtmənt bɪldɪŋ/
beach (n)	/biːtʃ/
bridge (n)	/brɪdʒ/
desert (n)	/ˈdezət/
factory (n)	/ˈfæktri/
farm (n)	/fɑːm/
field (n)	/fiːld/
hill (n)	/hɪl/
island (n)	/ˈaɪlənd/
lake (n)	/leɪk/
office block (n)	/ˈɒfɪs blɒk/
park (n)	/pɑːk/
path (n)	/pɑːθ/
railway (n)	/ˈreɪlweɪ/
rainforest (n)	/ˈreɪnfɒrɪst/
river (n)	/ˈrɪvə(r)/
rubbish (n)	/ˈrʌbɪʃ/
square (n)	/skweə(r)/
village (n)	/ˈvɪlɪdʒ/
wood (n)	/wʊd/

On the high street p.7

baker's (n)	/ˈbeɪkəz/
bookshop (n)	/ˈbʊkʃɒp/
butcher's (n)	/ˈbʊtʃəz/
cash (n)	/kæʃ/
chemist's (n)	/ˈkemɪsts/
clothing (n)	/ˈkləʊðɪŋ/
coin (n)	/kɔɪn/
credit card (n)	/ˈkredɪt kɑːd/
customer (n)	/ˈkʌstəmə(r)/
department store (n)	/dɪˈpɑːtmənt stɔː(r)/
hairdresser's (n)	/ˈheədresəz/
item (n)	/ˈaɪtəm/
market (n)	/ˈmɑːkɪt/
note (n)	/nəʊt/
online shopping (n)	/ˌɒnlaɪn ˈʃɒpɪŋ/
payment (n)	/ˈpeɪmənt/
queue (n)	/kjuː/
receipt (n)	/rɪˈsiːt/
sale (n)	/seɪl/
shop assistant (n)	/ˈʃɒp əsɪstənt/
shop window (n)	/ˌʃɒp ˈwɪndəʊ/
shopping centre (n)	/ˈʃɒpɪŋ sentə(r)/
supermarket (n)	/ˈsuːpəmɑːkɪt/
town centre (n)	/ˌtaʊn ˈsentə(r)/

Unit 1

Real English p.9

At last!	/ət ˈlɑːst/
Don't be silly!	/ˌdəʊnt bi ˈsɪli/
That sounds fun!	/ˈðæt saʊndz fʌn/
That's a shame.	/ˈðæts ə ʃeɪm/
That's really funny!	/ðæts ˌrɪəli ˈfʌni/
What a gorgeous day!	/wɒt ə ˌgɔːdʒəz ˈdeɪ/

A day out p.9 and p.112

attraction (n)	/əˈtrækʃn/
audio guide (n)	/ˈɔːdiəʊ gaɪd/
cave (n)	/keɪv/
countryside (n)	/ˈkʌntrisaɪd/
equipment (n)	/ɪˈkwɪpmənt/
exhibition (n)	/ˌeksɪˈbɪʃn/
explore (v)	/ɪkˈsplɔː(r)/
go canoeing	/ˌgəʊ kəˈnuːɪŋ/
go cycling	/ˌgəʊ ˈsaɪklɪŋ/
go on a guided tour	/gəʊ ɒn ə ˌgaɪdɪd ˈtɔː(r)/

look round (phr v) /ˌlʊk raʊnd/
peaceful (adj) /ˈpiːsfl/
ruin (n) /ˈruːɪn/
spectacular (adj) /spekˈtækjələ(r)/
sun cream (n) /ˈsʌn kriːm/
wildlife (n) /ˈwaɪldlaɪf/
active (adj) /ˈæktɪv/
amazing (adj) /əˈmeɪzɪŋ/
amusement park (n) /əˈmjuːzmənt pɑːk/
awful (adj) /ˈɔːfl/
backpacking (n) /ˈbækpækɪŋ/
boring (adj) /ˈbɔːrɪŋ/
brilliant (adj) /ˈbrɪliənt/
excellent (adj) /ˈeksələnt/
go climbing /ˌgəʊ ˈklaɪmɪŋ/
incredible (adj) /ɪnˈkredəbl/
interesting (adj) /ˈɪntrestɪŋ/
lazy (adj) /ˈleɪzi/
national park (n) /ˌnæʃnəl ˈpɑːk/
road trip (n) /ˈrəʊd trɪp/
seaside resort (n) /ˈsiːsaɪd rɪzɔːt/
strange (adj) /streɪndʒ/
wonderful (adj) /ˈwʌndəfl/

Holidays: past and present p.11

abroad (adv) /əˈbrɔːd/
afford (v) /əˈfɔːd/
border (n) /ˈbɔːdə(r)/
destination (n) /ˌdestɪˈneɪʃn/
escape (v) /ɪˈskeɪp/
leisure (n) /ˈleʒə(r)/

Managing your time p.12

arrival (n) /əˈraɪvl/
cruise (n) /kruːz/
depart (v) /dɪˈpɑːt/
in advance /ˌɪn ədˈvɑːns/
make a reservation /ˌmeɪk ə rezəˈveɪʃn/
platform (n) /ˈplætfɔːm/

