Second Edition

own it! 2

IT'S YOUR WORLD

Student's Book

WITH DIGITAL PACK

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CAMBRIDGE

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Starter

Welcome!

Vocabulary

Free time and hobbies

S.01 **1** **Match verbs 1–11 with the words in the box to make phrases. Listen, check and repeat.**

a bike ride	a blog	an instrument
books/magazines	cakes/videos	friends
music	~~online~~	photos
shopping	songs	

1 chat online
2 download _____
3 go _____
4 go for _____
5 hang out with _____
6 listen to _____
7 make _____
8 play _____
9 read _____
10 take _____
11 write _____

S.02 **2** **Listen and write the activities in Exercise 1.**

1 play an instrument
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

Sport

S.03 **3** **Match the words with the pictures 1–8. Circle the two sports that aren't in the pictures. Listen, check and repeat.**

☐ athletics	☐ basketball
1 gymnastics	☐ hockey
☐ rugby	☐ sailing
☐ swimming	☐ table tennis
☐ volleyball	☐ windsurfing

Learn to learn

Verb and noun phrases

We often use verbs and nouns together to make different phrases. Learn them together.

4 **Complete the list with nouns in Exercises 1 and 3.**

Verb	Noun
play	an instrument,
go	
make	
write	
read	

5 **Correct the verbs in these sentences.**

1 Do you want to play _____ swimming with us?
2 My mum often makes _____ shopping on Saturday.
3 We go _____ basketball at school.
4 I usually do _____ photos with my phone.
5 Does your brother play _____ athletics?

Use it!

6 **Discuss the questions.**

1 What is your favourite sport to watch on TV?
2 What is your favourite sport to do?
3 What isn't a good sport to do on your own?

Explore it!

Is the sentence *T* (true) or *F* (false)?

Rugby is popular in many countries, but it is the only sport in Exercise 3 that isn't played at the Summer Olympic Games. ☐

Find another interesting fact about sports and write a question for your partner to answer.

Reading
A blog post

1 **Look at the photos in the blog post. What do you want to know about the people?**

S.04 **2** **Read the blog post. Do you learn the information you wanted to know in Exercise 1?**

3 **Find words in the blog post that mean:**

1 doing a lot of things busy
2 difficult _____
3 making you a bit angry _____
4 very bad _____
5 very good _____

4 **Read the blog post again and write the names of the people. Who …**

1 is a busy person? Rosie
2 are Rosie's brother and sister? _____
3 likes computer magazines and computer games? _____
4 is not a good singer? _____
5 are Sara and Fatima? _____
6 thinks Rosie's blog is very good? _____

Voice it!

5 **Discuss the questions.**

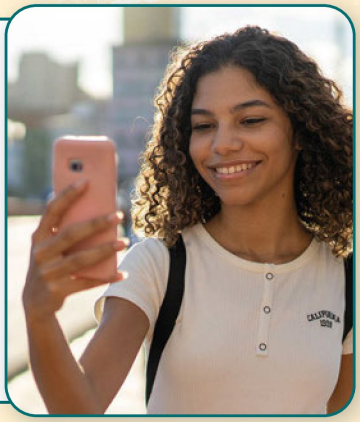
1 Are you like any of the people in Rosie's blog? If so, who and why?
2 Do you read blogs? Why / Why not?
3 What's your favourite blog? What's it about?

Thoughts for today

Rosie Wilson

Hi everyone! Today, my blog is all about my hobbies, family and friends. I'm always busy! So, what do I do?

I go swimming three mornings a week. I always get up at 5.30 am 😴. It's tough, but swimming is my favourite thing (after my blog – obviously!).



My big brother, Dan

He plays computer games and he sometimes reads magazines (computer game ones!). He plays football every day with his friends, but he doesn't leave the house! 🤔

My annoying little sister, Nora

She does her homework and she often listens to music at the same time. Does she sing too? Yes, she does – but she's a terrible singer! 😱

Best friends forever: Sara and Fatima ♥♥♥

I don't see them during the week because we don't go to the same school. That isn't a problem because we usually hang out together at the weekend. They love taking selfies and they post Snapchat stories every day!

What about you? Do you often read my blog? How do you spend your free time? **Let me know!**

Comments:

Jody I read your blog in my free time. It's brilliant!

Language in action

Present simple

Watch video S.1
What does Zara do on the bus?
What does the vlogger do in the morning?

	I / You / We / They	He / She / It
+	I **usually** write in the morning.	My friend Dan **often goes** to a climbing gym.
-	I **don't check** my phone before breakfast.	She **doesn't listen** to pop music.
?	**Do** you **have** a routine? **Yes**, I **do**. / **No**, I **don't**. How **do** you **spend** your mornings?	**Does** he **like** PE class? **Yes**, he **does**. / **No**, he **doesn't**.

1 **Match the uses of the present simple with the examples.**

1 Things which are always true
2 Things that happen regularly
a Ana wakes up early every morning. ☐
b There aren't eight days in a week. ☐

2 **Look at the table. Write questions and short answers using the present simple.**

1 polar bears / live / the jungle?
Do polar bears live in the jungle? No, they don't.
2 you / like / shopping?
_____
3 your friend / play / an instrument?
_____

S.05 **3** **Complete the blog post with the present simple form of the verbs. Then listen and check.**

I [1]*like* (like) my new school. I [2]_____ (not know) all the students in my class yet, but I [3]_____ (sit) next to a boy called Jorge in my English class. He's sports mad. He [4]_____ (play) basketball every day. On some days he [5]_____ (not have) lunch – he's on the basketball court!
[6]_____ you _____ (get) a lot of homework? Our teachers [7]_____ (give) us lots! I [8]_____ (not do) it at home – I [9]_____ (go) to homework club on Wednesdays. Some of the older students [10]_____ (help) us. They're nice. After homework club, I [11]_____ (not get) home until about 6.30 pm. I [12]_____ (listen) to music and relax before dinner.

Adverbs of frequency

Emiliano is **always** busy. He never has free time.
Maria **sometimes** watches TV but not every day.
Daniel **usually** goes to school by bike.
Burcu **often** plays tennis with me. She's very good.

4 **Complete the timeline with the adverbs of frequency in the table above.**

0% [1]_____ [3]_____ 100%
never [2]_____ [4]_____

5 **Write sentences with the words in brackets.**

1 I'm late for school. (never)
I'm never late for school.
2 I do my homework at the weekend. (always)
_____
3 Do you go shopping with friends? (sometimes)
_____
4 Do you take photos on your phone? (usually)
_____

Grammar tutor p124

Use it!

6 **Discuss the sentences in Exercise 5. Are they true for you?**

Are you always late for school?

No, I'm never late for school!

Vocabulary and listening

Personal possessions

S.06 **1** **Match the words with the photos. Listen, check and repeat.**

☐ bus pass	☐ camera
☐ headphones	☐ keys
☐ laptop	☐ money
☐ passport	☐ phone
☐ portable charger	☑ tablet

1

2

3

4

5

6

7

8

9

10

2 **Complete the sentences with words in Exercise 1.**

1 Where are my keys ? I can't open the door.
2 Dan is always late. Can I borrow your _____ to message him?
3 You can't go to the USA without your _____.
4 I want to take good photos. I need a nice _____.
5 That music is very loud. Use your _____.
6 My battery is low. Can I borrow your _____?

Learn to learn

Making vocabulary cards

Make vocabulary cards to help you learn new words. Draw a picture on one side and write the word on the other.

3 **Make your own vocabulary cards for the words in Exercise 1.**

4 **Test a partner. Show your cards. Can your partner say the words in English?**

Use it!

5 **Describe a possession in Exercise 1 for your partner to guess. Think about:**

- when you use it
- where you use it
- what you use it for

I use it every day. I always keep it in my bag. I use it to get to school.

Is it your bus pass?

Yes, it is!

Vocabulary and listening

Personal possessions

bus pass

camera

headphones

keys

laptop

money

passport

phone

portable charger

tablet

1 **Are the sentences *T* (true) or *F* (false)?**

1 You need a passport to make a cake. ___
2 You use a camera to download songs. ___
3 You can use headphones to listen to music. ___
4 You use a portable charger to write a blog. ___
5 You can use your laptop to chat online. ___
6 You can use your phone to read books. ___

Learn to learn

Making vocabulary cards

Make vocabulary cards to help you learn new words. Draw a picture on one side and write the word on the other.

2 **Use the cards you made in class. Take turns to pick up a card, look at the picture and name the things. Ask your partner questions about the things they've got.**

Bus pass. Have you got a bus pass? *Yes, I have.* *Where is it?* *It's …*

A conversation

S.07 **3** **Listen. Circle the club Alex wants to go to.**

a coding club b photography club

S.07 **4** **Listen again and circle the correct answers.**

1 Emine goes to the … club.
a coding b photography
2 Alex … taking photos.
a likes b doesn't like
3 Alex has got a … .
a tablet b laptop
4 Mr Adams … .
a is a good teacher b knows Bill Gates
5 In her free time, Libby writes … .
a a blog b computer programs

Voice it!

5 **Do you go to any school clubs? Which ones? What school club would you like to go to?**

Language in action

love, like, don't mind, hate + -ing

Watch video S.2
What two things does James hate? What four things does he love?

love / like / don't mind / hate + -ing

I **love hanging out** with friends. 😍😍😍
I **like playing** sports. 😃
I **don't mind playing** them. 😐
I **hate using** my phone. 😕😕😕

1 **Look at the table. Match 1–3 with a–c.**

1 We follow *love*, *like*, *don't mind* and *hate* with
2 When you *don't mind* doing something,
3 When you *hate* doing something,

a you don't have strong feelings.
b you don't like it at all.
c the verb + *ing*.

2 **Complete the blog post with the correct form of the verbs in the box.**

do get up help ~~listen~~ speak

Yusef 😃 [1] likes listening to music. Mic Lowry is his favourite band.
He 😕😕😕 [2] _____ early.
He 😍😍😍 [3] _____ English, even in our French class!
I 😕 [4] _____ my maths homework.
Yusef 😐 [5] _____ me.

Use it!

3 **Think of five sentences using *love*, *like*, *don't mind* and *hate*. Say your sentences to your partner. Do you agree?**

I don't mind cleaning the kitchen. *I hate doing it!*

have got

	I / You / We / They *have (not) got*	He / She / It *has (not) got*
+	We**'ve got** a new computer at home.	She**'s got** a new camera.
-	I **haven't got** any video games.	He **hasn't got** a phone.
?	**Have** you **got** a favourite TV show? Yes, I **have**. / No, I **haven't**.	**Has** your uncle **got** any pets? Yes, he **has**. / No, he **hasn't**.

4 **Look at the table and write the contractions.**

1 We have got → We _____
2 She has got → She _____
3 They have not got → They _____
4 He has not got → He _____

S.08 **5** **Complete the text with the correct form of *have got*. Then listen and check.**

We[1] 've got a new student in our class. Her name's Paola. What [2] _____ we _____ in common? A lot! She [3] _____ brown hair and blue eyes – just like me! [4] _____ she _____ any brothers and sisters? Yes, she [5] _____. She [6] _____ two annoying little sisters, just like me. She [7] _____ any brothers. We [8] _____ the same trainers, phones and headphones! We both love playing table tennis. We [9] _____ any classes today because it's a holiday. I [10] _____ Paola's phone number, and I hope she's free to practise table tennis with me this afternoon.

Grammar tutor p124

Use it!

6 **Ask and answer questions using *have* got.**

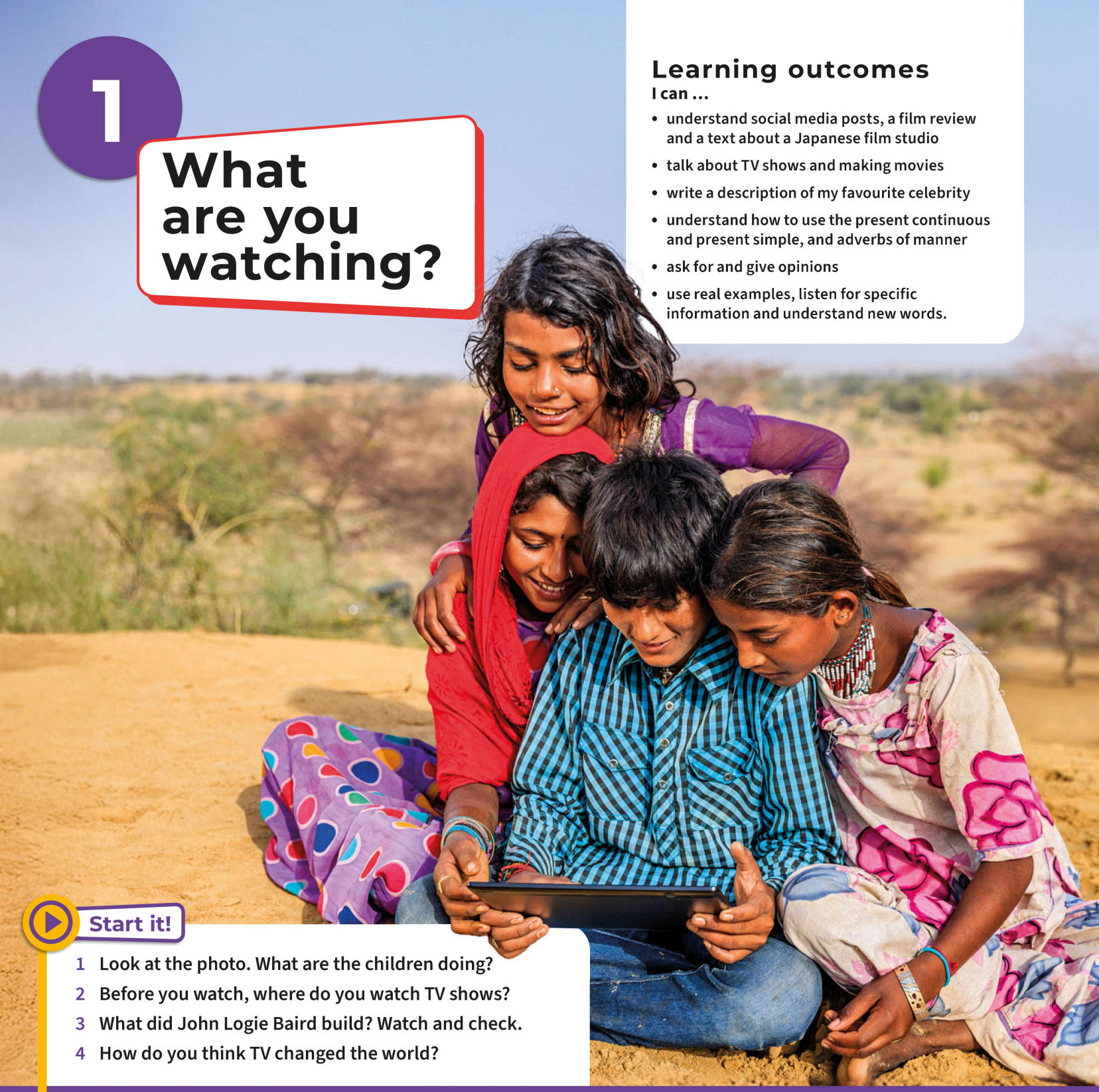
Have you got any brothers or sisters?

1 What are you watching?

Learning outcomes

I can ...

- understand social media posts, a film review and a text about a Japanese film studio
- talk about TV shows and making movies
- write a description of my favourite celebrity
- understand how to use the present continuous and present simple, and adverbs of manner
- ask for and give opinions
- use real examples, listen for specific information and understand new words.



Start it!

1 Look at the photo. What are the children doing?
2 Before you watch, where do you watch TV shows?
3 What did John Logie Baird build? Watch and check.
4 How do you think TV changed the world?

Watch video 1.1

p13

Language in action 1.2

p15

Language in action 1.3

p16

Everyday English 1.4

p18

Globetrotters 1.5

Vocabulary

TV shows

1.01 **1** Match eight of the TV shows in the box with the photos. Circle the four shows that aren't in the photos. Listen, check and repeat.

☐ cartoon	☐ chat show
☐ comedy	☐ cookery show
☐ documentary	☐ drama
☐ game show	☐ on-demand series
☐ reality show	1 soap opera
☐ sports show	☐ the news

2 Match the sentences with TV shows in Exercise 1.

1 'Put your potatoes in a pan and add some salt.' *cookery show*

2 'They're coming! We need to get out of here.' _____

3 'Giant pandas are in danger. There are only about 1,800 left.' _____

4 'We've got some really interesting guests on tonight's show.' _____

5 'Can they score in the last minute?' _____

6 'Today: Hurricane hits city.' _____

1.02 **3** Listen. Write the shows the people talk about.

1 *comedy* _____ 4 _____

2 _____ 5 _____

3 _____ 6 _____

Learn to learn

Using real examples

When you learn vocabulary, think of examples to help you remember it.

4 Think of an example of each type of TV show in Exercise 1.

5 Ask about your partner's TV shows. Can you guess what they are?

What type of show is it? *A sports show.*

Use it!

6 Complete the sentences so they are true for you. Tell your partner.

1 I love watching _____.

2 My family often watches _____.

3 My favourite TV show is _____.

4 I hate _____.

Explore it!

Guess the correct answer.

Which country in the world watches the most TV?

a Poland b USA c Japan

Find an interesting fact about TV. Then write a question for your partner to answer.

Reading

Social media posts

1 **Look at the pictures and titles. What do you think the posts are about?**

1.03 **2** **Read the posts. Match the people with the TV shows.**

1	Jack	a	a comedy
2	Holly	b	the news
3	Rory	c	an on-demand series

3 **Write *J* (Jack), *H* (Holly) or *R* (Rory).**

1. Who likes different TV shows from his/her friend? ___
2. Who does media studies? ___
3. Who is with his/her friend now? ___
4. Who talks about a friend in a different place? ___

4 **Match the words with the definitions.**

average episode
season subscribe

1. typical, normal _____
2. one individual show in a series _____
3. arrange to pay and receive something regularly _____
4. a period in which a show appears regularly on TV _____

Voice it!

5 **Imagine you are watching a famous event from history on the news. Discuss the questions.**

1. Where are you?
2. Who or what can you see?
3. How many people are there?
4. How do you feel?

Language in action

Present continuous

Watch video 1.2
What are Ben and Nick doing?
What two things is the vlogger doing?

	I	He / She / It	We / You / They
+	I'**m staying** at home.	She'**s watching** a Star Wars movie.	Ben and Nick **are playing** a video game.
-	I'**m not watching** a movie or TV right now.	Sylvia G **isn't watching** TV at the moment.	They **aren't watching** TV or a movie.
?	**Am** I **vlogging**? Yes, I **am**. / No, I'**m not**.	**Is** she **watching** TV tonight? Yes, she **is**. / No, she **isn't**.	What else **are** you **doing** right now? **Are** you **watching** TV?

Pronunciation p118

Get it right!

We don't usually use some verbs with the present continuous. For example, *know, understand, like, love, prefer, remember, want.*

Do you understand me? ✓ ~~Are you understanding me?~~ ✗

1 **Look at the table. Complete the rules with the words in the box.**

aren't -ing isn't not ~~now~~

1 We use the present continuous to talk about things happening *now*.
2 To form the present continuous, we add _____ to the verb after *be*.
3 To make negatives we put _____ after *be*.
4 *Is not* and *are not* are often shortened to _____ and _____

2 **Complete the blog with present continuous verbs.**

This week I [1]*'m researching* (research) my favourite subject – TV! I'm very happy because I [2]_____ (not do) it on my own. I [3]_____ (prepare) a presentation with my friend Saul.

At the moment, Saul [4]_____ (not talk) to me. He [5]_____ (watch) a new online series and he [6]_____ (make) notes. I'm tired right now, so I [7]_____ (have) a break. But we [8]_____ really _____ (enjoy) this project.

3 1.06 **Complete the conversation with the present continuous form of the verbs. Then listen and check.**

~~do~~ give interview not do
revise ring talk watch

Rosa What [1]*are* you *doing* right now, Toni?
Toni I [2]_____ to you.
Rosa Ha, ha. Very funny. [3]_____ you _____ for the maths test?
Toni No, I [4]_____ a chat show. Why [5]_____ you _____ me?
Rosa Well, this maths homework [6]_____ me problems. If you [7]_____ anything important, can you help me?
Toni Sorry, Rosa. I can't talk now. They [8]_____ Ed Sheeran. I'll call you back, OK? Bye.
Rosa Great. Thanks a lot, Toni.

Grammar tutor p125

Use it!

4 **Write questions. Then discuss them with a partner.**

1 what / you / wear?
_____
2 what / your teacher / do / right now?
_____
3 where / your best friend / sit / today?
_____

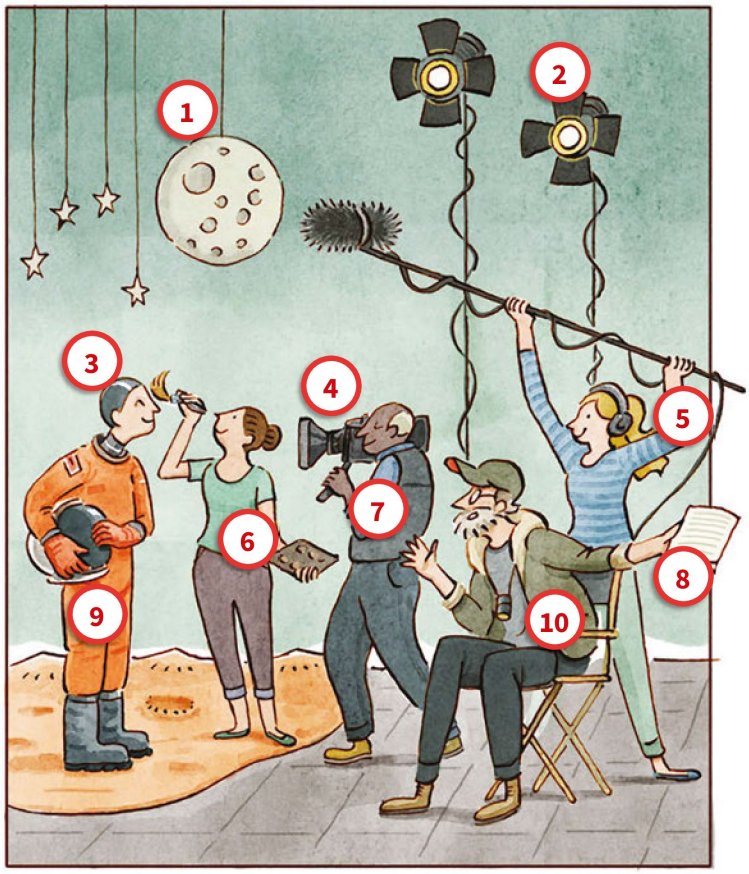
What are you wearing? *I'm wearing ...*

Vocabulary and listening

Making movies

1.07 **1** Match the words with the people and things in the picture. Listen, check and repeat.

☐ actor	☐ camera operator
☐ costume	☐ (digital) camera
☐ director	☐ lights
☐ make-up artist	☐ script
☑ set	☐ sound engineer



2 Circle the correct word in each sentence.

1 It's too dark. We need extra *lights* / *cameras*.
2 They're building the *director* / *set* this week.
3 We can't start filming – the main *operator* / *actor* isn't here.
4 Who is writing the *script* / *lights*?
5 I'm not wearing that *costume* / *camera*. No way!
6 We can't hear the voices very well. Where's the *make-up artist* / *sound engineer*?

Use it!

3 Choose a job in Exercise 1 and describe what you're doing. Can your partner guess the job?

I'm sitting in my chair. I'm talking to the actors and I'm looking at the set.

A film review

4 Look at the photos. What are the differences?

1.08 **5** Listen to the radio interview. Which photo from Exercise 4 shows the film they are discussing?

Learn to learn

Listening for specific information

When you need to listen for specific information, think about what *type* of information it is (a number, a name, a place, etc.) before you listen.

6 Read the questions in Exercise 7. What type of information do you think you need to listen for?

1 a day
2 _____
3 _____
4 _____
5 _____

1.08 **7** Listen again and answer the questions.

1 What day of the week does Felix appear on the radio show? Friday
2 In which country does the story happen? _____
3 How many actors are there? _____
4 What part does Alice Campos play? _____
5 How long is the film? _____

Voice it!

8 Discuss the questions.

1 Would you like to see the film they talk about in the interview? Why / Why not?
2 What do you think makes a film good?

Language in action

Present simple and present continuous

Watch video 1.3
What is he doing? Describe two tips he gives.

Present simple	Present continuous
Every day people all over the world **watch** vlogs.	**Today**, **I'm doing** this vlog for my media studies class.
Time expressions: every day / week Adverbs of frequency: always, etc.	Time expressions: (right) now, today, this morning / afternoon, etc.

1 **Look at the table. Complete the rules with the words in the box.**

every day every week now this morning today

1 We use time expressions such as _____, _____ and _____ with the present continuous.

2 We use time expressions such as _____ and _____ and adverbs of frequency with the present simple.

1.09 **2** **Complete the text with present simple or continuous verbs. Then listen and check.**

Media studies [1]is (be) my favourite subject at school. This week, we [2]_____ (study) the history of film. We [3]_____ (learn) all about talkies, CGI and lots more! I [4]_____ (not know) much about it. It [5]_____ (take) a long time and a lot of people to make a film.

My brother [6]_____ (watch) his favourite comedy with my mum and dad. They all [7]_____ (love) it and they always [8]_____ (laugh) a lot! 😂

What [9]_____ you _____ (do) at school this week?

Use it!

3 **Rewrite the sentences with the verbs and time expressions. Use the correct tense.**

do / sometimes drive / now ~~watch / always~~

1 We / sports shows at the weekend..
We always watch sports shows at the weekend.

2 They / their homework together.
_____

3 My parents / me to sports club now.
_____

Adverbs of manner

-ly	Don't speak too **quickly**!
-ily	You can **easily** … make … a dull … video … more fun!
irregular	Take some notes so you can explain things **well**.

4 **Look at the table. Match 1–3 with a–c to make rules.**

1 To form regular adverbs, ___
2 For adjectives ending in *-y*, ___
3 *Fast*, *well* and *hard* are examples of ___

a remove the *-y* and add *-ily*.
b irregular adverbs.
c add *-ly* to the adjective.

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Use it!

5 **Write questions. Use the correct form of the words in brackets.**

1 you always / make / new friends? (easy)
_____

2 you / speak / English / today? (good)
_____

3 you / work / this term? (hard)
_____

6 **Discuss the questions in Exercise 5.**

Speaking

Asking for and giving opinions

1 1.10 **Listen to the conversation. Does Eva like the show?**

Eva What are you doing?

Alex I'm watching the second episode of this new comedy series.

Eva But it's lunchtime.

Alex I'm not having lunch today. Lunch can wait.

Eva So what [1] *do you think of* the show?

Alex I [2] _____ it! [3] _____ comedies?

Eva No, I don't. I'm not [4] _____ them. I [5] _____ documentaries and dramas.

Alex Everyone's watching this one. It's really cool! Why don't you watch it with me?

Eva I'm not sure.

Alex I think you'll really like it.

Eva OK. Let's see.

Alex Well? What do you think of it?

Eva Actually, it's [6] _____ !

2 1.10 **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

Do you like … ?
I like/love/hate/prefer watching …
I'm not really into it/them.
It's great/good/not bad/awful.
What do you think of … ?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**

Watch video 1.4
Everyday English

Actually … It's really cool!
Let's see. Well?

4 **Complete the conversations with the *Everyday English* phrases.**

1 A This actor is great, isn't he?
B _____, I don't really like him.

2 A _____? Do you like the show?
B Yes, I do. _____!

3 A Come with us to the gym on Saturday.
B Maybe, but I'm not sure. _____.

Plan

5 **Write about some TV shows you want to talk about. Use the ideas below.**

Which shows? _____

What do you think about them? _____

Why? _____

Speak

6 **Practise the conversation with your partner. Remember to use:**

- the present simple and present continuous
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

Which shows? _____

What do they think about them? _____

Why? _____

Writing

A description of a celebrity

1 **Look at the photo and discuss the questions. Then read Burak's description and check your answers.**

1 Do you know who this man is?
2 Why do you think he is famous?

2 **Match topics a–c with paragraphs 1–3.**

a Why I like this person
b An introduction to the person
c A description of the videos

3 **Find and underline examples of *but*, *and* and *or* in Burak's description. Complete the *Useful language* box.**

Useful language

We use [1]_____ to add similar information.
We use [2]_____ to show different information.
We use [3]_____ when there is a choice of two or more things.

4 **Circle the correct word.**

1 I don't like making cakes, *or* / (*but*) I love eating them!
2 Gamergirl is my favourite internet star *and* / *but* I often watch her videos.
3 Do you prefer watching comedies *and* / *or* soap operas?
4 Lots of people love chat shows, *and* / *but* I think they're boring.

5 **Make sentences by matching the phrases and words in the boxes.**

1 Ana and Pedro have a dog, a cat	but	a I don't make them.
2 I play computer games a lot	or	b watch this new chat show?
3 Adriana practises piano every day	and	c three goats!
4 Do you want to see a movie		d she plays really well.

My favourite celebrity

By Burak Baykam

1 ☐ My favourite celebrity is Khaby Lame. He has got 162 million followers on TikTok and 2.4 billion likes. But he doesn't only post videos on TikTok. You can follow him on YouTube or Instagram, too. He also appears on TV.

2 ☐ Khaby makes comedy videos about everyday life situations or problems and posts them online. His videos are silent – he almost never talks. This is great, because it means more people can enjoy them! His videos are short and simple, but it's his funny ideas, great body language and facial expressions that make the videos so popular.

3 ☐ I love watching Khaby Lame on TikTok or Instagram because he makes me laugh and I share the videos with my friends. He's very famous now, but his original videos are my favourite!

Write a description of your favourite celebrity.

Plan

6 **Make notes about what to write.**

- Who is the person?
- How famous are they?
- What do they post online? / What TV shows do they appear in?
- Why do you like this person?

Write

7 **Write your profile. Remember to include:**

- three paragraphs
- the correct present tenses and adverbs
- expressions from the *Useful language* box

Check

8 **Do you ...**

- use sentences with *and*, *but* and *or*?
- give information about what the person usually does and is doing now?
- explain why you like the person?

Reading

An online article

1 Look at the photos. What kind of film can you see? What is happening in each photo?

1.11 **2** Read the article and check your answers.

Globetrotters

Watch video 1.5
Indian cinema

- How many films does India produce a year?
- Where does the name Bollywood come from?
- How many different films can actors film at the same time?

Welcome to Studio Ghibli – the Japanese Disney!

Studio Ghibli is a Japanese animation studio in Tokyo. It produces films, TV adverts and series. The films look a bit like cartoons. They're exciting fantasy films and they tell stories about daily life. It can take up to eight years and thousands of hours to produce one film, so there's usually only one film a year. How do they do it?

First, someone thinks of an idea for a film and writers develop a script for the story. Then, they think about the characters. What are the characters like? There are good and bad characters, and a lot of them are strong, independent girls. What do they look like? They've all got big eyes and colourful clothes, costumes and hair.

Next, the script becomes a storyboard with all the drawings and frames for the film. In this photo, the artist is sketching each scene beautifully, frame by frame, on paper with a pencil. In the film *Ponyo*, there are 170,000 frames. Imagine that!

After that, the artists add colour to the characters and they draw the background for each frame.

The camera operator shoots each frame individually to show every movement that the characters make.

Next, actors record the dialogue, and the director checks the recording with the images. Finally, it's time to record the sound effects, background noises and theme music.

Do you like watching films? Why not try a Studio Ghibli film next time?

Learn to learn

Understanding new words

Don't worry if you don't understand some words. First, try to get a general understanding of the article. Then guess the meaning of the new words.

3 **Look at the highlighted words in the article. Try to guess their meaning. Then check in a dictionary.**

- Look at the words before and after the word.
- Think of similar words in your language.
- Look at any pictures to help you understand.
- Look for other examples of the word in the article.

4 **Think of your own sentences with the new words. Say each sentence, but don't say the new word. Can your partner guess it?**

5 **Read the article again. Put the steps in order.**

a ☐ They prepare the storyboard.
b ☐ Actors prepare the words for the pictures.
c [1] A person thinks of an idea.
d ☐ They record all the sound.
e ☐ Artists add colour.
f ☐ A writer develops a script.

6 **Read the article again. Answer the questions.**

1 Where is Studio Ghibli?

2 What does Studio Ghibli make?

3 How long does it take to make a film?

4 What are the characters like?

5 What is special about the way they look?

6 What do the artists use to create the storyboards?

Voice it!

7 **Discuss the questions.**

1 The directors, artists and camera operators in Studio Ghibli have a lot of patience. Why do they need patience?

2 Are you a patient person or not?

Explore it!

Guess the correct answer.

Spirited Away is a famous Studio Ghibli film. The location for the film is in …

a Taiwan. b Tokyo. c Seoul.

Find three more interesting facts about animated films. Choose your favourite fact and write a question for your partner.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to learn

Learn to … organise your notebook

When you organise your notebook, it helps you to study better.

1 **Ask and answer with a partner.**

1 What do you usually write in your notebook?
2 How often do you use your notebook when you study at home?
3 How can you organise your notebook better?

2 **Look at Irina's notebook. Match the tips 1–5 with a–e.**

1 Divide your notebook into sections so that you can find things quickly. ___
2 Use different colour pens for different things (for example, adjectives can be red, numbers can be green). ___
3 Highlight or underline important notes, words and facts. ___
4 When you write something, make a plan on the left and then write on the right. ___
5 Write all your homework notes (what page, what exercise) in the same place so that you don't forget what you have to do. ___

3 **Look at the tips again. Complete the sentences.**

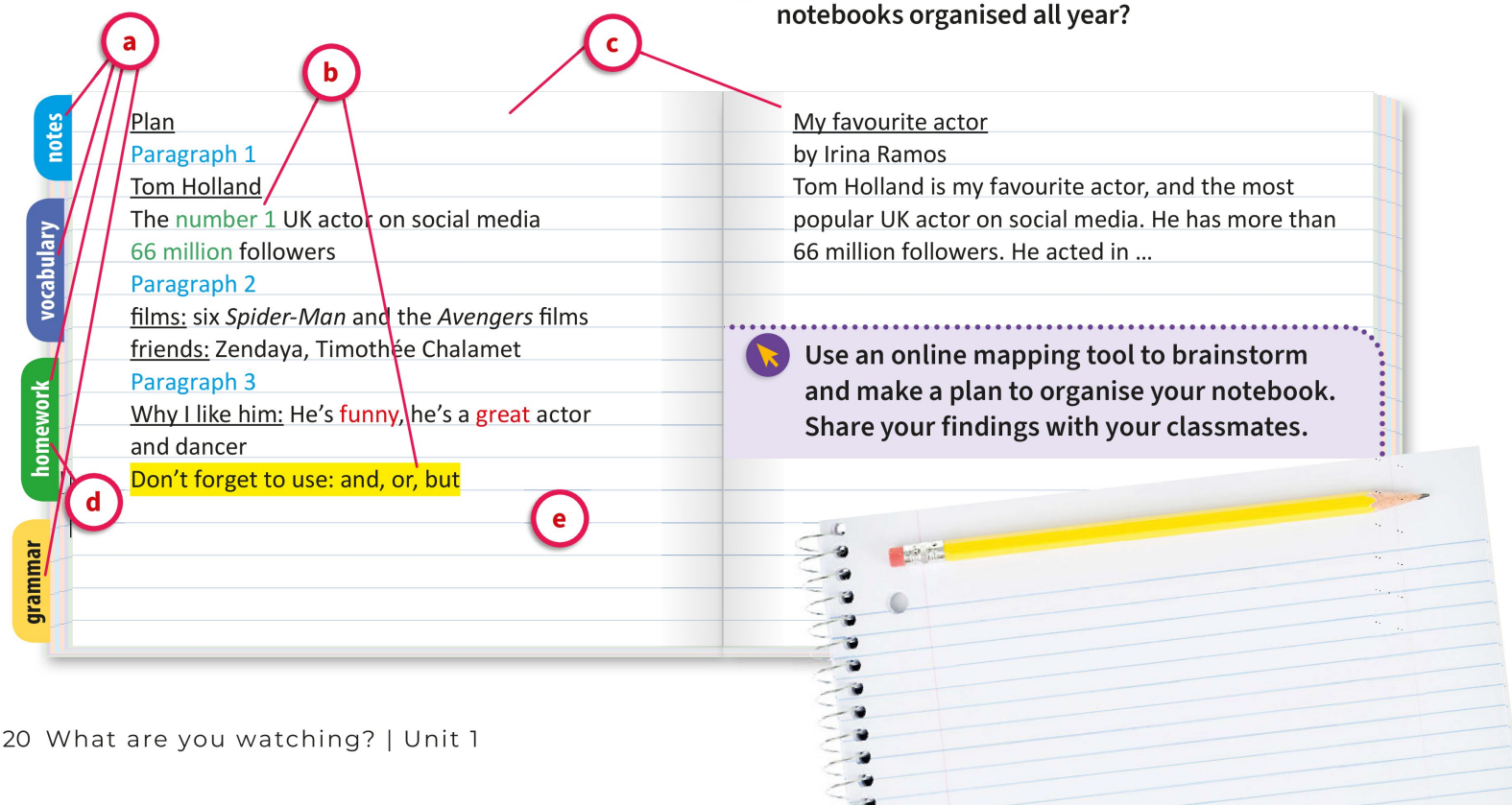
1 Highlighting and underlining helps you see the _____ information.
2 You can use the _____ on the left when you're writing.
3 The _____ notes help you remember what to do at home.
4 You can use different colour pens for _____ things. It's your choice!
5 You can find notes quickly when you use different _____.

