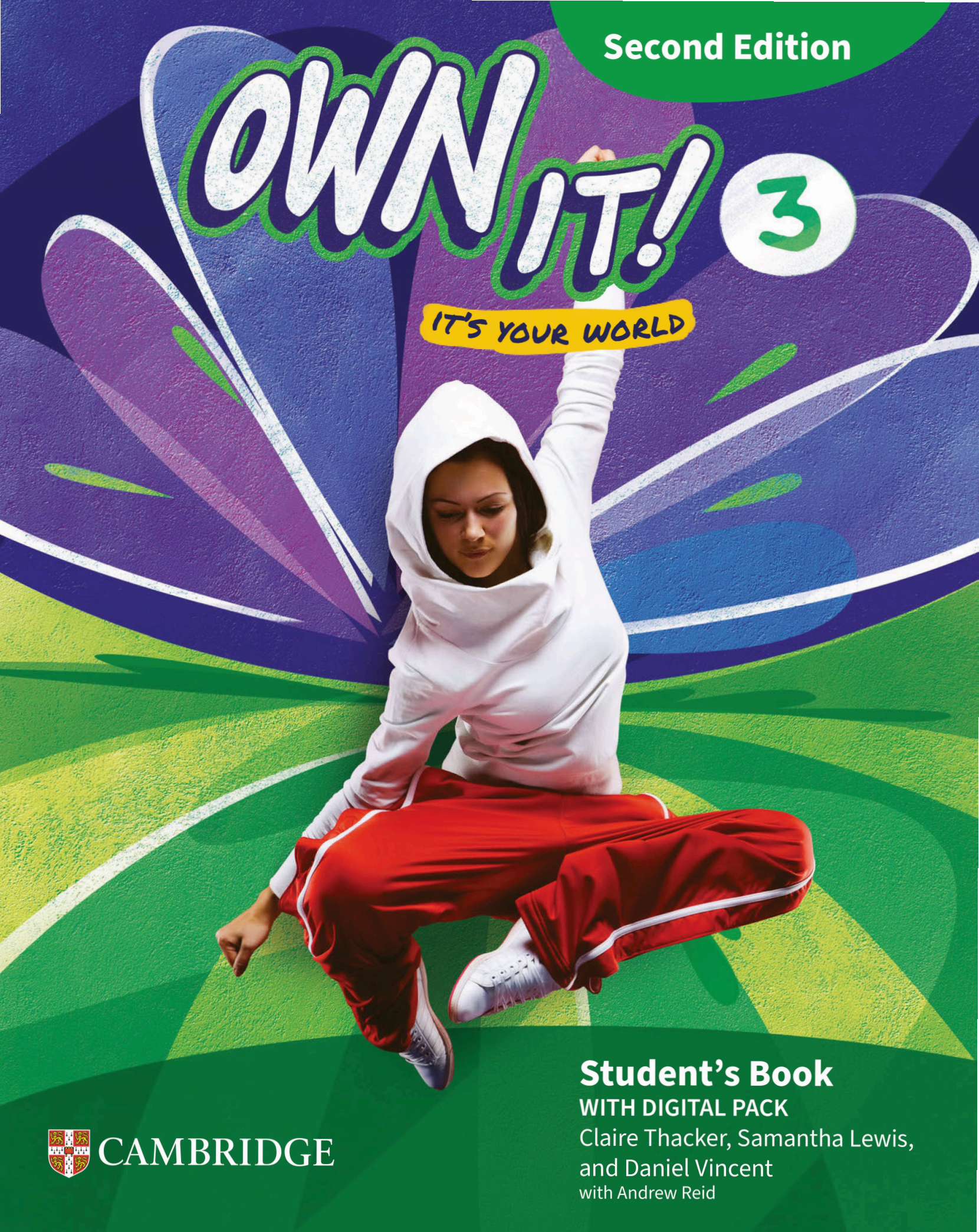
Second Edition

OWN IT! 3

IT'S YOUR WORLD



Student's Book

WITH DIGITAL PACK

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CAMBRIDGE

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Starter

Welcome!

Vocabulary

Technology

S.01 **1** **Match the words with the photos (1–6). Then listen, check and repeat.**

☐ emoji	☑ 1 app	☐ device
☐ screen	☐ video chat	☐ social media

Use it!

2 **Circle the correct words to complete the questions. Then ask and answer with a partner.**

1 What's your favourite *screen* / *app* on your phone?
2 Which *emoji* / *screen* do you use the most in messages to your friends?
3 Which *device* / *social media* sites do you use?
4 How often do you use *video chat* / *device*?

Explore it!

Guess the correct answer.

What was the most popular emoji in 2024?

a ❤️ b 😂 c 😭

Find another interesting fact about emojis. Then write a question for your partner to answer.