Travel p.13 and p.113

board the plane /ˌbɔːd ðə ˈpleɪn/
boot (n) /buːt/
catch a train /ˌkætʃ ə ˈtreɪn/
check in (phr v) /ˌtʃek ˈɪn/
convenient (adj) /kənˈviːniənt/
cross (v) /krɒs/
delayed (v) /dɪˈleɪd/
departures (n) /dɪˈpɑːtʃəz/
ferry (n) /ˈferi/
gate (n) /geɪt/
long queues /ˌlɒŋ ˈkjuːz/
luggage (n) /ˈlʌgɪdʒ/
miss a train /ˌmɪs ə ˈtreɪn/
passenger (n) /ˈpæsɪndʒə(r)/
port (n) /pɔːt/
reach (v) /riːtʃ/
tunnel (n) /ˈtʌnl/
security (n) /sɪˈkjʊərəti/
a non-stop flight /ə ˌnɒn stɒp ˈflaɪt/
a one-way ticket (n) /ə ˌwʌn weɪ ˈtɪkɪt/
a return ticket (n) /ə rɪˌtɜːn ˈtɪkɪt/
book a ticket /ˌbʊk ə ˈtɪkɪt/
commute (v) /kəˈmjuːt/
drive to school /ˌdraɪv tə ˈskuːl/
go abroad /ˌgəʊ əˈbrɔːd/
go on the underground /ˌgəʊ ɒn ði ˈʌndəgraʊnd/
ride a bike /ˌraɪd ə ˈbaɪk/
stop at the traffic lights /ˌstɒp ət ðə ˈtræfɪk laɪts/
take the bus /ˌteɪk ðə ˈbʌs/
wait at a bus stop /ˌweɪt ət ə ˈbʌs stɒp/

Unit 2

Real English p.23

Honestly! /ˈɒnɪstli/
I nearly died /aɪ ˌnɪəli ˈdaɪd/
it's not fair /ɪts ˌnɒt ˈfeə(r)/
so rude /ˌsəʊ ˈruːd/
time for dinner /ˌtaɪm fə ˈdɪnə(r)/

Jobs around the house p.23 and p.114

clean the cooker /ˌkliːn ðə ˈkʊkə(r)/
clear / lay the table /ˌklɪə ðə ˈteɪbl/ /ˌleɪ ðə ˈteɪbl/
decorate a cake /ˌdekəreɪt ə ˈkeɪk/
do all the housework /duː ˌɔːl ðə ˈhaʊswɜːk/
dust the shelves /ˌdʌst ðə ˈʃelvz/
empty / load the washing machine /ˌempti ðə ˈwɒʃɪŋ məʃiːn/ /ˌləʊd ðə ˈwɒʃɪŋ məʃiːn/
fold the clothes /ˌfəʊld ðə ˈkləʊðz/
iron your clothes /ˌaɪən jə ˈkləʊðz/
make the bed /ˌmeɪk ðə ˈbed/
put away clothes /ˌpʊt əˌweɪ ˈkləʊðz/
sweep the floor /ˌswiːp ðə ˈflɔː(r)/
take out the rubbish /ˌteɪk aʊt ðə ˈrʌbɪʃ/
tidy your room /ˌtaɪdi jə ˈruːm/
wash / dry the dishes /ˌwɒʃ ðə ˈdɪʃɪz/ /ˌdraɪ ðə ˈdɪʃɪz/
water the plants /ˌwɔːtə ðə ˈplɑːnts/
broom (n) /bruːm/
brush your teeth /ˌbrʌʃ jə ˈtiːθ/
bucket (n) /ˈbʌkɪt/
do your homework /ˌduː jə ˈhəʊmwɜːk/
duster (n) /ˈdʌstə(r)/
get dressed /ˌget ˈdrest/
get up (in the morning) /ˌget ˈʌp ɪn ðə mɔːnɪŋ/
go home /ˌgəʊ ˈhəʊm/
go to bed /ˌgəʊ tə ˈbed/
go to school /ˌgəʊ tə ˈskuːl/
have a shower /ˌhæv ə ˈʃaʊə(r)/
have breakfast /ˌhæv ˈbrekfəst/
have lessons /ˌhæv ˈlesnz/
ironing board (n) /ˈaɪənɪŋ bɔːd/
mop (n) /mɒp/
tumble dryer (n) /ˌtʌmbl ˈdraɪə(r)/
vacuum cleaner (n) /ˈvækjuːm kliːnə(r)/
washing line (n) /ˈwɒʃɪŋ laɪn/

Being a good neighbour p.26

- annoyed (adj) /əˈnɔɪd/
- confused (adj) /kənˈfjuːzd/
- disappointed (adj) /ˌdɪsəˈpɔɪntɪd/
- embarrassed (adj) /ɪmˈbærəst/
- fed up with /ˌfed ˈʌp wɪð/
- frightened (adj) /ˈfraɪtnd/
- miserable (adj) /ˈmɪzrəbl/
- worried (adj) /ˈwʌrid/