OWN IT!

4 **Follow the plan to organise your notebook.**

1 Divide your notebook into sections.
2 Choose different colour pens for your notes.
3 Get a highlighter pen for important information (or you can underline it instead).
4 Start using your notebook today!

5 **Discuss with a partner. How can you keep your notebooks organised all year?**



Use an online mapping tool to brainstorm and make a plan to organise your notebook. Share your findings with your classmates.

1 Review

Vocabulary

1 The TV shows are wrong. Write the correct ones.

1 My little sister loves **soap operas**. Her favourite character is SpongeBob. _____

2 That new **documentary** is so exciting, and it's only the second episode! _____

3 This **sports show** is about dolphins. _____

4 Which guests are on the **soap opera** tonight? _____

5 Only one person can win the car and the money in this **drama**. _____

2 Write the TV and film words for the definitions.

1 clothes that actors wear in films _____

2 a person who changes the actors' appearance _____

3 the words for a film _____

4 the place where they film a TV show _____

5 the person who tells actors what to do _____

Language in action

3 Complete the conversation with the present continuous form of the verbs.

Hasan Hey, Yusuf. Are you at home?

Yusuf Yes, I [1]_____ (watch) last night's music show. Where [2]_____ (you / call) from?

Hasan I [3]_____ (stand) outside the house. I haven't got my keys.

Yusuf Ring Mum.

Hasan I [4]_____ (ring) you because Mum [5]_____ (not answer) her phone. Where are you?

Yusuf I [6]_____ (sit) in the garden. The sun [7]_____ (shine), the birds [8]_____ (sing).

Hasan Yusuf, can you let me in, please? NOW!

4 Complete the sentences with the present simple or present continuous.

1 The actor _____ the script at the moment. (not read)

2 _____ you usually _____ friends after school? (see)

3 The students _____ for their drama exam this week. (revise)

4 Simon always _____ TV after school. (watch)

5 Rewrite the sentences with adverbs of manner.

1 The children are talking in the library. (quiet)
_____

2 Are you writing in your notebooks? (careful)
_____

3 The teacher is explaining the activity. (clear)
_____

4 We're working for our exams. (hard)
_____

6 Complete Kim's blog with the present simple, present continuous and adverbs of manner.

My friend Ava often [1]_____ (come) to my place on Saturday afternoons and we [2]_____ (listen) to music together. This Saturday is different. My dad [3]_____ (drive) us to a film premiere. There's a lot of traffic, so we [4]_____ (not move) [5]_____ (quick). I usually [6]_____ (write) my blog on Saturday evening in my bedroom, but today I [7]_____ (type) it [8]_____ (slow) on my phone in the car!

Self-assessment

I can use words to talk about TV shows.	😕	😐	🙂
I can use words to talk about making movies.	😕	😐	🙂
I can use the present simple and present continuous.	😕	😐	🙂
I can use adverbs of manner.	😕	😐	🙂

2 Out of the past

Learning outcomes

I can ...

- understand texts about an adventurous life and lives in the past
- ask and answer about the weekend
- write an account of a journey
- understand how to use the past simple, *there was/there were* and *a*, *an*, *some* and *any*
- talk about the weather and useful objects
- use word families and categorise vocabulary
- design and present a timeline

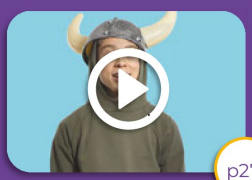
Start it!

1 Look at the photo. What are the objects?
2 Before you watch, what do you know about the ancient Egyptians?
3 What did the Egyptians use to make boats? Watch and check.
4 Name three things you would like to see in Egypt.

Watch video 2.1

p25

Language in action 2.2



p27

Language in action 2.3

p28

Everyday English 2.4

p30

Fashion trends: then and now 2.5

Vocabulary

The weather

2.01 **1** **What is the weather like in the photos? Circle the weather words that aren't in the photos. Listen, check and repeat.**

cloudy cold ~~dry~~ foggy ~~hot~~
icy rainy snowy stormy
~~sunny~~ warm wet windy

1 *dry, hot and sunny*
2 _____
3 _____
4 _____
5 _____

2 **Complete the sentences with adjectives in Exercise 1.**

1 It's *cloudy* today.
2 Is it _____ all year?
3 August is usually _____.
4 We love _____ weather!
5 It isn't _____. It's _____.

Learn to learn

Word families (1)

Build your vocabulary by learning words from the same family. Many adjectives ending in *-y* come from a noun.

3 **Write the adjective forms.**

1 cloud *cloudy*
2 fog _____
3 ice _____
4 rain _____
5 snow _____
6 storm _____
7 sun _____
8 wind _____

Use it!

4 **Complete the sentences with your own ideas. Tell your partner.**

1 When it's foggy, it's difficult to _____.
2 In hot, sunny weather, I always wear _____.
3 On wet days, I hate _____.
4 I think cold, snowy weather is _____.

Explore it!

Is the sentence *T* (true) or *F* (false)?

Snow isn't always white – sometimes there is pink snow in the Sierra Nevada mountains in the USA. ☐

Find an interesting fact about the weather. Then write a question for your partner to answer.

Reading
An online article

1 **Look at the photos. Where are the people and what are they doing?**

2.02 **2** **Read the text and check your answers.**

3 **Read the text again and put the sentences in the correct order.**

Japan's first climbing club for women opened. ☐
Junko climbed a mountain at age 10. 1
Junko organised trips to clean up rubbish. ☐
Snow nearly killed Junko. ☐
Junko got to the top of Everest. ☐

4 **Match the highlighted words with the definitions.**

1 a long trip (2 different words) *journey and expedition*
2 a lot of snow falling suddenly down a mountain _____
3 people who climb mountains _____
4 people who show you the way at Mount Everest _____
5 the tools and other things you need on a trip _____
6 the top of a mountain _____

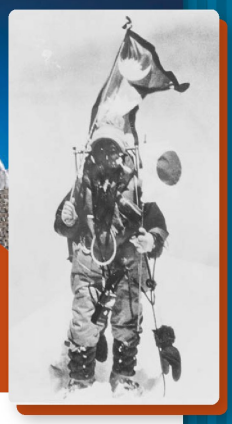
5 **Are these sentences *T* (true) or *F* (false)?**

1 Climbers today often have to wait near the top of Everest. T
2 Junko Tabei was the first person to get to the top of Everest. ___
3 Junko's club wasn't for all climbers. ___
4 Junko made clothes for the team. ___
5 Junko climbed Mount Everest alone. ___
6 Junko helped to clean up Mount Everest. ___

Voice it!

6 **Discuss the questions.**

1 Today lots of people visit mountains. What problems can this bring?
2 How can climbers look after the places they visit?



Junko Tabei
A life in the mountains

It takes weeks to climb Mount Everest. Snow, ice and strong winds make the journey difficult and dangerous. Yet every year about 800 climbers get to the summit. In fact, today's mountaineers have another problem on the journey: waiting in long lines of other climbers!

It wasn't always like this. The first climbers didn't get to the top of Everest until 1953. In 1975 the Japanese mountaineer Junko Tabei was the 36th person to reach the top – and the first woman.

Junko climbed her first mountain in 1949. She was only ten! In 1969 she started Japan's first mountaineering club for women. Junko decided to make an 'all women' expedition to Mount Everest. The team didn't have a lot of money, so Junko made some of their equipment like sleeping bags, blankets, gloves and trousers.

In May 1975 the team of fifteen women and their Sherpa guides began the difficult climb. On 4th May an avalanche hit them. Lots of snow fell on top of the team's tents. Junko nearly died. Higher up the mountain, many of her team became very ill. But on 16th May, Junko finally reached the summit and quickly became famous.

Many other people climbed Everest after Junko, but they didn't all share her love for the mountains. Some left lots of rubbish behind them. So what did Junko do? She organised more expeditions … to tidy up!

Language in action

Past simple

Watch video 2.2
How did she travel?
What happened on the way back?

	Past simple	Past simple: *be*	
+	We **saw** lots of fishing boats.	It **was** very sunny and cool.	We **were** hungry.
-	I **didn't feel** very well.	The sea **wasn't** rough.	We **weren't** lucky on the journey back.
?	**Did** she **feel** very well? Yes, she **did**. / No, she **didn't**.	**Was** it a cool day? Yes, it **was**. / No, it **wasn't**.	**Were** the people hungry? Yes, they **were**. / No, they **weren't**.

Pronunciation p118

1 **Look at the table. Complete the sentences with *after*, *before*, *did* or *was/were*.**

1 To make negatives with *be*, we use *not* after _____ *was* or *were*.
2 To make negatives with all other verbs, we use *not* _____ the verb.
3 To make past simple questions with *be*, we put _____ before the subject.
4 To make questions with all other verbs, we use _____ before the subject.

2.05 **2** **Complete the text with the past simple form of the verbs. Then listen and check.**

Bessie Coleman [1]was an amazing woman and a very important person in the history of flight. She [2]_____ (be) born in 1892 in Texas. Her family [3]_____ (not be) rich. They worked on a farm. But Bessie [4]_____ (have) big dreams. She [5]_____ (want) to be a pilot. That [6]_____ (not be) possible in America at that time. Most schools [7]_____ (not let) women learn to fly. But [8]_____ that _____ (stop) Bessie? No! Instead, she learned French and [9]_____ (go) to a flight school in Paris. In 1921 she [10]_____ (become) the first African American woman to have a pilot's licence. She [11]_____ (not stay) in France. She returned to America and [12]_____ (become) famous for her dangerous flying tricks. They [13]_____ (call) her 'Brave Bessie.' And she certainly was!

3 **Imagine you work for a newspaper. Reorder the words to make questions for Bessie Coleman.**

1 family / your / rich / was
Was your family rich _____?
2 your / pilot / mum / was / a
_____?
3 learn / to / did / fly / in America / you
_____?
4 learn / did / French / you
_____?
5 famous / you / in America / were
_____?

4 **Take turns to ask and answer the interview questions from Exercise 3.**

Was your family rich? *No, we weren't.*

Grammar tutor p126

Use it!

5 **Think of questions to ask your partner about her/his last holiday. Use the ideas below or your own.**

the date the weather the food
the other people new friends

6 **Take turns to ask and answer your questions.**

When did you leave?

I left on 2nd April with my family.

Vocabulary and listening

Useful objects

2.06 **1** Match the words with the pictures. Listen, check and repeat.

☐ blanket	☐ bowl	☐ comb
☐ cup	☑ 1 fork	☐ hairbrush
☐ knife	☐ lamp	☐ mirror
☐ pillow	☐ plate	☐ scissors
☐ spoon	☐ toothbrush	

2.07 **2** Listen. Write the objects the people are using.

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

Learn to learn

Categorising

Recording new words in groups in your notebook can help you remember them.

3 Write words in Exercise 1 in the three groups. Can you add any more words?

Appearance	comb, _____
Bedtime	blanket, _____
Meals	bowl, _____

Use it!

4 Choose an object in Exercise 1. Ask questions to guess your partner's object.

Do you use it every day? *Yes, I do.*

A radio programme

2.08 **5** Listen to an interview about a discovery from the Bronze Age. What can you see in the photo?

2.08 **6** Listen again and correct the sentences.

1 Egtved is a small village in southern Germany.
Egtved is a small village in southern Denmark.
2 The Egtved girl was 15 years old when she died.
_____
3 The girl died in the winter.
_____
4 She wore a shirt and trousers.
_____

Language in action

There was / there were

Watch video 2.3
Was the Viking Age peaceful?
Were there any coins in the exhibition?

	Singular: *there was (not)*	Plural: *there were (not)*
+	**There was a** Viking ship.	**There were some** coins.
-	**There wasn't any** information about what they ate.	**There weren't any** Viking hats.
?	**Was there a** Viking ship at the exhibition? Yes, there **was**. / No, there **wasn't**.	**Were there any** coins at the exhibition? Yes, there **were**. / No, there **weren't**.

1 **Look at the table. Match 1-3 with a-c to make rules.**

1 We use *there was / there were* — a *there wasn't / there weren't.*
2 In negative sentences we use — b *some / any.*
3 With plural countable nouns and uncountable nouns we use — c to talk about situations in the past.

2 **Watch the video again. Then correct the sentences about Vikings.**

1 There wasn't a photo of the kind of house the Vikings lived in.
There was a photo of the kind of house the Vikings lived in.
2 There was information about what the Vikings ate.
3 There weren't Viking hats in the gift shop.
4 There were Vikings in England more than 1,000 years ago.

3 **Ask and answer about the information in Exercise 2.**

Was there a photo of the kind of house the Vikings lived in? — *Yes, there was.*

4 **Circle the correct words.**

1 There were (*some*) / *any* students at the talk.
2 There was *an* / *some* interesting exhibition last week.
3 There weren't *some* / *any* audio guides.
4 There wasn't *a* / *any* documentary on TV last night.

5 **Complete the quiz with *was(n't)/were(n't)* and *a, an, some* or *any*. Then circle the correct answers.**

Did you know ...?

1 There *were* ✓(*some*) / *any* humans in ? 250,000 years ago.
a Portugal b Africa

2 There _____ ✗ *a / an* alphabet with letters in ? times.
a Aztec b Roman

3 There _____ ✓ *some / any* university courses for students in ? in 1095.
a Paris b Oxford

4 There _____ ✗ *some / any* ? for eating food in ancient Greece.
a forks b knives

5 There _____ ✓ *a / some* famous Roman ? called Apicius.
a emperor b cook

2.09 **6** **Discuss your answers to the quiz. Then listen and check.**

Grammar tutor p126

Use it!

7 **In pairs, choose a photo from Units 1 and 2 and look at it for one minute. Close your books. What can you remember?**

Were there any clouds in the sky? — *Yes, there were. There were some white clouds.*

Speaking

Talking about your weekend

2.10 **1** **Listen to the conversation. Why was Andy in Wales?**

Carla	Hi Andy. [1]*How was your weekend*?
Andy	[2]_____ OK, thanks.
Carla	What [3]_____?
Andy	I went to Wales for my grandad's 70th birthday.
Carla	Cool! What [4]_____ like?
Andy	It was cold, wet and windy.
Carla	That's a shame. [5]_____?
Andy	We stayed in a cottage.
Carla	What was it like?
Andy	Well, there wasn't any wi-fi and there were loads of noisy sheep outside.
Carla	Really?
Andy	Yes, really. In Wales there are about three million people and nearly ten million sheep.
Carla	Wow. You learn something new every day!
Andy	What [6]_____? What did you do?
Carla	Nothing much. I watched TV and made some cakes.
Andy	Sounds good!

2.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

How was your weekend?
It was (OK/good/great/amazing/awful), thanks.
What about you?
What did you do?
What was the weather like?
Where did you stay?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**

Watch video 2.4
Everyday English

Nothing much.
Sounds good!
That's a shame.
You learn something new every day!

4 **Which *Everyday English* phrase do we use to respond to …**

1 negative news? _____
2 interesting facts? _____
3 positive news? _____
4 a question? _____

Plan

5 **Write about something you did in the past. Use the ideas below.**

Where you went: _____
What you did: _____
What the weather was like: _____
_____
Any problems you had: _____
_____

Speak

6 **Practise the conversation with your partner. Remember to use:**

- the past simple and *there was/there were*
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

Where they went: _____
What they did: _____
What the weather was like: _____
_____
Any problems they had: _____
_____

Writing

An account of a journey

1 **Look at the photos. Where do you think the man wanted to go? Read the account and check your answer.**

A difficult journey

Fridtjof Nansen was a Norwegian explorer. He wanted to be the first person to reach the North Pole. He set off on 24 June, 1893 from Oslo on a ship with 12 men.

At first, things went well, but by November, the weather was foggy and icy. The ship moved slowly through the ice for a year. Then Nansen and another man, Johansen, decided to cross the ice on skis.

The two men left the ship in March 1895, but there were a lot of problems. They couldn't reach the Pole and turned south. The weather was warm, so the ice melted and it was difficult to travel. They built a shelter and waited there for eight months.

Finally, on 17 June, a British explorer found them. They arrived home safely on 13 August, 1896.

2 **Read the phrases in the *Useful language* box. In what order does the writer use them in his account?**

Useful language

- ☐ At first …
- ☐ Finally …
- ☐ (He) set off (on Monday / at 7 o'clock / in June) …
- ☐ The weather was …
- ☐ There was / were (a / some / a few / a lot of) problem(s) …

3 **Put the sentences in the correct order (1-5).**

- a ☐ Finally, we arrived back safely at 9 pm.
- b ☐ The weather was sunny but cold.
- c [1] We set off from home early one morning.
- d ☐ At first, we made good progress.
- e ☐ There were a lot of problems that day.

4 **Complete the diary entry with phrases from the *Useful language* box.**

Thursday, 4th April

We [1] *set off* early in the morning. The [2] _____ warm and sunny. [3] _____ everything went well but in the afternoon [4] _____ with my boots and my feet hurt. We rested and then started to walk again. [5] _____, we reached the campsite before sunset.

Write an account of a journey from the past.

Plan

5 **Make notes to prepare your account. Decide what information you'll add. Think about:**

- Who made the journey
- When it started
- The first part of the journey
- The weather and any problems
- The end of the journey

Write

6 **Write your account. Remember to include:**

- the past simple
- *there was / there were*
- phrases from the *Useful language* box

Check

7 **Do you …**

- use the past simple?
- explain what happened at the start, middle and end?
- use the expressions from the *Useful language* box in the correct order?

Social responsibility

Buying fashion responsibly

1 **Look at the photos on this page. How can fashion be bad for the environment? Work in pairs and share your ideas.**

2.11 **2** **Read the text and check your ideas.**

Watch video 2.5
Fashion trends: then and now

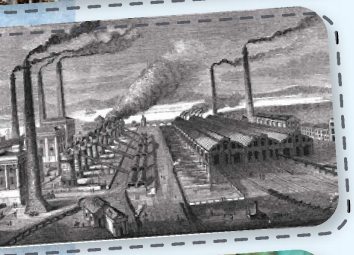
Is fashion important to you? Why / Why not?

Watch the video. Which sentence best describes it?

- Fashion trends change slowly.
- Fashion trends often return.

The story of jeans!

Almost everyone has a pair. But this modern fashion item has a long history.



The material

From the 6th millennium BCE, people used the cotton plant to make cloth. In the 18th century, large factories started to mass produce lots of cotton – and created lots of pollution in the air and in rivers.

Indigo dye was a big thing long before jeans. From the 8th century BCE, India sold dye to the ancient Greeks and, until the 5th century, to the Roman Empire. In the 1890s scientists made blue dye from chemicals. Most jeans today use this chemical dye.

The name

Where did the word 'jeans' come from? That's a long story! About 500 years ago in Genoa, people wore trousers made from heavy cotton cloth. The word 'Jeans' came from the French word for Genoa. Those early jeans looked very different. But in the late 19th century, a very famous company designed the jeans we know today.

The styles

In the early 20th century, jeans were only for work. But in the 1950s film stars and famous singers started to wear jeans. Jeans became the 'must have' trousers. Styles changed from decade to decade, but jeans are still a 'must have'.

Fast fashion and the future

Last year people around the world bought billions – yes, billions! – of pairs of jeans, often from online 'fast fashion' websites. On the journey from the field to the shop, those jeans made quite a mess. The cotton farmers used chemicals on the fields. The factories polluted rivers. Transporting the jeans in ships and trucks polluted the air. But it's great that now we can choose to buy from eco-friendly brands that create less pollution. Or even better, we can visit vintage shops and buy 'pre-loved' jeans.

Vocabulary extra

3 **Put these words from the text into two groups. Use a dictionary to help you.**

cotton denim dye eco-friendly
field pollution pre-loved river

The environment	Clothes and materials
_____	_____
_____	_____
_____	_____
_____	_____

4 **Discuss with a partner.**

1 What is 'fast fashion'?
2 The photo shows people working in a fast fashion factory. What job are they doing?
3 Do you think this is a good job? Why / Why not?

CLIL: History

Dates

5 **Match the words with their meanings.**

from **decade** to decade
from the 8th century **BCE**
in the 18th **century**
in the **1950s**
from the 6th **millennium** BCE

1 A period of ten years *decade*
2 A period of one hundred years _____
3 A period of a thousand years _____
4 The period between 1950 and 1959 _____
5 Before the common era _____

6 **Look at the timeline. Complete the sentences using the past simple and phrases in Exercise 5.**

438 BCE
The Greeks finish the Parthenon

1600–1800 CE
Rich people in Europe wear wigs

1324 BCE
The Egyptian Pharaoh Tutankhamun dies

476 CE
The Roman Empire falls

1990–2000 CE
The first K-pop bands appear

1 Tutankhamun *died* in the second *millennium BCE*.
2 The Greeks _____ the Parthenon in the fifth _____.
3 The Roman Empire _____ in the fifth _____.
4 Between the 17th and _____ rich people in Europe _____ wigs.
5 The first K-pop bands appeared in the _____.

7 **Now write 3 sentences of your own about other important events in history.**

Project: a timeline

The history of the ...

Step 1: Plan

Work in groups. Make a timeline to show the history of a piece of clothing or an object from page 26.

- Decide on an object for the timeline.
- Find out about the object's history. Use information online to find:
  - the dates when it was first made or used
  - the materials used in the past and today
  - the way the materials can damage the environment
- Choose the five most important changes to include on your timeline.
- Use photos or pictures to illustrate the changes.

OWN IT! Project: a timeline, p120

Learn to learn

Learn to … guess the meaning of new words

When you don't know a word, the beginning of a word, the end of a word and the rest of the sentence can help you guess the meaning.

1 **Circle the answer that is true for you. Compare and discuss your answer with a partner.**

When I see a word I don't know, I usually …

1 guess the meaning from the rest of the sentence.
2 see if I can understand part of the word.
3 ask the teacher what it means.
4 look in a dictionary.
5 write it in my notebook.

2 **Read the text. Then tell your partner three things that surprise you.**

Our incredible school trip!

By David North

Last February I went on a school trip to Wales.

The weather was very **unusual** for that time of year. Normally it's wet and windy, but it didn't rain once! It was a bit cold so we wore hoodies and trainers every day.

We **set off** very early on the first day, at about 5.15 am. The youth hostel in Wales was over 320 km away and it took nearly four hours. We couldn't take phones or tablets with us, so we chatted and played games instead.

When we saw the youth hostel for the first time, we were really happy. There was a small shop, and a room with table tennis and a TV. We hung out there in the evenings.

We did lots of **enjoyable** activities. We went rock climbing and sailing, and I tried windsurfing for the first time. My favourite activity was survival skills. We collected wood in the forest and then we built a small shelter. Clara and Ben saw some spiders and **ran away** – they hate things like spiders and bugs. In the evening, we cooked over a campfire. That night, we didn't sleep in the hostel. We slept in tents, and I shared a **tent** with my best friends.

It was an **unforgettable** experience and I was very sad to leave Wales.

OWN IT!

3 **Read the text again. Discuss the questions about each of the words in bold with a partner. Make notes in your notebook.**

1 Is it a noun, verb or adjective?
2 What clues about the meaning can you find in the text?
3 Does the word have a special beginning or end? What does it mean?
4 What do you think the word means?

I think 'unusual' is an adjective.

'Unusual' describes the weather. The text says 'Normally it's wet and windy, but it didn't rain once!'

Yes. It starts with 'un-' which means 'not'.

I think 'unusual' means 'not usual'.

4 **Check the meanings of the words in a dictionary or with your teacher. Did the questions in Exercise 3 help you guess correctly?**

Search online for different strategies for learning vocabulary. Use them to learn vocabulary and to guess the meaning of words. Share your findings with your classmates.

2 Review

Vocabulary

1 **Complete the sentences with the adjective form of the nouns in the box.**

cloud fog ice rain storm wind

1 I don't like it when it's _____ because it's dark and noisy.
2 It's dangerous to drive when it's _____ and you can't see well.
3 Take an umbrella. It's very _____ today.
4 It's _____ outside. The trees are moving.
5 It's _____ today so we can't sunbathe.
6 Watch out! It's _____ outside. Don't slip.

2 **Complete the sentences.**

1 I need a _____ to stir my drink.
2 I've got a _____ so I can read in bed.
3 You can use a _____ or a _____ to make your hair look better.
4 Have you got any _____ to cut this paper?
5 I slept on my friend's sofa last night without a _____ or a _____ !

Language in action

3 **Complete the text with the past simple.**

Mae Jemison [1]was_____ (be) the first Black woman in the world to travel into space! Mae [2]_____ (become) an astronaut after she [3]_____ (turn) 31. Before that, she [4]_____ (study) medicine and [5]_____ (work) as a doctor. In 1987, NASA [6]_____ (choose) her and 14 others for the astronaut programme – out of 2,000 people. Mae then [7]_____ (travel) into space in 1992 and [8]_____ (stay) there for 7 days! She [9]_____ (leave) NASA in 1993.

4 **Complete the review with *there was(n't)* or *there were(n't)* and *a*, *an*, *some* or *any*.**

I went to my local museum last week.

- [1]_____ amazing exhibition about Egypt.
- [2]_____ amazing things to see, like bronze mirrors and beautiful necklaces.
- [3]_____ board game called Senet. It was great fun to play.
- [4]_____ Egyptian mummies!
- [5]_____ café. I was hungry.

[6]_____ good exhibitions in your town last week?

5 **Complete the conversation with past simple verbs or *there was(n't)/there were(n't)*. Circle *a*, *an*, *some* or *any*.**

Bruna What [1]_____ you _____ (do) at the weekend?

Max I [2]_____ (go) to my grandma's village. [3]_____ [4]*a / an* outdoor film festival.

Bruna Cool! [5]_____ you _____ (watch) [6]*some / any* films?

Max Yes, I [7]_____. [8]_____ [9]*some / any* excellent films, but the weather [10]_____ (be) rainy.

Bruna Oh, dear. When [11]_____ you _____ (get) home?

Max This morning.

Bruna You [12]_____ (not message) me.

Max I know. [13]_____ [14]*some / any* wi-fi at home.

Self-assessment

I can use words to talk about the weather.

I can use words to talk about useful objects.

I can use the past simple.

I can use *there was/ there were*.

3 What's the story?

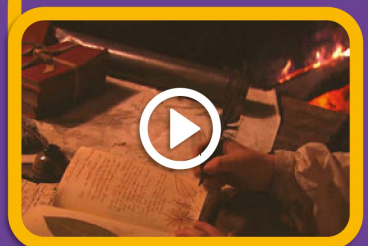
Learning outcomes

I can ...

- understand a fable and a traditional fairy tale
- tell an anecdote and express interest
- write a story
- understand how to use the past continuous and past simple
- talk about feelings and use prepositions of movement
- personalise sentences to remember new words, use my knowledge and use phrasal verbs.

Start it!

1 Look at the photo. What are the people doing?
2 Before you watch, what do you think people did in their free time in the past?
3 What did storytellers do? Watch and check.
4 What's your favourite story? Do you know where it came from?



Watch video 3.1

p37

Language in action 3.2

p39

Language in action 3.3

p40

Everyday English 3.4

p42

Globetrotters 3.5

Vocabulary

Adjectives of feeling

3.01 **1** Circle the adjectives to describe the people in the photos. Listen, check and repeat.

1 angry / bored

2 embarrassed / tired

3 surprised / worried

4 lonely / tired

5 afraid / upset

6 excited / nervous

Pronunciation p118

2 Complete the sentences with adjectives in Exercise 1.

1 Sam's afraid of dogs so he doesn't want to walk through the park.

2 Bruno spoke to me today. I felt so _____. My face went red.

3 I'm _____ about my exams. What should I do?

4 It's Ana's birthday today! She's very _____.

5 I'm _____. This documentary isn't very interesting.

Learn to learn

Personalising

You can write a sentence that is true for you to help you remember new words.

I often feel tired in the evening.

3 Write a personal sentence for six of the adjectives in Exercise 1.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

4 Read your sentences to your partner, but don't say the adjectives. Can they guess the adjectives?

I feel … when I forget someone's name.

Embarrassed?

Use it!

5 Choose an adjective in Exercise 1 and tell your partner about a time when you felt like that. Ask questions to find out more.

I felt angry when my brother took my bike because he didn't ask me.

When did that happen?

Explore it!

Guess the correct answer.

If you have didaskaleinophobia, you are afraid of …

a cheese. b spiders. c school.

Find out another unusual thing people are afraid of. Then write a question for your partner to answer.

Reading

A fable

The fable of Dukdukdiya

A fable is a short story that shows people how to behave. This fable about a hummingbird is from the Quechua people of South America.

1 **Match the words with the photos.**

beak bush drop
hummingbird owl ~~smoke~~

2 **Look again at the photos. What do you think the story is about?**

3.04 **3** **Read the story and check your ideas.**

4 **Complete the sentences with the words in the box.**

bear hummingbird lion
~~mice~~ monkeys owl

1 The *mice* were very upset.
2 The _____ spoke to the hummingbird.
3 The _____ took water to the fire.
4 The _____ was the first to understand something was wrong.
5 The _____ were jumping in the trees.
6 The _____ told all the other animals about the fire.

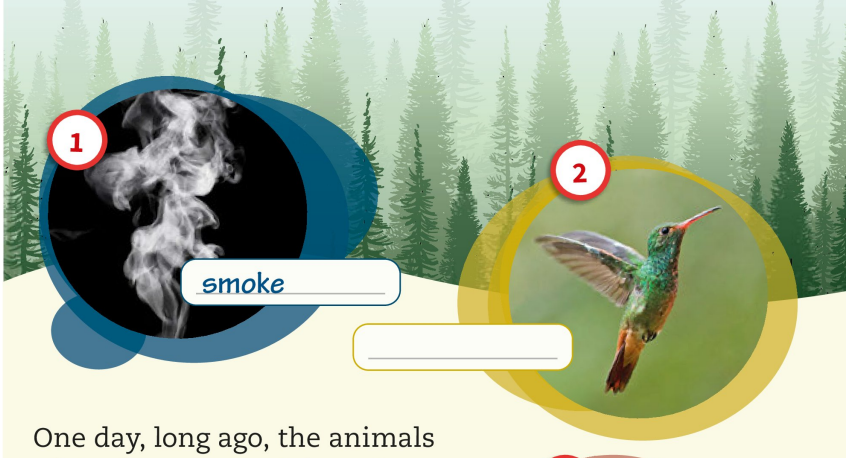
5 **Answer the questions.**

1 Who noticed the fire first? What did they see?
2 What did the animals do next? Why?
3 What did the hummingbird decide to do?
4 Why were the animals embarrassed?

Voice it!

6 **Discuss the questions.**

1 Why did the hummingbird do better than the other animals?
2 How can small things we do every day help the planet?



One day, long ago, the animals of the forest were doing what they usually do. The birds were singing. The monkeys were jumping between the trees. The lion was lying under a large green bush. 'I'm so bored,' he said. 'Nothing interesting ever happens here.' Then he saw something. Some grey clouds were moving slowly over the trees. But it wasn't raining. They were clouds of smoke. 'Fire! Fire!' cried the owl. Suddenly all the animals were afraid. They ran out of the forest and went to the river.

The forest was their home, but the animals weren't doing anything to help stop the fire. The rabbit was running round in circles. 'I'm so worried about the fire, but what can we do?' he said. The mice were sitting under some leaves. They were very upset. 'We can't help,' they said. 'We're too small.' The elephant was standing in the river. 'The fire's so hot,' he said. But he wasn't helping. No! He was just staying cool.

Then Dukdukdiya, the hummingbird, came past the other animals. From the river she picked up one drop of water in her beak and took it to the fire. She did this again and again. The other animals were surprised. 'What are you doing?' asked the bear. 'I,' replied Dukdukdiya, 'am doing what I can. What about you?'

The animals understood, and they were all very embarrassed.

Language in action

Past continuous: affirmative and negative

Watch video 3.2
Why was Sophia's first vlog bad? How many people follow her?

	I / He / She / It	You / We / They
+	I **was talking** to the camera.	Things **were getting** better.
-	I **wasn't speaking** clearly.	At first, people **weren't watching** my vlogs.

1 **Look at the table and complete the rules.**

1 We use _____ / _____ + verb + *-ing* to form affirmative sentences.

2 We use _____ / _____ + verb + *-ing* to form negative sentences.

2 **Complete the sentences with the past continuous form of the verbs in brackets.**

At first, she [1] wasn't making (not make) good videos. She [2] _____ (make) too many mistakes. She [3] _____ (not look) at the camera. She [4] _____ (look) at her hands. She [5] _____ (not practise) and her vlogs [6] _____ (not get) better. Later, her vlogs [7] _____ (get) better and more people [8] _____ (watch) them.

3.05 **3** **Complete the story with the past continuous form of the verbs. Then listen and check.**

One day, a hare [1] was telling (tell) the other animals how fast he could run. At that moment, a tortoise [2] _____ (walk) past. He heard the hare and he offered to race him.

The race began. At first, the hare [3] _____ (run) very fast and the tortoise [4] _____ (go) very slowly. The hare was soon near the end of the race. The other animals [5] _____ (not watch), so he decided to stop for a rest. He soon fell asleep. The tortoise continued to walk slowly while the hare [6] _____ (sleep). Just as the tortoise [7] _____ (finish) the race, the hare woke up. The other animals [8] _____ (shout) loudly – the tortoise was the winner!

The moral of the story is: don't be too sure that something is easy. Sometimes things are more difficult than you think.

4 **Complete the sentences with the past continuous form of the verbs in the box.**

make not live not work
~~read~~ take travel watch

1 At 9 pm last night, I was reading a book.

2 Leo _____ selfies this morning.

3 Esma _____ a cake when I called.

4 My parents _____ at 10 pm last night. They _____ TV.

5 Sandra _____ at home this time last year. She _____ round the world!

Grammar tutor p127

Use it!

5 **Think of true sentences about things you were doing at these times. Use the activities in the box or your own ideas.**

at … o'clock yesterday morning/afternoon/evening
at … o'clock last Monday/Tuesday
this time two days ago/last year/last month

chat to friends do my homework get up
go to bed have breakfast/lunch/dinner
play basketball/computer games sleep

6 **Compare your sentences with a partner.**

At 8 o'clock yesterday morning, I was walking to school. What about you?