Feelings

S.02 **3** **Write the words in the box next to the emojis in the sentences. Then listen, check and repeat.**

angry ~~bored~~ embarrassed
excited nervous upset

1
Help! He's talking about his favourite computer game again! I'm so 😑 *bored*.

2
Oops! Clothes disaster this morning. One red sock, one pink sock. I feel 😢 _____.

3
Andi's 😫 _____ with me. I forgot to reply to his text.

4
Feeling 😬 _____ before my presentation. Wish me luck!

5
Video chat isn't working – again! Feeling 🤬 _____.

6
This birthday boy is feeling 🤩 _____. Party at my house tonight!

Learn to learn

Recording vocabulary

Writing new words in example sentences can help you to remember them.

4 **Write the words from Exercise 3 in example sentences. Then read your sentences to your partner.**

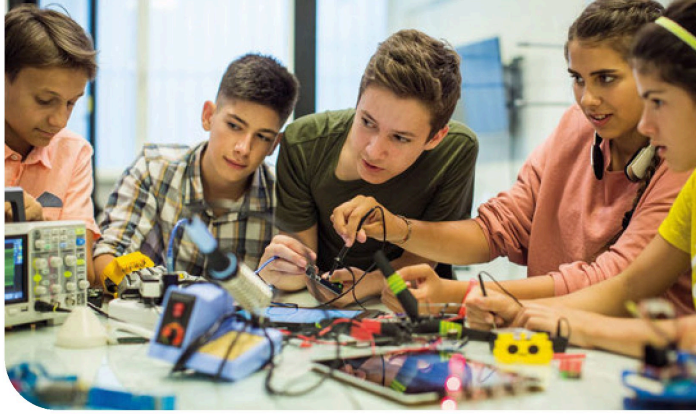
I always feel excited when the weekend starts.

Reading

A message on an app

1 **Look at the photos and answer the questions.**

1 What can you see?
2 How do the people feel?
3 Which is more difficult? Skateboarding or making a robot?



S.03 **2** **Read the messages. What do Dylan and Izzy do at their summer camps every day?**

Izzy

Hey, Dylan! How's tech camp? Are you having fun?

Dylan

It's brilliant. I'm never bored here.

What do you do every day?

In the morning we usually study computer languages, and in the afternoon we learn how to write apps. But we don't always do the same thing. Today we're building robots!

That sounds cool!

It is, but it isn't as easy as it looks!

I bet.

There's a competition tomorrow. I'm excited but also **a bit** worried. My robot isn't working very well. Anyway, how's skateboarding camp?

I'm **having the time of my life**. I'm learning lots of new **tricks**. I always feel nervous before I do one, and I sometimes feel embarrassed when I fall over. 😳

I feel upset when my robot falls over! 😢

Oh, don't be upset!

Listen, have you got any photos of you on your skateboard? I'm making an app for social media. I need some cool photos to put on it.

No. I hardly ever take photos.

OK, don't worry. Anyway, got to go. The next class is starting and everyone's waiting for me.

You're never **on time**! Listen, we always use this messaging app to talk. Next time let's do a video chat.

Good idea! Bye!

Bye! Good luck with your robot!

3 **Read the conversation again. Write *D* (Dylan) or *I* (Izzy).**

Who …

1 thinks their camp is always interesting? D
2 has an important event soon? __
3 sometimes falls over? __
4 needs help with a project? __
5 talks about a different way to communicate? __

4 **Write the words and phrases in bold in the conversation that mean …**

1 clever, fun acts. tricks
2 a little. _____
3 I believe that's true. _____
4 enjoying myself a lot. _____
5 not late. _____

Voice it!

5 **Discuss the questions.**

1 Which summer camp do you think is more interesting?
2 Are summer camps popular in your country?

Language in action

Present simple and present continuous with adverbs of frequency

Watch video S.1
Where is he? What does he usually do during the day?

	Present simple	Present continuous
+	I usually **chat** with my friends.	I**'m having** a great time.
-	**I don't want** to be late!	I**'m not wasting** time.
?	What **does** he **waste** time on?	**Is** he **learning** a lot?

Frequency

0% never — hardly ever — sometimes — often — usually — always 100%

Get it right!

We use adverbs of frequency with the present simple, and *at the moment*, *today* and *now* with the present continuous.

1 **Look at the table. Circle the correct words in each sentence.**

1 We always *do* / *are doing* the same thing after school.
2 *Do you have* / *Are you having* fun at the moment?
3 Sami *hardly ever plays* / *is playing* his guitar.
4 The students *design* / *are designing* apps today.
5 I *don't watch* / *'m not watching* TV in the morning.