Describing a home p.27 and p.115

- animal skin (n) /ˈænɪml skɪn/
- basic (adj) /ˈbeɪsɪk/
- chimney (n) /ˈtʃɪmni/
- electricity (n) /ɪˌlekˈtrɪsəti/
- entrance (n) /ˈentrəns/
- frame (n) /freɪm/
- fresh air (n) /ˌfreʃ ˈeə(r)/
- heating (n) /ˈhiːtɪŋ/
- luxury (adj) /ˈlʌkʃəri/
- outhouse (n) /ˈaʊthaʊs/
- rug (n) /rʌg/
- running water (n) /ˌrʌnɪŋ ˈwɔːtə(r)/
- tent (n) /tent/
- traditional (adj) /trəˈdɪʃənl/
- wardrobe (n) /ˈwɔːdrəʊb/
- wood stove /ˈwʊd stəʊv/
- apartment block (n) /əˈpɑːtmənt blɒk/
- balcony (n) /ˈbælkəni/
- basement flat (n) /ˌbeɪsmənt ˈflæt/
- bathroom (n) /ˈbɑːθruːm/
- bedroom (n) /ˈbedruːm/
- detached house (n) /dɪˌtætʃt ˈhaʊs/
- dining room (n) /ˈdaɪnɪŋ ruːm/
- hall (n) /hɔːl/
- houseboat (n) /ˈhaʊsbəʊt/
- kitchen (n) /ˈkɪtʃɪn/
- living room (n) /ˈlɪvɪŋ ruːm/
- new build house (n) /ˌnjuː bɪld ˈhaʊs/
- roof (n) /ruːf/
- semi-detached house (n) /ˌsemi dɪˌtætʃt ˈhaʊs/
- terraced house (n) /ˌterəst ˈhaʊs/
- toilet (n) /ˈtɔɪlət/

Neighbourhood apps p.29

- bring together (phr v) /ˌbrɪŋ təˈgeðə(r)/
- find out (phr v) /ˌfaɪnd ˈaʊt/
- get on (phr v) /ˌget ˈɒn/
- give away (phr v) /ˌgɪv əˈweɪ/
- go on (phr v) /ˌgəʊ ˈɒn/
- set up (phr v) /ˌset ˈʌp/

Unit 3

Real English p.35

- Awesome! /ˈɔːsəm/
- check out /ˌtʃek ˈaʊt/
- Seriously?! /ˈsɪəriəsli/
- Wait a minute! /ˈweɪt ə mɪnɪt/
- Well done (adj) /ˌwel ˈdʌn/

Food p.35 and p.116

- a healthy lifestyle /ə ˌhelθi ˈlaɪfstaɪl/
- be on a diet /bi ˌɒn ə ˈdaɪət/
- broccoli (n) /ˈbrɒkəli/
- delicious (adj) /dɪˈlɪʃəs/
- have a lot of energy /həv ˌlɒts əv ˈenədʒi/
- heavy meal /ˌhevi ˈmetl/
- pineapple (n) /ˈpaɪnæpl/
- medium-sized (adj) /ˈmiːdiəm saɪzd/
- portion (n) /ˈpɔːʃn/
- recipe (n) /ˈresəpi/
- smoothie (n) /ˈsmuːði/
- spinach (n) /ˈspɪnɪtʃ/
- unhealthy (adj) /ʌnˈhelθi/
- veggie burger (n) /ˈvedʒi bɜːgə(r)/
- additive (n) /ˈædətɪv/
- avocado (n) /ˌævəˈkɑːdəʊ/
- balanced diet /ˌbælənst ˈdaɪət/
- bean (n) /biːn/
- cabbage (n) /ˈkæbɪdʒ/
- calorie (n) /ˈkæləri/
- carbohydrate (n) /ˌkɑːbəʊˈhaɪdreɪt/
- carrot (n) /ˈkærət/
- chicken (n) /ˈtʃɪkɪn/
- egg (n) /eg/
- fish (n) /fɪʃ/
- grape (n) /greɪp/
- ingredient (n) /ɪnˈgriːdiənt/
- meat (n) /miːt/
- nutritious (adj) /njuˈtrɪʃəs/
- protein (n) /ˈprəʊtiːn/
- strawberry (n) /ˈstrɔːbəri/
- vegetarian (n) /ˌvedʒəˈteəriən/
- watermelon (n) /ˈwɔːtəmelən/

Developing healthy habits p.38

- be patient /ˌbiː ˈpeɪʃnt/
- develop habits /dɪˌveləp ˈhæbɪts/
- focus on sth /ˈfəʊkəs ɒn sʌmθɪŋ/
- give up sth (phr v) /ˌgɪv ˈʌp sʌmθɪŋ/
- keep track of sth /ˌkiːp ˈtræk əv sʌmθɪŋ/
- make a mistake /ˌmeɪk ə mɪˈsteɪk/
- plan in advance /ˌplæn ɪn ədˈvɑːns/
- succeed in doing sth /səkˌsiːd ɪn ˈduːɪŋ sʌmθɪŋ/