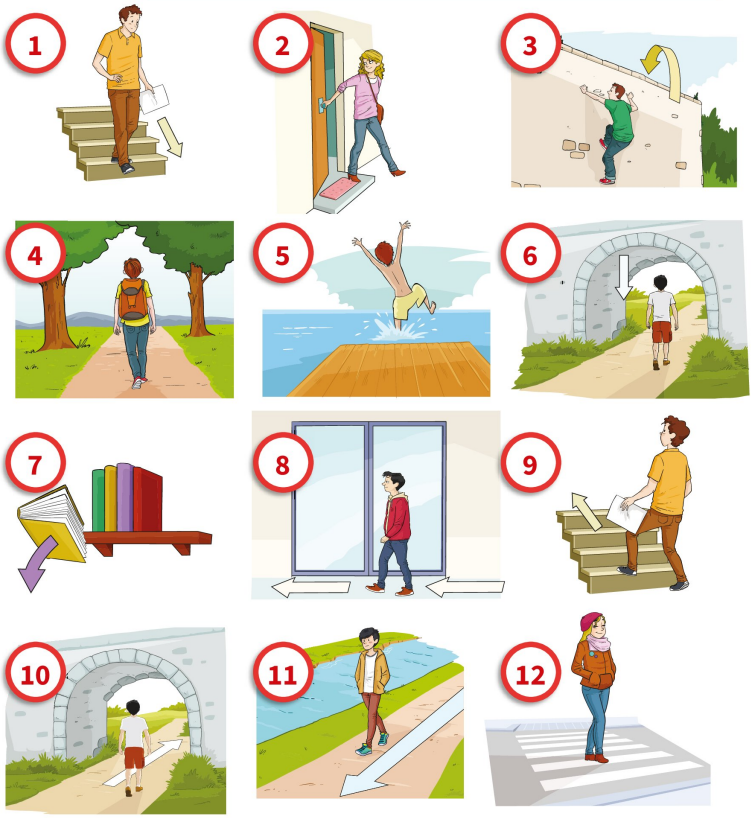
I wasn't walking to school. I was cleaning my teeth.

Vocabulary and listening

Prepositions of movement

3.06 **1** **Match the prepositions with the pictures. Listen, check and repeat.**

☐ across	☐ along	☐ between
1 down	☐ into	☐ off
☐ out of	☐ over	☐ past
☐ through	☐ under	☐ up



3.07 **2** **Circle the correct prepositions. Then listen and check.**

1 Be careful! Don't fall *over* / (*down*) the stairs.
2 Who is that coming *out of* / *under* Bruno's house? Is it Carla?
3 Let's jump *into* / *up* the water together! Are you ready?
4 Don't cross the road *through* / *between* those cars. It's dangerous.
5 Why don't we swim *across* / *off* the lake to the other side? It isn't far.
6 Laura walked *along* / *past* me without saying hello.

Use it!

3 **In your notebook write about your journey to school today using the prepositions in Exercise 1. Compare with a partner.**

First, I went out of my house. Then I walked along the road and over the bridge.

A radio phone-in

Learn to learn

Using your knowledge

Before you listen, think about what you already know on the topic and words you might hear.

4 **Look at the photos and think about words you might hear.**

3.08 **5** **Listen to Melissa's story. How many of your words in Exercise 4 do you hear?**

3.08 **6** **Listen again and put the events in the correct order.**

a ☐ A boy fell into the lake in the park.
b ☐ A photographer was taking a photo of Clayton's wife.
c ☐ Clayton and his wife were in a park.
d 1 Clayton Cook got married.
e ☐ Clayton jumped into the water and rescued the boy.
f ☐ Some children started shouting.

7 **Close your books. Take turns to tell the story. Can you remember the events in order?**

Language in action

Past continuous: questions

Watch video 3.3
What were they doing in the country? What was her sister holding?

I / He / She / It	You / We / They
Was his sister **holding** an apple? Yes, she **was**. / No, she **wasn't**.	**Were** these horses **smiling**? Yes, they **were**. / No, they **weren't**.

1 **Look at the table. Put the words in the correct order to make questions.**

1 you / call / were / afternoon / yesterday / to / trying / me
Were you trying to call me yesterday afternoon?

2 your / was / ringing / a / phone / ago / moment

3 you / last / sleeping / were / at / 10 o'clock / night

4 having / morning / you / breakfast / at / were / 7 o'clock / this

5 raining / it / yesterday / was

Use it!

2 **Ask and answer the questions in Exercise 1. Give correct answers for you.**

Were you trying to call me yesterday afternoon? — *No, I wasn't.*

Past simple and past continuous

While my sister and I **were walking**, we **saw** some horses.

When I **took** this photo, she **was holding** the apple over my camera.

Get it right!

We can use *when*, *while* and *as* + past continuous for a longer action in progress.

We use *when* + past simple for a shorter action that interrupts a longer one.

3 **Choose the correct form of the verbs.**

He [1] *took* / *was taking* photos when he [2] *dropped* / *was dropping* his phone.

I [3] *took* / *was taking* this photo while I [4] *travelled* / *was travelling* in Peru.

Her phone [5] *rang* / *was ringing* as she [6] *filmed* / *was filming* her vlog.

The [7] parcel *arrived* / *was arriving* while they [8] *had* / *were having* breakfast.

4 **Write sentences using the past continuous, past simple and the words in the box.**

ask climb cook cry eat fly hear listen make ride run see start swim wash watch write

It **started** to rain while I **was running** yesterday.

Grammar tutor p127

Use it!

5 **Work in pairs. Take turns to say a sentence to continue and finish the story below. Use the past simple and past continuous.**

While I was walking to school this morning, I saw …

Speaking

Telling an anecdote

3.09 **1** **Listen to the conversation. Who is the story about and what was the person doing?**

David [1] *Guess what happened* yesterday?

Laura No idea.

David Well, it didn't happen to me, [2] _____ Adrian.

Laura Go on.

David He was at the new shopping centre.

Laura You're kidding! [3] _____ a shopping centre? He hates shopping.

David He was looking for new trainers.

Laura [4] _____

David Yes, really. Now please stop interrupting. While he was looking at the trainers, someone bumped into him.

Laura Who was it?

David It was Bukayo Saka!

Laura No way! [5] _____

David I know.

Laura Did he take a photo?

David No, he didn't. He was too embarrassed. Can you believe it?

Laura What a great story!

3.09 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

Guess what happened (yesterday)?
It happened to …
Really?
That's amazing/incredible!
What was (he) doing (in) … ?

3 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**

Watch video 3.4
Everyday English

Go on. No idea. What a great story!
You're kidding!

4 **Which *Everyday English* phrases do you use when you …**

1 don't know? _____
2 hear something surprising? _____
3 want someone to continue? _____
4 liked a story that someone told you? _____

Plan

5 **Write about something funny or unusual that happened. Use the ideas below.**

Who did it happen to? _____
What was the person doing when it happened? _____
What happened? _____

Speak

6 **Practise the conversation with your partner. Remember to use:**

- the past simple and past continuous
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

Who the story happened to: _____
What the person was doing when it happened: _____
What happened: _____

Writing

A story

1 **Look at the photo. What do you think Berat's story is about? Read the story and check your answers.**

A funny story

By Berat Demir

1 One night last summer, I was lying in bed when I heard a noise downstairs. At first, I thought it was our cat. I got up to see, but then I noticed my brother Eymen wasn't in his bedroom. I was worried.

2 I went downstairs. The front door was open, so I went out. I started walking down the road. A few minutes later, I saw Eymen. He was walking along the pavement on the other side of the road. He was wearing his bear pyjamas and he was carrying his teddy bear. Suddenly, he stopped. I ran towards him.

3 In the end, we walked back home together. Eymen was still sleeping. The next morning, he was very tired. When I asked him about the night before, he didn't remember it at all!

2 **Match the sequencing words (1–6) with the phrases (a–f) from Berat's story to make complete sentences**

Useful language

1 One night last summer,	a we walked back home together.
2 At first,	b I was lying in bed.
3 A few minutes later,	c I saw Hugo.
4 Suddenly,	d I thought it was our cat.
5 In the end,	e he stopped.
6 The next morning,	f he was very tired.

3 **Complete the sentences with one word from the phrases in the *Useful language* box.**

1 A few moments later, we heard a noise.
2 At _____, I thought I was alone, but then I saw someone.
3 In the _____, everyone was OK.
4 One day _____ week, I was shopping with some friends.
5 _____, it went dark.
6 The _____ evening, the same thing happened again.

Write a story.

Plan

4 **Think about a time when something interesting, funny or scary happened to you. Make notes about what to include in your story and how to organise it. Think about:**

- when the story happened
- where you were
- who you were with
- how and in what order things happened

Write

5 **Write your story. Remember to include:**

- three paragraphs
- the past simple and past continuous
- the vocabulary from this unit
- expressions from the *Useful language* box

Check

6 **Do you ...**

- use the phrases from the *Useful language* box?
- explain the main events?
- explain what happened in the end?

Around the world

Reading

A Turkish fairy tale

1 Look at the pictures. What is happening in each picture? What do you think the story is about?

3.10 **2** Read the fairy tale. Put the pictures in the order of the story.

a ___

b ___

c ___

Globetrotters

Watch video 3.5
A bee's story

- Where are bees very busy?
- What is honey used for?
- Who did artists in the 18th century paint?

3 Find words in the fairy tale that mean:

1 people who steal things _____
2 a very big and frightening creature _____
3 very afraid _____
4 not alive _____
5 a white bird _____
6 something that gives information _____

4 Read the fairy tale again. Answer the questions.

1 Why did the boy start his journey?

_____

2 How did he feel when he started the journey?

_____

3 What did the ogre try to do?

_____

4 Why do you think he felt afraid at the end?

_____

_____

The boy who found fear

Once upon a time, a woman and her son lived in a small house in a forest. They didn't have any neighbours, and the lonely boy stayed at home with his mother every day.

One winter's evening, they were having dinner when a storm started. The wind blew the door open and the mother said, 'Close the door. I feel fear.'

'What is fear?' asked the boy.

'Fear is when you feel afraid,' she replied.

'I don't understand. I want to find fear.'

So the next morning, the boy set off confidently. While he was looking for fear, he met a lot of different people and he faced a lot of challenges. First, there was a group of robbers. They made him do dangerous and difficult things, but he wasn't afraid.

Learn to learn

Phrasal verbs

A phrasal verb is a verb + a small word like *for* or *on*. They have a special meaning which is different from the verb on its own.

5 Find phrasal verbs in the story that mean:

1 to start a journey _____
2 to try to find _____
3 to find by accident _____
4 to arrive or reach _____
5 to continue _____

He continued his journey. Next, he came across an angry ogre who tried to attack him, but the boy ran away. After that, he got to the sea. There was a terrible storm and he saw a ship in great danger. The people on the ship were terrified and they were shouting for help, so he jumped into the water and saved them. He wasn't afraid at all.

He went on until finally he got to a city. There were people everywhere and it was very busy. One man told the boy that the people were sad because their king was dead, but today they were choosing a new king. Just then, three beautiful doves flew down from a tower and they sat on the boy's head. The people were excited. 'This is the sign! You are our king!'

At that moment, he saw into the future: he was the king, he was trying to make everyone happy, but the people were angry. And he suddenly realised what fear was, and he was afraid.

6 Complete the sentences with the phrasal verbs in Exercise 5.

1 Are we all ready to go? Let's _____ now before it gets too hot.
2 A I don't think it's a good idea to _____ in the dark.
  B OK. Let's camp here for the night.
3 Can you help me _____ my phone?
4 A How long did it take you to _____ the beach?
  B Ages! It was quite far away.
5 While I was doing some research, I _____ this photo of our street in 1885.

7 Think of your own sentences with the phrasal verbs in Exercise 5. Say your sentences but don't say the phrasal verb. Can your partner guess it?

Voice it!

8 Answer the questions.

1 When does the boy show fear? Why?
2 Is fear a positive or a negative quality?
3 Is everybody always afraid of the same things?

Explore it!

Is the sentence *T* (true) or *F* (false)?

The story of *Cinderella* first appeared in a Chinese book around the year 850. ☐

Find another interesting fact about a fairy tale. Write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to learn

Learn to … guess the meaning of new words

You can help your partner learn vocabulary by writing sentences with missing words for them to guess.

1 Elif writes sentences with missing words for a friend to guess. Can you guess what the words are? Discuss with a partner.

OK, the first one. Is it an adjective?

Yes, it is.

Is it 'happy'?

No. Try again!

1. I was _____ because my football team were winning.
2. The plane flew _____ the city.
3. The boy felt _____ when he called his teacher 'mum'.

2 Choose five words from the box. Write five sentences with missing words like the sentences in Exercise 1.

between bored jungle nervous protect
surprised tired trap under worried

1.
2.
3.
4.
5.

OWN IT!

3 Show your sentences to your partner. Can they guess the missing words?

4 Why is it a good idea to learn words in sentences? Discuss with your partner.

5 Close your book. Take turns to say the five words you chose in Exercise 2. Can your partner remember your sentences?

The word was 'bored'. What was the sentence?

'I feel bored when … .' No, sorry, can you help me?

OK. It starts, 'I was bored because …'.

I remember! 'I was bored because … '.

Use an online digital whiteboard to write words and make connections using the annotate function. Share your findings with your classmates.

3 Review

Vocabulary

1 **Complete the sentences with the adjectives.**

afraid embarrassed surprised tired upset

1 Elsa looks _____ and she's crying.
2 I can't believe I won! I'm really _____.
3 My dad is _____ of heights. He can't go up tall buildings.
4 I forgot my friend's birthday. I was so _____!
5 I'm really _____. I didn't sleep much.

2 **Complete the story with the prepositions.**

across between down into
out of through under up

Tiger the cat went [1]_____ the front door and walked [2]_____ two cars [3]_____ the road. He went [4]_____ the park and climbed [5]_____ a tree. Then a mouse appeared. 'Lunch!' thought Tiger. He climbed [6]_____ the tree and followed it. The mouse ran [7]_____ the grass and then disappeared [8]_____ a stone. 'Maybe I'll have lunch at home today,' said Tiger.

Language in action

3 **What was happening at 10.30 am yesterday? Write two sentences in the past continuous.**

1 it / not snow – rain

_____

2 I / not study – chat / with my friends

_____

3 Alex / not read / a book – listen / to music

_____

_____

4 Eva and Helen / not talk – have / a snack

_____

_____

4 **Write past continuous questions. Then match them with the answers (a–d).**

1 you / wear / jeans / yesterday? ___

_____

2 Lidia / work / at 10 pm last night? ___

_____

3 where / we / go / last Saturday at 7 pm? ___

_____

4 what / Ollie and Brad / do / an hour ago? ___

_____

a We were going to the cinema.
b Yes, she was.
c They were taking photos.
d Yes, I was.

5 **Complete the text with the past simple or past continuous form of the verbs.**

Beth [1]_____ (study) at school when she [2]_____ (write) her first novel. She [3]_____ (post) her book online while she [4]_____ (sit) in her bedroom at home. She soon [5]_____ (discover) that lots of young people [6]_____ (read) her story. Two years later, it had 19 million reads on the website and it [7]_____ (win) a prize for teen fiction.

When Beth [8]_____ (leave) school, she [9]_____ (go) to university. She [10]_____ (complete) two more books while she [11]_____ (do) a physics course, and a TV company [12]_____ (make) her first novel into a film in 2024.

Self-assessment

I can use adjectives to talk about feelings.	😕	😐	🙂
I can use prepositions to talk about movement.	😕	😐	🙂
I can use the past continuous to make affirmative and negative sentences and questions.	😕	😐	🙂
I can use the past simple and the past continuous.	😕	😐	🙂

4 The best things in life are free

Learning outcomes

I can ...

- understand texts about sustainability and caring jobs
- make and respond to requests
- write an opinion essay
- understand how to use *could*, comparative and superlative adjectives, *too*, *too much*, *too many* and *(not) enough* + noun
- talk about money and caring jobs
- remember words with similar meanings and listen for key words
- make and present a poster.

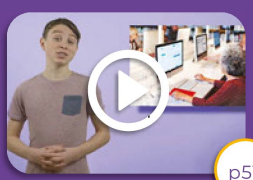
Start it!

1 Look at the photo. How are the girls feeling?
2 Before you watch, how would you describe a good person?
3 What are some good ways to help others? Watch and check.
4 Which of the ways of helping in the video do you like best?

Watch video 4.1

p49

Language in action 4.2



p51

Language in action 4.3

p52

Language in action 4.3

p54

Helping hands 4.5

Vocabulary

Money verbs

1 **Look at the verbs in the box. Then match the sentences with the photos.**

borrow	change	cost	earn	lend
owe	pay	save	sell	spend

1 Don't worry. I can **pay** for you, too. g
2 Don't **spend** your money on more video games. **Save** it for something you need. ___
3 Friendships don't **cost** money. They're free! ___
4 I want to **earn** money. Can I wash your car? ___
5 I **owe** my friend £50. I can **sell** my bike. ___
6 A Could you **lend** me some money?
B How much do you want to **borrow**? ___
7 I want to **change** this money, please. ___

4.01 **2** **Listen to the verbs in Exercise 1 and repeat.**

4.02 **3** **Listen and write the correct verb from Exercise 1 for each situation. Sometimes there is more than one possible answer.**

1 pay
2 ___
3 ___
4 ___
5 ___

Learn to learn

Similar words

Many words have similar meanings. Think of ways to help you understand the differences.

You lend money to someone (it's yours).
You borrow money from someone (it isn't yours).

4 **Look at these pairs of verbs. Think of more ways to remember the different meanings.**

spend / buy earn / win

5 **Compare with a partner. How does your partner remember the meanings?**

Use it!

6 **Complete the sentences with your own ideas. Tell your partner.**

1 A good way to earn money is to _____.
2 The last time I borrowed money was _____.
3 I spend most of my money on _____.

Explore it!

Is the sentence *T* (true) or *F* (false)?

In Zimbabwe, there was a $100 trillion banknote. At that time, bread cost $300 billion. ☐

Find another interesting fact about money. Then write a question for your partner.

Reading

A magazine article

1 **Skim the article and match the photos (a–c) to the people (1–3).**

4.03 **2** **Read the article. Match the highlighted words with the definitions.**

1 people who start a new business *entrepreneurs*
2 the place where people, animals and plants live _____
3 a small shop, usually in a market _____
4 not new _____
5 things you can buy _____
6 to tell people about the thing you want to sell _____
7 causing little or no damage to the environment _____
8 creating something new and better from something old _____

3 **Read the article again. Are these sentences *T* (true) or *F* (false)?**

1 Demir started selling clothes just to make money. F
2 Demir sells second-hand things. ___
3 Frida sells old bottles. ___
4 Frida sells her products on the internet. ___
5 'Lender' only has sports equipment. ___
6 Cecilia doesn't sell anything. ___

Voice it!

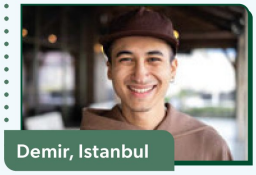
4 **Discuss the questions.**

1 Which idea in the text do you think is the best? Why?
2 What's the difference between 'recycling' and 'upcycling'?
3 Do you buy second-hand things? Why / Why not?

Sustainable spending and saving

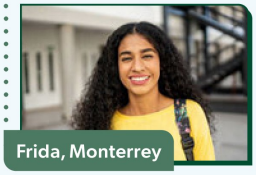
It's nice to buy new clothes or to spend money on a gift for a friend. But everything we buy has a cost, and that's not just the money you pay. There's a cost to the environment too. Years ago you couldn't shop in ways that were good for the environment. But things are changing. Three young entrepreneurs told us how.

Thrifting 1 _____


Demir, Istanbul

I got this idea from my mum. When she lived in America, she could buy cheaper clothes from second-hand shops. There they call it 'thrifting'. She said I could start a thrifting business to make money, and to help the planet. So, I opened a market stall. I sell vintage clothes. They're second-hand, but they're nice, and I organise them into styles from the past.

Upcycling 2 _____


Frida, Monterrey

I use things that people throw away, make them into something new and sell them online. The new products are more useful or more beautiful than the old objects they begin as. That's upcycling! For example, the jewellery I sell is made from old bottles. At first I could only sell my products to friends at school, but now I sell them online!

Sharing 3 _____

Cecilia, Santiago

Everyone has things they don't use – games, instruments, sports equipment. In the past you couldn't do anything with them, only throw them away. But that's the worst thing for the environment! So, my friends and I made a website called 'Lender'. People can advertise things they want to lend or find things they want to borrow. We don't earn any money from it, but we're saving the planet!

Language in action

could

Watch video 4.2
Could she buy a horse?
Could she draw horses?

Could + Infinitive	
+	I **could draw** horses very well.
-	I **couldn't buy** a horse.
?	**Could** she **get** a horse? Yes, she **could**. / No, she **couldn't**.

1 **Look at the table. Circle the correct words.**

1 In the past, people *could* / *couldn't* make their own clothes. But now we don't learn how to and usually buy them instead.

2 I was thrifting all day yesterday but I *could* / *couldn't* find a nice pair of trousers anywhere.

3 Melek really liked that shirt but he *could* / *couldn't* afford it.

2 **Complete the sentences using the correct form of *could* or *couldn't* and the words in brackets.**

1 Could Mateo speak (Mateo / speak) English when he was a child? (?)

2 _____ (we / go) shopping yesterday. The weather was terrible. (x)

3 When my dad was young, _____ (he / play) the piano, but now he can't. (+)

4 _____ (I / call) you this morning because my phone wasn't working. (x)

5 _____(they / answer) all the questions on the test? (?)

Use it!

3 **Ask and answer with a partner. Use *could*/*couldn't* and the ideas in the box.**

buy my own clothes make my own lunch
ride a bike use a laptop

Could you buy your own clothes when you were five?

Comparative and superlative adjectives

	Adjective	Comparative	Superlative
Short adjective	cheap easy	cheap**er** easi**er**	**the** cheap**est** **the** easi**est**
Long adjective	important beautiful	**more** important **more** beautiful	**the most** important **the most** beautiful
Irregular adjective	good bad	**better** **worse**	**the best** **the worst**

Get it right!

We use *than*, not *that*, to compare two things.
My sister is taller than me. ✓ ~~*My sister is taller that me.*~~ ✗

4 **Look at the table. Complete the questions with the comparative or superlative form of the adjectives in brackets. In pairs, discuss the questions.**

1 What is the nicest (nice) thing you bought recently?

2 Does having more money make you _____ (happy)?

3 Is it _____ (important) to have lots of money or lots of friends?

4 Is it _____ (good) to travel by plane or by train?

5 What is _____ (bad) thing people do to the environment?

6 Is it _____ (difficult) to recycle or to upcycle?

Grammar tutor p128

Use it!

5 **Choose a topic from the box or use your own. Discuss with a partner. Use comparatives and superlatives.**

maths / history / science
market / shopping centre / online shopping

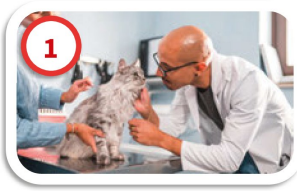
History is more difficult than … but … is the most difficult.

Vocabulary and listening

Caring jobs

4.04 **1** **Match eight jobs with the photos. Circle the jobs that aren't in the photos. Listen, check and repeat.**

☐ carer	☐ charity worker
☐ firefighter	☐ lawyer
☐ lifeguard	☐ nurse
☐ paramedic	☐ police officer
☐ refuse collector	☐ surgeon
☑ 1 vet	☐ volunteer



Pronunciation p118

2 **Write which person you need in these situations.**

1 You're at the swimming pool. Your friend has a problem. *lifeguard*
2 There's a fire at your school. _____
3 Your grandma needs help at home. _____
4 Your cat has a problem with its eye. _____
5 Your friend is in hospital. This person is doing an operation on them. _____

Use it!

3 **Work with a partner. Discuss the questions.**

1 What do the jobs in Exercise 1 have in common?
2 Which people in these jobs do you see every week?
3 Which job would you like to do?

Monologues

4 **What do you think are the best and worst things about doing a caring job? Discuss with a partner.**

4.07 **5** **Listen and match the speakers with their jobs. There is one extra job.**

Speaker 1 ___ **a** lifeguard **d** nurse
Speaker 2 ___ **b** paramedic **e** vet
Speaker 3 ___ **c** volunteer
Speaker 4 ___

Learn to learn

Identifying key information

When you are matching people with information, check key words before you listen. This helps you to focus on the information you need.

6 **Read the questions in Exercise 7. Circle the key words you need to listen for.**

4.07 **7** **Listen again. Write *1*, *2*, *3* or *4*.**

Who …

a studies and works? ___
b doesn't have a job now? ___
c sometimes doesn't have lunch? ___
d was bored in their old job? ___
e sells things that help other people? ___
f enjoys making people feel happier? ___

8 **Imagine a day in the life of one of the people in the jobs in Exercise 1. Write five sentences about your day in your notebook. Read your sentences but don't say the job. Can your partner guess?**

I sometimes work all night.

Is it a nurse?

Language in action

too, too much, too many

Watch video 4.3
Say three reasons why some people don't volunteer. How does volunteering help at school?

too + adjective	*too many* + plural countable noun	*too much* + uncountable noun
I'm **too busy** to volunteer.	They've got **too many things** to do.	I've got **too much homework**.

1 **Read the sentences about the people you listened to on page 50. Circle the correct words.**

1 The hours were (*too*) / *too much* / *too many* long in the paramedic's last job.
2 The volunteer thinks people own *too* / *too much* / *too many* books.
3 Sometimes the pool is *too* / *too much* / *too many* noisy for the lifeguard.
4 The vet spends *too* / *too much* / *too many* time at work.

Use it!

2 **Complete the questions with *too*, *too much* or *too many*.**

All about you!

Have you got ...
1 *too much* homework this week?
2 _____ clothes?

Do you ...
3 spend _____ money on clothes?
4 buy _____ sweets?

Are you ...
5 _____ busy to listen to your friends?
6 _____ young to drive a car?

3 **Work with a partner. Ask and answer the questions in Exercise 3.**

(*not*) *enough* + noun

	(*not*) + *enough* + noun
+	You've got **enough time**.
-	I haven't got **enough time**.

4 **Look at the table and circle the correct words.**

We use [1] **too** / **enough** to show that we have a good amount of something and we use it [2] **before** / **after** the noun.

4.08 **5** **Complete the text with the words in the box. Then listen and check.**

enough chairs enough space enough time
too far too many animals too many people
too much information too noisy ~~too young~~

I'm [1] *too young* to have a full-time job, but every Saturday I'm a volunteer with a local vet. I cycle there because it isn't [2] _____ from my house. I help the receptionist when she hasn't got [3] _____ to do everything. Last week, there were [4] _____ in the waiting room – we didn't have [5] _____ for them to sit on! Sometimes it gets [6] _____ for me, especially when there are [7] _____ and there isn't [8] _____ in the waiting room.

The best thing: I love animals and I can spend all day with them! 🙂

The worst thing: Sometimes there's [9] _____ for me and I don't understand it all.

Grammar tutor p128

Use it!

6 **Imagine a day doing your dream job. Make notes. Then compare with a partner.**

- What the job is: _____
- The best thing: _____
- The worst thing: _____

My dream job is to be a firefighter. It's an exciting job, but it can be dangerous.

Speaking

Making requests

4.09 **1** **Listen to the conversation. Who lends Rita some money?**

Billy Hey, Rita. What's up? You look a bit worried.

Rita I am. [1] *Could you do me a favour* ?

Billy [2] _____. What do you need?

Rita [3] _____ lending me £10?

Billy Ah. [4] _____. I spent too much money at the weekend.

Rita OK, no worries. What about you, Greg?

Greg Maybe. What's it for?

Rita I want to buy a bag for Maisie's birthday. There's a really cute one that I want to get her, but I haven't got enough money.

Greg When's her birthday?

Rita Yesterday! Please, Greg.

Greg [5] _____, since you asked so nicely. There you are.

Rita Thanks, Greg. You're the best! I owe you one.

Greg Actually, you owe me ten!

4.10 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

Could you do me a favour?
I'm sorry, I can't.
It depends.
Sure.
Would you mind … + *-ing* … ?

3 **Look at the *Everyday English* box. Find and underline the phrases in the conversation.**

Watch video 4.4
Everyday English

cute I owe you one.
There you are. What's up?

4 **Complete the conversations with the *Everyday English* phrases.**

1 A _____ Isabella?
B I need a favour.

2 A Thanks for paying. _____.
B Any time.

3 A Can I borrow your phone for a second?
B Sure. _____.

4 Look at that little dog! It's so _____.

Plan

5 **Work in groups of three. One person wants to borrow something. One friend can't lend it, but the other can. Make notes.**

What the person wants to borrow and why:

_____

Why one friend can't lend it:

_____

Speak

6 **Practise the conversation in your groups. Remember to use:**

- *(not) enough* and *too*, *too much* and *too many*
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another group. Listen to their conversation and complete the notes.**

What the person wanted to borrow and why:

_____

Why one friend couldn't lend it:

_____

Writing

An opinion essay

1 **Read Min-Seo's essay. Does she agree with the statement?**

Professional sports stars earn too much money. Do you agree?

By Min-Seo Lim

1 Nowadays, sports stars can earn a lot of money. Some basketball players earn more than $40 million every year. In my opinion, this is too much.

2 First of all, sports stars work less than other people. They only entertain people for a short time each week. Also, they have long holidays.

3 Personally, I think that other jobs are more important. For example, nurses, like my dad, save lives. I also think it's easier to live without sport or sports stars than to live without nurses and firefighters.

4 To sum up, I believe that some sports stars earn too much money and people with important life-saving jobs don't earn enough. We need to find a better and fairer way to pay those people more.

2 **Match paragraphs (1–4) with descriptions (a–d).**

a Give a second reason for your opinion. Give examples to support it. ___

b Introduce the topic and give an overall opinion. 1

c Summarise your opinion without repeating your introduction. ___

d Give a first reason for your opinion. Give examples to support it. ___

3 **Complete the phrases in the *Useful language* box.**

Useful language

[1] _____ opinion [2] _____ of all

[3] _____, I think that [4] To _____ up

[5] I _____ that

4 **Put the words in the correct order.**

1 need / less / think / Personally, /we / homework / I / that _____

_____

2 students / homework / In / too much / have / opinion, / my _____

_____

3 work / all, / enough / in class / do / we / of / First

_____

Write your own opinion essay.

Plan

5 **Choose one of these topics. Make notes about the information you need for each paragraph.**

Pop stars earn too much money.

Money can't buy happiness.

- Introduce the topic and give your opinion.
- Give a reason for your opinion.
- Give a second reason.
- Summarise your opinion.

Write

6 **Write your opinion essay. Remember to include:**

- *(not) enough*
- *too, too much, too many*
- phrases from the *Useful language* box

Check

7 **Do you ...**

- have four paragraphs?
- give reasons for your opinions?
- summarise your opinion at the end?

Emotional development

Showing empathy and supporting others

1 Look at the photos. What kinds of help might the people need?

4.10 2 Read the text and check your ideas.

3 What else do the volunteers offer apart from food? Why is that important?

Watch video 4.5
Helping hands

Do you know of any volunteer events where you live? Which ones?

Watch the video. What does it say about volunteering?

What type of volunteering would you like to do?

Fighting hunger

How foodbanks are helping

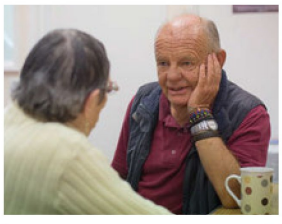
One in ten people around the world today haven't got enough food to eat and don't know where they can find their next meal. This is called 'food insecurity' and millions of people live like this day to day. Why?

Climate crisis: In the past, people could grow their own food more easily. But growing things like vegetables or rice is becoming more difficult. In many parts of the world, it's too hot or there isn't enough rain.

Conflict: Many people go hungry because of war. These people can't get food because of the fighting.

Poverty: Billions of people around the world earn less than $2 a day. They simply haven't got enough money to spend on food. In many countries, the cost of a nutritious meal is too high for some families. Foodbanks around the world offer help.

How foodbanks work



People leave food at schools, **supermarkets** or other places in town. Charity workers from the foodbank collect these donations. At the **foodbank**, **volunteers** sort the items and make food **parcels**. Most parcels have dry food or tins because these foods last longer than fresh food. But the volunteers make sure there is a mix of all different foods and the parcels have healthy and delicious products.

When **doctors**, police officers or other workers think someone needs help, they give them a **voucher**. Only people with a voucher can use the foodbank. Some go to the foodbank to collect their food, but also to meet friends. Others aren't fit enough to leave their home. Volunteers take the parcels to them, and usually stay for a **chat**.

Who uses foodbanks?

Leo's story: Five years ago I borrowed money to buy a small flat for me and my young daughters. When I lost my job, I couldn't afford to buy food because I owed money for our flat. Vouchers for the foodbank saved our lives!

Andrea's story: I was a firefighter for a long time, but a few years ago, I suddenly became too ill to work. It was the worst time of my life, but the foodbank volunteers were amazing. They gave me food parcels and something else important: friendship!

Vocabulary extra

4 **Find these words in the text, then use them to complete the sentences.**

~~conflict~~ crisis donations
food insecurity parcel poverty voucher

1 When countries are at war, the *conflict* means many people can't get what they need.
2 _____ happens when people don't know how they'll get their next meal.
3 People in _____ haven't got enough money to live on.
4 My school is collecting money to build a swimming pool. Can you make a _____?
5 You can use this _____ to buy a drink at the café.
6 The problems with the environment are very bad. It's a _____.
7 A food _____ has usually got tinned foods.

5 **Discuss with a partner.**

1 Why do millions of people not have enough to eat?
2 How can we stop this?
3 Does this happen where you live? What help is there?

CLIL: Social studies

Food poverty

6 **Put these reasons for food poverty in the correct columns. Add two more ideas.**

illness life changes lose a job
not enough rain not enough money
~~too hot~~ war

The environment	People
too hot	

7 **Work in pairs. Decide what items you would put in a foodbank parcel. Think about food and other essential items. Explain your choices.**

_____
_____
_____
_____

8 **Complete the flowchart about foodbanks with underlined words in the article.**

People leave **1.** *donations* at **2.** _____ and schools.

→ **3.** _____ take this food to the **4.** _____.

Volunteers sort the items and pack food **5.** _____.

→ **6.** _____, police officers and other workers give people **7.** _____.

At the foodbank, people receive their food and have a friendly **8.** _____!

Project: a poster

Make a poster for a charity

Step 1: Plan

- Decide what charity you want to advertise.
- Find information about the charity online.
- Decide what you want people to do. For example:
  - make donations
  - volunteer
- Decide what to include in your poster. For example:
  - information about the charity
  - a story to show how the charity helps
  - how people can help support the charity
- Find photos to illustrate your poster.

OWN IT! Project: a poster, p121

Learn to … organise your homework

When you organise your homework, you study and use your time better.

1 Do the quiz. Find out your score. Do you agree with what it says about you? Discuss the results with a partner.

Are you a homework superstar?

Knowing what to do

When your teacher gives you homework, do you …

a write it in your notebook or homework diary?
b write it on your hand?
c listen but then forget?

Organising your time

When do you do your homework?

a After school or at the weekend.
b Sometimes after school, sometimes before.
c Always while I'm having breakfast!

Deciding what comes first

You have too much homework and not enough time. Do you …

a do the most important things first?
b do the easiest things first?
c look at your books but never start?

Concentrating

While you're doing your homework, do you …

a switch off your phone?
b try not to look at your phone?
c spend a lot of time checking your phone?

Results

a = 2 points **b** = 1 points **c** = 0 point

6–8: You're a superstar! You organise your homework well.
3–5: Not bad! You try to organise your homework, but our advice can help.
0–2: Oh, dear! You really need our advice!