S.04 **2** **Complete the message with the correct form of the verbs in brackets. Then listen and check.**

Hi Anna! How's it going? [1] Are you having (have) a good holiday? Guess where I [2] _____ (call) from! Summer camp! I [3] _____ (have) an amazing time here. During the day, we [4] _____ (do) sports and in the evening, we [5] _____ (sing) songs by the fire. Oh, and guess what! We [6] _____ (make) our own food every day, so I [7] _____ (learn) how to cook! I'm sure you [8] _____ (not believe) me, but it's true! Anyway, my friends [9] _____ (call) me.
Speak soon! Bye!

Use it!

3 **Write sentences about your partner with the time expressions.**

in the evening at the weekend
when it's sunny at the moment

You often go to the park at the weekend.

Present simple for future

My **next** class **starts** in 5 minutes!
Our bus **arrives at 8.30 am**.

4 **Look at the table. Write sentences in the present simple. Do they refer to the present (*P*) or the future (*F*)?**

go leave ~~start~~ visit

1 the film / at 21.00 _____
2 the train / soon _____
3 we / on holiday next Monday _____

Grammar tutor p124

Vocabulary and listening

Music

S.05 **1** **Match the words with the photos (1–10). Then listen, check and repeat.**

☐ bass	☐ DJ	☐ drums
☐ fans	☐ folk	☐ heavy metal
☐ jazz	☑ keyboard	☐ rap
☐ reggae		

S.06 **2** **Listen and write the words from Exercise 1.**

1 bass	5 _____	9 _____
2 _____	6 _____	10 _____
3 _____	7 _____	
4 _____	8 _____	

3 **Complete the table with the words from Exercise 1.**

Types of music	folk, _____
Instruments	_____
People	_____

Use it!

4 **Read the questions and make notes.**

1 How often do you listen to music?
2 What are your favourite types of music?
3 Is the music you listen to different from the music that your parents like? Why?

5 **Ask and answer the questions in Exercise 4.**

How often do you listen to music?

I listen to music every day when I get home from school. What about you?

Vocabulary and listening

Music

bass

DJ

drums

fans

folk

heavy metal

jazz

keyboard

rap

reggae

1 **Circle eight music words in the wordsearch.**

k	a	d	f	r	i	t	r	c
e	n	i	r	e	g	g	a	e
y	a	j	g	b	u	n	p	e
b	w	a	s	a	p	o	k	l
o	d	z	r	f	o	l	k	x
a	e	z	i	a	r	b	i	v
r	s	q	u	n	i	k	o	r
d	r	u	m	s	r	e	y	a
e	f	n	o	w	b	a	s	s

Learn to learn

Recording vocabulary

Writing new words in example sentences can help you to remember them.

2 **Match the sentence beginnings with the endings. Then write two sentences in your notebook with one technology word and one adjective for feelings in each sentence.**

1	Everyone in my family	☐	a drums in a jazz band.
2	Matt plays the	☐	b about his new album.
3	My sister works as	☐	c metal too loud and boring.
4	His fans are excited	☐	d loves reggae.
5	I find heavy	☐	e a DJ for a radio station

A conversation

Learn to learn

Contextualising vocabulary

Listening to words in context helps you to understand and remember them.

S.07 **3** **Listen to the conversation. Which words from Exercise 1 do you hear?**

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

1 Most of the children like *pop* / *rap* music.
2 A lot of the children feel *excited* / *nervous* about hearing themselves on the radio.
3 On the radio, the children talk about their *hobbies* / *families*.
4 Sometimes *doctors* / *bands* give concerts in the hospital.

Voice it!

5 **Would you like to be a DJ in a children's hospital? Why / Why not?**

Language in action

Past simple

Watch video S.2
What did she listen to on her way to school? What's her favourite music?

	Regular verbs	Irregular verbs
+	This morning I **listened** to reggae.	My friend **told** me about this new band.
-	I **didn't get** the bus this morning.	I **didn't know** much about it before.
?	What **did** she **listen** to last summer?	Who **did** she **spend** time with?

1 **Look at the table. Complete the sentences with verbs in the past simple. Are the verbs regular (*R*) or irregular (*I*)?**

1 Where *did* you *work* (work) last summer? *R*
2 I _____ (play) lots of music. ___
3 They _____ (not want) to be in hospital. ___
4 The music on the hospital radio _____ (make) them feel better. ___
5 They _____ (tell) me about their hobbies. ___
6 One day I _____ (organise) a visit from a band. ___

2 **Complete the sentences about your summer. Use the correct form of the verbs in the box.**

get up ~~go~~ learn listen play work

1 I *didn't go* to the beach.
2 I _____ football in the park.
3 I _____ how to play the drums.
4 I _____ at a swimming pool.
5 I _____ to music every day.
6 I _____ late every day.

3 **Write questions about the activities in Exercise 2. Then ask and answer them with a partner.**

Did you go to the beach last summer?