Sport p.39 and p.117

court	/kɔ:t/
do a warm-up	/ˌdu: ə 'wɔm ʌp/
do press-ups	/ˌdu: 'pres ʌps/
go hiking	/ˌgəʊ 'haɪkɪŋ/
go jogging	/ˌgəʊ 'dʒɒgɪŋ/
goal (n)	/gəʊl/
helmet (n)	/'helmɪt/
play badminton	/ˌpleɪ 'bædmɪntən/
play volleyball	/ˌpleɪ 'vɒlibɔ:l/
racket (n)	/'rækɪt/
score points	/ˌskɔ: 'pɔɪnts/
support (v)	/sə'pɔ:t/
tracksuit (n)	/'træksu:t/
trainer (n)	/'treɪnə(r)z/
treadmill (n)	/'tredmɪl/
do athletics	/ˌdu: æθ'letɪks/
do karate	/ˌdu: kə'rɑ:ti/
do yoga	/ˌdu: 'jəʊgə/
go for a walk	/ˌgəʊ fər ə 'wɔ:k/
go ice skating	/ˌgəʊ 'aɪs skeɪtɪn/
go to a dance class	/ˌgəʊ tu ə 'dɑ:ns klɑ:s/
go to the gym	/ˌgəʊ tə ðə 'dʒɪm/
play basketball	/ˌpleɪ 'bɑ:skɪtbɔ:l/
play football	/ˌpleɪ 'fʊtbɔ:l/
play rugby	/ˌpleɪ 'rʌgbi/
ride a bike	/ˌraɪd ə 'baɪk/
running track (n)	/'rʌnɪŋ træk/
shoot (v)	/ʃu:t/
train (v)	/'treɪn/

Let's walk p.41

benefit (n)	/'benɪfɪt/
creative (adj)	/kri'eɪtɪv/
employee (n)	/ɪm'plɔɪi:/
notice (n)	/'nəʊtɪs/
scientist (n)	/'saɪəntɪst/
solution (n)	/sə'lu:ʃn/

Unit 4

Real English p.49

Can you believe it?	/kən jə bɪ'li:v ɪt/
Here you go!	/'hɪə jə gəʊ/
I don't think so	/aɪ ˌdəʊnt 'θɪŋk səʊ/
What on earth is happening?	/ˌwɒt ɒn ɜ:θ ɪz 'hæpənɪŋ/
Wish me luck!	/ˌwɪʃ mi 'lʌk/
Yippee!	/jɪ'pi:/

Weather p.49 and p.118

blowing (v)	/'bləʊɪŋ/
cloudy (adj)	/'klaʊdi/
degree (n)	/dɪ'gri:/
foggy (adj)	/'fɒgi/
freezing (adj)	/'fri:zɪŋ/
lightning (n)	/'laɪtnɪŋ/
mild (adj)	/maɪld/
shining (v)	/'ʃaɪnɪŋ/
shower (n)	/'ʃaʊə(r)/
snowing (v)	/'snəʊɪŋ/
storm (n)	/stɔ:m/
sun (n)	/sʌn/
sunny (adj)	/'sʌni/
thunder (n)	/'θʌndə(r)/
wet (adj)	/wet/
wind (n)	/wɪnd/
blizzard (n)	/'blɪzəd/
bright (adj)	/braɪt/
cold (adj)	/kəʊld/
cool (adj)	/ku:l/
dark (adj)	/dɑ:k/
downpour (n)	/'daʊnpɔ:(r)/
east (n)	/i:st/
gale (n)	/geɪl/
gentle breeze	/ˌdʒentl 'bri:z/
hot (adj)	/hɒt/
monsoon (n)	/ˌmɒn'su:n/
north (n)	/nɔ:θ/
rainbow	/'reɪnbəʊ/
rainy (adj)	/'reɪni/
south (n)	/saʊθ/
typhoon (n)	/taɪ'fu:n/
warm (adj)	/wɔ:m/
weather forecast (n)	/'weðə fɔ:kɑ:st/
west (n)	/west/

Getting water p.51

access (n)	/'ækses/
artificial (adj)	/ˌɑ:tɪ'fɪʃl/
container (n)	/kən'teɪnə(r)/
glacier (n)	/'glæsiə(r)/
melt (v)	/melt/
pipe (n)	/paɪp/
stream (n)	/stri:m/
water (n)	/'wɔ:tər/

Solving problems p.52

achieve goals	/əˌtʃi:v 'gəʊlz/
addicted to	/ə'dɪktɪd tə/
anxious (adj)	/'æŋkʃəs/
argue with (phr v)	/'ɑ:gju: wɪð/
criticise (v)	/'krɪtɪsaɪz/
hurt (v)	/hɜ:t/
make friends	/ˌmeɪk 'frendz/
shy (adj)	/ʃaɪ/

Natural disasters p.53 and p.119

avalanche (n)	/'ævəlɑ:nʃ/
damage (v)	/'dæmɪdʒ/
drought (n)	/draʊt/
earthquake (n)	/'ɜ:θkweɪk/