2 Complete Esma's homework diary with the words in the box.

difficult first For when? Homework hours Notes Other things Subject

Date	1 _____	2 _____	3 _____	4 _____
Mon 11 Feb	English	Page 27, Exercise 4	Mon 18 Feb	☺ Nice and easy!
Tues 12 Feb	Science	Label the parts of the plant.	Thurs 14 Feb	This is 5 _____ – ask Azra for help.
Wed 13 Feb	History Maths	Page 36 Study for the test.	Thurs 14 Feb Fri 15 Feb	Do maths 6 _____ – there's a LOT to study!
Thurs 14 Feb	English	Write story.	Tues 19 Feb	I need about two 7 _____.
Fri 15 Feb		No homework!		
8 _____ Remember Zoe's party on Saturday afternoon! ☺				

OWN IT!

3 Complete your own homework diary for next week.

Search online for a digital sticky noteboard. Use it to organise your notes. Share your findings with your classmates.

4 Review

Vocabulary

1 **Complete the conversations with the pairs of verbs in the box.**

borrow / owe pay / lend spend / save sell / earn

1 A Can you _____ me £2 for a coffee?
B Don't worry. I can _____ for yours.
2 A Those people _____ hats at the market.
B Yes, but they don't _____ much money.
3 A Shall I _____ my money for the future?
B No! Why don't you _____ it now? Let's go shopping.
4 A Could I _____ some money for the bus?
B Sure, but you now _____ me £5!

2 **Read the descriptions and write the correct jobs.**

1 I give my free time to help people. I don't earn any money but I love my job. _____
2 I've got a difficult job in a hospital. I'm not a normal doctor or a nurse. _____
3 I keep our community safe. I can arrest people who are breaking the law. _____
4 I treat very ill people at home and then take them to hospital. _____

Language in action

3 **Complete the quiz with the comparative or superlative form of the adjectives. Then decide if the sentences are *T* (true) or *F* (false).**

1 Basketball players are usually _____ than footballers. (tall) ___
2 Finland is _____ country in the world. (happy) ___
3 The Istanbul Cevahir shopping mall is _____ in the world. (big) ___
4 A hippo is _____ than a lion. (dangerous) ___
5 New York is _____ city to live in. (expensive) ___

4 **Put the words in the correct order.**

1 lifeguard / you're / too / be / young / to / a
_____
2 a / money / I / fizzy drink / to / haven't / got / enough / buy
_____
3 room / there / too / people / were / the / many / in
_____
4 much / night / we / last / spent / too / money
_____

5 **Complete the blog with *too*, *too many*, *too much*, (*not*) *enough* and the comparative or superlative form of the adjectives. Use *than* if necessary.**

All about Holly

Appearance She's [1]_____ (tall) me and she's got [2]_____ (long) hair. So, I'm [3]_____ (short) her in two ways!

Personality She always makes me laugh. She's [4]_____ (funny) and [5]_____ (happy) person I know!

Sport Holly's [6]_____ (good) sport is basketball. Unfortunately, the school team has got [7]_____ players at the moment, so she only plays for fun.

Jobs She wants to be a firefighter. She's [8]_____ (brave) me – that job is [9]_____ (dangerous). There are [10]_____ things to say about Holly – I don't have [11]_____ time now. I've got [12]_____ homework.

Self-assessment

I can use words to talk about money.	😕	😐	🙂
I can use words to talk about caring jobs.	😕	😐	🙂
I can use *could* and *couldn't*.	😕	😐	🙂
I can use comparative and superlative adjectives.	😕	😐	🙂
I can use *too*, *too much*, *too many* and *(not) enough*.	😕	😐	🙂

5 Dream houses

Learning outcomes

I can ...

- understand texts about different homes and doing household chores
- describe a photograph
- write a description of a house
- understand how to use (*not*) *as* + adjective + *as*, (*not*) + adjective + *enough* and *have to/don't have to*
- talk about furniture and household chores
- make spidergrams to record vocabulary, use techniques to answer multiple-choice questions and use word families.

Start it!

1 Look at the photo. Would you like to live in this house?
2 Before you watch, where do you live?
3 Why did people build homes in mountains? Watch and check.
4 What other unusual homes are there?

Watch video 5.1

p61

Language in action 5.2

p63

Language in action 5.3

p64

Everyday English 5.4

p66

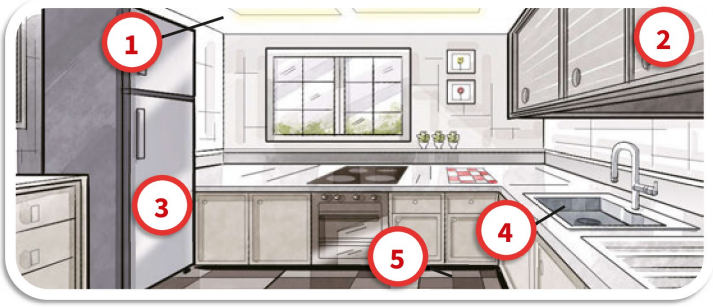
Globetrotters 5.5

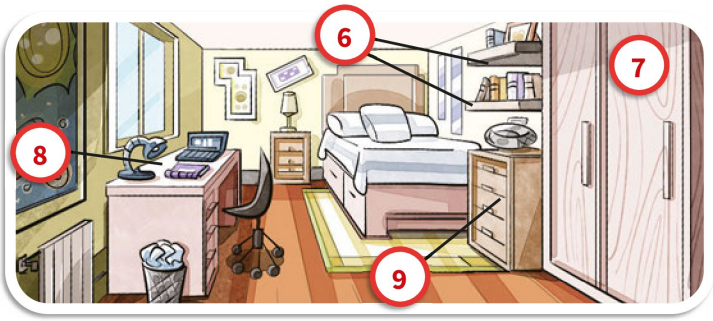
Vocabulary

Furniture

5.01 **1** Match the words in the box with 1–13 in the pictures. Listen, check and repeat.

☐ armchair	☐ bookcase
☐ carpet	☑ ceiling
☐ chest of drawers	☐ cupboard
☐ desk	☐ floor
☐ fridge	☐ picture
☐ shelves	☐ sink
☐ wardrobe	





5.02 **2** Listen and match the speakers (1–4) with the rooms in the box. There is one extra room.

☐ bathroom	☐ bedroom	☐ kitchen
☐ living room	☐ study	

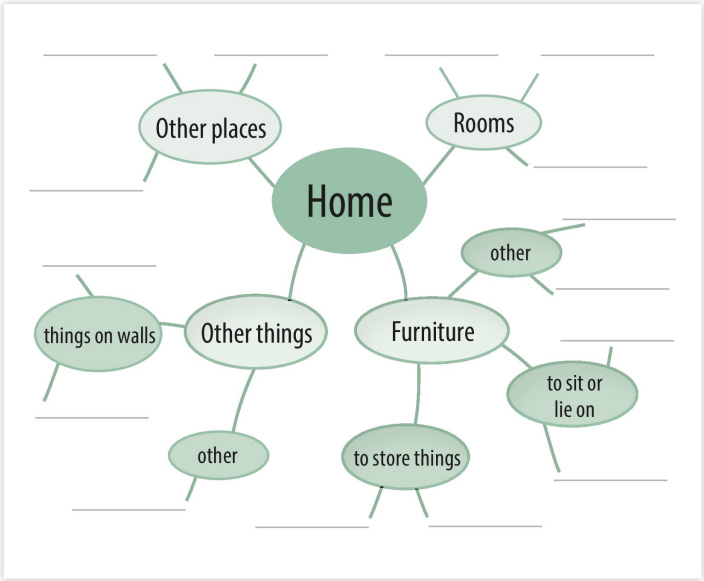
5.02 **3** Listen again and circle the words in Exercise 1 that you hear.

Learn to learn

Using spidergrams

Recording words in different ways will help you remember them. One way is to create spidergrams.

4 Complete the spidergram using the words in Exercise 1 and your own ideas.



Use it!

5 Describe the furniture in a room in your home. Your partner listens and draws the room.

My bedroom has a wardrobe, a chest of drawers, and two pictures on the wall …

Explore it!

Guess the correct answer.

The oldest bookcases in the world are … years old.

a 200 **b** 400 **c** 600

Find an interesting fact about furniture. Then write a question for your partner.

Reading
A magazine article

1 **Look at the pictures. Discuss the questions.**

1 What's unusual about these homes?
2 Who do you think lives in them?

5.03 **2** **Read the article. Which house can you see in the photos?**

Amazing homes

Everyone's home is special, but some homes are really amazing.

Cuevas de Sol, Spain

The American [1]**architect** Michael Reynolds designed the first Earthship in the 1970s. Just like ordinary houses, Earthships have living rooms, bedrooms and bathrooms. But Earthships are easy to build and are very [2]**eco-friendly**. Their walls use [3]**recycled** car tyres, but they are as strong as [4]**brick**. They also keep the house warm enough in winter and cool enough in summer. The back of the house is like a [5]**cave** and the front is made of glass to let in the sun. That's why this Spanish Earthship is called *Cuevas de Sol* – caves of sun!

Nautilus House, Mexico

Nautilus House isn't as eco-friendly as Cuevas del Sol, but it's also very unusual. The family who live in the house thought that regular houses weren't close enough to nature. They wanted their home to feel like a beautiful seashell. Everything in Nautilus house is [6]**curved**: the floors, the doors, all the rooms and, of course, all the furniture.

The PAS house, USA

Lots of kids love skateboarding, but not many kids are as crazy about it as Pierre André Senizergues. Senizergues learned to skateboard at school in France and later became the world champion. He [7]**designed** the PAS House as a dream home for skateboarders. You can skate in every room. You can skate on the floors and on the ceilings. You can even skate on the furniture and your parents won't shout at you!

3 **Match the words in the text with their meanings.**

1 A person who designs buildings *architect*
2 Used before _____
3 Good for nature _____
4 A large hole in the side of a hill or mountain _____
5 A material used to build walls _____
6 Not straight _____

4 **Read the article and correct the sentences.**

1 Cuevas de Sol is in America.
Cuevas de Sol is in Spain.
2 Cuevas de Sol has walls made of brick.
3 Cuevas de Sol is warm in winter and summer.
4 Only one person lives in Nautilus House.
5 All the rooms in Nautilus House have straight walls.
6 The PAS House is in France.
7 A famous architect had the idea for PAS House.
8 You can only skate in the living room of the PAS house.

Voice it!

5 **Discuss the questions.**

1 Which house do you like most?
2 Why do you like it?
3 Do you know any other unusual houses? Describe them.

Language in action

(*not*) *as* + adjective + *as*, (*not*) + adjective + *enough*

Watch video 5.2
What's wrong with bedroom 1? Why does the vlogger prefer bedroom 3?

	as + adjective + *as*	adjective + *enough*
+	The museum is **as famous as** the opera house.	Bedroom one is **wide enough** for a bed.
-	The opera house is**n't as interesting as** the museum.	It **isn't big enough**.

1 **Look at the table and read the sentences below. Match the sentences with the meanings.**

1 The bedroom **isn't big enough**.
2 The bedroom **is big enough**.
3 The opera house **isn't as famous as** the museum.
4 The museum **is as famous as** the opera house.

a Both the opera house and the museum are famous.
b The bedroom is too small.
c The museum is more famous than the opera house.
d The bedroom is a good size.

2 **Circle the correct words.**

1 The doors in our house *aren't as tall as* / *aren't tall enough* to walk through.
2 Their garden is *long enough* / *as long as* a football pitch.
3 Is your bedroom *wide enough* / *not as wide as* for a piano?
4 Their living room is *as big as* / *big enough* our whole house!
5 Are the walls *as strong as* / *strong enough* bricks?

Get it right!

We never put adjectives after *enough*.
I'm not tall enough. ✓ ~~*I'm not enough tall.*~~ ✗

3 **Complete the sentences with *as … as* or *enough* and the adjective in brackets.**

1 My bedroom isn't as big as my sister's. (big)
2 I'm not _____ to reach the top shelf. (tall)
3 Is this sofa _____ for us all to sit on it? (wide)
4 That car is _____ an apartment. (expensive)
5 Ana's armchair is _____ to put by the window. (small)
6 His chest of drawers is not _____ mine. (old)

5.04 **4** **Complete the text using (*not*) *as … as* or (*not*) *enough* and the adjectives in brackets. Then listen and check.**

Kids' toys aren't cheap these days, but not many toys are [1] as expensive as (expensive) Astolat Dollhouse Castle. It's an American doll's house – but it isn't an ordinary one. It's [2] _____ (tall) a small Christmas tree and [3] _____ (heavy) a horse. The castle was the idea of an American artist, Elaine Diehl, and it took her 13 years to build. Of course, it isn't really a toy. It's a work of art, and it's [4] _____ (perfect) to be in a museum. The furniture is [5] _____ (small) to fit in your hand, and it's [6] _____ (beautiful) the furniture in a real palace. The tiny sofas and beds are [7] _____ (soft) the real things. The books on the shelves aren't [8] _____ (large) to read, but they have real pages. One thing that isn't small is the price – over $8 million! Are you [9] _____ (rich) to buy it?

Grammar tutor p129

Use it!

5 **Write one true sentence and one false sentence about places in the world with (*not*) *as … as* or (*not*) *enough*.**

The Amazon is as long as the Nile.

6 **Say your sentences to a partner. Can you guess which sentences are true?**

Vocabulary and listening

Household chores

5.05 **1** **Match the phrases in the box with the pictures. Listen, check and repeat.**

☐ clean (the kitchen)	1 do the ironing
☐ do the washing	☐ do the washing-up
☐ empty (the washing machine)	☐ load the dishwasher
☐ tidy up (the living room)	☐ make your bed
	☐ vacuum (the carpet)

5.06 **2** **Complete the note with verbs in Exercise 1. Then listen and check.**

Hi kids, I'm working all day today. Can you please help with some things around the house while I'm out?

Ollie: Please [1]*clean* the kitchen and [2]_____ the dishwasher with the plates and cups from breakfast. Can you also [3]_____ up the living room, please, and [4]_____ the carpet?

Mia: Tidy up your bedroom and [5]_____ your bed. Then can you please [6]_____ the ironing for me? The clothes are still in the washing machine, so [7]_____ that first.

Thanks, kids. I'll see you this evening.

Love, Dad

Use it!

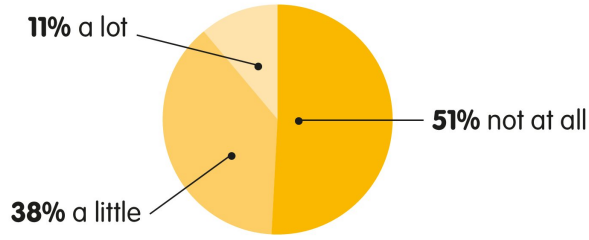
3 **How often do you do the chores in Exercise 1? Compare with your partner.**

I do the washing-up every day!

Street interviews

4 **Look at the diagram. Does the information surprise you?**

Do UK teenagers help with household chores?



Learn to learn

Answering multiple-choice questions

Before you listen, read the questions and options carefully. Try to guess the answers before you listen.

5 **Read the questions in Exercise 6. Discuss with a partner which answers are probably wrong.**

5.07 **6** **Listen and circle the correct answers.**

1 In the kitchen, Cindy …
   a cooks every day. b loads the dishwasher.
   c does the washing-up.

2 Kim and her sister help with the household chores …
   a every morning. b at the weekend.
   c during school holidays.

3 Kim doesn't like …
   a cleaning the bathroom.
   b vacuuming the living room.
   c practising the piano.

4 When Tim does the ironing, he likes …
   a listening to music. b moving around.
   c doing his homework.

Language in action

have to/don't have to

Watch video 5.3
How does Syd from Brazil help in the restaurant? What does Harumi have to clean?

	I / You / We / They	He / She / It
+	I **have to vacuum** the living room. We **have to clean** our school every day.	He **has to load** the dishwasher. She **has to help watch** her baby brother.
-	I **don't have to tidy up** at home.	She **doesn't have to clean** her school.
?	**Do** you **have to do** the cooking, too? Yes, I **do**. / No, I **don't**.	**Does** Syd **have to help** his parents? Yes, he **does**. / No, he **doesn't**.

Pronunciation p119

1 **Look at the table and circle the correct words to complete the rules.**

1 We use *have to* or *has to* to say when something *is* / *is not* necessary.

2 Use *don't* or *doesn't have to* to say when something *is* / *is not* necessary.

2 **Complete the sentences with the correct form of *have to*.**

1 Atlan has to (✓) tidy up the kitchen.

2 Kim and Zeynep _____ (✗) do a lot of housework.

3 Pablo is only three and _____ (✗) help with the housework.

4 Tim _____ (✓) do the ironing.

5 Do you _____ (?) tidy your bedroom every day?

3 **Circle the correct answers.**

1 I … do the gardening this weekend because my parents are on holiday.
a has to b have to

2 … to do a lot of homework?
a Does you have b Do you have

3 We … go to school on Monday because it's a national holiday.
a don't have to b doesn't have to

4 Dad … do the cooking in the evenings because Mum works then.
a has to b have to

4 **Complete the sentences with the correct form of *have to* and the verbs in the box.**

do help ~~go~~ work

1 The children don't have to go to school in summer.

2 Sam_____ with chores because he's only four.

3 I _____ the ironing on Saturdays and it's so boring.

4 _____ your mum _____ at the weekends?

5.10 **5** **Complete the text with the correct form of *have to* and the verbs in brackets. Then listen and check.**

[1]Do you have to help (help) with the housework? [2]_____ you _____ (tidy) your bedroom or clean the kitchen? 13-year-old Martha Pinter and her 9-year-old brother, Ben, [3]_____ (do) more than most young people of their age. They live on a farm in Queensland, Australia, and all the family [4]_____ (share) the work. Martha [5]_____ (get up) early to milk the cows. In spring, she also [6]_____ (look after) the new lambs – that's her favourite job. Ben [7]_____ (collect) the hens' eggs before breakfast. However, Martha and Ben [8]_____ (not catch) the bus to school every day. There isn't a school near their farm, so they [9]_____ (have) all their lessons at home.

Grammar tutor p129

Use it!

6 **Think of questions to ask your partner using *have to*. Ask and answer your questions.**

Does your dad have to do the ironing at the weekend?

No, he doesn't. I have to do it!

Speaking

Discussing a photo

5.11 **1** **Listen to the conversation. Who likes the room more, Oscar or Nina?**

Oscar Hey, Nina. Look at this photo – it's Liam's bedroom in his new house.

Nina Oh! It looks big enough for two people. Does he have to share it?

Oscar No, it's all his. Actually, it isn't as big as it looks. There's a large mirror in the [1]*background*, so it looks bigger.

Nina Oh yes, I see. [2]_____ thing on the wall?

Oscar It's a clock. What do you think of the colour of the walls?

Nina Hmm. I'm not convinced.

Oscar Really? I think it looks awesome! I don't think much of those curtains, though.

Nina: Me neither. And what's that [3]_____ the bottom? Is it a carpet?

Oscar Yes, I think so. I quite like it. And I love those pictures [4]_____ the left.

Nina Me too. They look great.

5.11 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

at the bottom/top	in the background
on the left/right	What's that … ?

3 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**

Watch video 5.4
Everyday English

I'm not convinced.
It looks awesome!
Me neither. Me too.

4 **Match the phrases in the *Everyday English* box with these phrases.**

1 I feel the same way (after a positive statement). _____

2 I feel the same way (after a negative statement). _____

3 I don't think I like it. _____

4 It looks great. _____

Plan

5 **Write about a room. Make notes about the photo below or your own photo.**

Who does the room belong to? _____

What is in it? _____

_____

Speak

6 **Practise the conversation with your partner. Remember to use:**

- adjectives with *(not) as … as* and *(not) enough* and *have to/don't have to*
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

Who does the room belong to? _____

What is in it? _____

_____

Writing

A description of a house

1 **Look at the information about the competition and the photo. What can you guess about Olivia's dream house? Discuss with a partner.**

2 **Read Olivia's description of her dream house. Match headings a–c with paragraphs 1–3.**

a What has the house got?

b Where is the house?

c What is the best thing about the house?

Describe your dream house and win a digital camera!

1 ☐ I'd like to tell you about my dream house. It's near the beach on a sunny island. It has to be near the sea because I love swimming.

2 ☐ The house has got big windows and a fantastic view of the sea. There's a lovely garden, too. It's large enough for people to play in and it's also got a swimming pool. As well as a pool, there's a skatepark. Inside the house, there's a huge fish tank. It's full of beautiful tropical fish.

3 ☐ But the really special thing about my house is the technology. There are robots in every room. I think they're as intelligent as humans. They cook the meals and do the washing-up. They make my bed and they tidy the living room as well. I don't have to do any chores.

Olivia Reed (13), Newcastle

3 **Find and underline the *Useful language* phrases in the description. Answer the questions.**

1 Which go at the end of a sentence?

_____, _____

2 Which goes before a thing? _____

Useful language

also as well as well as too

4 **Circle the correct options.**

1 As well as / **Also** a big sofa, our living room has got two big armchairs.

2 Our flat is in the middle of a city, but it's close to the beach, **as well as** / **too**.

3 This room **too** / **also** has a lovely view of the river.

4 The kitchen is my favourite room, and it's my brother's favourite **as well** / **as well as**.

Write a description of your own dream house.

Plan

5 **Imagine your dream house.**

- Where is your house?
- Why do you like it?
- What rooms, furniture and other things has it got?
- Why is this your dream house?

Write

6 **Write your description. Remember to include:**

- adjectives with (*not*) *as … as*
- (*not*) *enough*
- *have to* / *don't have to*
- phrases from the *Useful language* box

Check

7 **Do you …**

- have three paragraphs?
- describe what the house has got?
- explain why this is your dream house?

Around the world

Globetrotters

Watch video 5.5
Living in a ger

- Do you like moving house? Why?
- What does 'ger' mean in Mongolian?
- Would you like to live in a ger?

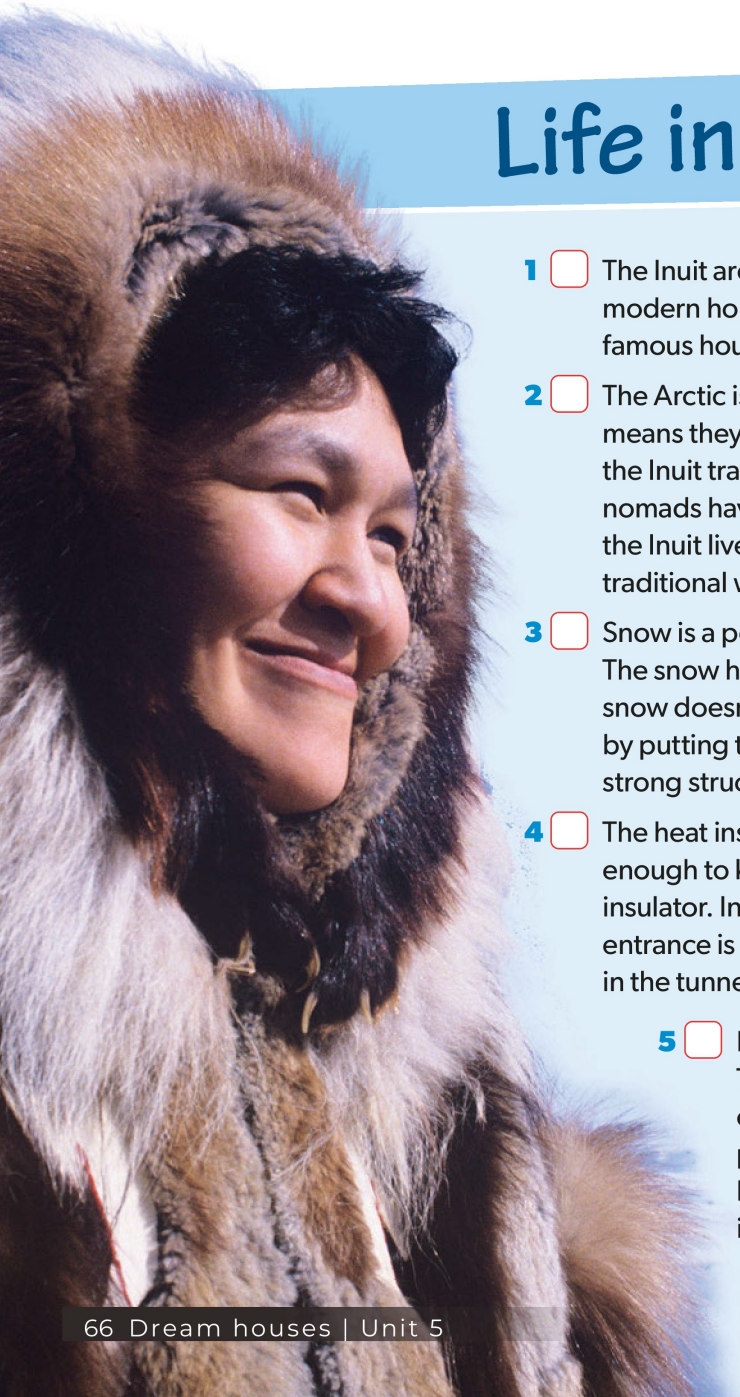
Reading
An encyclopaedia entry

1 Look at the photos. Where are these homes? Who lives there? What do you know about the homes?

5.12 **2** Read the encyclopaedia entry. Check your answers to Exercise 1.

3 Read the entry again. Match headings a–e with paragraphs 1–5.

a Why use igloos?
b Keeping warm
c Who are the Inuit?
d Life inside
e How to build an igloo



Life in an Inuit igloo

1 ☐ The Inuit are the native people of the Arctic Circle. Today, they usually live in modern houses in small villages. Until recently, however, they still used their famous houses made of snow – igloos.

2 ☐ The Arctic isn't warm enough to farm, so the Inuit had a nomadic life. This means they travelled during the year to find food. Every winter and summer, the Inuit travelled thousands of kilometres across the frozen Arctic sea. All nomads have to make temporary homes while they travel, and in summer, the Inuit lived in tents made from animal skins, called tupiqs. Igloos were their traditional winter homes.

3 ☐ Snow is a perfect material for building. It's as light as wood and easy to cut. The snow has to be dry and hard enough to make good blocks, because wet snow doesn't have the strength an igloo needs. The Inuit make a dome shape by putting the snow blocks in a spiral. This is quick to build and creates a very strong structure.

4 ☐ The heat inside an igloo comes from people's bodies only, but this is warm enough to keep the igloo comfortable. This is because snow is a good insulator. In other words, it keeps the cold out and the warmth in. The entrance is a tunnel that goes under the walls. The heavy, cold air always stays in the tunnel and the light, warm air stays in the igloo.

5 ☐ Igloos don't have windows, but there are small holes in the walls. These let in clean air and let out dangerous smoke from the small oil lamps. Traditionally, the Inuit didn't have any furniture, but a platform of snow just below the ceiling provided a simple sofa and bed in the warmest part of the igloo. Inuit families spent all winter in small igloos with no furniture, no bathroom … and no Internet.

4 **Are the sentences *T* (true) or *F* (false)?**

1 The Inuit live in the Arctic Circle. ___
2 In summer, the Inuit are farmers. ___
3 Dry snow isn't as strong as wet snow. ___
4 An igloo doesn't take long to make. ___
5 There are no heaters in an igloo. ___
6 The tunnel lets smoke escape. ___

Learn to learn

Word families (2)

Many nouns have a related adjective. We usually form the related adjective or noun by adding extra letters. We sometimes need to change other letters.

Noun	Adjective	Extra letters
beauty	beauti**ful**	-ful
tru**th**	true	-th

5 **Complete the table. Use the example to help you.**

Noun	Adjective
tradition	[1] traditional
[2] _____	strong
comfort	[3] _____
[4] _____	warm
danger	[5] _____

6 **Complete the sentences with the correct form of the words in brackets. Use the extra letters in the box.**

-ful -ic -ous ~~-ly~~ -th

1 My neighbour isn't very friendly. (friend)
2 Andy's bedroom is full of photos of _____ people. (fame)
3 Hassan found a _____ website for his homework. (help)
4 Ava's garden is the _____ of a football pitch! (long)
5 My sister runs a lot. She's really _____. (athlete)

7 **Ask each other to say sentences with words in Exercises 5 and 6.**

Tell me a sentence with the adjective of fame.

Ed Sheeran is a famous singer.

Explore it!

Guess the correct answer.

The Inuit live in Canada, Alaska and …

a Iceland. b Greenland. c Norway.

Find three more interesting facts about the Inuit. Choose your favourite fact and write a question for your partner.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to … use a memory journey

A memory journey connects images with words. It can help you remember lists of vocabulary.

1 **Imagine you're going to use a memory journey to learn the words in the box for a test. Put steps a–d in order.**

awesome beautiful dangerous
famous traditional warm

a ☐ Imagine walking around your house, looking at those pieces of furniture.

b ☐ Think of an image of each word you need to learn and put it with one of the pieces of furniture. Be creative!

c ☐ Think of six pieces of furniture in your house, for example, the shelves in your bedroom, the living room carpet, the kitchen sink.

d ☐ Think of your house.

2 **Match these thoughts with one of the steps a–d in Exercise 1.**

First I walk through the front door and into the living room. My dad and brother are having an awesome game of football on the carpet. Then I go into the kitchen. I see a famous singer cleaning the sink. After that I go up to my bedroom. There's a dangerous snake on one of the shelves. Next …

3 **Follow the steps in Exercise 1 to make your own memory journey for the words in the box.**

4 **Describe your memory journey in Exercise 3 to your partner. Who has the strangest or funniest images?**

OWN IT!

5 **Use rooms and objects in your school to make a memory journey for the words in the box.**

comfortable curved friendly
helpful nervous strong

6 **Close your books. Can you remember the words in Exercise 5? Describe your memory journey to your partner.**

7 **What other places could you use for memory journeys? Discuss with a partner.**

Use an online word generator to select the words you want to learn. Share your findings with your classmates.

5 Review

Vocabulary

1 **Complete the sentences with words for furniture.**

1 The _____ on my walls are full of books.
2 This room needs some nice _____ on the walls.
3 Can you put this milk back in the _____, please?
4 I do all my homework on the kitchen table because I haven't got a _____ in my room.
5 We painted the _____ in my bedroom blue. It looks nice when you look up at it.
6 There's a lovely soft _____ on the floor.

2 **Complete the 'to do' list from John's mum.**

John: To do on Saturday morning

- Please tidy your bedroom and make your [1] _____ .
- After breakfast, load the [2] _____ and do the [3] _____ in the sink.
- Empty the [4] _____ when it finishes, but don't do the [5] _____ ! I'll do that when I get home.

Language in action

3 **Complete Alice's email with *as … as* or *enough* and the adjective in brackets.**

Hi Livvy,

I'm living in a new house. It isn't [1] _____ (big) our old one, but it's [2] _____ (big) for all of us and we like it. We're in the middle of the countryside, but the nearest town is [3] _____ (close) to go shopping or to the cinema. The best thing is the garden. It isn't [4] _____ (beautiful) yours, but I like it! Anyway, it's [5] _____ (good) for our pet rabbit. He's [6] _____ (happy) a baby, running about in the sunshine.

Write soon with your news.

Alice

4 **Complete the conversation. Use the words in brackets with *as … as*, *enough* or the correct form of *have to/don't have to*.**

Rena Have you seen Bianca's new house? She told me it isn't [1] _____ (nice) her old one.

Deniz Really? The garden's amazing. It's [2] _____ (large) a football pitch!

Rena Wow!

Deniz Well maybe it's not that big. But it's [3] _____ (big) to play football anyway.

Rena So why isn't she [4] _____ (happy) she was in her old house?

Deniz Because now she [5] _____ (share) her room with her little sister.

Rena I've got a little sister so I know how she feels! [6] _____ she still _____ (take) the bus to school?

Deniz No, her new house is [7] _____ (close) for her to walk. She and her sister are pleased because they [8] _____ (wake up) as early as before.

Self-assessment

I can use words to talk about furniture.	😕	😐	🙂
I can use words to talk about household chores.	😕	😐	🙂
I can use *(not) as* + adjective + *as*.	😕	😐	🙂
I can use *(not) enough* + adjective.	😕	😐	🙂
I can use *have to/don't have to*.	😕	😐	🙂

6 Hidden danger

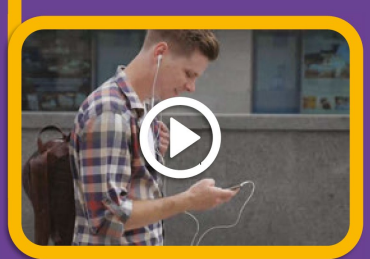
Learning outcomes

I can ...

- understand texts about dangers at the beach and in the desert
- make suggestions
- write a blog post
- understand how to use *should/shouldn't*, *must/mustn't*, the zero conditional and first conditional
- talk about accidents and injuries and parts of the body
- use places to remember words and use pictures to predict a story
- make and present a leaflet.

Start it!

1 Look at the photo. Do you think this animal might be dangerous?
2 Before you watch, when do you not have your phone with you?
3 Where are there special smartphone-pavements? Watch and check.
4 Do you use your phone while walking in the street?



Watch video 6.1

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Language in action 6.2

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Language in action 6.3

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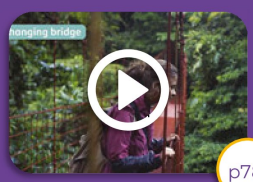
Everyday English 6.4



p78

Welcome to Costa Rica 6.5

Vocabulary

Accidents and injuries

6.01 **1** **Complete the phrases with the words in the box. Listen, check and repeat.**

be bitten	be stung	break	bruise	burn	~~cut~~
fall off	hit	scratch	slip	sprain	trip over

1

2

cut your finger

_____

3

4

_____ by a bee

_____ by a mosquito

5

6

_____ your head

_____ your hand

7

8

_____ your arm

_____ your leg

9

10

_____ a chair

_____ your horse

11

12

_____ your ankle

_____ your leg

Get it right!

We usually use words like *my*, *your*, *his*, *her* when we talk about parts of the body.

*I hit **my** head. Did Lisa burn **her** hand?*

6.02 **2** **Listen. Write the accidents and injuries in Exercise 1 that you hear.**

1 _____
2 _____
3 _____
4 _____
5 _____

Learn to learn

Using places to remember words

It can help you to remember new words if you think of where they might happen.

3 **Think of a place where each accident in Exercise 1 might happen.**

trip over a chair – in the classroom

4 **Test your partner. Say a place that you thought of in Exercise 3. Your partner guesses the accident or injury you thought of.**

The kitchen. *Cut your finger?*

Use it!

5 **Ask and answer these questions about the phrases in Exercise 1.**

1 When was the last time one of these things happened to you or someone you know?
2 Where did it happen?
3 What happened?

Explore it!

Is the sentence *T* (true) or *F* (false)?

All bees can sting. ☐

Find an interesting fact about another animal that bites or stings. Then write a question for your partner to answer.

Reading
An online article

1 **Check the meaning of the words in the box. Can you see them in the photos?**

animals that sting	broken glass	large waves
quicksand	rip currents	shark attack

6.03 **2** **Read the article. Which danger in Exercise 1 isn't in the article?**

3 **Find words in the article that mean:**

1 difficult to find _____
2 quickly _____
3 something dangerous from an animal _____
4 move your body to get free _____
5 when the sea goes in and out at different times of the day _____

4 **Are the sentences *T* (true) or *F* (false)?**

1 Some beaches are more dangerous than others. T
2 Rip currents move away from the beach. ___
3 Crocodiles don't live near the sea. ___
4 The blue-ringed octopus is big and ugly. ___
5 One blue-ringed octopus can kill a lot of people. ___
6 All British beaches are safe. ___

Voice it!

5 **Discuss the questions.**

1 What other dangers at the beach can you think of?
2 What other dangerous places do some people like to visit? Why do they go there?