4 **Rewrite the paragraph in the past simple. Then read your paragraph to a partner.**

Matias gets up at 7 o'clock to go to school. First, he gets dressed and then he has breakfast. He has cereal and toast. He doesn't have juice or coffee. Then he cleans his teeth and puts on his coat. He doesn't walk to school. He goes by bus. He meets his friends outside school and they listen to music before school starts.

Matias got up at 7 o'clock . . .

Grammar tutor p124

Use it!

5 **Write questions in the past simple with *you*.**

1 Where / go / on your last holiday?
Where did you go on your last holiday?
2 What / do / last weekend?
3 Who / see / yesterday?
4 When / have breakfast / yesterday morning?

6 **Ask and answer the questions in Exercise 5.**

Where did you go on your last holiday?

I went to Barcelona.

1 Be inspired

Learning outcomes

I can ...

- understand texts about inspiring people
- interview someone
- write a competition entry
- understand how to use different past tense forms
- describe people and use phrasal verbs
- identify opposites, take notes and identify cause and effect.

Start it!

1 What can you see in the photo?
2 Before you watch, what do you think an entrepreneur is?
3 Which businesses are mentioned? Watch and check.
4 Can you invent a new business? What is it?

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

Describing people

1.01 **1** **Match the adjectives in the colour wheel with the definitions. Then listen, check and repeat.**

Someone who …

1 is relaxed and doesn't worry. calm
2 helps other people. _____
3 is happy. _____
4 feels they can do something well. _____
5 makes good decisions. _____
6 understands how other people feel. _____
7 wants to be successful. _____
8 is naturally good at something. _____
9 likes being with other people. _____
10 does a lot of exercise. _____
11 doesn't get angry when things take a long time. _____
12 makes you feel you want to do something. _____

2 **Look at the adjectives for your favourite colour. Do they describe you? Why / Why not?**

1.02 **3** **Listen and write an adjective from Exercise 1 to describe each person.**

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

Learn to learn

Opposites

When you learn a new adjective, write the opposite.

4 **Match the words from Exercise 1 with their opposites.**

1 anxious calm
2 grumpy _____
3 impatient _____
4 insensitive _____
5 lazy _____
6 shy _____
7 silly _____
8 unambitious _____
9 unhelpful _____
10 uninspiring _____
11 unsociable _____
12 untalented _____

5 **Test a partner. Say a word. What's the opposite?**

Use it!

6 **Write three adjectives to describe you and say why. Then write three adjectives to describe your partner.**

sociable: I'm sociable because I love making friends and being with people.

7 **Tell your partner your answers from Exercise 6. Do they agree? Did you both choose the same adjectives?**

Explore it!

Guess the correct answer.

Some people in Japan believe your … influences your personality.

a blood type b height c shoe size

Find another interesting fact about what can influence your personality. Then write a question for your partner to answer.

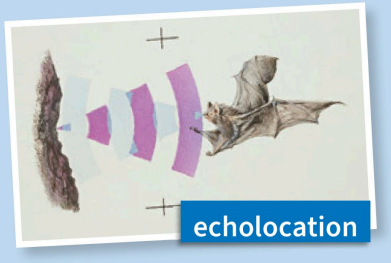
Reading
An article

Who inspires you?

When Ethan Loch was growing up, he loved trains, toy cars and music. He loved the piano most of all. His inspiration came from a character in his favourite TV show – a cartoon dog with a piano. Ethan first heard a piano when he was 18 months old. He began learning the piano when he was four. His mother is a talented musician and she helped him.

Ethan, who is blind, has an amazing ability to play the piano. He took part in his first concert at secondary school. As he walked onto the stage, he was making clicking noises with his tongue. This technique is echolocation – Ethan uses sound to 'see' objects around him and to be independent. A man called Daniel Kish taught him this technique. Bats make similar sounds and the sound waves travel through the air until they hit something.

Ethan won his first prize in 2016. When he was 18, he won a British Young Musician of the Year keyboard competition. He continues to play on his own or with orchestras. While he was learning to play the piano, he started writing his own music. Composing music is one of Ethan's favourite things. He's ambitious and one day he wants to be a composer.


echolocation

Ethan wants to encourage other young people to listen to or play classical music. He also believes everyone can enjoy free time activities like climbing mountains, like he does.

1.03 **1** **Look at the photos. What do you think Ethan can do? Read and check.**

2 **Answer the questions.**

1 What were Ethan's three favourite things as a child?
trains, toy cars and music

2 How does Ethan 'see' objects?

3 What does Ethan want to do in the future?

4 What does Ethan enjoy doing in his free time?

3 **Complete the table with words from the article.**

Verb	Noun	Adjective
1 inspire	2	inspiring
3	belief	believable
activate	4	active
	independence	5
6	encouragement	encouraging
compete	7	competitive

4 **Write sentences about Ethan with words from Exercise 3 in your notebook. Work in pairs. Compare your sentences.**

Voice it!