- flood (n) /flʌd/
- forest fire (n) /ˈfɒrɪst faɪə(r)/
- heatwave (n) /ˈhiːtweɪv/
- hurricane (n) /ˈhʌrɪkən/
- predict (v) /prɪˈdɪkt/
- rescue (v) /ˈreskjuː/
- survive (v) /səˈvaɪv/
- tornado (n) /tɔːˈneɪdəʊ/
- tsunami (n) /tsuːˈnɑːmi/
- volcanic eruption (n) /vɒlˌkænɪk ɪˈrʌpʃn/
- warning (n) /ˈwɔːnɪŋ/
- afraid of /əˈfreɪd əv/
- danger (n) /ˈdeɪndʒə(r)/
- dangerous (adj) /ˈdeɪndʒərəs/
- electrical storm (n) /ɪˌlektrɪkl ˈstɔːm/
- emergency (n) /ɪˈmɜːdʒənsi/
- global warming (n) /ˌgləʊbl ˈwɔːmɪŋ/
- help (v) /help/
- landslide (n) /ˈlændslaɪd/
- lava (n) /ˈlɑːvə/
- natural disaster (n) /ˌnætʃrəl dɪˈzɑːstə(r)/
- pollution (n) /pəˈluːʃn/
- protect (v) /prəˈtekt/
- safety measure (n) /ˈseɪfti meʒə(r)/
- sandstorm (n) /ˈsændstɔːm/
- tremor (n) /ˈtremə(r)/
- volcano (n) /vɒlˈkeɪnəʊ/

Unit 5

Real English p.61

- By the way /ˌbaɪ ðə ˈweɪ/
- Go ahead (phr v) /ˌgəʊ əˈhed/
- Lucky them! /ˌlʌki ˈðem/
- That reminds me /ˌðæt rɪˈmaɪndz miː/
- What else? /ˌwɒt ˈels/

Talking about school p.61 and p.120

- assignment (n) /əˈsaɪnmənt/
- attend (v) /əˈtend/
- canteen (n) /kænˈtiːn/
- concentrate (v) /ˈkɒnsntreɪt/
- do a degree /ˌduː ə dɪˈgriː/
- essay (n) /ˈeseɪ/
- fail (v) /feɪl/
- grade (n) /greɪd/
- make progress /ˌmeɪk ˈprəʊgres/
- pass (v) /pɑːs/
- primary school (n) /ˈpraɪməri skuːl/
- qualification (n) /ˌkwɒlɪfɪˈkeɪʃn/
- revise (v) /rɪˈvaɪz/
- secondary school (n) /ˈsekəndri skuːl/
- technology (n) /tekˈnɒlədʒi/
- term (n) /tɜːm/
- academic (adj) /ˌækəˈdemɪk/
- art (n) /ɑːt/
- assessment (n) /əˈsesmənt/
- biology (n) /baɪˈɒlədʒi/
- chemistry (n) /ˈkemɪstri/
- compulsory (adj) /kəmˈpʌlsəri/
- educational (adj) /ˌedʒuˈkeɪʃənl/
- geography (n) /dʒiˈɒgrəfi/
- graduate (n) /ˈgrædʒueɪt/
- history (n) /ˈhɪstri/
- IT (n) /ˌaɪ ˈtiː/
- maths (n) /mæθs/
- memorise (v) /ˈmeməraɪz/
- music (n) /ˈmjuːzɪk/
- optional (adj) /ˈɒpʃənl/
- PE (n) /ˌpiː ˈiː/
- physics (n) /ˈfɪzɪks/
- revision (n) /rɪˈvɪʒn/

Being an autonomous learner p.64

- be embarrassed about sth /bi ɪmˈbærəst əbaʊt sʌmθɪŋ/
- be fairly good at sth /bi ˌfeəli ˈgʊd ət sʌmθɪŋ/
- feel confident /ˌfiːl ˈkɒnfɪdənt/
- find sth a challenge /ˌfaɪnd sʌmθɪŋ ə ˈtʃælɪndʒ/
- have difficulty /ˌhæv ˈdɪfɪkəlti/
- work on sth /ˈwɜːk ɒn sʌmθɪŋ/

After-school activities p.65 and p.121

- choir (n) /ˈkwaɪə(r)/
- coding /ˈkəʊdɪŋ/
- community garden (n) /kəˌmjuːnəti ˈgɑːdn/
- costume (n) /ˈkɒstjuːm/
- fitness training (n) /ˈfɪtnəs treɪnɪŋ/
- flute (n) /fluːt/
- folk dancing (n) /ˈfəʊk dɑːnsɪŋ/
- leisure centre (n) /ˈleʒə sentə(r)/
- multiplayer online game /ˌmʌltipleɪə ˌɒnlaɪn ˈgeɪm/
- nature photography /ˈneɪtʃə fətɒgrəfi/
- orchestra (n) /ˈɔːkɪstrə/
- pottery lesson /ˈpɒtəri lesn/
- robotics (n) /rəʊˈbɒtɪks/
- stage (n) /steɪdʒ/
- theatre group /ˈθɪətə gruːp/
- tool (n) /tuːl/
- do chores /ˌduː ˈtʃɔːz/
- help out (phr v) /ˌhelp ˈaʊt/
- join in (phr v) /ˌdʒɔɪn ˈɪn/
- sign up for (phr v) /ˌsaɪn ˈʌp fə(r)/
- take an interest in (phr v) /ˌteɪk ən ˈɪntrest ɪn/
- take part in /ˌteɪk ˈpɑːt ɪn/

What's the best way to learn? p.67

- aural (adj) /ˈɔːrəl/
- logical (adj) /ˈlɒdʒɪkl/
- physical (adj) /ˈfɪzɪkl/
- social (adj) /ˈsəʊʃl/
- solitary (adj) /ˈsɒlətri/
- verbal (adj) /ˈvɜːbl/
- visual (adj) /ˈvɪʒuəl/