Dangers at the beach

Beaches promise sun, sand and fun and are usually safe places to go, but accidents can happen. You can slip and break your leg, or step on some glass and cut your foot. Ouch! Some beaches around the world have hidden dangers, however, and you should take extra care.

Hawaii

It's great for surfing, but beaches in Hawaii also have dangerous rip currents. Rip currents happen when water moves swiftly away from the beach. They are difficult to see and can move very fast. They can take people far out to sea, so swimmers mustn't try to swim against them. Instead, they should swim sideways along the beach until they get to safer waters.

Australia

Everyone knows that huge sharks sometimes swim near Australian beaches, and crocodiles can also come very near. You must always be careful. Never swim when there isn't a lifeguard on the beach.

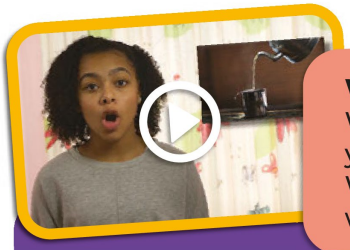
Sharks and crocodiles aren't the only danger on Australia's beaches. The beautiful Australian blue-ringed octopus, for example, is as small as your hand. But you mustn't go near them. They have enough venom to kill ten people!

UK

The sand can be as unsafe as the sea, and on some British beaches it can kill! Dangerous quicksand is full of water and it's very easy for people to sink in it. You shouldn't kick or struggle. You must move very slowly and carefully to get out… before the tide comes in!

Language in action

should / shouldn't and *must / mustn't*



Watch video 6.2
What should you do if you get burned?
What should you do with a sprained ankle?

	should for advice	*must* for strong advice or a rule
+	You **should hold** the burn under cold water.	You **must** always **be** careful when cooking.
-	You **shouldn't leave** things on the floor.	You **mustn't put** anything on it.

Pronunciation p119

1 **Look at the table. Decide if each sentence is *A* (advice), *SA* (strong advice) or *R* (a rule).**

1 Children **mustn't use** an oven without an adult. ___
2 You **should learn** what to do if you burn yourself. ___
3 You **shouldn't walk** a lot if you sprain your ankle. ___

2 **Circle the correct words.**

1 You *should* / *shouldn't* swim here. The water isn't clean.
2 You *must* / *mustn't* speak in exams.
3 I think everyone *should* / *must* do a sport. Exercise is good for you.
4 You *must* / *should* wear a seatbelt in the car. It's the law.
5 I think you *should* / *must* learn to speak another language.

3 **Put the words in the correct order.**

1 on the beach / wear shoes / You should / hurt your feet. / so you don't
You should wear shoes on the beach so you don't hurt your feet.
2 there isn't a lifeguard / You mustn't / swim where / on the beach.
3 learn about safety / everyone should / at the beach. / I think
4 to get out of quicksand / before the tide comes in. / move slowly / You must

6.07 **4** **Complete the notice with *should*, *shouldn't*, *must* or *mustn't*. Then listen and check.**

Hi everyone,
Now the spring term is here, I think you [1] *should* all think about walking or cycling to school if you can.
Cycling is fun and healthy, but you [2] _____ be careful. For example, you [3] _____ ride when the weather is bad, and you [4] _____ wear a helmet. That's extremely important. However, you also [5] _____ forget that there are rules on the road for cyclists, and you [6] _____ learn these rules.
The school website has some good advice, such as which clothes you [7] _____ wear to cycle, and I think all cyclists [8] _____ read it carefully.
One more thing: we need to know which students are cycling to school, so you [9] _____ tell Mrs Jones if you plan to cycle. That's a school rule, so you [10] _____ forget!

Grammar tutor p130

Use it!

5 **Write rules and advice for staying safe while doing these activities.**

ice skating hiking rock climbing swimming

6 **Read your rules and advice to your partner but don't say the activities. Can they guess them?**

You should wear a helmet to do this. And you mustn't do it when it's raining. What is it?

Rock climbing?

Vocabulary and listening

Parts of the body

6.08 **1** Match the words in the box with 1–12 in the photo. Listen, check and repeat.

☐ cheek	☐ chest	☐ chin
☐ elbow	1 forehead	☐ heel
☐ knee	☐ neck	☐ shoulder
☐ teeth	☐ toe	☐ wrist

2 Complete the sentences with words in Exercise 1.

1 Your wrist is between your hand and your arm.
2 People have ten fingers and ten _____.
3 Children have 20 _____ and adults have 32.
4 Your _____ is just above your eyes.
5 Your _____ is in the middle of your leg.
6 Your _____ is at the top of your arm.

Use it!

3 Point to a part of the body in Exercise 1. Name the part your partner points to.

A radio interview

Learn to learn

Using pictures to predict a story

Before you listen, look carefully at any pictures and use them to imagine a story.

4 Look at the pictures in Exercise 6. Choose one picture from each set of three and use them to make a story.

6.09 **5** Listen to the interview. What parts of your story were correct?

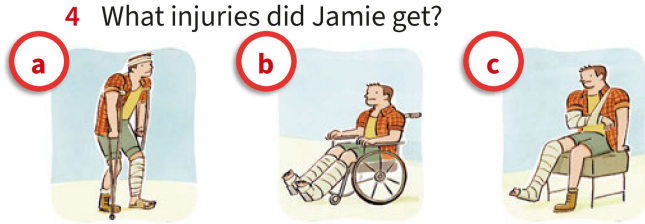
6.09 **6** Listen again. Choose the correct options.

1 What job does Pam do?

2 What was Jamie doing before his accident?

3 What did Jamie do?

4 What injuries did Jamie get?



7 Work with your partner to tell Jamie's story. Use the pictures to help you.

Language in action

Zero conditional and first conditional

Watch video 6.3
How can you fall off a skateboard safely?
Is this a good way to fall?

Zero conditional		First conditional	
Action / Situation	**Result**	**Action / Situation**	**Result**
If you **fall** off a surfboard,	you **fall** into the water.	**If** you **fall** off a skateboard,	you'**ll try** to stop yourself with your hands.
Result	**Action / Situation**	**Result**	**Action / Situation**
Rolling **can** protect you	**when** you **fall**.	It **won't hurt** as bad / badly	**if** you **do** this.

1 **Look at the table and complete the rules. Write *ZC* (zero conditional) or *FC* (first conditional) and *PS* (present simple) or *FS* (future simple).**

We use the [1] ZC to talk about situations that are always true. We use the [2] ___ in both parts of the sentence. We use the [3] ___ to talk about possible situations in the future. We use the [4] ___ in the *if* clause, and the [5] ___ in the other clause.

2 **Match 1–3 with a–c. Then complete the result with the correct form of the verb in brackets.**

1 Accidents happen (happen) c
2 If you see a crocodile, ___
3 If a crocodile bites you, ___

a it _____ (try) to pull you under the water.
b it _____ probably _____ (ignore) you.
c when you aren't careful.

3 6.10 **Complete the email with the correct form of the verbs in brackets. Then listen and check.**

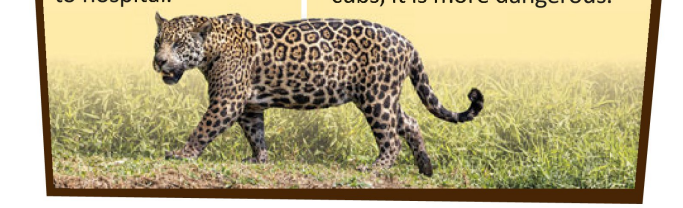
So you're going to visit Queensland. Great idea! If you [1] like (like) beaches and forests, you [2] _____ (love) Port Douglas. It's amazing. It usually [3] _____ (take) about an hour to get there if you [4] _____ (get) a bus from the airport. Buses are quite frequent, so if you [5] _____ (miss) one, you [6] _____ (not have) a long wait. Of course, if you [7] _____ (not mind) spending more money, there [8] _____ (be) always taxis at the airport, too! If you [9] _____ (visit) Four Mile Beach, you [10] _____ (have) a great time surfing. But be careful! If you [11] _____ (not see) anyone else in the water, it probably [12] _____ (mean) there are sharks or jellyfish in the sea! Have fun and take care!

4 **Complete the text with the words in the box.**

go have ~~hide~~ run away

Snakes
Snakes [1] hide if they hear people coming. Most snake venom isn't fatal if you [2] _____ straight to hospital.

Bigger animals
You probably won't see any jaguars because they [3] _____ when they feel threatened. However, if a jaguar [4] _____ young cubs, it is more dangerous.



5 **Imagine you're planning a jungle holiday. Write what you will do if the following things happen.**

1 If I see a snake on the path, I'll wait for it to go away.
2 If I'm very hot and I find a river, _____.
3 If I'm bitten by a spider, _____.
4 If I get lost, _____.

Grammar tutor p130

Use it!

6 **Say the second half of your sentences in Exercise 5. Can your partner guess the first half?**

I'll look for a river to follow. *If I get lost?*

Speaking

Making suggestions

6.11 **1** **Listen to the conversation. Who knows more about mountain bikes, Dan or Hayley?**

Dan Awesome mountain bike, Hayley.

Hayley Thanks, Dan.

Dan I'd like to get one, too. Do you think I should buy one online?

Hayley Not really. Some online shops aren't very reliable. Their bikes aren't very safe. Anyway, [1] *make sure you don't* buy one without trying it first. [2] _____ try The Bike Shack in town? They're really good.

Dan OK. I'll give them a go.

Hayley And [3] _____ buy a good helmet, too. You can really hurt yourself if you fall off, so you mustn't ride without one.

Dan Good idea. I think I should find some buddies to ride with, too. What do you think?

Hayley Sure. [4] _____ joining my bike club? We go out every weekend.

Dan Yeah! Nice one, Hayley. I'll do that.

6.11 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

How about + *-ing* … ?	Make sure you don't …
Why don't you … ?	You should definitely …

3 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**

Watch video 6.4
Everyday English

Awesome	buddies
I'll give it/them a go.	Nice one

4 **Complete the sentences with the *Everyday English* phrases.**

1 _____ snowboard, Maya!
2 Ava said that *Hunts* is a good shop for camping gear. _____
3 You remembered your camera! _____, Beth!
4 That's Alfie. He's one of my surfing _____.

Plan

5 **Think of advice for someone who wants to try a new sport. Make notes.**

What you should or must do: _____

_____

What you shouldn't or mustn't do: _____

_____

Speak

6 **Practise the conversation with your partner. Ask for and give advice about the sport. Remember to use:**

- *should/shouldn't* and *must/mustn't*
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

What you should or must do: _____

_____

What you shouldn't or mustn't do: _____

_____

What is the best suggestion: _____

_____

Writing

A blog post

1 **Look at the photo. What do you think the blog post is about? Read it and check.**

2 **Match questions a–c with paragraphs 1–3.**

a Can I skate in the street?

b What board should I buy?

c Should I wear a helmet?

3 **Complete the phrases in the *Useful language* box with words that Mo uses for giving advice.**

Useful language

1 _____ say 2 _____ sure

3 _____ why If you 4 _____ me

4 **Circle the correct phrases.**

1 If you fall off a board you can really hurt your head. **That's why** / **Make sure** it's a good idea to wear a helmet.

2 If you **make sure** / **ask me**, all skateboarders should wear knee and elbow pads as well.

3 **That's why** / **Make sure** you keep your board in good condition.

4 Many people skate on their own, but **I'd say** / **that's why** it's more fun, and safer, to skate with friends.

5 **Complete the sentences with the phrases from the *Useful language* box.**

1 Learning to ski is difficult. That's why you need a teacher.

2 If you _____, the safest place to swim is the swimming pool.

3 I'd _____ it's too dangerous to ride a bike without a helmet.

4 Walking in the mountains is lovely, but _____ you take a map.

5 Accidents can happen in the forest. That's _____ you shouldn't go alone.

Mo's Blog

Thanks for all your comments on my posts. Here are my answers to your questions.

1 ☐ There are cheap boards, but it's best to avoid them. If you want a good board, you need to spend more. I'd say at least £50. Also, make sure you get the right size deck. If you have small feet, you'll need a narrow deck. If it's too wide, you won't be able to control the board.

2 ☐ Yes! When you're a beginner, accidents happen. That's why you need a helmet. It must be a proper skateboarder's helmet, and it must be the right size. If it moves when you shake your head, it's too big.

3 ☐ If you ask me, the street is too dangerous. A skatepark is the best place, but if there isn't one near you, any park will be good.

That's all for now. Have fun, but stay safe!

Write a blog post to give safety advice.

Plan

6 **Choose an activity. Make notes to answer three questions about doing it safely.**

- When and where do you do this activity?
- What do you need to wear?
- Who do you do the activity with?

Write

7 **Write your blog post. Remember to include:**

- an introduction
- three questions and answers
- an ending
- phrases from the *Useful language* box

Check

8 **Do you ...**

- answer each question?
- use *should/shouldn't* and *must/mustn't*?
- use vocabulary from this unit?

Critical thinking

Understanding problems and evaluating solutions

1 **Look at the photos. In what ways do the people and animals need the rainforest? Work in pairs and share your ideas.**

6.12 **2** **Read the text and check your ideas.**

Watch video 6.5
Welcome to Costa Rica

Would you like to visit a tropical rainforest? Why / Why not?

Watch the video. How many different types of animal do you see? Can you name them all?

Do you think tourism is good or bad for the rainforest? Why?

golden poison frog

Small but deadly

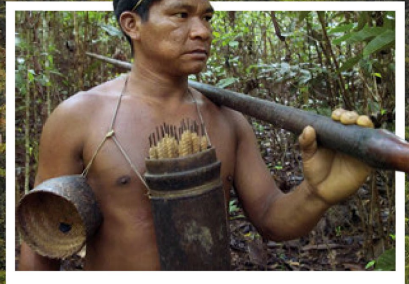
Imagine you're walking through the rainforests of Colombia. Suddenly, you see something bright and yellow on a plant. You move closer. It's a tiny frog! 'Frogs aren't dangerous,' you think, and you hold out your hand … Stop! The animal in front of you is a golden poison frog. You mustn't touch it – it's the most poisonous land animal in the world!

This beautiful frog is only about 6cm long and weighs less than 30 grams. But it makes poison on its back. If you touch it, you will become very ill. You might even die. One small frog has enough poison to kill ten people! And you shouldn't think they are always golden. If you see green or orange frogs, they are probably poisonous, too!

These frogs only live in a small area of the Colombian rainforest. The climate is very hot and wet, so lots of bushes and trees grow there. These plants provide food for small bugs, such as ants and beetles, that the frogs eat. Scientists believe this special diet helps the frogs to make their poison. The frogs also share their home with humans. For centuries the Eperãra Siapidaarã have used the frogs' poison to hunt tapirs, armadillos and other animals.

But the frogs and their homes are in danger. Other people who don't live in the rainforests are cutting down the trees. They want to sell the wood or use the land to grow plants or keep cattle for meat. And when the trees disappear, so will all the rainforest animals – including the golden poison frog. The Eperãra Siapidaarã understand they must do something to help the frogs. To stop the deforestation, they have created a reserve. Inside the reserve, rangers help to protect the rainforest and scientists study the plants and animals. In this way, they hope they can save this beautiful but deadly creature and many others.

rainforest



Indigenous peoples

bushes

deforestation

Vocabulary extra

3 **Use a dictionary to help you find the meanings of the highlighted words in the text. Then choose the correct word to complete each sentence.**

cattle deforestation hunt
poisonous ~~rangers~~ reserve

1 If you have a problem on the reserve, call the rangers on this phone number.
2 Don't eat those mushrooms, they're _____ and they could kill you.
3 The _____ of this area is due to forest fires.
4 Humans sometimes use the frogs' poison to _____ other animals.
5 There's a large nature _____ in Colombia to protect the local animals.
6 The family have a _____ farm with hundreds of cows.

4 **Discuss with a partner.**

1 Why is it important to protect animals like the golden poison frog?
2 How can you help save the rainforest from deforestation?
3 What things does your town do to help the environment?

6 **What happens if you remove one animal or plant from the food chain? Write your ideas.**

_____

_____

Project: a leaflet

How can we help our ecosystems?

Step 1: Plan

Work in groups. Make an information leaflet about a type of ecosystem (forests, deserts, grasslands, tundra, lakes, oceans).

- Decide on an ecosystem for your leaflet.
- Find out about the ecosystem. Use information online and make notes about:
  - the weather, animals and plants in the ecosystem
  - the dangers for visitors
  - the dangers for the ecosystem
  - how we can protect the ecosystem
- Find photos or other images to illustrate your leaflet.

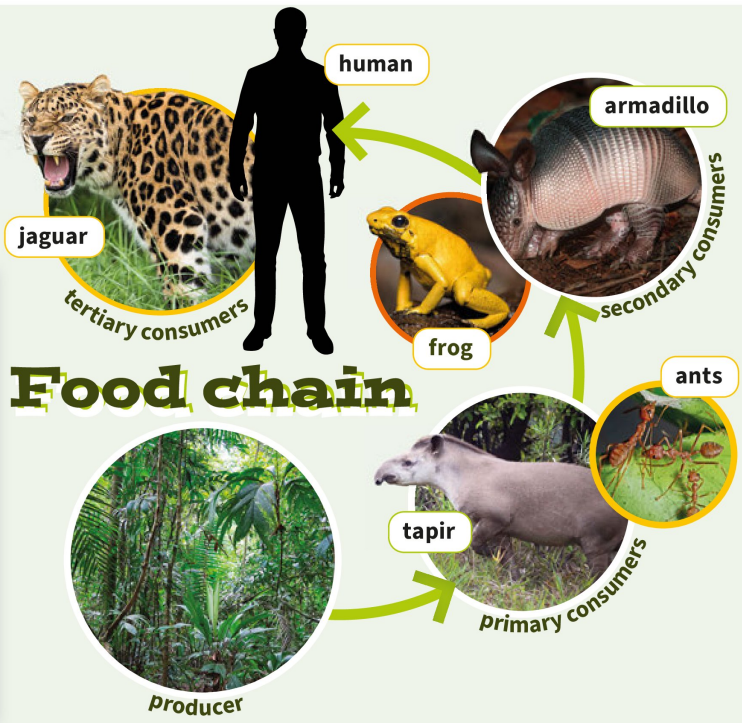
OWN IT! Project: a leaflet, p122

CLIL: Science

The environment: Food chains

5 **Look at the food chain. Then, complete the description with words from the food chain.**

A food chain shows how the plants and animals in one area are connected to each other. In the rainforest, the [1] producers are the plants, for example bushes and trees. The primary [2] _____ eat the plants. These are usually small animals, or insects like [3] _____, or larger animals such as [4] _____. [5] _____ consumers eat the primary consumers. For example, armadillos and [6] _____ eat ants. At the top of the food chain are the [7] _____ consumers. These are big animals like jaguars, who eat the secondary consumers. Humans are also tertiary consumers, but unlike jaguars, they eat anything in the food chain: plants, small and large animals.



Learn to … give useful opinions about your partner's English

Be polite when you give opinions about your partner's English. You can help each other improve.

1 **Read the advice about how to give useful opinions. Complete the advice with *should* or *shouldn't*.**

What you [1]_____ do to help your partner improve their English.

You [2]_____ …

a say what you think in a horrible way.
b talk about your partner's personality.
c say that something is better or worse than it is.

You [3]_____ always …

d say what you think, but also be nice.
e say positive things.
f give ideas for how your partner can improve.

2 **Match 1–6 with a–f in Exercise 1.**

1 ☐ *Well done! You're a really interesting person.*

2 ☐ *That wasn't your best English, but I know you can do better.*

3 ☐ *That was the worst presentation ever!*

4 ☐ *You made some mistakes with the first conditional. Why don't you study the grammar from the unit again?*

5 ☐ *You used lots of adjectives to describe things. That was really nice!*

6 ☐ *Your English was awful!*

3 **Invent a story about an accident. Use one word or phrase from each box and think about the answers to the questions below.**

crocodile knife mirror scissors snake

be bitten break cut hit slip

- What were you doing when it happened?
- What happened? How did you feel?
- Did anybody help you?
- What happened then?
- What should people do to avoid this accident?

4 **Take turns to tell your stories. While your partner is speaking, think about what they do well and how they can improve.**

OWN IT!

5 **Give three helpful opinions about your partner's English. Use the phrases in the box.**

I liked the way you …
Why don't you … ?
You made some mistakes with …
You used … That was nice!

Search online for an interactive collaborative platform. Use it to give feedback about your partner's English. Share your findings with your classmates.

6 Review

Vocabulary

1 Circle the correct words.

1 Fatima touched a hot pan and *burned* / *sprained* her fingers.
2 Juan *slipped* / *scratched* on some ice.
3 Flora *bruised* / *fell off* her bike.
4 Andres *was bitten* / *was stung* by a bee.
5 Masha *fell off* / *tripped over* a plant in the garden.
6 I *cut* / *broke* my finger with a knife.

2 Match the words in the box with the descriptions. You can use the words more than once.

cheek	chin	elbow
forehead	heel	knee
shoulder	toe	wrist

1 We have two of these. _____
_____
2 These are parts of your arm. _____
_____
3 These are parts of your leg. _____
_____
4 These are parts of your face. _____
_____

Language in action

3 Complete the sentences with *must/mustn't* or *should/shouldn't* and the verbs in the box.

sleep	stay	talk	wear

1 You _____ a seatbelt in the car.
2 You _____ in the sun too long.
3 You _____ for eight hours at night.
4 You _____ on your phone while you're riding a bike.

4 Complete the sentences with the zero or first conditional.

1 If you _____ (not take) more care, you _____ (have) an accident.
2 When Gina _____ (go) skateboarding, she always _____ (wear) a helmet.
3 If someone _____ (break) a leg, it _____ (hurt) a lot.
4 If the weather _____ (get) worse, the climbers _____ (be) stuck on the mountain.
5 Snakes _____ usually _____ (not bite) you if you _____ (not disturb) them.

5 Circle the best words to complete the notes.

Stay safe in the forest

Before you go, you [1]*should* / *shouldn't* tell someone where you're going. If you get lost, it [2]*is* / *will be* easier to find you.

You [3]*must* / *mustn't* take a map. If you [4]*don't* / *won't* follow a map, you'll probably get lost.

You [5]*shouldn't* / *mustn't* eat mushrooms. Some are very dangerous. If you [6]*eat* / *will eat* them, you can get extremely ill.

You [7]*should* / *shouldn't* run away from a bear. If you stay calm and walk away slowly, you [8]*will be* / *are* OK.

Self-assessment

I can use words to talk about accidents and injuries.	😕	😐	🙂
I can use words to talk about parts of the body.	😕	😐	🙂
I can use *should/shouldn't* and *must/mustn't*.	😕	😐	🙂
I can use the zero conditional and first conditional.	😕	😐	🙂

7 Get connected

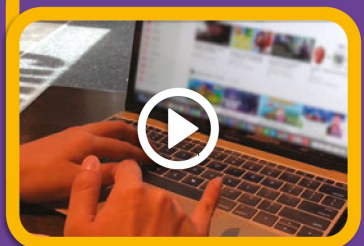
Learning outcomes

I can ...

- understand texts about technology
- give instructions to explain how to use something
- write an article
- understand how to use the present perfect affirmative and negative, *will/won't*, *may* and *might*, and the infinitive of purpose
- talk about and describe technology and transport
- use collocations, recognise opinions and use words that describe sounds.

Start it!

1 Look at the photo. What type of car is it?
2 Before you watch, what social media have you used today?
3 How many people worldwide use the Internet? Watch and check.
4 Which communication technology would be most difficult to live without?



Watch video 7.1

p85

Language in action 7.2

p87

Language in action 7.3

p88

Everyday English 7.4

p90

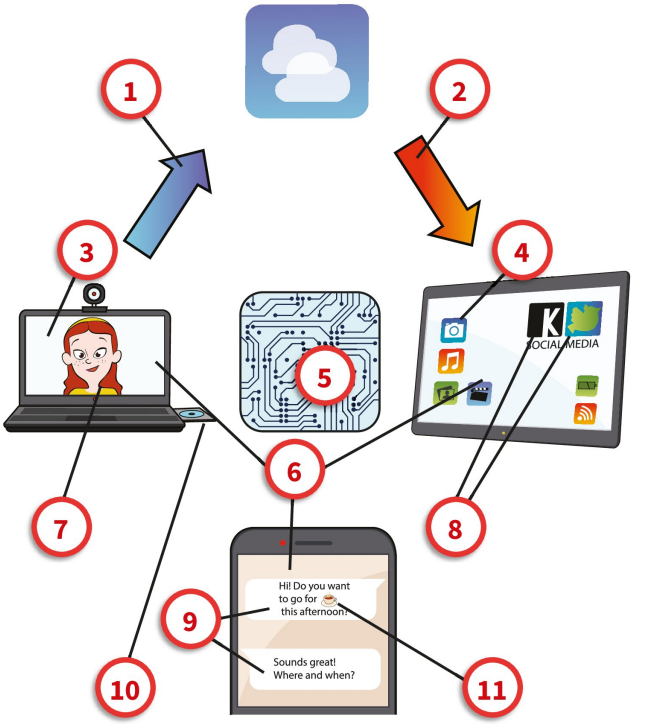
Globetrotters 7.5

Vocabulary

Communication and technology

7.01 **1** **Match the words in the box with 1–11 in the picture. Listen, check and repeat.**

☐ app	☐ chip	☐ device
☐ download	☐ emoji	☐ message
☐ screen	☐ social media	☐ software
1 upload	☐ video chat	



7.02 **2** **Complete the sentences with words in Exercise 1. Then listen and check.**

1 My phone fell out of my pocket this morning and the *screen* broke.
2 I can't do a _____ with you right now. I haven't got a camera on my laptop.
3 Most of my friends _____ photos to _____ sites like Instagram.
4 Look at this _____ – it's great for practising new English words. Why don't you _____ it too?

Pronunciation p119

Learn to learn

Collocations

Some words are often used together – we call these collocations. Learn them as phrases.

3 **Complete these collocations with words in Exercise 1. There is sometimes more than one possible answer.**

1 _____ software
2 use a messaging _____
3 electronic _____
4 send a _____
5 computer _____
6 _____ photos

4 **Take turns to start and finish the collocations you made in Exercise 3.**

Send a … *Send a message?*

Use it!

5 **Write three sentences about you or people you know using the words in Exercise 1.**

My brother has got a lot of apps on his phone.

1 _____
2 _____
3 _____

6 **Compare your sentences.**

I spend about three hours a day in front of a screen.

I only spend about two hours.

Explore it!

Is the sentence *T* (true) or *F* (false)?

People with nomophobia feel scared when they don't have their phone with them. ☐

Find an interesting fact about technology. Then write a question for your partner to answer.

Reading
A magazine article

1 **Look at the photos. What do you think the article is about?**

7.06 **2** **Read the article. Check your answer to Exercise 1.**

Smartphones and us

Noah Smith investigates how smartphones have changed our lives.

In 1994, the IBM Simon arrived. It was a small computer that made calls! OK, it weighed half a kilo and it didn't have a camera, but it was technically a smartphone. Today's devices are smaller, faster and more fun. Nearly 4.3 billion people own one, and they have transformed our lives.

Communication

Smartphone technology has given us many ways to communicate, but the most popular is messaging. Users of one very well-known app, for example, send 50 billion messages every day!

And then there's video. Once, video calls were science fiction – they still are for my grandparents – but for my generation, video chats have become completely normal.

Entertainment

Gaming apps let us play our favourite games anywhere, anytime on our phones – and that's usually the real reason why my sister hasn't done her homework! She isn't alone. About 57 million people in the UK play online games, and globally the industry is worth billions of dollars. Personally, I'd rather listen to my favourite bands. Smartphones are great for that, too!

Sharing

Smartphones haven't made us nicer people, but together with social media, they've made it easier for us to have hundreds of 'friends'. 5 billion of us have created social media profiles. We post status updates, upload our photos and share videos. Many of us have shared our whole lives online. Which reminds me – I haven't updated my status today!

3 **Read the article again. Complete the sentences.**

1 Smartphones first appeared in 1994.
2 The first smartphone weighed _____ kg.
3 _____ people in the world have a smartphone.
4 Users of one well-known messaging app send _____ messages every day.
5 In the UK, about _____ people play games on their mobile devices.
6 _____ people around the world have got social media profiles.

4 **Answer the questions.**

1 What couldn't computers do before 1994?
They couldn't make phone calls.
2 Does Noah think the IBM Simon was a very good device? _____
3 Do Noah's grandparents have video chats?
_____
4 What does Noah's sister enjoy doing?
_____
5 Does Noah often play games on his phone?
_____

7.07 **5** **Complete the words for the numbers. Then listen and check.**

1 1,000,000,000,000 = one trillion
2 1,000,000,000 = one _____
3 1,000,000 = one _____
4 1,000 = one _____
5 100 = one _____

Voice it!

6 **Do you agree with the statements below? Discuss with your partner, using the expressions in the box.**

I strongly agree. I agree. I'm not sure.
I disagree. I strongly disagree.

1 People use their smartphones too much.
2 Children under ten shouldn't have a smartphone.
3 There should be no smartphones in schools.
4 I couldn't live without a smartphone.

Language in action

Present perfect: affirmative and negative

Watch video 7.2
Name two things Sophia has learned. What's the best thing that the vlog has given her?

	I / You / We / They	He / She / It
+	I'**ve learned** how to create a vlog.	The vlog **has given** me so many friends.
-	They **haven't connected** with people like I have.	It **hasn't made** me a technical genius.

1 **Look at the table. Match 1-4 with a-d to make rules.**

1 We use the present perfect to talk about past actions *c*
2 We form the present perfect using *has* / *have* + ___
3 We form the negative using *has* / *have* + ___
4 For most regular verbs, we form the past participle ___

a *not* + past participle.
b by adding *-ed*.
c with present results.
d past participle.

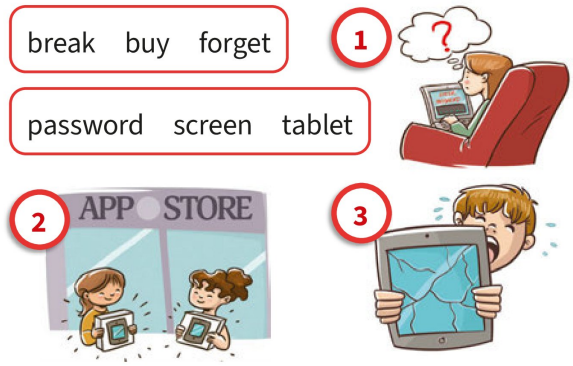
7.08 **2** **Complete the conversation with the present perfect form of the verbs. Then listen and check.**

ask find leave look ~~lose~~
not charge not hear not see put

Jack What's wrong, Kim?
Kim I[1] *'ve lost* my phone. Do you know where it is?
Jack No, I don't. I [2]_____ it ring, either. Perhaps it's in your coat pocket?
Kim I [3]_____ in all my pockets. It's not there.
Jack Perhaps you [4]_____ it in Mum's car.
Kim No, I don't think so. I used it this afternoon, but I can't remember where I left it.
Jack Maybe Mum [5]_____ it somewhere.
Kim No, I [6]_____ her and she says she [7]_____ it. Jack, can you call me?
Jack I think so. I [8]_____ my phone, but I think it's got enough power left. Hang on … OK, I'm calling you …
Kim Here, look! I [9]_____ it. It was in my bag all the time.

3 **Read the questions. Write answers with the present perfect and the words in the boxes.**

break buy forget
password screen tablet



1 Why can't Orla use her laptop?
_____
2 Why are Elena and Ruby so happy?
_____
3 Why is Andrey upset?
_____

Grammar tutor p131

Use it!

4 **Write three sentences about what you have or haven't done today. Use the ideas in the box.**

chat / on social media check / my emails
upload / a photo watch / TV

1 _____
2 _____
3 _____

5 **Tell your partner about the things you've done.**

I haven't uploaded a photo, but I've played my favourite computer game.

Vocabulary and listening

Getting around

7.09 **1** **Complete the expressions with the verbs in the box. Listen, check and repeat.**

catch/get/take get into get off get on
get out of go by ~~go on~~

go on _____ foot _____ a train _____ tram

_____ a plane _____ a car _____ a taxi _____ a bus

Get it right!

We use *take*, *get* and *catch* with planes and with public transport. But we can't say ~~*catch a taxi*~~.

We *get on* and *off* public transport or a bike. But we *get into* and *out of* a car.

We use *go by* with all transport except *go on foot* and *go on the underground*.

2 **Complete the sentences with the verbs in Exercise 1. Sometimes there is more than one possible answer.**

1 I'm *getting off* this bus at the next stop.
2 My parents have _____ a taxi to the airport because the bus takes too long.
3 I'm late. I want to _____ the train to Ely.
4 I missed the tram so I _____ to work _____ foot.
5 We _____ to the island _____ ferry.

Use it!

3 **Tell your partner about two different ways to get to these places from your home.**

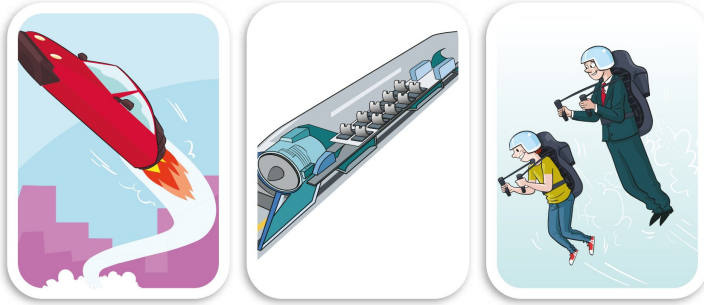
your school a town in your country New York

To get to school, I can go on foot to the bus stop and then catch a bus. Or I can go by bike.

A radio interview

4 **Look at the forms of transport in Exercise 5. Will we use them in the future? Discuss with a partner.**

7.10 **5** **Listen to the radio interview. In which order do they discuss the transport in the pictures?**



flying cars ☐ hyperloop ☐ jetpacks ☐

Learn to learn

Recognising opinions

It's important to understand the difference between facts and opinions. When people give an opinion, they often begin with phrases like these:

in my view … in my opinion … I (don't) think …

7.10 **6** **Listen again. Which of these opinions does the professor have?**

1 Flying cars aren't the answer to traffic jams. ☑
2 There will be a lot of flying cars soon. ☐
3 People won't use jetpacks to get to work. ☐
4 The hyperloop is just science fiction. ☐
5 The hyperloop will change our lives. ☐

Language in action

will/won't, may and *might*

Watch video 7.3
What won't James be in ten years' time? How will he make the vlog look better?

	Certain predictions	Uncertain predictions
+	I'**ll make** movies or videos.	I **may interview** people I meet on the street. I **might work** as a movie director. It **might be** me.
-	I **won't be** an actor.	He **might not see** flying cars.

1 **Are these predictions *C* (certain) or *U* (uncertain)?**

1 Cars might be less noisy. U
2 Every family will have a flying car. ___
3 In fifty years from now, children may go to school by jetpack. ___
4 Jetpacks won't be very useful for most people. ___
5 Everyone will travel by hyperloop. ___
6 Some people might not want to travel on a hyperloop. ___

7.11 **2** **Listen to Danielle talking about transport in the future. Which of the predictions in Exercise 2 does she make?**

___, ___, ___, ___

Use it!

3 **Complete the sentences about the future with *will/won't* or *may/might* (*not*). Then compare your opinions in pairs.**

1 People _____ have their own aeroplanes.
2 People _____ go to work by bike.
3 We _____ need smartphones.
4 We _____ use paper.
5 There _____ be books and magazines.

Infinitive of purpose

to + infinitive
He makes a vlog **to connect** with other people.
He'll learn about special effects **to make** the vlog better.

4 **Look at the table. Complete the sentences with the correct form of the words in brackets.**

1 A lot of us catch a bus *to go* (go) to school.
2 Some people ride bikes _____ (save) money.
3 _____ (solve) the problem, we should invent flying cars.
4 It takes a lot of energy _____ (lift) a person off the ground.