5 **Discuss the questions.**

1 Do you think Ethan Loch's musical talent is inspiring? Why / Why not?

2 Do you know any inspiring people? Why are they inspiring?

Language in action

Past simple and past continuous with *when*, *while* and *as*

Watch video 1.2
Why did he start vlogging? How does he describe himself?

Past simple and past continuous	
When	I **was watching** him **when** my phone **rang**.
While	**While** I **was making** this vlog, I **got** some nasty comments and questions.
As	**As** we **were talking**, I **thought**, 'Why don't I make a vlog?'

Pronunciation p118

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

as past continuous past simple while

1 We use the _____ to talk about activities in progress at a moment in the past.
2 We use the _____ to talk about a short action which happens in the middle of another activity.
3 We use *when*, _____ and _____ to join actions happening at the same time.

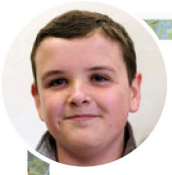
2 **Circle the correct options.**

1 When my parents *grow up* / *were growing up*, they *weren't watching* / *didn't watch* any vlogs.
2 As my friend *was starting* / *started* to record me, his phone battery *was dying* / *died*.
3 While I *learned* / *was learning* to play chess, I *practised* / *was practising* a lot with my sister.

3 **Write sentences with *when*, *as* or *while*.**

1 My brother / eat / I arrive
My brother was eating when I arrived.
2 My friend / listen to music / I sleep
_____
3 They / walk to school / bus drive past
_____
4 My mum / read / my dad cook dinner
_____
5 They / leave / phone ring
_____

1.07 **4** **Complete the text with the correct form of the verbs in brackets. Then listen and check.**



Elvis Ingersoll, a 14-year-old from California, [1]*was working* (work) in his family's restaurant one day when suddenly, it [2]_____ (start) to rain. Elvis [3]_____ (look) out of the window when he [4]_____ (see) an old man walking across the street without an umbrella. Immediately, Elvis [5]_____ (run) outside with an umbrella and [6]_____ (help) the man to cross the street. Elvis and the old man [7]_____ (not know) that people in the restaurant [8]_____ (take) videos of them while they [9]_____ (cross) the street. Later, thousands of people [10]_____ (share) videos of the helpful teen and the old man online.

Grammar tutor p125

Use it!

5 **Complete the questions with the correct form of the verbs in brackets.**

1 What *did* you *see* (see) as you *were going* (go) to school this morning?
2 _____ it _____ (snow) when you _____ (wake up)?
3 What _____ you _____ (talk) about when you _____ (see) your friends last week?
4 What _____ you _____ (do) when you _____ (get) home from school yesterday?

6 **Ask and answer the questions in Exercise 5.**

Vocabulary and listening

Phrasal verbs

1.08 **1** **Match the underlined phrasal verbs 1–8 with the definitions a–h. Then listen, check and repeat.**

A

In the school holidays, most teenagers [1]hang out (h) with their friends, but Ben volunteers at a children's summer camp. He [2]takes care of ( ) the children. 'I [3]get on with ( ) the other volunteers,' he says. 'It's great!'

B

'I really [4]look up to ( ) my grandmother, Liz. She's an active and talented person. She does yoga and she's studying computer programming. She never [5]gives up ( ) even when she doesn't understand something. She can [6]deal with ( ) lots of things at once – she's always calm and patient. When I'm sad, she always [7]cheers me up ( ). I [8]depend on her ( ) for lots of things, including fixing my computer. She's my inspiration!

a look after
b make me feel happier
c manage to do
d admire
e stop trying
f have a good relationship with
g need her help
h ~~spend time relaxing~~

Use it!

2 **Write true and false sentences about your friends and family with the phrasal verbs from Exercise 1. Can your partner guess which sentences are false?**

A radio programme

3 **Look at the photo. What do you think his talent is?**

artist musician sportsperson writer

Learn to learn

Taking notes

Writing keywords can help you remember what the listening was about.

1.09 **4** **Listen to the radio programme about Henry Fraser and take notes. Compare with a partner. Whose notes are clearer? Why?**

His life before the accident

The accident

His life after the accident

1.09 **5** **Listen again and circle the correct answers.**

1 Henry hit his head because …
   (a) the water wasn't deep. b he was running.
2 After the accident, Henry's …
   a life stayed the same. b life changed.
3 Henry paints pictures of …
   a animals and people.
   b animals, people and things.
4 Jeremy looks up to Henry because he …
   a has a unique style. b used to play rugby.

Voice it!