Unit 6

Life experiences p.74 and p.122

apply for a job	/əˌplaɪ fər ə ˈdʒɒb/
apply to a university	/əˌplaɪ tu ə ˌjuːnɪˈvɜːsəti
be more independent	/bi ˌmɔːr ɪndɪˈpendənt/
do a bungee jump	/ˌduː ə ˈbʌndʒi dʒʌmp/
get a credit card	/ˌget ə ˈkredɪt kɑːd/
get a driving licence	/ˌget ə ˈdraɪvɪŋ laɪsns/
get a job	/ˌget ə ˈdʒɒb/
go abroad	/ˌgəʊ əˈbrɔːd/
leave home	/ˌliːv ˈhəʊm/
open a bank account	/əʊpən ə ˈbæŋk əkaʊnt/
pass my final exams	/ˌpɑːs maɪ ˌfaɪnl ɪgˈzæmz/
pay my own bills	/ˌpeɪ maɪ əʊn ˈbɪlz/
rent a flat	/ˌrent ə ˈflæt/
start my own business	/ˌstɑːt maɪ əʊn ˈbɪznəs/
start saving money	/ˌstɑːt seɪvɪŋ ˈmʌni/
take part in a race	/teɪk ˌpɑːt ɪn ə ˈreɪs/
take up a new hobby	/teɪk ˌʌp ə njuː ˈhɒbi/
turn eighteen	/ˌtɜːn eɪˈtiːn/
achieve success	/əˌtʃiːv səkˈses/
become famous	/bɪˌkʌm ˈfeɪməs/
become rich	/bɪˌkʌm ˈrɪtʃ/
develop skills	/dɪˌveləp ˈskɪlz/
do an apprenticeship	/ˌduː ən əˈprentɪʃɪp/
drop out (phr v)	/ˌdrɒp ˈaʊt/
earn money	/ˌɜːn ˈmʌni/
finish school	/ˌfɪnɪʃ ˈskuːl/
get a degree	/ˌget ə dɪˈgriː/
get work experience	/ˌget ˈwɜːk ɪkspɪəriəns/
go to university	/ˌgəʊ tə ˌjuːnɪˈvɜːsəti/
keep in touch	/ˌkiːp ɪn ˈtʌtʃ/
learn how to cook	/ˌlɜːn haʊ tə ˈkʊk/
learn to drive	/ˌlɜːn tə ˈdraɪv/
make new friends	/ˌmeɪk njuː ˈfrendz/
volunteer (v)	/ˌvɒlənˈtɪə(r)/
work for a company	/ˌwɜːk fər ə ˈkʌmpəni/

Real English p.75

I can hardly wait.	/aɪ kən ˌhɑːdli ˈweɪt/
Let's get started!	/ˌlets get ˈstɑːtɪd/
no big deal	/ˌnəʊ bɪg ˈdiːl/
no pain, no gain	/nəʊ ˌpeɪn nəʊ ˈgeɪn/
To be honest	/tə bi ˈhɒnɪst/

Becoming an adult p.77

brave (adj)	/breɪv/
celebrate (v)	/ˈselɪbreɪt/
ceremony (n)	/ˈserəməni/
lecture (n)	/ˈlektʃə(r)/
sensible (adj)	/ˈsensəbl/
take risks	/ˌteɪk ˈrɪsks/

Understanding the customs of other cultures p.78

behave (v)	/bɪˈheɪv/
custom (n)	/ˈkʌstəm/
greeting (n)	/ˈgriːtɪŋ/
make eye contact	/ˌmeɪk ˈaɪ kɒntækt/
queue (n)	/kjuː/
show a lack of respect	/ʃəʊ ə ˌlæk əv rɪˈspekt/

Stages of life p.79 and p.123

be an only child	/bi ən ˌəʊnli ˈtʃaɪld/
be born	/bi ˈbɔːn/
celebrate a wedding anniversary	/ˌselɪbreɪt ə ˈwedɪŋ ænɪvɜːsəri/
childhood (n)	/ˈtʃaɪldhʊd/
elderly (adj)	/ˈeldəli/
get married	/ˌget ˈmærid/
grow up (phr v)	/ˌgrəʊ ˈʌp/
in his / her early twenties	/ɪn ɪz ˌɜːli ˈtwentiz/ /ɪn ər ˌɜːli ˈtwentiz/
in his / her late seventies	/ɪn ɪz ˌleɪt ˈsevntiz/ /ɪn ər ˌleɪt ˈsevntiz/
in his / her mid-thirties	/ɪn ɪz ˌmɪd ˈθɜːtiz/ /ɪn ər ˌmɪd ˈθɜːtiz/
middle-aged	/ˌmɪdl ˈeɪdʒd/
relative (n)	/ˈrelətɪv/
start a family	/ˌstɑːt ə ˈfæməli/
teenager (n)	/ˈtiːneɪdʒə(r)/
twin (n)	/twɪn/
be expecting a baby	/bi ɪkˌspektɪŋ ə ˈbeɪbi/
cousin (n)	/ˈkʌzn/
dad (n)	/dæd/
depend on (phr v)	/dɪˈpend ɒn/
get along with (phr v)	/ˌget əˈlɒŋ wɪð/
get engaged	/ˌget ɪnˈgeɪdʒd/
grandfather (n)	/ˈgrænfɑːðə(r)/
grandparent (n)	/ˈgrænpeərənt/
husband (n)	/ˈhʌzbənd/
look up to (phr v)	/ˌlʊk ˈʌp tu/
mother (n)	/ˈmʌðə(r)/
niece (n)	/niːs/
retire (v)	/rɪˈtaɪə(r)/
sister (n)	/ˈsɪstə(r)/
son (n)	/sʌn/
uncle (n)	/ˈʌŋkl/