5 **Match 1–4 with a–d.**

1 Can I borrow your phone	a to have lunch?
2 You can use my laptop	b to check your email.
3 Shall we stop	c to make a call?
4 To get there sooner,	d we decided to fly.

Grammar tutor p131

Use it!

6 **Complete the sentences with your own ideas and tell your partner.**

1 I went to _____ to _____ .
2 I bought a _____ to _____ .
3 I stopped at/in _____ to _____ .

I went to London to visit my cousin last summer.

Speaking

Giving instructions

7.12 **1** **Listen to the conversation. What is Tom explaining to his dad?**

a How to take a photo

b How to record a video

Tom So, Dad, before [1]you start , switch the camera to record mode. Have you done that?

Dad Like this?

Tom Yes, that's right. It needs to be on record mode to film a video. Now, look at this little screen.

Dad I can't see anything.

Tom Ah. Remember [2]_____ that your hand isn't in front of the camera!

Dad Is this better?

Tom Not quite. Look, you need to keep your fingers here. That's it. Now, do you see this button?

Dad This one?

Tom No, not that one. This one here. It's [3]_____ that it's turned on if you want to record sound. Oh, and [4]_____ sure that the light is red. That means you're recording. Got that?

Dad Yes, I think so. Thanks, Tom!

7.12 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

Before you start, …
It's really important that …
Make sure that …
Remember to check that …

3 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**

Watch video 7.4
Everyday English

Got that? Like this?
Not quite. That's it.

4 **Match the phrases in the *Everyday English* box with their meanings.**

1 That's right. _____
2 Do you understand? _____
3 This way? _____
4 Not exactly. _____

Plan

5 **Give instructions for using a type of technology. Use the ideas below.**

What type of technology you want to talk about: _____

How it works: _____

_____

What words you need to describe it: _____

_____

Speak

6 **Practise the conversation with your partner. Remember to use:**

- infinitives of purpose
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

What was the technology? _____

_____

How does it work? _____

_____

Writing
An article

1 **What can you see in the two photos? Can you think of other changes that technology has made at school?**

2 **Read the article. Does it mention any of your ideas in Exercise 1?**

School technology

1 Teaching has changed a lot. **For instance**, in the past, teachers used blackboards and children wrote everything with pen and paper. **What's more**, the only technology in classrooms was a TV or perhaps a CD player.

2 Today, **in contrast**, teachers use lots of technology. **For example**, most classrooms have wi-fi. **In addition**, teachers use interactive whiteboards and children use tablets to do exercises or play games. With technology **such as** video chat, classes can work with children in another country. All this makes learning easier and more fun.

3 Some people think that robots might teach children one day. **However**, I don't think that will happen. Teachers help us learn things, but they take care of us, too. Robots can't do that. The technology may change over time, but the best teachers will always be real people.

3 **Complete the *Useful language* box with the phrases in bold in the article.**

Useful language

Giving examples: [1] For instance, [2] _____ [3] _____

Adding more information: [4] _____ [5] _____

Connecting opposite ideas: [6] _____ [7] _____

4 **Join the sentences in box A with the sentences in box B. Use *however*, *in contrast* or *in addition*.**

A
The internet is a useful thing.
The first computers were huge.
Virtual reality headsets are fun to use.
This phone has got lots of great apps.

B
They are very expensive.
It takes amazing photos.
Today's computers will fit in your school bag.
You should be careful when you're online.

1 The internet is a useful thing. However, you should be careful when you're online.

2 _____

3 _____

4 _____

Write an article about technology in the home.

Plan

5 **Make notes about technology at home. Think about cooking, cleaning and entertainment. Make notes for your three paragraphs.**

- Technology at home in the past
- Technology at home today
- What changes do you think will happen?

Write

6 **Write your article. Remember to include:**

- three paragraphs
- past and present tenses
- predictions with *will* / *won't* and *may* / *might* (*not*)
- phrases from the *Useful language* box

Check

7 **Do you ...**

- describe technology in the past?
- describe technology in the present?
- make certain and uncertain predictions for the future?

Around the world

Reading
An article

Globetrotters

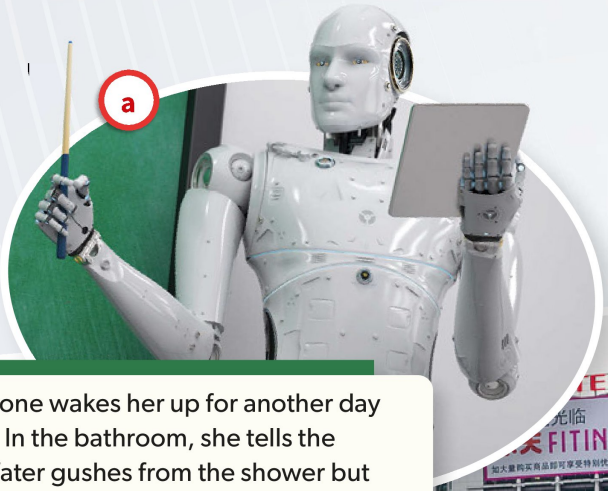
Watch video 7.5
Hello, robots!

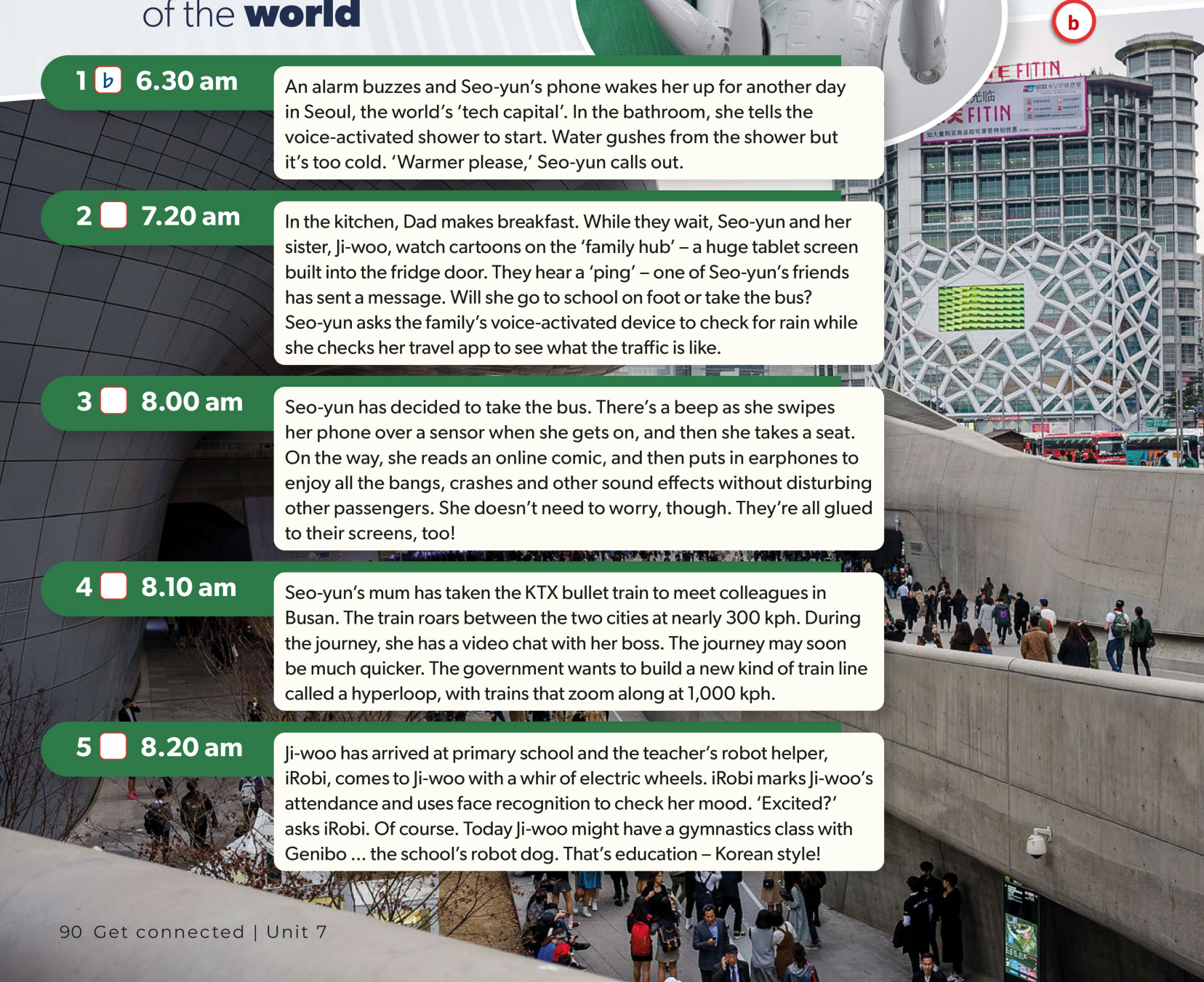
- What things do you use robots for?
- What is an android?
- What do you think the future of robots will be?

1 Look at the photos. Where do you think this is? What is happening in each photo?

7.13 **2** Read the article. Match photos a–e with paragraphs 1–5.

One morning in the **high-tech capital** of the **world**





1 b **6.30 am**

An alarm buzzes and Seo-yun's phone wakes her up for another day in Seoul, the world's 'tech capital'. In the bathroom, she tells the voice-activated shower to start. Water gushes from the shower but it's too cold. 'Warmer please,' Seo-yun calls out.

2 ☐ **7.20 am**

In the kitchen, Dad makes breakfast. While they wait, Seo-yun and her sister, Ji-woo, watch cartoons on the 'family hub' – a huge tablet screen built into the fridge door. They hear a 'ping' – one of Seo-yun's friends has sent a message. Will she go to school on foot or take the bus? Seo-yun asks the family's voice-activated device to check for rain while she checks her travel app to see what the traffic is like.

3 ☐ **8.00 am**

Seo-yun has decided to take the bus. There's a beep as she swipes her phone over a sensor when she gets on, and then she takes a seat. On the way, she reads an online comic, and then puts in earphones to enjoy all the bangs, crashes and other sound effects without disturbing other passengers. She doesn't need to worry, though. They're all glued to their screens, too!

4 ☐ **8.10 am**

Seo-yun's mum has taken the KTX bullet train to meet colleagues in Busan. The train roars between the two cities at nearly 300 kph. During the journey, she has a video chat with her boss. The journey may soon be much quicker. The government wants to build a new kind of train line called a hyperloop, with trains that zoom along at 1,000 kph.

5 ☐ **8.20 am**

Ji-woo has arrived at primary school and the teacher's robot helper, iRobi, comes to Ji-woo with a whir of electric wheels. iRobi marks Ji-woo's attendance and uses face recognition to check her mood. 'Excited?' asks iRobi. Of course. Today Ji-woo might have a gymnastics class with Genibo ... the school's robot dog. That's education – Korean style!

3 **Answer the questions.**

1 Where does Seo-yun keep her smartphone at night? Next to her bed.
2 What doesn't Seo-yun's shower have? _____
3 What is Seo-yun's dad doing while she's watching TV? _____
4 Which two ways of getting to school does Seo-yun think about? _____
_____
5 How does Seo-yun pay for her bus journey?
_____
6 What are the other passengers doing on the bus?
_____
7 Why is Seo-yun's mum going to Busan?
_____
8 Does Ji-woo do gymnastics with Genibo every day? _____

Learn to learn

Words that describe sounds

There are many English words that sound similar to the sounds they describe.

4 **Find and underline words in the article for these sounds.**

1 sounds that a smartphone makes (x 3)
buzz., _____, _____
2 sound effects from a film or cartoon (x 2)
_____, _____
3 the sound that a very fast train or other vehicle makes _____
4 the sound of something turning very quickly, for example a robot's wheels
_____
5 the sound of water moving fast _____

5 **Look at more words to describe sounds in the box. With a partner, say the words and discuss what sounds you think they describe.**

crack	hiccup	hiss	
miaow	pop	splash	woof

6 **Use a dictionary to check the meaning of the words in Exercise 5.**

Voice it!

7 **Discuss the questions.**

1 Does Seo-yun think about other people's feelings? What does she do?
2 Give an example of when you thought about other people's feelings.

Explore it!

Guess the correct answer.

South Korea has the world's fastest …

a internet speeds. b trains. c underground.

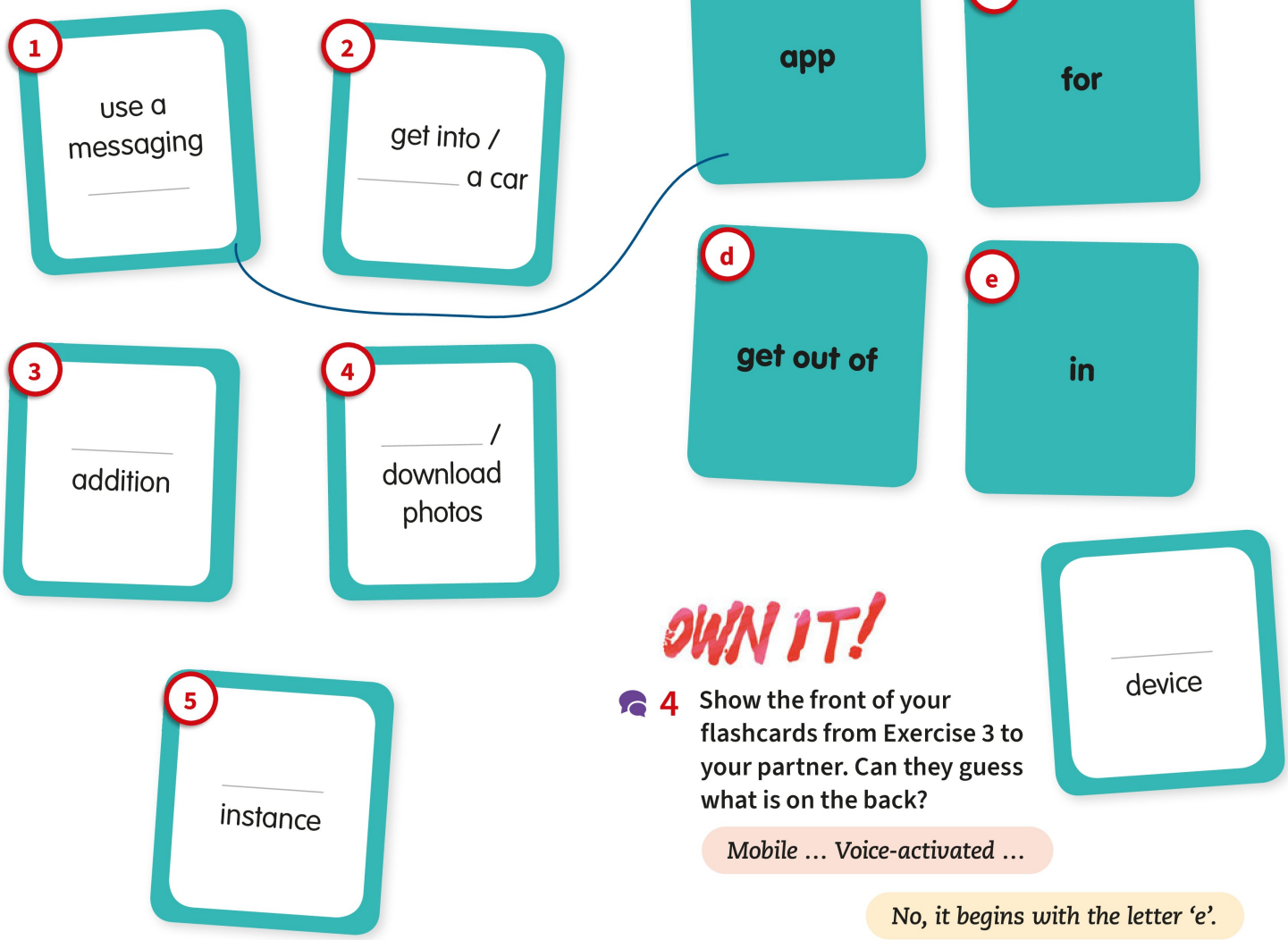
Find another interesting fact about South Korea. Then write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to … make and use flashcards

You can use flashcards to learn collocations and phrases with prepositions.

1 Match the front and back of the flashcards.



2 Match the flashcards in Exercise 1 with the different types of flashcard a–c.

- **a** a phrase with the preposition missing ☐ ☐
- **b** a collocation with one word missing ☐
- **c** opposite collocations with one of them missing ☐ ☐

3 Choose five collocations or phrases with prepositions from Unit 7. Use them to make the different types of flashcards in Exercise 2.

OWN IT!

4 Show the front of your flashcards from Exercise 3 to your partner. Can they guess what is on the back?

Mobile … Voice-activated …

No, it begins with the letter 'e'.

Electronic device? *Yes! That's right!*

5 Discuss the questions with your partner.

Which are …

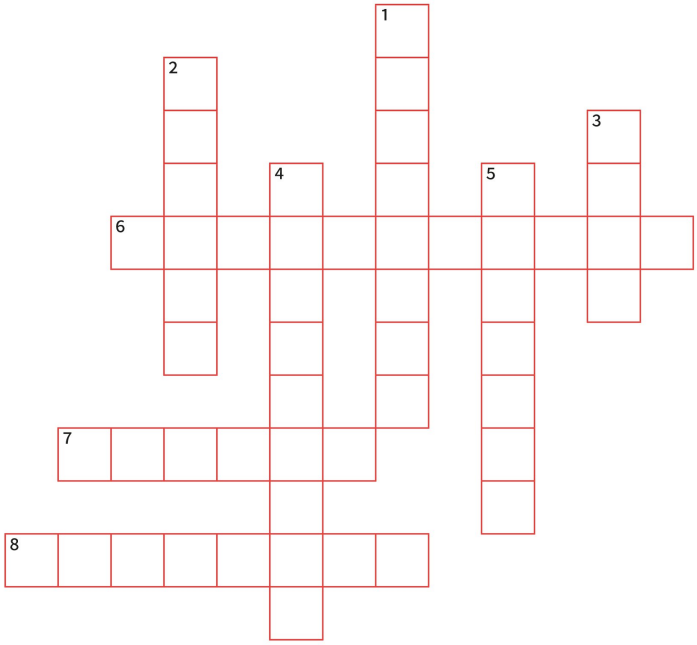
1. easier to make: flashcards with phrases with prepositions or flashcards with collocations?
2. easier to remember with flashcards: phrases with prepositions or collocations?

Use an online thesaurus to find alternative phrases or expressions. Share your findings with your classmates.

7 Review

Vocabulary

1 **Complete the crossword.**



Across

6 Facebook and Instagram are examples of this.

7 A piece of electronic equipment that can connect you to the Internet.

8 You can't touch or see this, but computers can't work without it.

Down

1 Take a file, photo, video, etc. from the Internet and put it onto your device.

2 Put a file from your device onto the Internet.

3 The 'brain' inside your computer or phone.

4 This is when you see and talk to someone using your computer or phone.

5 A short text that you send to someone.

2 **Circle the correct words.**

1 Eva *caught* / *went by* the bus outside the bank.

2 Jo travelled from Rome to Pisa *on* / *by* train.

3 Nina went *by* / *on* the underground.

4 Zehra got *off* / *out* the tram at the last stop.

5 Mehmet *took* / *caught* a taxi from home and got *out* / *off* at the airport.

Language in action

3 **Complete the sentences with the present perfect form of the verbs in brackets.**

1 How annoying! My phone is on silent and I _____ five calls. (miss)

2 You don't need to call a taxi. I _____ one with this app. (book)

3 I don't know what Dina's brother looks like. She _____ any photos of him. (not share)

4 I _____ their new album. I heard it isn't very good. (not download)

4 **Circle the correct answers.**

1 The bus … leave at 10.02 exactly. It's never late.
a may **b** will **c** won't

2 They … be able to do it, but they're trying.
a can't **b** might **c** may not

3 Hamza bought some tools … his bike.
a fix **b** to fix **c** for fix

4 We haven't got enough ink … the photos.
a to print **b** for to print **c** for print

Self-assessment

I can use words to talk about communication and technology.	😕	😐	🙂
I can use words to talk about getting around.	😕	😐	🙂
I can use the present perfect to make affirmative and negative sentences.	😕	😐	🙂
I can use *will*/*won't*, *may* and *might* to make predictions.	😕	😐	🙂
I can use *to* + infinitive to talk about purpose.	😕	😐	🙂

8 High-flyers

Learning outcomes

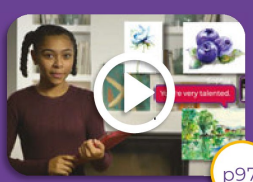
I can ...

- understand online comments and a talk about a young inventor
- answer questions in a job interview
- write a competition entry
- understand how to use present perfect for experience, and reflexive and indefinite pronouns
- talk about exceptional jobs and qualities, and achievements
- form people words and make notes
- make an infographic.

Start it!

1 Look at the photo. What is the girl learning to do?
2 Before you watch, think of three great human achievements.
3 Why do people say fire is a great human achievement? Watch and check.
4 Think of three personal achievements for you.

Watch video 8.1



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Language in action 8.2

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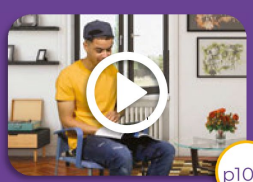
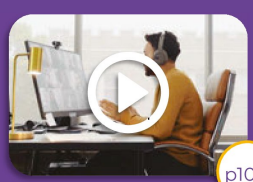
Language in action 8.3



p100

Everyday English 8.4



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Is technology good or bad? 8.5

Vocabulary

Exceptional jobs and qualities

8.01 **1** **Match the jobs with the photos. Listen, check and repeat.**

- [ ] athlete
- [ ] businessman/ businesswoman
- [ ] composer
- [ ] inventor
- [ ] mathematician
- [ ] scientist
- [1] surgeon
- [ ] writer

8.02 **2** **Circle the correct words. Then listen and check.**

1 Olympic athletes like javelin and discus throwers have incredible *creativity* / *strength*.
2 The scientist Albert Einstein was famous for his great *intelligence* / *strength*.
3 At just four years old, Mozart showed a lot of *skill* / *determination* as a composer.
4 Jenny Han's *creativity* / *intelligence* as a writer made her famous around the world.
5 Ada Lovelace was an English mathematician. Her *talent* / *creativity* for maths helped to make the modern computer possible.
6 The inventor Thomas Edison worked with a lot of *determination* / *talent* over many years to make his light bulb work.

Learn to learn

Word formation: people words

To form nouns describing people, we often add extra letters to a verb or a noun. We sometimes need to change other letters.

3 **Complete the table with words in Exercise 1.**

Verb / Noun	Extra letters	People word
invent	-or	1 inventor
compose write	-er	2 _____ 3 _____
music mathematics	-ian	4 _____ 5 _____
science	-ist	6 _____
business	-man -woman	7 _____ 8 _____

4 **Test your partner. Ask who …?**

Who writes music. *A composer.*

Use it!

5 **Choose three jobs in Exercise 1. Make notes on the special qualities the jobs need.**

1 _____
2 _____
3 _____

6 **Discuss your ideas.**

I think a writer needs a lot of talent and creativity.

Explore it!

Guess the correct answer.

How old was Louis Braille when he invented his famous alphabet for the blind?

a 10 **b** 15 **c** 25

Find an interesting fact about an amazing achievement. Then write a question for your partner to answer.

Reading
Online comments

1 **Look at the photos and discuss the questions.**

1 Are the people successful?

2 What do you need to be successful in these areas?

8.03 **2** **Read the online comments. In which area is each person successful?**

Teenagers taking the world by storm

Today's article about brilliant teenagers has made a big impression. We've never had so many comments!

1 15-year-old Heman Bekele is an amazing teen. He hasn't been to university yet, but he has already done scientific research. Heman has invented a special soap to treat skin cancer. The soap will be cheaper than other cancer medicines, and easier to get. Heman has won the 3M Young Scientist Challenge. In other words, he has become America's Top Young Scientist!
smartypants 11 m ago

2 Have you ever heard of Mikaila Ulmer from Texas? She has won one of the USA's most famous game shows, has made lots of money as a businesswoman and has even met the president. She's 19 now, but she was only 12 when she started her lemonade business. She entered a TV competition for entrepreneurs. She won and made a deal worth millions of dollars. I haven't tried her lemonade, but it's called Me & the Bees. Mikaila gives money to charities that protect bees. She gives talks to schools about bees and why they need our help. She has even written a book!
Marion_T 56 m ago

3 We've heard about some amazing teens already, but how about Alma Deutscher? She's an incredible 19-year-old musician from England. Alma started playing the piano when she was just two years old. She's given concerts all around the world and is also a composer. She's composed music for whole orchestras and has even written an opera. I'm doing my best to learn the violin, so when I saw Alma on television, I was amazed. With all that skill, I wonder … has she ever played a wrong note? I doubt it!
Bowfrog 1h 10 m ago

3 **Underline the key word(s) or phrases in the questions. Then answer them with a name or names from the online comments.**

Who …

1 is under the age of 20? Heman, Mikaila, Alma
2 is from England? _____
3 wants to help people who are ill? _____
4 wants to help animals? _____
5 was on TV? _____
6 has composed music? _____
7 met someone famous? _____

4 **Find expressions in the comments with *do* or *make*. Add two more examples for each to the table.**

Do	*Make*
scientific research	a big impression

Voice it!

5 **Discuss the questions.**

Who do you think has had the biggest effect on people's lives: Heman, Mikaila or Alma?

Do you know of another young person who has achieved something amazing?

In what other areas can young people achieve amazing things?

Language in action

Present perfect for experience

Watch video 8.2
Has Joann ever lost an art competition? Which countries has Joann been to?

	I / We / You / They	He / She / It
+	We **have visited** many countries.	She **has visited** the UK, Spain and Portugal.
-	I **haven't been** to lots of museums.	He **hasn't read** that book.
?	**Have** you **ever won** an art competition? Yes, I **have**. / No, I **haven't**.	**Has** she **ever lost** an art competition? Yes, she **has**. / No, she **hasn't**.

Pronunciation p119

1 **Look at the table and circle the correct option to complete the rule.**

1 We use **ever** / **never** in present perfect questions to mean 'at any time'.

8.06 **2** **Maya Flynn is cycling around the world for charity. Complete the interview with the present perfect form of the verbs. Then listen and check.**

Paul How far [1]*have you cycled* (you / cycle), Maya?
Maya [2]_____ (I / ride) 10,000 miles so far. I've got another 8,000 to go!
Paul How many countries [3]_____ (you / cross)?
Maya [4]_____ (I / be) through three continents so far, and [5]_____ (I / visit) 12 countries.
Paul [6]_____ (you / have) any funny experiences along the way?
Maya Well, an emu chased me in the Australian outback. [7]_____ (I / never experience) that before!
Paul No, not many people have! And how [8]_____ (your bicycle / be)?

Maya [9]_____ (it / not have) any problems at all. It's a great bike.
Paul So how much money [10]_____ (you / make)?
Maya [11]_____ (I / not reach) my target, but [12]_____ (I / make) £30,000 so far.
Paul That's amazing! Good luck with the rest of your journey.

3 **Look at the table and write questions and short answers about the people.**

	win a prize	fly on a plane
Filipa	✓	✗
Mansur and Silvia	✗	✓

1 Filipa / prize
Has Filipa ever won a prize?
Yes, she has.

2 Mansur and Silvia / prize
_____?
_____

3 Filipa / a plane
_____?
_____

4 Mansur and Silvia / a plane
_____?
_____

Grammar tutor p132

Use it!

4 **Ask and answer questions with the present perfect and *ever*. Use the words in the box.**

perform in a concert	raise money for charity
win a competition	win a race

Have you ever won a competition?

Yes, I have. I won an art competition at primary school.

Vocabulary and listening

Phrasal verbs: achievement

8.07 **1** **Listen and repeat the verbs in the box. Complete the sentences with the correct form of the verbs. Then match them with the pictures.**

carry on	~~come up with~~	give up	
keep up with	look up to	set off	set up
show off	take part in	work out	

1 The professor was so happy when he finally *came up with* the answer! h
2 Marcus loves to _____ charity races. ___
3 Martha is nearly at the top. She isn't going to _____ now! ___
4 The others can't _____ Grandma. ___
5 My brother _____ his own business. ___
6 Thalia really _____ her mum. She wants to be just like her one day. ___
7 We've got everything. Let's _____. ___
8 The maths problem is hard to _____. ___
9 I don't think I can _____. Let's rest. ___
10 Aiden likes _____ on the court! ___

Use it!

2 **Write three examples from your own life using phrasal verbs in Exercise 1. Compare with a partner.**

1 _____
2 _____
3 _____

I wasn't very good at the piano, but I carried on with lessons until I was ten.

A talk

3 **Discuss the questions.**

1 What is the girl doing?
2 What is difficult for her?

8.08 **4** **Listen to a talk. Were your ideas right?**

Learn to learn

Making notes

Write key words when you listen. Then use your notes to remember the ideas that you heard.

8.08 **5** **Listen again and make notes for each heading.**

Personal details
1 Ann Makosinski – Canadian

Her torch – how it works
2

Why she thought of the idea
3

Her achievements
4

Her E-Drink – how it works
5

6 **Explain how Ann's inventions work. Use your notes in Exercise 5.**

Language in action

Reflexive pronouns

Watch video 8.3
What skill should everyone learn? Who does the vlogger say that everyone should know?

Singular	I → myself	you → yourself	he → himself	she → herself	it → itself
Plural	we → ourselves	you → yourselves	they → themselves		

1 **Look at the table. Complete the sentences with a reflexive pronoun.**

1 Azra worked with Emmet. She didn't do the project by herself.
2 Berat fell off his bike and hurt _____.
3 We made _____ some breakfast.
4 My pet cat can't look after _____.
5 I made this poster by _____.
6 They have to prepare _____ some lunch because their parents are out.

8.09 **2** **Match 1–6 with a–f. Then listen and check.**

1 I surprised c
2 John and I introduced ___
3 Jane, make sure that you look after ___
4 Mike has taught ___
5 You and Vicky should make ___
6 Stan and Ollie prepared ___

a ourselves to the new neighbours.
b themselves well for the match.
c myself when I did so well in my exams.
d yourselves some sandwiches for lunch.
e himself Spanish and French.
f yourself while I'm away.

Use it!

3 **Discuss the questions.**

1 Have you taught yourself a skill? What?
2 How do you reward yourself when you've done something good?
3 Where do you imagine yourself in ten years from now?

I taught myself to swim when I was eight.

Indefinite pronouns

People	Things	Places
someone (somebody) everyone (everybody) no one (nobody) anyone (anybody)	something [2] _____ nothing [4] _____	[1] _____ everywhere [3] _____ anywhere
Anywhere you go, **somebody** can cook.		

4 **Complete the table with the correct words.**

8.10 **5** **Circle the correct words. Then listen and check.**

Young chess player breaks record

Iranian-French chess player Alireza Firouzja is the youngest player to have reached a rating of 2800 when he was only 18 years old. [1] *No one* / *Anyone* so young has achieved this before. Chess is [2] *something* / *nothing* Alireza's older brother is crazy about too, but he didn't learn [3] *nothing* / *everything* he knows about chess from his brother. Alireza has played chess almost [4] *everywhere* / *nowhere* and has visited a lot of countries. [5] *Everyone* / *someone* has a dream, and Alireza's achievement shows that [6] *nothing* / *something* is impossible if you want it enough.

Grammar tutor p132

Use it!

6 **Complete the sentences. Then compare with your partner.**

Everyone in my family likes _____.
I don't know anyone who has _____.
Something I really want to do is _____.
_____ is somewhere I want to visit one day.

Speaking

An interview

8.11 **1** **Listen to the conversation. What does Angie want to do?**

a learn to cook very well

b organise a team

Jo So, Angie, why do you want a place on our training scheme?

Angie Well, [1]*I'm passionate about* food. I've taught myself a lot about it, but the training will give me the chance to learn new skills.

Jo So have you ever worked in a kitchen?

Angie Yes, [2]_____ working in a restaurant. My grandparents run a restaurant, and I help them at weekends.

Jo Oh really? And what skills have you developed?

Angie [3]_____ cooking. But the main thing is [4]_____ be a good team player.

Jo That's interesting. Tell me more.

Angie Well, I also help the waiting staff, you see. We take orders from customers and that sort of thing.

8.11 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

I'm passionate about …
I've had plenty of experience of …
I've learned how to …
I've learned the basics of …

3 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**

Watch video 8.4
Everyday English

Tell me more. | that sort of thing
the main thing is | you see

4 **Match the *Everyday English* phrases with their uses.**

You want to …

1 get more information. _____

2 refer to similar examples. _____

3 say your most important point. _____

4 check the person understands. _____

Plan

5 **Work with a partner. Make notes on questions to ask in a job interview for one of these jobs.**

fashion designer | zoo keeper | gardener

Speak

6 **Practise the interview with your partner. Remember to use:**

- the present perfect to talk about experiences
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their interview and complete the notes.**

What questions did the interviewer ask?

_____

What experience does the interviewee have?

_____

Should the person get the job?

_____

Writing

A competition entry

1 **Read the advert. What sort of competition is this? What is the prize?**

2 **Read Ajani's competition entry. What has he achieved?**

My name is Ajani. My family came from Afghanistan to live in the UK when I was seven.

My greatest achievement is learning English. When I first came to the UK, I couldn't understand anyone. At school, I couldn't read or write and everything was very difficult. However, after a lot of effort, I've managed to learn English. I've even won a national story writing competition.

How did I manage it? First of all, I had a wonderful teacher called Mrs Connor. She helped me to develop my writing skills. But I also taught myself. I've read plenty of books in English, I've watched lots of lessons on the Internet, and I've practised speaking with friends.

If you want to learn a language, my advice to you is to believe in yourself and never give up.

3 **Complete the phrases in the *Useful language* box with words from the competition entry.**

Useful language

My greatest [1]_____ is …
after a lot of [2]_____
How did I [3]_____ it?
My [4]_____ to you is …

4 **Look at the *Useful language* box. Match 1–3 with a–c to make sentences.**

1 My greatest achievement is ___
2 My advice to you is ___
3 After a lot of effort, ___

a I passed all my exams.
b winning the school maths competition last year.
c to keep working hard and never give up!

5 **Rewrite the sentences using the phrases in the *Useful language* box. You might need to write two sentences.**

1 I think you should get a guitar teacher.

_____

2 The team worked hard and won the prize.

_____

3 Learning French was the best thing I have done.

_____

Write a competition entry.

Plan

6 **Make notes about one of your achievements.**

- Introduce yourself.
- Explain your achievement. What did you do? When and where? Who with?
- What advice do you have for others?

Write

7 **Write your competition entry. Remember to include:**

- the present perfect
- reflexive pronouns
- vocabulary from this unit
- phrases from the *Useful language box*

Check

8 **Do you …**

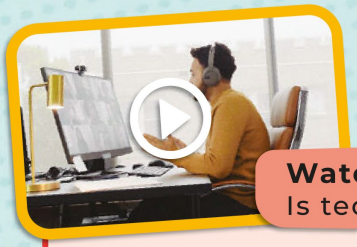
- have four paragraphs?
- explain your achievement clearly?
- give useful advice?

Critical thinking

Implementing ideas and solving problems

1 How might technology be used to help the problems shown in each of the photos?

8.12 2 Read the text and check your ideas.



Watch video 8.5
Is technology good or bad?

How does technology help you in your daily life?

Watch the video. Do inventions always make our lives easier?

What are the dangers of using technology?