6 **Discuss the questions.**

1 How do you think Henry felt after the accident?
2 Why do you think he chose to paint?
3 Do you think Henry is inspiring? Why / Why not?

Language in action

used to

Watch video 1.3
What did James use to be afraid of?
Is James still afraid?

Used to

+	My friend James **used to** be afraid of the water.
-	He **didn't use to** exercise either.
?	**Did** James **use to** be afraid of water? Yes, he **did**. / No, he **didn't**. **What did** James **use to** be afraid of?

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

didn't ~~past~~ infinitive without *to* use to

1 We use ***used to*** to talk about things that happened or were true in the *past*, but not now.
2 *Used to* is followed by the _____.
3 To make negatives, we use _____ + *use to*.
4 To make questions with ***used to***, we use *did* + subject + _____.

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

1 My friends and I *used to cycle* (cycle) to school in summer.
2 _____ your grandfather _____ (do) a lot of triathlons? Yes, he _____.
3 We _____ (swim) in the sea in Spain.
4 I _____ (be able to) run 10 kms, but I can now!

Get it right!

To make questions, we use ***did*** + ***use to*** + infinitive.
Did *you* ***use to walk*** *to school?* ✓
~~*Did you used to walk to school?*~~ ✗

1.10 **3** **Complete the conversation with the correct form of *used to* or the past simple and the verbs in brackets. Then listen and check.**

Alex What do you want to be when you're older, Mia?
Mia I [1]*used to want* (want) to be a tennis player, but now I want to be a scientist.
Alex Why [2]_____ (change) your mind?
Mia I [3]_____ (see) a really interesting programme about science on TV. I [4]_____ (not pay) attention in science, but now I love it. What about you?
Alex I want to be an English teacher, but when I was younger I had a different idea.
Mia Really? What was that?
Alex I [5]_____ (change) my mind all the time. One day I [6]_____ (want) to be a photographer, the next a singer, then a painter …
Mia Well, we have lots of time to decide!

Grammar tutor p125

Use it!

4 **Write sentences about what you used to do when you were younger. Think about the things in the box.**

food and drink games and toys
holidays primary school

When I was younger, I used to build things with Lego™.

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

When I was younger, I used to build things with Lego™.

Really? Me too! What did you use to build? I used to build castles.

Speaking

Interviewing someone

1.11 **1** **What is a hero? Listen to the conversation. Do you agree with Sam?**

Jared Hey, Sam. [1]*Can I ask you a few questions* for the school magazine?

Sam Sure. Go ahead.

Jared [2]_____, who's your hero and why?

Sam My friend, Elena. Last month she saved a little boy at the swimming pool.

Jared Really? [3]_____ what happened?

Sam He was playing with a ball when he fell in the water. The thing is, Elena isn't a great swimmer, but she jumped in and pulled him out.

Jared Good for her! [4]_____, in your opinion, what is a hero?

Sam I used to think all heroes were famous. Now I think when someone does something brave, they're a hero.

Jared I'm with you there. [5]_____, Sam. Thanks!

1.11 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

~~Can I ask you a few questions … ?~~
Can you tell us … ?
First of all …
One more thing …
That's all …

3 **Match the uses (1–4) with the phrases in the *Everyday English* box.**

We say this when we …

1 think someone did a good thing.
2 tell someone it's OK to start.
3 agree with someone.
4 introduce a problem.

Watch video 1.4
Everyday English

Go ahead. ☐ Good for (her)! ☐
I'm with you there. ☐ The thing is … ☐

Plan

4 **Read the interview again. Work in pairs. Think of a hero you both have. Discuss the questions and make notes.**

1 Why is this person a hero?

_____

2 What is this person like?

_____

5 **Plan an interview. One of you is the interviewer and the other is the hero. Think of questions and answers for your interview.**

Speak

6 **Practise the interview. Remember to use:**

- past tenses
- *used to*
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their interview and answer the questions from Exercise 4.**

Writing
A letter to a magazine

Dear Editor,

1 ☐ I am writing about your 'Inspiring person' competition. Personally, I think Anoka Primrose Abeyrathne should win the next competition.

2 ☐ Anoka was living in Sri Lanka when a tsunami destroyed lots of the coast, so she decided to start a project to plant new trees. She was only 12 years old then. Now she works with other young people to take care of the environment and help people around the world. For me, her most exciting project is called 'Make It Green Again'. For this project, Anoka made Sri Lanka's first environmental music video because she wanted people to think about the environment.

3 ☐ In my view, Anoka is an inspiring person because she's ambitious and helpful. I look up to her because she used to be a normal schoolgirl and now she's changing the world. In my opinion, Anoka should win because she cares about the environment.

Thank you for reading this letter.