Unit 7

Real English p.86

and all that	/ən ˈɔːl ðæt/
I mean, …	/ˌaɪ ˈmiːn/
Oops!	/ʊps/
What about you?	/ˌwɒt əˌbaʊt ˈjuː/
You know what?	/jə ˌnəʊ ˈwɒt/
You'll never believe it!	/juːl ˌnevə bɪˈliːv ɪt/

Space exploration p.87 and p.124

astronaut (n)	/'æstrənɔ:t/
atmosphere (n)	/'ætməsfɪə(r)/
be a member of the crew	/bi ə ˌmembər əv ðə 'kru:/
breathe (v)	/bri:ð/
challenging (adj)	/'tʃælɪndʒɪŋ/
condition (n)	/kən'dɪʃn/
explore (v)	/ɪk'splɔ:(r)/
float in space	/ˌfləʊt ɪn 'speɪs/
go on a mission	/ˌgəʊ ɒn ə 'mɪʃn/
gravity (n)	/'grævəti/
step onto the moon	/step ˌɒntə ðə 'mu:n
surface (n)	/'sɜ:fɪs/
survive (v)	/sə'vaɪv/
travel on board a spaceship	/ˌtrævl ɒn ˌbɔ:d ə 'speɪsʃɪp/
water supply (n)	/'wɔ:tə səplaɪ/
wear a spacesuit	/ˌweər ə 'speɪssu:t/
adventure (n)	/əd'ventʃə(r)/
asteroid (n)	/'æstərɔɪd/
chance (n)	/tʃɑ:ns/
dangerous (adj)	/'deɪndʒərəs/
dream (n)	/dri:m/
earth (n)	/ɜ:(r)θ/
land (n)	/lænd/
launch (v)	/lɔ:ntʃ/
moon (n)	/mu:n/
orbit (v)	/'ɔ:bɪt/
planet (n)	/'plænɪt/
satellite (n)	/'sætəlaɪt/
solar system (n)	/'səʊlə sɪstəm/
space shuttle (n)	/'speɪs ʃʌtl/
space station (n)	/'speɪs steɪʃn/
universe (n)	/'ju:nɪvɜ:s/

Successful teamwork p.90

admit (v)	/əd'mɪt/
argument (n)	/'ɑ:gjumənt/
attention (n)	/ə'tenʃn/
hand (n)	/hænd/
interest (n)	/'ɪntrest/
responsible (adj)	/rɪ'spɒnsəbl/
support (v)	/sə'pɔ:t/
valuable (adj)	/'væljuəbl/

Inventors and inventions p.91 and p.125

contain (v)	/kən'teɪn/
develop (v)	/dɪ'veləp/
discover (v)	/dɪ'skʌvə(r)/
do research into	/ˌdu: rɪ'sɜ:tʃ ɪntu:/
foam (n)	/fəʊm/
material (n)	/mə'tɪəriəl/
mix (v)	/mɪks/
powder (n)	/'paʊdə(r)/
produce (v)	/prə'dju:s/
run a test	/ˌrʌn ə 'test/
stick (v)	/stɪk/
system (n)	/'sɪstəm/
thermometer (n)	/θə'mɒmɪtə(r)/
Velcro (n)	/'velkrəʊ/
weigh (v)	/weɪ/
convenient (adj)	/kən'vi:niənt/
effective (adj)	/ɪ'fektɪv/
engineer (n)	/ˌendʒɪ'nɪə(r)/
equipment (n)	/ɪ'kwɪpmənt/
experiment (n)	/ɪk'sperɪmənt/
famous (adj)	/'feɪməs/
hard-working (adj)	/ˌhɑ:d 'wɜ:kɪŋ/
innovative (adj)	/'ɪnəveɪtɪv/
IT technician (n)	/ˌaɪ 'ti: teknɪʃn/
portable (adj)	/'pɔ:təbl/
reliable (adj)	/rɪ'laɪəbl/
scientist (n)	/'saɪəntɪst/
useful (adj)	/'ju:sfl/
wearable (adj)	/'weərəbl/

Space scientists: Past and present p.93

completely (adv)	/kəm'pli:tli/
hopefully (adv)	/'həʊpfəli/
luckily (adv)	/'lʌkɪli/
mainly (adv)	/'meɪnli/
sadly (adv)	/'sædli/
successfully (adv)	/sək'sesfəli/