The young inventor who's changing the world

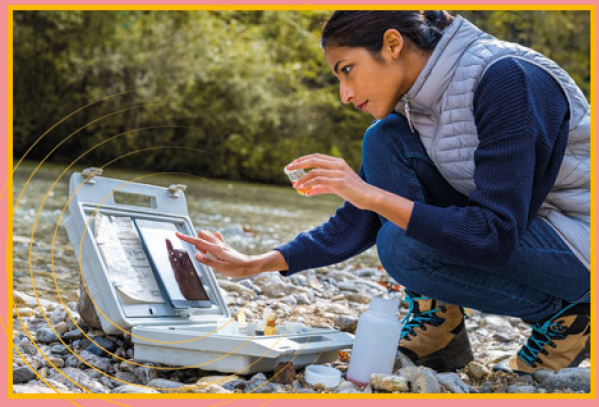
You can't be too young to change the world! The inventor Gitanjali Rao has shown many times that young people can make a big difference. Gitanjali has invented scientific equipment and special apps. She has presented around the world and even written books. In 2020 she was on the cover of *Time* magazine – all this before she left school!

Gitanjali's love for science started at age four, when someone gave her a children's science kit. Later she taught herself to code. Soon she was using everything she knew to invent helpful **devices**. All her inventions have something in common: they make the world a better place.

Tethys

When Gitanjali was nine she heard about a problem with the water in Flint, a large city in America. The city's water was polluted and people were becoming ill. Was there anything she could do to help?

She decided to make a device to test water quality. She did **research** into the problem and after many **experiments** Gitanjali created a **prototype**. She used a 3D printer to build a box to hold the device and made an app so that anyone could use it with their phone. Gitanjali's invention was in a national science competition and won first prize.



Kindly

Gitanjali had the idea for this app after an activity at school. Her friends were discussing online bullying. Young people needed something to help them be kinder online. Gitanjali thought an app might help.

She immediately began research. Soon she had a prototype to try. It used artificial intelligence (AI) to check messages before users sent them. The app found messages that had unkind words and asked users to think again. In other words, young people used the app to stop themselves from bullying other people online.

Gitanjali tested her prototype with a class of young students. These tests gave her ideas for **improvements** and *Kindly* was finally ready for **launch**. Now everyone can download the app and behave more kindly online!

Vocabulary extra

3 **Use a dictionary to help you find the meanings of the bold words in the text. Then choose the correct word to complete each sentence.**

1 A few years ago our school computer room wasn't very good, but they've made a lot of *launches* / *improvements*.
2 A laboratory is a place where scientists do their *prototypes* / *experiments*.
3 Last year, my class did a lot of *research* / *experiments* into the history of our town.
4 Most of my friends have got a *device* / *prototype* like a tablet or a smartphone.
5 We made a *prototype* / *device* of a shopping app, but it didn't work very well.
6 We're *researching* / *launching* our new website today. I'm so excited!

4 **Look at the photos. Who is better at creating ideas and solving problems? Why? Discuss your ideas.**

Someone working alone

A group working together

Younger people

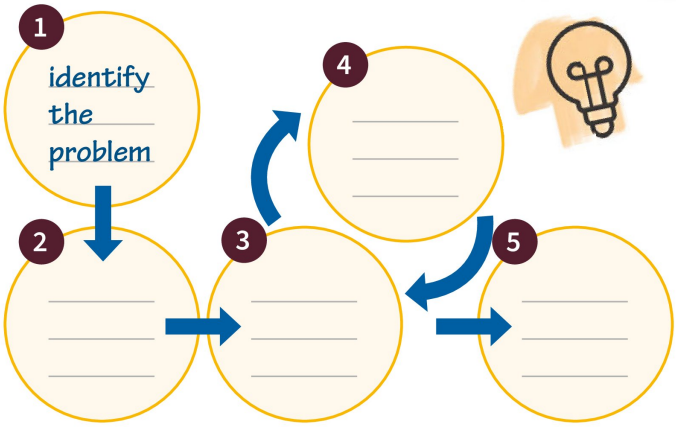
Older people

CLIL: D&T

Using technology to solve a problem

5 **Use the phrases in the box to complete the diagram.**

design prototype	do research	
~~identify the problem~~	launch product	test



6 **What are these people talking about? Match what the people say (a–e) with the stages of the design process in Exercise 5.**

a ☐ Ok, well done everyone! This is ready to change the world!
b ☐ I've got an idea. I think this will work!
c ☐ We've tried your device, but it needs some improvements.
d [1] This is terrible! Someone needs to do something.
e ☐ Let's look into this carefully. Perhaps there's an answer.

Project: an infographic

Problem-solving technology

Step 1: Plan

Work in groups. Make an infographic about how new technology or a new invention is helping to solve a problem.

- Decide what technology or inventions to include in your infographic.
- Research the technology. Think about:
  - What problem or problems it solves
  - How the technology works
  - What the disadvantages or dangers of the new technology might be
- Find photos or images to illustrate your infographic.

OWN IT! Project: an Infographic, p123

Learn to … make a vocabulary study plan

You can learn vocabulary better by studying it more than once. A study plan can help you do this.

1 **Do the quiz. Circle your answers.**

Do you need a vocabulary study plan?

Find out!

Do you …

1 write new vocabulary in your notebook?
always / *sometimes* / *never*

2 use flashcards to learn vocabulary?
always / *sometimes* / *never*

3 look at your vocabulary notes when you do your homework?
always / *sometimes* / *never*

4 study your vocabulary notes before a test?
always / *sometimes* / *never*

5 study your vocabulary notes more than three times a week?
always / *sometimes* / *never*

Results

always = 2 points **sometimes = 1 point** **never = 0 point**

8–10: Well done! You study vocabulary well, but why not try a new study plan?

4–7: Not bad, but a study plan can help you.

0–3: Oh, dear! You really need a study plan!

2 **Ask your partner the quiz questions. Underline their answers.**

3 **Find out your score. Do you agree with what it says about you? Discuss the results with a partner.**

4 **Match 1–3 with a–c. Which sentence surprises you most? Discuss with your partner.**

1 We remember vocabulary better when we study it once and ☐

2 When you use flashcards to learn vocabulary, ☐

3 It's necessary to see, hear or say a word ☐

a 17 times before we remember it well.

b then a few days later (but not the next day).

c you remember it better.

5 **Make a list of eight words from this unit that you want to learn. Make flashcards.**

_____ _____ _____ _____

_____ _____ _____ _____

Search online for a digital portfolio. Use it to make a vocabulary study plan. Share your findings with your classmates.

OWN IT!

6 **Follow steps 1–5 to make a ten-day vocabulary study plan.**

1 Write the dates on the plan, starting with tomorrow's date.

2 On the days in yellow, test yourself with your flashcards.

3 On the other days, study the list of words in Exercise 5 for at least five minutes.

4 When you finish studying each day, write 'Yes!' in the 'Done?' box.

5 On day 11, answer the question and circle 'a lot' or 'a bit'.

Day	1	2	3	4	5	6	7	8	9	10	How much has the plan helped me learn vocabulary? *a lot / a bit*
Date											
Done?											

8 Review

Vocabulary

1 Complete the sentences with the words for jobs and qualities.

1 She's going to succeed. She's got plenty of d_____.
2 You need a lot of s_____ to be a concert pianist.
3 C_____ is important if you want to be a good designer.
4 I'm so tired. I don't have the s_____ to stand up.
5 Nick has written some brilliant songs. I think he'll be a professional c_____.
6 I am terrible at maths. I could never be a m_____!
7 I could be an i_____. I have lots of ideas for new machines.

2 Complete the sentences with words in both boxes. Use the correct form of the verbs. Use some words more than once.

come	give	keep	set	work

off	out	up	with

1 I did ballet for three years, but I _____ it _____ because I wasn't good at it.
2 Mira is running too fast for me. I can't _____ her.
3 Next week, I'm going to _____ on a journey across Europe.
4 Do you know the answer? I can't _____ it _____.
5 Amol has _____ a brilliant idea for our team project.

Language in action

3 Complete the questions with *ever* and the verbs in the box. Then write the short answers.

have	ride	see	try	visit

1 A _____ you _____ a snake?
B _____. We saw one in our garden.
2 A _____ your brother _____ an accident in his car?
B _____. He's a very careful driver.
3 A _____ your parents _____ the USA?
B _____. They went there six years ago.
4 A _____ you _____ to invent something?
B _____. But it wasn't successful!
5 A _____ Fiona _____ a horse?
B _____. Unfortunately, she fell off!

4 Circle the correct words.

1 Masood set up a business *themselves* / *himself*.
2 We built our house *myself* / *ourselves*.
3 You won't achieve *anything* / *anywhere* if you don't try.
4 This computer has taught *itself* / *myself* to play chess.
5 Is there *no one* / *anyone* who knows Patrick's address?

Self-assessment

I can use words to talk about exceptional jobs and qualities.	😕	😐	🙂
I can use phrasal verbs to talk about achievement.	😕	😐	🙂
I can use the present perfect to talk about experience.	😕	😐	🙂
I can use reflexive pronouns.	😕	😐	🙂
I can use indefinite pronouns.	😕	😐	🙂

9 Show your moves

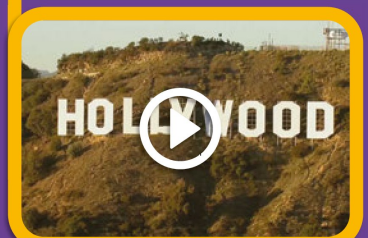
Learning outcomes

I can ...

- understand texts about music
- make polite refusals
- write a review
- understand how to use *going to*, *will*, the present continuous for the future and the present simple for the future
- talk about and describe musical instruments and genres, and dance styles
- recognise stress patterns, distinguish between speakers and use referencing.

Start it!

1 Look at the photo. What do you think the woman is doing?
2 Before you watch, how do different kinds of music make you feel?
3 What do most Bollywood films contain? Watch and check.
4 What kinds of music would you want to play?



Watch video 9.1

p109

Language in action 9.2

p111

Language in action 9.3

p112

Everyday English 9.4

p114

Globetrotters 9.5

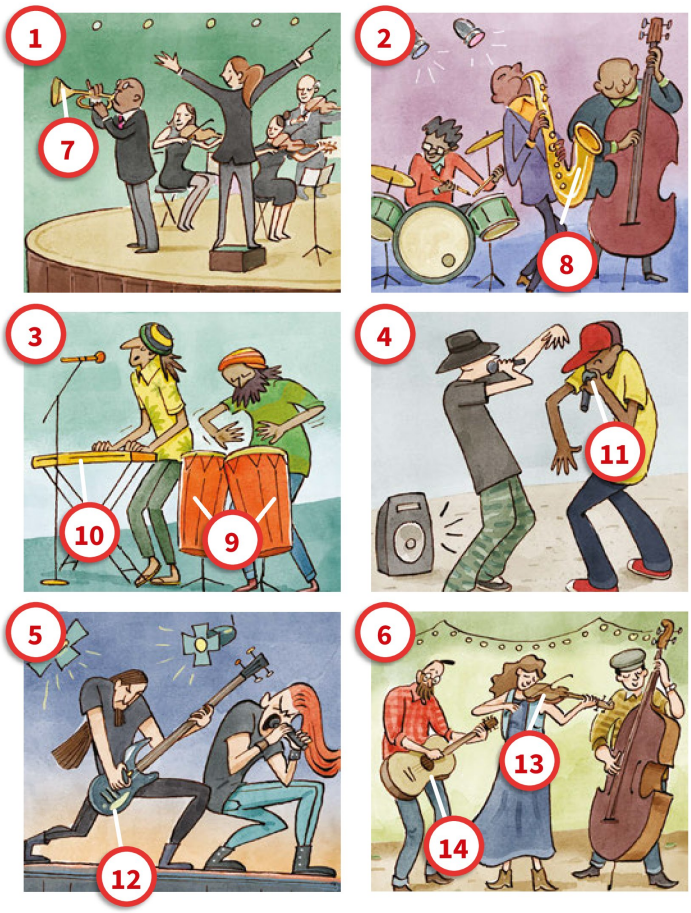
Vocabulary

Musical instruments and genres

9.01 **1** Match the words in the boxes with the musical instruments and genres (1–14) in the pictures. Listen, check and repeat.

☑ 1 classical	☐ folk	☐ hip-hop
☐ jazz	☐ reggae	☐ rock

☐ bass	☐ drums
☐ guitar	☐ keyboard
☐ microphone	☐ saxophone
☐ trumpet	☐ violin



2 How many other musical instruments and genres can you think of?

Get it right!

We say *play football*, *tennis*, *golf*, etc.

But we say *play* ***the*** *piano*, ***the*** *guitar*, ***the*** *trumpet*, etc.

Learn to learn

Stress patterns

It's important to learn which syllable is stressed when you learn a new word.

9.02 **3** Complete the table with words in Exercise 1. Then listen and check. Can you add one more word to each group?

O	folk,
Oo	
oO	
Ooo	classical,
ooO	

4 Take turns to clap the rhythm of a word in Exercise 1. Your partner guesses the word.

Use it!

5 Discuss the questions.

1 What kind of music do you like listening to?

2 Can you or your friends or family play a musical instrument? Which one?

3 Which instruments do you like the sound of?

Explore it!

Guess the correct answer.

Chicago rapper, Twista, is one of the fastest rappers in the world. What's the fastest he can rap?

a 10 syllables per second

b 20 syllables per second

c 30 syllables per second

Find an interesting fact about music. Then write a question for your partner to answer.

Reading

An events guide

1 Look at the photos of four musicians. What sort of music do you think they play?

9.03 **2** Read the events guide. Match musicians 1–4 with the genres that they are going to perform.

☐ pop ☐ blues ☐ raga
☐ country and western

3 Match concerts A–D with these features. Sometimes there is more than one concert.

1 A only one performer
2 ___ includes an electronic instrument
3 ___ free for some people
4 ___ has more than two performers
5 ___ includes a violin
6 ___ starts before eight o'clock
7 ___ cheaper for people at university
8 ___ starts the latest

4 Find adjectives in the guide that mean:

1 alone solo
2 very excited _____
3 famous _____
4 very unusual _____
5 surprising _____
6 talented _____

Voice it!

5 Put the concerts in the events guide in order, from most interesting to least interesting. Explain your choices to your partner.

Waterside Arts Centre

What's on at the Waterside

A Tuesday 8 pm
Bunny Scraggs
£8.00, £3.00 (student discount)
We think this show will surprise reggae fans. The Dubster Brothers' bassist also plays blues piano, and he's going to share that talent tonight. In this solo performance, Bunny's going to play and sing his favourite blues classics. However, if you want to hear some of the Dubster Brothers' hits, we're sure Bunny won't disappoint!

B Thursday 7 pm
Janet Glyndebourne and the Donuts
£5, no charge for under 16s
We're thrilled to welcome Janet Glyndebourne to Waterside. However, the well-known opera star isn't going to sing Mozart. Instead, she's going to join Kim Green on synthesiser and Bod on percussion, and they're going to play a concert of pure pop. We're sure it will be a great evening!

C Saturday 7.30 pm
Dr Jay and the Rodeo Band
£10.00, £4.00 (student discount)
For one night only, hip-hop artist Dr Jay is going to lead country and western favourites the Rodeo Band (Helen Smith on banjo and vocals, Liam Jones on double bass, Lucy-Anne Flynn on violin). Are you really going to miss this unique event? We're sure you won't want to!

D Sunday 9.30 pm
Angus Beardsley plays raga
£15.00, £7.00
Rock legends Axel Heads have announced that they aren't going to tour again. Their fans will miss them, but we have some unexpected news! The band's bass player, Angus 'The Beard' Beardsley, is also a gifted violinist. On Saturday he's going to team up with sitar player Jagjit Rakha to perform Indian raga. But is 'The Beard' going to sing in Hindi, too? Come and find out!

Language in action

going to

Watch video 9.2
Which music festival is Fiona going to? What music is Evita going to listen to?

	I / He / She / It	You / We / They
+	My friend Fiona **is going to get** tickets for this festival.	They**'re going to play** together at the end of the festival.
-	She**'s not going to listen** to the music.	Some musicians **aren't going to tour** again.
?	**Is** Evita **going to watch** all the bands?	**Are** you only **going to watch** the rock bands?

1 **Look at the table. Complete the sentences with the correct form of *going to*.**

1 My cousin *is going to* go to the rock festival. (✓)
2 Anita's unhappy because her favourite singer _____ perform at the concert. (✗)
3 The top bands _____ play all over Brazil this summer. (✓)
4 My friends _____ buy tickets. They're too expensive. (✗)

9.04 **2** **Complete the conversation with the correct form of *going to*. Then listen and check.**

Ava Hi, Josh. [1]*Are you going to go* (you / go) out tomorrow evening?
Josh No, I'm not in the mood. [2]_____ (I / stay) at home and watch TV instead. What about you?
Ava Yeah. Dr Jay is at the Waterside. [3]_____ (I / not miss) that.
Josh Wow! Really?
Ava Yeah, really. [4]_____ (I / buy) my ticket this morning.
Josh Hmm. Sounds interesting. [5]_____ _____ (Aneta / join) you?
Ava Aneta? [6]_____ (she / not come). She can't stand Dr Jay. Why don't you come?
Josh OK, you've convinced me. But how [7]_____ (we / get) there? [8]_____ (we / not walk), are we?
Ava [9]_____ (my dad / give) us a lift.

will and *going to*

will for future predictions	*going to* for intentions
She'**ll take** photos the whole time.	They **are going to watch** TV.

3 **Look at the table. Decide if these sentences are *P* (predictions) or *I* (intentions). Then complete the sentences.**

1 We *'re going to* see the new James Bond film on Saturday. I
2 I think we _____ a great time tonight. ___
3 Alice _____ meet us after the film. ___
4 Have you heard? The Rodeo Band _____ go on tour again this year! ___
5 The tickets were expensive but I'm sure it _____ be a great show. ___

4 **Complete the message with the verbs in the box and *going to* or *will*.**

be buy fail go not be able play

Hey Emin. [1]*Are you* and Mo *going to go* to Ceren's party? I think it [2]_____ fun. Ceren's brother has a band and they [3]_____ at the party. [4]_____ you _____ tickets for the Z Men concert? I probably [5]_____ to go. We've got a test that week, and I [6]_____ it if I don't study.

Grammar tutor p133

Use it!

5 **Tell your partner about your intentions and predictions for the weekend.**

Vocabulary and listening

Dance styles

9.05 **1** **Match the words in the box with the photos. Listen, check and repeat.**

☐ ballet dancing	☑ ballroom dancing
☐ breakdance	☐ country dancing
☐ disco dancing	☐ modern dance
☐ salsa dancing	☐ swing
☐ tap dancing	☐ zumba

Use it!

2 **Discuss the dance styles in Exercise 1.**

1 What type of music accompanies the styles?
2 What do people usually wear for these styles?
3 Which dance style do you think looks best? Why?

A discussion

9.06 **3** **Listen to a conversation between four students. What are they talking about?**

a A show they have seen
b A show they are planning

Learn to learn

Distinguishing between speakers

When you listen to a group of people speaking, it can be difficult to understand who says what. Listen for names and note them down. For each person, consider these things:

- Are they male or female?
- Are they old or young?
- Can you hear an accent? Are they a native speaker or a non-native speaker?

9.06 **4** **Listen again and match the people with the tasks.**

1 Imogen	a recording the show
2 Marta	b writing the programme
3 Adam	c organising the music
4 Jack	d putting out the seats

Voice it!

5 **Discuss the questions.**

1 Have you ever helped organise a school show or a similar event?
2 What do you think is the most difficult part of organising a show?

Language in action

Present continuous for future

Watch video 9.3
What is Paulo doing on Saturday night? What time does the movie begin?

Present continuous for future plans	
+	I'**m playing** football until seven thirty. She'**s writing** the programme.
-	I'**m not doing** anything on Sunday. They **aren't coming** to the party.
?	**Are** you **doing** anything on Saturday night?

Pronunciation p119

1 **Correct the sentences. Use the present continuous and the words in brackets.**

1 On Tuesday, Enzo is playing football. (✗) (have / guitar lesson)
He isn't playing football. He's having a guitar lesson.

2 On Friday, Enzo is meeting friends. (✗) (watch / film)
_____

3 Birol and Havva are going out to eat on Tuesday. (✗) (go / dance)
_____

4 On Friday, Birol and Havva are going to the theatre. (✗) (meet / friends)
_____

9.08 **2** **Complete Lilia's post with the present continuous form of the verbs in the box. Then listen and check.**

bring come leave meet
not do perform play ~~return~~

Thank you, Oxford! You were a fabulous audience last night! We [1]'re returning in September, so I hope we'll see some of you again. Later today, we [2]_____ for Edinburgh. We [3]_____ a new play there, called *The Bell*, and I [4]_____ a girl who has the power to see the future. Hey, Edinburgh! If you [5]_____ anything on Friday night, come along. Guess who [6]_____ to see us on our first night – Emma Watson! She [7]_____ her friends, and we [8]_____ them backstage after the performance. Wow!

Present simple for future

Present simple for scheduled events	
?	What time **does** the **movie** start?
+	It **starts** at seven thirty.

3 **Complete sentences 1–4 using the present simple for the future.**

end last ~~start~~ take

1 The festival starts at lunchtime.
2 African Beat _____ place first.
3 The ballet performance _____ for more than an hour.
4 The Bronx River Combo's performance _____ until 9 pm.

Grammar tutor p133

Use it!

4 **Ask and answer the questions about each event at Dance-fest.**

1 What time does it start and finish?
2 What is happening in the event?

Speaking

Making polite refusals

9.09 **1** **Listen to the conversation. What event is Harry going to? Why can't Jess go?**

Harry

Jess

Harry Hi, Jess. I'm going to book tickets for the jazz festival this Saturday afternoon. [1]*Do you fancy* coming along?

Jess [2]_____ my cousin Helen's visiting me and I'll be with her all day long.

Harry [3]_____ join us if she wants.

Jess That's really kind of you, Harry, but [4]_____ Helen can't stand jazz!

Harry Oh, that's a pity. Look, they're playing for two nights. What are you up to on Friday? [5]_____ come then instead?

Jess Hmm. What time does it start?

Harry 7.30.

Jess Oh, that's no good either, Harry. I've got a guitar lesson and it starts at 7.15.

Harry OK. Never mind, Jess. Maybe another time.

Jess Sure. [6]_____ . I'm sure it'll be a great concert.

9.09 **2** **Complete the conversation with phrases from the *Useful language* box. Then listen and check.**

Useful language

Do you fancy …?	I'd love to, but …
I'm afraid …	(She's) welcome to …
Thanks for asking, though	Would you like to …?

3 **Look at the *Everyday English* box. Find and <u>underline</u> the phrases in the conversation.**

Watch video 9.4
Everyday English

all day long Never mind. That's a pity.
That's no good What are you up to?

4 **Match the phrases in the *Everyday English* box with their meanings.**

1 That isn't convenient. _____
2 It doesn't matter. _____
3 for the whole day _____
4 That's sad. _____
5 What plans have you got? _____

Plan

5 **Work with a partner. Think of an event to go to and reasons why one of you can't go.**

Speak

6 **Practise the conversation with your partner. Remember to include:**

- *going to*, *will*, the present simple and present continuous
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and complete the notes.**

What event do they decide on? _____

_____

Why can't one of them go? _____

_____

Writing
A review

1 **Read the review quickly. Which dance styles can you see in this show?**

'Hiplet'
a new dance experience!

Crash Dance Crew are a dance group from Chicago. Their show, *City Dreams*, tells the story of three teenagers who have come to the city to make a new life for themselves. The show is a unique mix of hip-hop and ballet called hiplet. Three musicians on keyboards, vocals and turntable play a mix of rap and electro funk.

It's an action-packed story, but there are some funny moments, too.

The costumes are beautiful and I was impressed by the music. However, the highlight of the show is the dancing. The mix of styles works well. On the downside, tickets are expensive and there's no student discount.

Crash Dance Crew play at the Nottingham Malthouse Theatre next week. After that, they're touring other cities in the UK. All in all, if you love dance, this superb show is a must-see.

2 **In a review, it's a good idea to use lots of adjectives. Find and underline all the adjectives in the dance show review. Discuss with a partner what they describe.**

Useful language

- ☐ All in all
- ☐ If you love (dance), this (show) is a must-see.
- ☐ I was impressed by …
- ☐ On the downside
- ☐ The highlight of the show is …

3 **Find and underline the *Useful language* phrases in the review. Match 1–5 with the phrases.**

1 The best part was
2 I loved
3 It was disappointing that
4 In summary
5 Fans of (dance) will love this

4 **Complete the sentences with words in the *Useful language* box.**

1 All in all, this is a good show.
2 I was very _____ by the costumes.
3 If you love mystery stories, this play is a _____.
4 The _____ of the night was the last song.
5 On the _____, the acting was very bad.

Write a review of a concert or a show that you have seen.

Plan

5 **Think about a concert or a show you have seen. Make notes about these things:**

- A general description of the show
- Details about the dancing, music, costumes, etc. and what you liked / didn't like
- A summary of your opinion

Write

6 **Write your review. Remember to use:**

- adjectives
- the present simple to describe the show
- the past simple for your opinion
- phrases from the *Useful language* box

Check

7 **Do you …**

- use three paragraphs?
- say what you liked and didn't like?
- summarise your opinions at the end?

Around the world

Reading
A travel article

1 **Look at the photos and discuss the questions.**

1 What sort of dance do they show?
2 What else do you know about this dance?
3 What more would you like to know about it?

9.10 **2** **Read the article. Does it mention any of your ideas in Exercise 1?**

3 **Read the article again and answer the questions.**

1 How long does the *Festival De Jerez* last? Two weeks
2 Who goes to the festival?

3 What can you do at the festival?

4 What traditions does flamenco come from?

5 When did flamenco performers start using guitars?

6 What mistake do people often make about flamenco?

7 What part of a flamenco performance can the audience take part in?

Globetrotters
Watch video 9.5
The Schuhplattler

- Which dances from other countries do you know?
- Where is the *Schuhplattler* dance from?
- Which traditional dances from your own country do you know?

Festival de Jerez
a flamenco heaven

by Dan Philips

Every year the Spanish city of Jerez puts on a festival of flamenco dance. This year's festival begins tomorrow and lasts for two wonderful weeks. For me, and flamenco fans around the world, [1]it's the highlight of the year. People from over 30 different countries will turn up here, all crazy about flamenco.

Every day, there are performances of flamenco. [2]Some take place in the beautiful Villamarta Theatre, but most happen in the small flamenco clubs all around Jerez, known as *peñas*. And if you're keen to take it up yourself, the greatest flamenco teachers from around the world are going to give classes.

The festival begins on 23 February and ends on 10 March. Don't miss out!

Some history

Flamenco is typically Spanish, but it has a long international history. Over five centuries ago, the Roma came to Europe from India and brought their traditional music. [3]Their traditions mixed with local traditions from the south of Spain and [4]those of Jewish and North African immigrants, and the result was flamenco.

The 19th century was the 'golden age' of flamenco. The first flamenco schools opened [5]then, in Seville, Cadiz and Jerez. Performers began to use guitars, and dance became more important. Flamenco became the art we know today.

A guide for beginners

Instruments: The two most important of [6]these are the guitar and the castanets, but you might also see performances with trumpets, violins or even a whole orchestra.

Songs: People often think that flamenco is only dancing. In fact, the songs, called cante, are the real heart of it. The words are often by Spain's most famous poets.

Dance: *Zapateado* is the special dance that flamenco dancers do. They stamp their feet and click their castanets in fast, complicated rhythms. Nobody nods off during a flamenco concert!

Jaleo: This is the hand-clapping and shouting that make flamenco so exciting. The clapping, called *palmas*, is much more difficult to do than it looks. But anyone can join in the shouting, so don't be shy!

Learn to learn

Referencing

Writers often use words such as *this* and *that* to refer back to something they have already mentioned in the text.

4 **What do underlined words 1–6 in the article refer to?**

1 the festival
2 _____
3 _____
4 _____
5 _____
6 _____

5 **Find and underline six phrasal verbs in the article with the verbs below. Complete the sentences using the correct form of the verbs.**

join ~~miss~~ nod put take turn

1 Buy tickets early so you don't miss out.
2 My mum _____ flamenco guitar last year.
3 They _____ the biggest concerts in the Villamarta Theatre.
4 This music is so boring – it's making me _____.
5 We _____ late and couldn't get into the concert.
6 Would you like to _____ the dance with us?

Voice it!

6 **Discuss the questions.**

1 What different cultures are there where you live?
2 Why is it important to understand other cultures?

Explore it!

Guess the correct answer.

Jerez is also home to a world-famous … school.

a rock-climbing b film c horse-riding

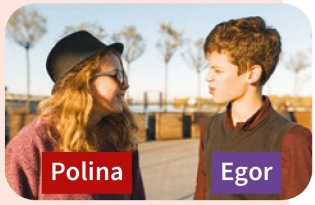
Find three more interesting facts about Spanish traditions. Choose your favourite fact and write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to … practise your English during the holidays

It's important to practise English during the holidays, especially when the holidays are long.

1 **Read the conversation between Egor and Polina. Then circle the correct answers.**



Egor Two months without English classes!

Polina But if we don't practise, we'll forget everything.

Egor I don't want that! We've learned a lot this year.

Polina Well, why don't we make a list of things we can do in English during the holidays.

Egor That's a great idea!

1 They're speaking … the school year.
a during **b** at the end of

2 They don't want to … their English.
a forget **b** use

3 They're going to …
a ask for help. **b** think of ways to practise.

2 **Egor and Polina begin their list. What do ideas 1–6 practise? Write *S* (speaking), *L* (listening), *R* (reading) or *W* (writing).**

Things to do in English over the summer

1 Podcasts (easy ones on English online) L
2 Keep a scrapbook of places we visit. ___, ___
3 Change the language of our phone apps to English. ___
4 Pay attention to station and airport announcements in English when we travel. ___
5 Send messages to each other in English! ___, ___
6 Help a tourist who speaks English. ___, ___
7 _____
8 _____
9 _____
10 _____

3 **Work in pairs. Think of four more ways to practise English during the holidays – one each for speaking, listening, reading and writing. Write them in Egor and Polina's list (7–10).**

OWN IT!

4 **Make a plan for practising English during the holidays.**

1 Choose four of the ten ideas from the list and write them in the table (1–4).
2 Decide when or how often you are going to do them. Complete 5–8.

	Idea	When? / How often?
Speaking	Record a voice message in English.	Once a week.
Listening	Listen to airport announcements.	When I fly to see my cousin.
Speaking	1 _____	5 _____
Listening	2 _____	6 _____
Reading	3 _____	7 _____
Writing	4 _____	8 _____

5 **Tell your partner what you're going to do. Are there any things you can do together?**

For speaking, I'm going to record a voice message for my aunt once a week.

Why don't you record one for me too? Then I can send you one back!

Use a messaging app to practise English. Share your findings with your classmates.

9 Review

Vocabulary

1 **Write the names of the musical instruments.**

1

2

3

4

5

6

2 **Complete the dance styles.**

1 _ _ e a _ _ a _ _ e
2 _ a _ _ a _ a _ _ i _ _
3 _ _ i _ _
4 _ a _ _ _ o o _ _ a _ _ i _ _
5 _ a _ _ e _ _ a _ _ i _ _
6 _ i _ _ o _ a _ _ i _ _

Language in action

3 **Complete the sentences with the verbs in the box. Use the correct form of *going to* or *will*.**

be enjoy learn meet not be
not visit show tour

1 My favourite band _____ the UK, but it probably _____ my town.
2 Elif thinks we _____ able to learn these dance steps, but we _____ her that we can.
3 James has decided he _____ the piano, and I think he _____ it.
4 I _____ Rosie at the salsa class, but I'm sure she _____ late, as usual!

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

1 Adriana _____ (bring) her guitar to the party on Saturday.
2 We need to hurry. The show _____ (start) in five minutes.
3 Sara and Jez _____ (not come) to the theatre tomorrow. They've got too much homework.
4 There's a bus that _____ (get) to the concert hall at 7.15.
5 The concert _____ (not end) until 11 o'clock. That's quite late.
6 What _____ you _____ (do) tomorrow night? Do you want to come to my concert?

Self-assessment

I can use words to talk about musical instruments and genres.

I can use words to talk about dance styles.

I can use *will* and *going to* to talk about predictions and intentions.

I can use the present continuous and the present simple for the future.

Pronunciation

Unit 1
Contractions: *be*

1.04 **1** **Listen and repeat.**

1 **I am** sitting in my bedroom. > **I'm** sitting in my bedroom.
2 **He is** taking a selfie. > **He's** taking a selfie.
3 **You are** walking on the moon. > **You're** walking on the moon.
4 **We are** listening to music. > **We're** listening to music.

1.05 **2** **Listen and circle the option you hear. Practise saying the sentences.**

1 *They are* / *They're* listening to music.
2 *She is* / *She's* reading a blog.
3 *He is* / *He's* skiing in France.
4 *You are* / *You're* watching TV.
5 *It is* / *It's* eating.

Unit 2
/t/, /d/ and /ɪd/

2.03 **1** **Listen and repeat.**

1 /t/ walk**ed** 2 /d/ liv**ed** 3 /ɪd/ want**ed**

2 **Write the verbs in the correct columns.**

~~agreed~~ arrived changed cooked decided helped looked survived travelled wanted

1 /t/ or /d/	2 /ɪd/
agreed,	

2.04 **3** **Listen and check.**

Unit 3
Word stress in adjectives

1 **How many syllables have these adjectives got?**

2 afraid	☐ angry	☐ bored
☐ nervous	☐ excited	☐ lonely
☐ upset	☐ surprised	☐ tired

3.02 **2** **Listen and check.**

3 **Match the words in Exercise 1 with their stress patterns. Complete the table.**

1 oO	2 Oo	3 oOo	4 O
afraid			

3.03 **4** **Listen and repeat the sentences.**

1 Sam's afraid of dogs.
2 My best friend is very upset.
3 I'm worried about exams.
4 I studied all night and I'm very tired.
5 I feel embarrassed when I forget someone's name.

Unit 4
Schwa at the end of words

4.05 **1** **Listen and repeat.**

/ə/ refuse collect**or** charity work**er** fitt**er** bett**er**

4.06 **2** **Listen and repeat the sentences.**

1 My sister's a firefighter.
2 The teacher is happier than the actor.
3 Life is better when you're healthier.

Unit 5
have: /f/ vs /v/

5.08 **1** **Listen and circle the option you hear: /f/ or /v/.**

1 Jenny and Peter **have** to make their beds every day. /f/ / /v/
2 I'**ve** got a new bed. /f/ / /v/
3 George and Helen **have** to make dinner every Saturday. /f/ / /v/
4 Tom doesn't **have** to help in the house. /f/ / /v/
5 **Have** you got a big garden? /f/ / /v/
6 Sam and Dan don't **have** to do much. /f/ / /v/

5.09 **2** **Listen and repeat the sentences.**

1 I **have** to do the gardening this weekend.
2 My brothers **have** got a really big wardrobe.
3 We don't **have** to go to school on Monday.
4 We **have** got a bookcase in the living room.
5 Does Liam **have** to do the washing-up?

Unit 6

/ʌ/ and /ʊ/

6.04 **1** **Listen and repeat.**

1 /ʌ/ m**u**st m**u**stn't
2 /ʊ/ sh**ou**ld c**oo**k f**u**ll

2 **Write the words in the correct columns.**

~~brother~~ could cousin cut foot put stung

1 /ʌ/	2 /ʊ/
brother,	

6.05 **3** **Listen, check and repeat.**

6.06 **4** **Listen and repeat the sentences.**

1 She cut her foot, so she couldn't call her cousin.
2 I must put some books in the cupboard.

Unit 7

The letter *i*

7.03 **1** **Listen and repeat.**

1 /ɪ/ ch**i**p f**i**lm k**i**ck
2 /aɪ/ l**i**ke onl**i**ne h**i**

2 **Write the words in the correct column.**

bike device ~~internet~~ online printer video wi-fi will write

1 /ɪ/	2 /aɪ/
internet,	

7.04 **3** **Listen, check and repeat.**

7.05 **4** **Listen and repeat the sentences.**

1 James can't get wi-fi, so he hasn't got the Internet.
2 I can watch video online on my new device.

Unit 8

Intonation in questions

8.04 **1** **Listen and repeat.**

1 Was Mozart a scientist?
2 Where do you live?
3 Have you cycled 100 km?
4 What did you do last night?

2 **Read the interview. Circle where Nick's voice goes up in questions. Underline where it goes down.**

Nick How long have you been a teacher?
Mr T Well, Nick. It's been 20 years now.
Nick Really? That's a long time! Do you like it?
Mr T Yes, but some days are harder than others.
Nick What do you like best about it?
Mr T The best thing is seeing students improve.
Nick That's great. Do you think you'll be a teacher for the next 20 years?
Mr T Well, I hope so!