Yours,
Luke Black

1 ***Teen Magazine*** **is having a competition to find an 'Inspiring person'. Read Luke's letter. Who does he want to win?** _____

2 **Match a–c with paragraphs 1–3.**

a Why should this person win?
b Who should win the competition?
c What inspiring things does this person do?

3 **Complete the phrases in the *Useful language* box. Then check in the letter.**

Useful language

1 _____ me,
In 2 _____ _____,
3 _____ _____ view,
4 _____, I think …

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

For me my opinion ~~Personally~~ view

1 Personally, I think Mexican climate activist Xiye Bastida is an inspiring person.
2 _____, her most important project is Re-Earth.
3 In my _____, her work is amazing.
4 In _____, Xiye should win the prize.

Write your own letter about an inspiring person.

Plan

5 **Read the notes. Use them to write your own notes about an inspiring person you know.**

Who? my friend Gina
What does she do? runs a lot, raises money for ill children
Why should she win? she never gives up, she's cheerful, she's talented

6 **Decide what information to include in each paragraph.**

Write

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

- three paragraphs
- past tenses
- *used to*
- phrases from the *Useful language* box

Check

8 **Do you …**

- introduce the person in the first paragraph?
- say why the person should win?
- use language for giving opinions?

Reading
An article

1 Do you know where Freetown is? How do you think life in Freetown is different from where you live?

1.12 2 Read the article and check your answers from Exercise 1.

Watch video 1.5
Local heroes

- Who is your hero? Why?
- Which heroes are mentioned? What did they do?
- What type of personality do you need to be a hero?

3 Put the events in order.

a [ ] He built a radio station.
b [ ] He made a battery.
c [ ] He played music on the radio.
d [ ] He found objects in the street.
e [ ] He went to a summer camp.
f [1] The lights in his community didn't always work.

The boy who brought light to Freetown

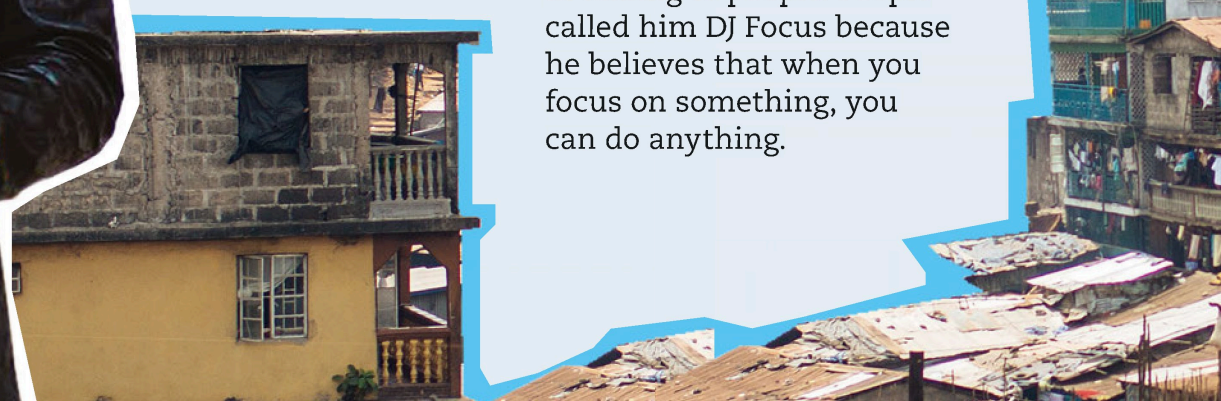
Can you imagine life with no TV? What about life without a computer, or music or even lights?

Kelvin Doe is an inspiring young man from Freetown, Sierra Leone. When he was growing up, the electricity in his neighbourhood didn't always work, so the lights only used to come on once a week.

As a boy, Kelvin was interested in how things worked and he used to get excited about making things. While he was hanging out with his friends, Kelvin used to find materials in the street and make useful things from them.

His mum used to get tired of finding pieces of rubbish everywhere, but he made some amazing things. He used old electronic items to repair broken TVs and radios. At 13, he even made a battery so that his family and neighbours had lights at night.

When Kelvin was at secondary school, he participated in a summer innovation camp. Students had to think of a way to deal with a problem in their community. Radio is important in Sierra Leone and Kelvin knew that his community would be proud of their own radio station. So, while he was there, Kelvin built a radio station. He played music on the radio and when he wasn't playing music, he interviewed people about life in Freetown. His radio show was very popular because Kelvin gets on well with everybody and was good at talking to people. People called him DJ Focus because he believes that when you focus on something, you can do anything.



Learn to learn

Cause and effect

Identifying why something happened (the cause) and what happened (the effect) can improve your reading.