Unit 8

Real English p.101

at the end of the day	/ət ði ˌend əv ðə 'deɪ/
give it a go	/ˌgɪv ɪt ə 'gəʊ/
I reckon	/'aɪ rekən/
isn't really my thing	/ɪznt ˌrɪəli maɪ 'θɪŋ/
it's such a pain	/ɪts ˌsʌtʃ ə 'peɪn/

Jobs p.101 and p.126

be on your feet	/bi ˌɒn jə 'fi:t/
creative (adj)	/kri'eɪtɪv/
earn money	/ˌɜ:n 'mʌni/
lifeguard (n)	/'laɪfgɑ:d/
look after children (phr v)	/ˌlʊk ɑ:ftə 'tʃɪldrən/
part-time job (n)	/ˌpɑ:t taɪm 'dʒɒb/
sell handmade goods	/ˌsel ˌhændmeɪd 'gʊdz/
serve customers (n)	/ˌsɜ:v 'kʌstəməz/
shop assistant (n)	/'ʃɒp əsɪstənt/
stressful (adj)	/'stresfl/
take orders	/ˌteɪk 'ɔ:dəz/
tiring (adj)	/'taɪərɪŋ/
work from home	/ˌwɜ:k frəm 'həʊm/
work on the checkout	/ˌwɜ:k ɒn ðə 'tʃekaʊt/
work in a team	/ˌwɜ:k ɒn ə 'ti:m/
accept a job offer	/ək'ˌsept ə 'dʒɒb ɒfə(r)/
apply for a job vacancy	/ə'ˌplaɪ fər ə 'dʒɒb veɪkənsi/
employ sb to do a job	/ɪm'ˌplɔɪ sʌmbədi tə ˌdu: ə 'dʒɒb/
get a job	/ˌget ə 'dʒɒb/

get on well with colleagues	/ˌget ɒn ˌwel wɪð 'kɒli:gz/
get time off	/ˌget taɪm 'ɒf/
get work experience	/ˌget 'wɜ:k ɪkspɪəriəns/
interview sb for a job	/ˌɪntəvju: sʌmbədi fər ə 'dʒɒb/
look for a job	/ˌlʊk fər ə 'dʒɒb/
lose your job	/ˌlu:z jə 'dʒɒb/
offer sb a job	/ˌɒfə sʌmbədi ə 'dʒɒb/
prepare for a job interview	/prɪˌpeə fər ə 'dʒɒb ɪntəvju:/
sign a contract	/ˌsaɪn ə 'kɒntrækt/
train sb to do a job	/ˌtreɪn sʌmbədi tə ˌdu: ə 'dʒɒb/
work long hours	/ˌwɜ:k lɒŋ 'aʊəz/
write a CV	/ˌraɪt ə ˌsi: 'vi:/

Working to your strengths p.104

confident (adj)	/'kɒnfɪdənt/
focused (adj)	/'fəʊkəst/
organised (adj)	/'ɔ:gənaɪzd/
reliable (adj)	/rɪ'laɪəbl/
sociable (adj)	/'səʊʃəbl/
team leader (n)	/ˌti:m 'li:də(r)/

Phrasal verbs p.105 and p.127

carry out (phr v)	/ˌkæri 'aʊt/
come round (phr v)	/ˌkʌm 'raʊnd/
get on (phr v)	/ˌget 'ɒn/
give up (phr v)	/ˌgɪv 'ʌp/
go by (phr v)	/ˌgəʊ 'baɪ/
hand over (phr v)	/ˌhænd 'əʊvə(r)/
hang up (phr v)	/ˌhæŋ 'ʌp/
hear from (phr v)	/'hɪə frəm/
put off (phr v)	/ˌpʊt 'ɒf/
run out of (phr v)	/ˌrʌn 'aʊt əv/
take on (phr v)	/ˌteɪk 'ɒn/
turn up (phr v)	/ˌtɜ:n 'ʌp/
work out (phr v)	/ˌwɜ:k 'aʊt/
write down (phr v)	/ˌraɪt 'daʊn/
annoyed (adj)	/ə'nɔɪd/
badly (adv)	/'bædli/
careful (adj)	/'keəfl/
carefully (adv)	/'keəfəli/
confident (adj)	/'kɒnfɪdənt/
confused (adj)	/kən'fju:zd/
difficult (adj)	/'dɪfɪkəlt/
dull (adj)	/dʌl/
easy (adj)	/'i:zi/
helpful (adj)	/'helpfl/
honest (adj)	/'ɒnɪst/
immediately (adv)	/ɪ'mi:diətli/
last-minute (adj)	/ˌlɑ:st 'mɪnɪt/
later (adv)	/'leɪtə(r)/
now (adv)	/naʊ/
quick (adj)	/kwɪk/
sensible (adj)	/'sensəbl/
slow (adj)	/sləʊ/
soon (adv)	/su:n/
well (adv)	/wel/
well-organised (adj)	/ˌwel 'ɔ:gənaɪzd/

Dream job p.107

caretaker (n)	/'keəteɪkə(r)/
fed up with (adj)	/ˌfed 'ʌp wɪð/
remote (adj)	/rɪ'məʊt/
rough (adj)	/rʌf/
sandy (adj)	/'sændi/
snorkelling (n)	/'snɔ:kəlɪŋ/
wildlife (n)	/'waɪldlaɪf/

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