8.05 **3** **Listen, check and repeat.**

Unit 9

Sentence stress

1 **How many syllables have these sentences got? Then underline the words you think are stressed.**

1 [6] We're going to play jazz.
2 [ ] We'll buy a new guitar.
3 [ ] Is Jake playing the drums?
4 [ ] We're going to a rap concert.

9.07 **2** **Listen, check and repeat.**

3 **Clap the rhythm of these sentences.**

1 Do you like reggae?
2 She likes classical music.
3 The concert starts at 8 o'clock.
4 Adam is organising the music.

A history of the T-shirt

500 BCE
the tunic

There weren't any T-shirts in ancient Greece. Instead they wore short-sleeved tunics. Most tunics were made at home from sheep's wool. They were very eco-friendly!

Early 20th century
the T-shirt

American sailors started to wear a cotton vest under their uniform. The word 'T-shirt' appeared for the first time in a dictionary.

1950s
the 'must have' item

T-shirts became 'must have' fashion items when stars like Elvis Presley wore them. Factories made millions of T-shirts and polluted the environment.

1990s
Digital printing

Computers made it possible to add almost any picture to a T-shirt. Digital printing was much better for the environment.

21st century
Sustainable fashion

T-shirts didn't change, but how we bought them did. People bought billions of T-shirts online and in fast fashion stores. They also threw away billions of T-shirts and made a lot of waste. Designers began to use organic cotton and more eco-friendly processes to help save the planet. People began to buy T-shirts and other clothes in vintage shops too.

Step 2: Present

Present your timeline to the rest of your class. Remember to:

- say which object you chose and explain its history with dates
- describe the materials used in the past and today
- explain how the materials changed the environment

Step 3: Respond

Listen to your classmates' presentations. What did you learn from other groups' timelines? Write down two ideas with dates.

Unit 4 Project: a poster

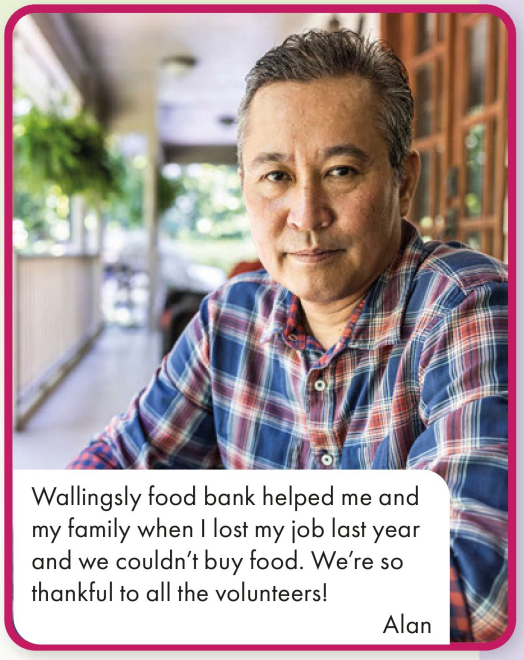
Organising the donations

Making food parcels

Stop hunger in our town!

Wallingsly food bank needs your help!

- Wallingsly food bank opened in 2010 so it could help the local community.
- The food bank has over 50 volunteers.
- We delivered 100,000 food parcels last year – a great service for older people or people too ill to travel.
- 328,000 people visited the food bank last year. That's too many people living with food insecurity.
- We helped over a million children in one year. The parcels always contain food, but sometimes also clothes, toys and products like shampoo and soap.



Wallingsly food bank helped me and my family when I lost my job last year and we couldn't buy food. We're so thankful to all the volunteers!

Alan

What can you do?

Make donations!

We never have enough tins, dry foods, chocolates or biscuits – all great things for our food parcels. Perhaps you have too many of these things at home? Please check your cupboards and bring them into school!

Join us!

We're always looking for volunteers to:

- organise the donations
- make food parcels
- meet and chat with people

It's the best thing you can do on your Saturday mornings!

Interested? Please contact Bryn and Carlos on Snapchat.

Together we can stop hunger!

Step 2: Present

Present your poster to the class. Remember to:

- explain which charity you chose and why
- describe what the charity does to help people
- say how people can support this charity

Step 3: Respond

Listen to your classmates' presentations. Which charity would you like to volunteer for? Why?

Unit 6 Project: an information leaflet

What is a rainforest?

Rainforests have ...

- Lots of rain! About 2,000mm every year.
- A warm temperature. About 27°C all year.
- More than 3 million types of plants and animals.

Why are rainforests important?

We must protect the world's rainforests. Here's why:

- 80% of all the plants and animals in the world live in rainforests.
- Many indigenous peoples live in rainforests.
- Rainforests hold half of the world's clean water.
- Many medicines come from plants in the rainforest.
- Rainforests make oxygen and help slow global warming.

Deforestation – a danger for the world

We lose big areas of the rainforest every six seconds – areas as big as a football pitch. If this continues, global warming will get worse. When the world gets warmer, more natural disasters happen. How can we help? We should eat less meat, volunteer and raise money to help protect the rainforests.

Are rainforests safe for visitors?

Yes, but if you go to a rainforest, you should be very careful and you should always travel with an experienced guide.

Dangerous animals

Coral snakes are one of the most poisonous snakes in the world. If this snake bites someone, that person will need help very quickly.

coral snake

If you see a jaguar, you mustn't run. You should walk away slowly, and you mustn't turn your back on it.

jaguar

Dangerous plants

The strychnos plant has green leaves and a red fruit that looks similar to an apple. They may look delicious, but you mustn't eat the fruit or touch the plant. If you do, you must get help.

strychnos plant

Step 2: Present

Present your leaflet to the class. Remember to:

- describe your ecosystem: the weather, the animals and the plants
- explain what the dangers are for humans and for the ecosystem
- say how we can help protect the ecosystem

Step 3: Respond

Listen to your classmates' presentations. Why are many ecosystems in danger? Write down two ideas.

Unit 8 Project: an infographic

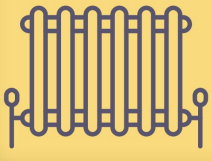
The smart home

How artificial intelligence (AI) and smart technology are helping to solve problems in every room!

How many times have you arrived home to a hot house?

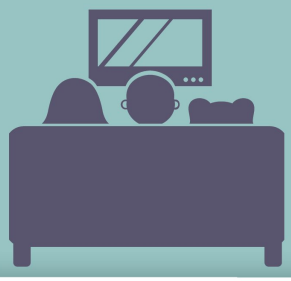
Now, a smart cooling system can teach itself your daily routines. It can bring the house to the right temperature before anyone gets home.

Using AI, these systems teach themselves the temperatures your family prefers in each room at different times of the day.



Can't find anything to watch on TV?

If you've ever had that problem, don't worry! AI can help. The latest TVs can teach themselves what films you enjoy and tell you what to watch next.



Has someone burned dinner again?

They should get an AI oven! Yes, when you put something in an AI oven, it understands what sort of food it is. The oven chooses the right temperature and switches itself off at the right time.

How many times has someone forgotten to buy milk? A smart fridge can solve that problem. It uses AI to understand when there's not enough of something. But even better, it can order more online – all by itself!

But is smart technology safe?

AI and smart home devices are super helpful. But like everything connected to the Internet, you should use them safely. Follow these rules to stop people from doing things they shouldn't to your devices:

- ✓ Keep your devices updated.
- ✓ Protect your devices with strong passwords.
- ✓ Only let your family use your devices.

Step 2: Present

Present your infographic to the class. Remember to:

- explain the new technology, and the problems it solves
- say how it works
- talk about the advantages and any possible dangers of the new technology

Step 3: Respond

Listen to your classmates' presentations. Look at the infographics other groups made. Which technology is the most interesting? Why?

Present simple: affirmative and negative S.1

We use the present simple to talk about facts, habits and routines.

Affirmative

*I **speak** French.* (fact) *He **plays** piano every day.* (routine)

Negative

Subject + *do* / *don't* (do not) + verb

*They **don't speak** Italian.* (fact)

*He **doesn't** drink tea at breakfast.* (habit)

***Yes* / *No* questions**

We put *do* / *does* before the subject.

***Do** you **read** magazines? **Does** Arturo **play** handball?*

In short answers, we don't repeat the main verb.

*A **Do** you **write** a blog? B Yes, **I do**. ✓ ~~Yes, I write~~. ✗*

1 Circle the correct options.

1 Murat and Kaan (like) / **likes** sport.
2 Harry **doesn't wait** / **don't wait** for us after school.
3 Esmeralda's brother **study** / **studies** history at university.
4 Does Alice **gets up** / **get up** early every day?
5 Do Fatima and Rabia **go** / **goes** to the same school?

Adverbs of frequency

Adverbs of frequency say how often we do something.

They go before the main verb, but after the verb *be*. In questions, adverbs of frequency always come after the subject.

*She's **always** late. He **sometimes** chats online.*

*Does Aylin **usually** go to school by bus?*

2 Complete the sentences using adverbs of frequency.

1 Safiye usually goes to school by bus, but on Mondays her mum takes her by car.
2 Okan _____ has cereal for breakfast. He hates it.
3 Kim and Jordan _____ read in the evening, but usually they watch TV.
4 Do you _____ play chess? You're really good!
5 Nicolau _____ goes to bed at ten, but at the weekend he stays up late.

love / like / don't mind / hate + -ing S.2

After ***like***, ***don't like***, ***don't mind***, ***love*** and ***hate***, we use:

- the *-ing* form of the verb: *She **loves making** cakes.*
- nouns: *He **doesn't mind basketball**, but he loves athletics.*

3 Write sentences with the correct form of the verbs.

1 Melike / like / meet new people.
Melike likes meeting new people.
2 Lorena / not mind / help Sergio.
_____
3 Mr Atwal / love / tell stories.
_____
4 Maneet / not hate / get up early.
_____

have got

We use ***have got*** to talk about possession and relationships.

*I **have (I've) got** five brothers. My family **hasn't got** a car.*

For questions, we change the word order.

*He **has got** a new phone. → **Has** he **got** a new phone?*

In short answers, we don't use *got*.

*A **Have you got** a new pair of shoes?*

*B Yes, I **have**. / No, I **haven't**.*

4 Complete the dialogues with the correct form of *have got*. Use contractions.

A [1] Have you got a new pair of glasses?
B No, I [2] _____. These are my old ones, but I don't often wear them.
A My aunt [3] _____ two small kittens.
B [4] _____ they _____ names?
A Yes, they [5] _____. They're called Mint and Bramble!
A We [6] _____ a new boy in our class.
B Oh, [7] _____ he _____ brown hair?
A Yes! He [8] _____ four sisters!

1 Grammar tutor

Present continuous: affirmative and negative 1.2

We use the present continuous to talk about actions in progress or things happening now.

*You **are learning** English this year.*

*They **are ('re) playing** football at the moment.*

*She **is not (isn't) vlogging** today.*

Present continuous: questions

Short answer questions: We change the word order.

*You **are** filming a video. → **Are** you filming a video?*

Don't use the verb + *-ing* in short answers.

***Are** you **listening**? Yes, I **am**.* (~~Yes, I am listening~~.)

***Wh-* questions:** We put the *wh-* question word before *be*.

***Why** are you filming a new video?*

1 **Look at the information in the table and complete the sentences using the present continuous.**

Carlos	✗	✓	✗
Hugo and Sofia	✗	✗	✓
Emilia	✓	✗	✗
Daniel and Tim	✗	✓	✗

1 Is Carlos reading now? (Carlos / read)

2 No, he isn't. He's swimming.

3 What _____ (Hugo and Sofia / do) today?

4 They're _____.

5 _____ (Emilia / swim) at the moment?

6 _____. She's _____.

7 _____ (Daniel and Tim / shop) today?

8 _____. They're _____.

Present simple and present continuous 1.3

We use the present simple with time expressions to talk about facts, habits and routines.

*We **always have** maths on Fridays.*

We use the present continuous with expressions like *at the moment* and *today* to talk about actions in progress at the time of speaking.

*I'm **reading** a really good book **this week**.*

2 **Complete the sentences with the present simple or the present continuous form of the verbs in the box.**

~~cook~~ go make not want stay

1 Sorry, I can't speak now. I 'm cooking dinner.

2 My aunt is on holiday this week so her dog _____ with us.

3 Janis _____ for a run everyday.

4 I _____ to go to the cinema tomorrow, but my friends do.

5 What _____ that strange noise?

Adverbs of manner

We use adverbs of manner to say *how* we do something.

*I play tennis very **badly**.*

Some adverbs are irregular: *good – well, hard – hard, fast – fast*

We usually put adverbs of manner *after* the verb.

She works quickly. ✓ ~~*She quickly works.*~~ ✗

3 **Complete the sentences with the correct form of the words in brackets.**

1 Azra learns (learn) languages easily (easy).

2 I _____ (paint) my bedroom a new colour, but I'm not doing it very _____ (good).

3 My brother usually _____ (do) his homework very _____ (careful).

4 Lia's dog is quite old and he always _____ (walk) very _____ (slow).

2 Grammar tutor

Past simple: affirmative and negative 2.2

We use the past simple to talk about completed events and actions in the past.

Affirmative

- Most regular verbs: + *-ed* help → help***ed***
  *Lucas help**ed** his dad with the shopping yesterday.*
- Regular verbs ending in e: + *-d* live → liv***ed***
  *I liv**ed** in Chile when I was a child.*
- Regular verbs ending in y: ~~-y~~ + *-ied* study → stud***ied***
  *Emile and Luis stud**ied** all morning.*
- Some verbs are irregular. For example,
  come → *came*
  *Deniz **came** home very late last night.*

Negative

subject + *did not* (*didn't*) + infinitive without *to*.

***Borja didn't call** his friend last night.*

1 **Write sentences with the past simple.**

1 Elif / wait / three hours / for the train.
Elif waited three hours for the train.

2 Fernanda / not go / to school / last week.
_____

3 Maya and Hugo / not feel / tired after the journey.
_____

4 The journey / take / ten hours!
_____

Past simple: questions

be

We change the word order to make questions.

*It **was** a good party.* → ***Was** it a good party?*

Other verbs

Did + subject + infinitive without *to*.

***Did** James **go** to school today? Yes, he **did**. / No, he **didn't**.*

2 **Complete the dialogues using the past simple.**

1 What did you do yesterday, Maria?
I went to the natural history museum.

2 _____ you enjoy it?
Yes, I _____.

3 Did you _____ anything interesting?
Yes, we _____ dinosaurs.

there was / there were: affirmative and negative 2.3

We use ***there was*** and ***there were*** to talk about situations in the past.

***There was** a castle here 500 years ago.*

***There were** a lot of tourists in our town last weekend.*

We use ***some*** in affirmative sentences and ***any*** in negative sentences after ***there was*** / ***were*** with uncountable and plural countable nouns.

There was some / ***wasn't any*** milk in the fridge this morning.

There were some / ***weren't any*** houses here years ago.

3 **Complete the text with *there was(n't)* / *there were(n't)* / *some* / *any*.**

When I was at primary school [1] there weren't a lot of students in my class. I think [2] _____ only nine or ten of us. In my classroom [3] _____ an internet connection and [4] _____ any computers, but it was a nice room. There were [5] _____ pictures on the walls and [6] _____ always some books on the shelves for us to read.

there was / there were: questions

***Was there** a castle in the town?*
*Yes, **there was**. / No, **there wasn't**.*

***Were there** any interesting objects at the museum?*
*Yes, **there were**. / No, **there weren't**.*

4 **Complete the questions with *Was there* or *Were there*.**

1 Were there many people at the park?

2 _____ any homework for English?

3 _____ any exams at school last week?

4 _____ nice things to eat at the party?

3 Grammar tutor

Past continuous: affirmative and negative 3.2

We use the past continuous to talk about actions in progress at a specific time in the past.

*All last night, Pedro **was filming** for his vlog. Rafaela **wasn't doing** her homework.*

Past continuous: questions 3.3

To make past continuous questions, we change the word order.

*They **were** writing a story. **Were** they writing a story?*

For short answers, we don't use the verb + *ing*.

Was he taking a photo?

No, he wasn't. ✓ ~~*No, he wasn't taking a photo.*~~ ✗

1 Circle the correct options.

1 A Was he reading the story?
B Yes, he *was* / *were*.

2 A Were they playing football at 4 pm?
B No, they *was* / *weren't*.

3 A Was your mum making breakfast at 7 am?
B Yes, she *was* / *were*.

4 A Were you watching TV at 9 pm yesterday?
B Yes, we *was* / *were*.

5 A Were you talking on the phone to your friend at 10 pm last night?
B No, I *wasn't* / *weren't*.

2 Look at the information in the table and complete the dialogues using the past continuous.

At 8 o'clock yesterday morning …

Ana	Lee	Andy	Elif and Can	Jorge
have breakfast	do yoga	walk dog	swim	do homework

1 Ana / do yoga?
Was Ana doing yoga?
No, she wasn't. She was having breakfast.

2 Lee / walk her dog?

3 Andy / have breakfast?

4 Elif and Can / swim?

5 Jorge / do yoga?

Past simple and past continuous

We often use the past simple and past continuous together. We use the past simple for shorter actions which interrupt longer actions in the past continuous.

*Lucia **called** me while I **was getting ready** to go out.*

*I **was getting ready** to go out when Lucia **called** me.*

3 Complete each sentence with the past simple or the past continuous form of the verbs.

1 The phone rang (ring) while we were cooking (cook) dinner.
2 It _____ (start) to snow while we _____ (have) our English lesson.
3 When Ali _____ (arrive) at the beach, his friends _____ (swim) in the sea.
4 While I _____ (sleep), a cat _____ (jump) in through the window.
5 When I _____ (open) the door, Filipe and Pinar _____ (play) chess.

4 Complete the story with the past simple or the past continuous form of the verbs in brackets.

I [1] was getting (get) into bed last night when I [2] _____ (see) a light in the garden. While I [3] _____ (go) downstairs, I [4] _____ (hear) a knock at the door! I was afraid and I decided to phone the police. As I [5] _____ (go) back upstairs to get my phone, someone [6] _____ (call) my name. It was my dad! 'Let me in,' he said. 'I don't have my keys!'

4 Grammar tutor

could 4.2

We use *could / couldn't* to talk about general ability in the past. *Could* is the same for all persons.

*When I was four, I **could** swim ten metres.*

*She **could** sing Happy Birthday in three languages.*

*They **could** swim 10 metres when they were four.*

To form the negative, we put *not* (*n't*) after *could*.

*When I was five, I **couldn't** ride a bike.*

To form questions, we put *could* before the subject.

***Could** you speak English three years ago?*

1 **Match 1-5 with a-e to make sentences.**

1 Raul took his old clothes to a charity shop [c]
2 My cousin set up a website [ ]
3 Cecilia couldn't buy the ring she liked [ ]
4 James lost his wallet and [ ]
5 When Harika saw how much the shoes cost [ ]

a so he could advertise his business.
b because it was very expensive.
c so someone else could use them.
d she couldn't believe it.
e couldn't buy anything.

2 **Put the words in the correct order to make questions with *could*. Then answer for you.**

1 you / two / drive / when / could / a car / you / were / ?
Could you drive a car when you were two?
No, I couldn't.

2 speak / when / Spanish / could / you / were / four / you / ?
_____?
_____

3 neighbours / could / your / you / watching / hear / this / television / morning / ?
_____?
_____

4 understand / your / could / the / last / class / lesson / English / ?
_____?
_____

Comparative and superlative adjectives

We use comparative adjectives to compare one thing or person with another.

We use the verb *be* + comparative adjective + *than*.

*Emiliano is **taller than** Mehmet.*

We use superlative adjectives to say a thing or person has got the most of a particular quality. We use *the* with a superlative adjective.

*Emiliano is **the tallest** person in the class.*

too, too much, too many 4.3

We use *too, too much* and *too many* to say that there is an excess of something.

We use *too* with adjectives.

*I'm **too** excited to sleep – it's my birthday tomorrow!*

We use *too much* with uncountable nouns.

*I've got **too much** homework so I can't go out tonight.*

We use *too many* with plural countable nouns.

*Daniel's got **too many** plans for the weekend.*

***(not) enough* + noun**

We use *enough* when we have the right amount of something, and *not enough* when we need more.

*I think the rice has **enough** salt. Don't put any more.*

*I haven**'t** got **enough** time to work at the weekend.*

3 **Circle the correct options.**

1 **A** I think being a firefighter is *more dangerous* / *the most dangerous* job in the world!
B I don't agree. I think a police officer's job is *more dangerous* / *the most dangerous* than a firefighter's job.

2 **A** Do you think the cake is *enough* / *too* sweet?
B No, I don't think it's got *too much* / *too many* sugar. It's got just enough.

3 **A** We have too *many* / *much* tins of soup. What can we do with them?
B The *better* / *best* thing to do is take them to the food bank.

5 Grammar tutor

(not) as + adjective + as 5.2

We use *as* + adjective + *as* to describe things that are the same.

*Our kitchen is **as big as** theirs.*

We use *not as* + adjective + *as* when things or people are different.

*Olivia's Spanish is **not as good as** Lily's. = Lily's Spanish is better.*

(not) + adjective + *enough*

We use adjective + *enough* when we have the right amount of something.

*This carpet is **big enough** to cover the floor.*

We use *not* + adjective + *enough* when we need more of something.

*This cake is**n't sweet enough**. = It needs more sugar.*

1 Complete the text with phrases in the box.

as big as	as comfortable as	
as small as	~~as wide as~~	big enough

I got a new bed last week because I wanted a big bed that was [1] as wide as my parents' bed. We bought one that was [2] _____ for five people to sleep in! My bedroom isn't [3] _____ my parents' room (theirs is huge) and it's smaller than my brother's. I love the bed because it's [4] _____ my parents' bed, but my room feels small now! My brother wants to have the new bed because he says his room isn't [5] _____ mine, so there's more space! No way!

2 Complete the second sentence so it has the same meaning as the first sentence. Use (*not*) *as* + ... + *as* / *enough* and the adjectives in brackets.

1 Her new computer is smaller than her old computer.
Her old computer isn't as small as (small) her new computer.

2 The armchair is the same price as the sofa.
The sofa is _____ (expensive) the armchair.

3 This camera is lighter than my phone.
My phone _____ (light) this camera.

4 My legs are too short for these trousers.
My legs _____ (long) for these trousers.

have to / don't have to 5.3

We use *have to / has to* to say that something is necessary.

*My brother and I **have to** empty the dishwasher every day.*

We use *don't / doesn't have to* to say that something isn't necessary.

*I **don't have to** do after-school activities, but I always do because I enjoy them.*

We use *do / does* + subject + *have to* + infinitive to form questions.

***Do** you have to do the ironing at the weekend?*

***Does** your cat have to stay in the house at night?*

We use short answers with *do / does*. We don't repeat *have to*.

***A** Do you have to go to bed early during the week?*

***B** Yes, I do.* ✓ ~~*Yes, I do have to.*~~ ✗

3 Complete the sentences with the correct form of *have to*.

1 My teacher has to correct a lot of homework. ✓

2 To send an email, you _____ connect to the internet. ✓

3 My brother _____ go to school by bus because my dad takes him in the car. ✗

4 Antonio and Camila _____ do a lot of homework at the weekend. ✗

5 Elma _____ make her bed every morning. ✓

4 Circle the correct options to complete the dialogues.

A Does Felipe [1] *has to* / (*have to*) wash the dishes?

B No, he [2] *does* / *doesn't*. They've got a dishwasher.

A [3] *Do* / *Does* Sofia and Mariana have to go to school today?

B Yes, they [4] *do* / *does*.

A [5] *Do Mehmet and Yusuf have to* / *Does Mehmet and Yusuf have to* clean the floor?

B No, [6] *don't they* / *they don't*. Dad cleaned it this morning.

6 Grammar tutor

should / shouldn't 6.2

We use *should* and *shouldn't* to give advice and say that we think something is a good or bad idea.

*Antonio **should** help his parents with the housework.*

*You **shouldn't** wear those shoes with that dress. They don't match.*

Should is the same in all forms.

We ***should*** join a bike club. He ***should*** buy a good helmet.

Use the infinitive without *to* after *should*.

*You **should** come with us to the party.* ✓
~~*You should to come with us to the party.*~~ ✗

1 **Complete the sentences with *should* or *shouldn't* and the verbs in the box.**

go (x2) use stay wear (x2)

1 It's cold today. You should wear a warm coat.
2 People say there are sharks in the sea. You _____ swimming.
3 It's raining. You _____ your umbrella.
4 You've got an exam tomorrow. You _____ up late.
5 **A** I've got toothache.
B You _____ to the dentist.
6 **A** These new shoes are too small for me.
B You _____ them.

must / mustn't

We use *must* and *mustn't* to give strong advice and talk about rules.

*You **must** watch this film; it's great.*

*You **must** be 17 or older to drive a car in the UK.*

Mustn't means that something isn't allowed.

*You **mustn't** use your phone in the cinema.*

Must is the same in all forms.

*You **must** use knee pads to skate. They **must** have a pass to get in the park.*

Use the infinitive without *to* after *must*.

*He **must** remember to take his medicine.* ✓
~~*He must to remember to take his medicine.*~~ ✗

2 **Complete the text with *must* or *mustn't* and the verbs in the box.**

go look ~~swim~~ take wear

My grandma always thinks of the bad things that can happen to me! When I go to the beach, she says I [1] mustn't swim in the sea because it's dirty, I [2] _____ sandals on the beach because there's a lot of broken glass and I [3] _____ out for sharks in the water! When I go to the mountains, she says I [4] _____ near the animals that bite or sting, I [5] _____ my phone with me so she can ring me!

Zero conditional 6.3

We use the zero conditional to talk about situations and their results that are always true.

Action / situation	result
***When** / **If** +* **present simple**,	**present simple**
***When** you sprain your ankle,*	*it usually **bruises**.*

First conditional

We use the first conditional to talk about possible situations in the future and their results.

Action / situation	result
If **+ present simple,**	***will*** **+ infinitive**
***If** you eat too much sugar,*	***you'll lose** your teeth.*

Punctuation

For both types of conditional, we use a comma to separate the two clauses if the action / situation clause comes first.

If you work hard, you get results.

If it's good weather tomorrow, we'll go to the park.

3 **Circle the correct options.**

1 If *you go* / *you'll go* online, *I* / *I'll* show you my new website.
2 When you *are* / *will be* stung by a bee, it *will hurt* / *hurts*.
3 If *they swim* / *they'll swim* in the sea at night, *they are* / *they'll be* in danger.
4 People *have* / *will have* accidents if they *ride* / *will ride* too fast.
5 If *he sees* / *he'll see* a spider, *he's* / *he'll* be frightened!

7 Grammar tutor

Present perfect: affirmative and negative 7.2

We use the present perfect to talk about past actions with a present result and actions within an unfinished time period.

*Azra **hasn't been** to the cinema for a long time.*

Affirmative

subject + *have* / *has* + past participle

***I've burned** my hand.*

Negative

subject + *have* / *has* + *not* (*n't*) + past participle

Have / *has not* is usually contracted to *haven't* / *hasn't*.

*Smartphones **haven't replaced** face-to-face conversation completely.*

Most verbs in the past participle form end in *-ed*.

want – wanted need – needed

For verbs ending in *-e*, add *-d*: *love – loved hope – hoped*

For verbs ending in consonant + *-y*, remove the final *-y* and add *-ied*: *study – studied try – tried*

For verbs ending in consonant + vowel + consonant, double the final consonant and add *-ed*.

slip – slipped drop – dropped

Some past participles are irregular and don't follow any pattern.

see – seen find – found put – put forget – forgotten

1 **Write sentences with the prompts and the present perfect form of the verbs in brackets.**

1 I / think / I / (lose) / my phone.
I think I've lost my phone.

2 I / (forget) / my password.
_____

3 My brother / (not make) / his bed this morning.
_____

4 I / think / I / (break) / my ankle.
_____

Will / won't 7.3

We use *will* and *won't* to make certain predictions about the future.

*People **will** live on the moon in the future.*

*Markus **won't** get off the bus until 3 o'clock.*

Questions with *will*

We change the word order to make questions with *will*.

*We **will** travel in flying cars in the future.* → ***Will** we travel in flying cars in the future?*

May / might

We use *may* and *might* to make uncertain predictions about the future.

*Rhinos **may** become extinct in the future. No one knows for sure.*

*I **might** go to Cemal's house this weekend. I don't know yet.*

2 **Circle the correct options.**

1 In the future, children (*will*) / *won't* go to school because they'll study at home.
2 Nilay *might* / *will* be in her bedroom, but I don't know. You can go and look.
3 We *will* / *won't* all have electric cars in 100 years because there won't be any petrol.
4 I *will* / *may* meet Fernando tonight, but I haven't decided yet.
5 The library *won't* / *may not* let you borrow more than four books – I'm not sure. Let's ask.

Infinitive of purpose

We use *to* + infinitive to express a purpose or reason for doing something.

*I use a bike **to get** to school.*

*She bought a tablet **to watch** videos when she travels.*

3 **Complete the text with the infinitive of purpose. Use the verbs in the box.**

~~buy~~ change read show speak take

Yesterday my sister went shopping [1] to buy a new phone. I went with her [2] _____ my new tablet for a different one because it was broken. On the way home, we got off the bus and stopped at a bookshop [3] _____ a comic. Then we stopped again [4] _____ to some friends we saw in the park. My sister used her new phone [5] _____ some photos of us [6] _____ to our parents at home.

8 Grammar tutor

Present perfect for experience 8.2

We use the present perfect to talk about experiences in the *past without saying* when they happened.

*He's **visited** every country in Europe.*

Affirmative

have / has + past participle.

*Lina **has worn** her new shoes to the theatre.*

Negative

have / has + not (n't) + past participle

*Emine **hasn't heard** my new song.*

***Yes / No* questions**

Change the word order.

*You **have** met my sister.* → ***Have** you met my sister?*

We repeat *have / has* in short answers.

*A **Have** you tried Turkish food? B Yes, I **have**.*

We use *never* when we mean 'at no time'. We use an affirmative verb with *never*.

I've never played golf. ✓ ~~*I haven't never played golf.*~~ ✗

1 Complete the sentences with the correct words.

've	ever	ever tried	has	hasn't	Have
haven't	never been	never tried			

1 I *'ve* _____ flown on a plane twice.
2 He's _____ to Iceland, but he wants to go in the future.
3 _____ you ever ridden a camel?
No, I _____.
4 Has your mum _____ used Snapchat?
Yes, she _____.
5 Has Matias _____ Japanese food?
No, he _____.
6 I've _____ skiing, but I'd like to.

Reflexive pronouns 8.3

We use reflexive pronouns when the subject and the object of a sentence are the same, or to emphasise the subject of an action.

***Tomas** talks to **himself** when he's nervous.*

The pronoun usually goes directly after the verb.

*We **enjoyed ourselves** at Bruno's birthday party.*

2 Complete the sentences with the correct reflexive pronouns.

1 Do you like to be by *yourself* sometimes?
2 Aiyla taught _____ to play the guitar.
3 I made _____ something to eat and then watched my favourite show on TV.
4 These lights turn _____ on when it's dark.
5 We really enjoyed _____ at the party.
6 Carlos burned _____ while he was cooking.

Indefinite pronouns

Indefinite pronouns take a singular verb.

*Everyone **is** excited about the concert.* ✓
~~*Everyone are excited about the concert.*~~ ✗

We usually use an affirmative verb with *no one*, *nothing* and *nowhere*.

There's nothing to do! ✓ ~~*There isn't nothing to do!*~~ ✗

We usually use a negative verb with *anyone*, *anything* and *anywhere*.

I haven't got anything to do today. ✓ ~~*I've got anything to do today.*~~ ✗

3 Look at the table and complete the rules with words in the box.

any-	every-	no-	~~some-~~

1 We use *some-* to talk about one person, place, thing in affirmative sentences.
2 We use _____ to talk about all people, places, things.
3 We use _____ to talk about people, places or things in negative sentences or questions.
4 We use _____ to mean no people, things or places in affirmative sentences.

4 Circle the correct options.

1 *Someone* / *No one* lives in that house – the last family moved out two weeks ago.
2 There's *something* / *nothing* better than helping other people.
3 I can't find my backpack. I've looked *everywhere* / *nowhere* for it this morning!
4 She hasn't got *anywhere* / *nowhere* to stay when she starts her new job in London.

9 Grammar tutor

going to 9.2

We use *going to* to talk about future plans and intentions.

Affirmative: *be* + *going to* + infinitive

*We're **going to play** tennis on Sunday. Do you want to come?*

Negative: *be* + *not* + *going to* + infinitive

*Ceren **isn't going to come** with us to the folk festival this year.*

Questions: We change the word order to make questions with *going* to.

*They **are** going to come to the concert.* → ***Are** they going to come to the concert?*

Short answers: We repeat *be* but not the main verb.

*Are you **going to learn** the keyboard? Yes, **I am**.*

1 Complete the sentences with the correct form of *going to* and the verbs in the box.

go help show ~~study~~ tidy work

1 I 'm going to study classical music and dance at university. ✓
2 Ela _____ in her parents' shop this summer. ✗
3 I _____ my bedroom today. ✓
4 _____ you _____ me or not? I can't do this alone.
5 Tayfun _____ me around Istanbul. ✓
6 Lota _____ by plane. It's too expensive. ✗

will and *going to*

We use *will* for predictions and *going to* for future plans and intentions.

*I think people **will** live on the moon one day.*

*We're **going to** write the school play next year.*

2 Circle the best options.

1 I think you *will* / *are going to* need an umbrella today because it might rain.
2 They *will* / *are going to* watch the play tomorrow night.
3 I think it *will* / *is going to* be difficult to find a good job in the future.
4 I'm sure you *will* / *are going to* pass the exam – with a bit of luck.
5 I'm sure she *'ll* / *is going to* have a good time tonight.

Present continuous for future 9.3

We use the present continuous to talk about fixed, personal arrangements in the future – especially plans we've agreed with other people.

***I'm meeting** my friends at 8 pm. **We're seeing** a film.*

Present simple for future

We use the present simple to talk about scheduled events in the future.

*Their train **arrives** at 8.45 am.*

3 Circle the correct options and decide if the sentences are *P* (personal plans) or *S* (scheduled events).

1 The concert **begins** / **is beginning** at seven. S
2 **I'm meeting** / **I meet** friends at the cinema at eight tonight. ___
3 The play **starts** / **is starting** at seven thirty, but the doors open at six. ___
4 Hanife **has** / **is having** a party on Saturday evening. ___

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

Hey, Jan! Guess who [1] 's coming (come) to the arts centre this Saturday – Amy Jones! She [2] _____ (play) for one night only. We can't miss it! What [3] _____ you _____ (do) on Saturday?

Hi Tom. I'd love to come, but I've got a guitar lesson on Saturday and it [4] _____ (not finish) until six thirty. [5] _____ the concert _____ (start) early?

The doors [6] _____ (open) at seven, but the concert [7] _____ (not begin) until eight. Mo is coming, too, and he [8] _____ (bring) his friend Megan.

OK. [9] _____ they _____ (meet) you at the bus station?

Yes, there's a bus that [10] _____ (leave) at seven near Mo's house. You can go with them.

Irregular verbs

Infinitive	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt / burned	burnt / burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held

Infinitive	Past simple	Past participle
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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Key: U = Unit, SU = Starter Unit.

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