4 **Use the language in the box to complete the causes with their effects.**

build a radio station ~~make a battery~~
not be happy people like his radio show
repair broken things

1 The lights in Freetown worked only once a week, so Kelvin *made a battery*.
2 Kelvin's family didn't have much money, so he _____.
3 Kelvin left rubbish everywhere, so his mum _____.
4 Kelvin knew radio was important, so he _____.
5 Kelvin was good at talking to people, so _____.

5 **Circle the correct prepositions.**

1 interested *on* / (*in*)
2 good *in* / *at*
3 tired *for* / *of*
4 proud *of* / *in*
5 excited *for* / *about*

6 **Complete the questions with the adjectives from Exercise 5. Then ask and answer them.**

1 What are you *excited* about doing next week?
2 What types of websites are you _____ in?
3 Which subject are you _____ at?
4 What do you get _____ of doing?
5 What are you most _____ of?

Voice it!

7 **Discuss the questions.**

1 Which adjectives would you use to describe Kelvin? Why?
2 What could you do to help your community?

Explore it!

Guess the correct answer.

The four main languages that people speak in Sierra Leone are: Mende, Temne, Krio and … .

a Spanish b French c English

Find another interesting fact about Sierra Leone. Then write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to … set and achieve learning goals

When you know what you want to achieve with English, you can take steps to get there.

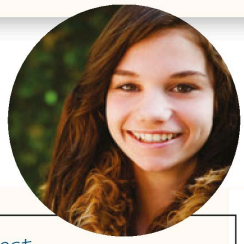
1 What was Tae Min's learning goal?

Last year, five Australian students visited our school. Our teacher told us a month before their visit. I wanted to spend time with them, but my English wasn't very good. I was getting good marks, but conversations were difficult. So my goal was to hang out with the Australian students. My teacher helped me to make an action plan. My plan was to learn some easy phrases to use in conversations and practise them every day with my sister – she speaks English really well. The plan worked! I spoke a lot of English with the Australians and we became good friends.

2 Complete Tae Min's action plan.

Action plan		NAME: Tae Min
1	What do I want to do?	
2	How much time do I have?	
3	How do I achieve it?	
4	How do I know that I achieved my goal?	I have some new Australian friends.

3 Read about Radost's goal. Write her answers to questions 1 and 2 of the action plan.



In two months we have an important exam. It's about the vocabulary we're studying in class. I really want to do well in it.

	NAME: Radost
1	
2	
3	
4	

4 Circle the best answers to questions 3 and 4 for Radost and write them in the action plan.

Question 3

a Find the vocabulary I'm studying in a dictionary.

b Make vocabulary flash cards and use them every day.

c Study all the vocabulary the day before the exam.

Question 4

a I pass the exam.

b I fail the exam.

c I pass with top marks.

OWN IT!

5 Think of a goal and complete your own action plan.

	NAME:
1	
2	
3	
4	

6 Tell your partner about your action plan. Do they think it is realistic? Why / Why not?

Search online for a digital mind mapping tool. Use it to brainstorm and set up the goals you want to achieve with English. Share your findings with your classmates.

1 Review

Vocabulary

1 **Circle the correct words.**

1 When I have problems with my homework, I ask my brother. He's very *helpful* / *ambitious*.
2 I've watched all her films. I want to be just like her one day – she's so *calm* / *inspiring*.
3 Sophie is very *patient* / *confident*. She talks to everyone and is never shy.
4 My best friend is very *sensible* / *sensitive*. He always plans things very carefully.
5 He has the most amazing voice. He's so *talented* / *sociable*.

2 **Complete the sentences with the words in the box. Then match the sentences 1–8 with sentences a–h.**

cheer up deal with depend on get on
give up hang out look up to take care of

1 This is so difficult! ☐
2 Your uncle's a firefighter? Wow! ☐
3 Do you take your cat on holiday with you? ☐
4 How do you _____ so much homework? ☐
5 Hey, do you want to _____ after school? ☐
6 _____ ! There's no school tomorrow! ☐
7 Do you _____ with your sister? ☐
8 Babies _____ adults for everything. ☐

a Sure, let's watch a movie!
b Of course! She's like my best friend.
c No, silly! Our neighbours _____ it.
d They do. But they're really cute!
e Yes, but I have homework to do.
f Don't _____ ! You can do it.
g I make a list and do the most important things first.
h He's my hero. I really _____ him.

Language in action

3 **Complete the text with the past simple or past continuous form of the verbs in brackets.**

I [1]_____ (play) tennis yesterday with Emine when a dog [2]_____ (run) onto the court. It [3]_____ (chase) the ball and [4]_____ (pick) it up in its mouth. As Emine [5]_____ (run) after it, the dog [6]_____ (drop) the ball and [7]_____ (jump) on her. As I [8]_____ (go) to check she was OK, I [9]_____ (see) she was smiling. It was her cousin's dog!

4 **Write sentences about Leo's student life with *used to* or *didn't use to*. Use the phrases in the box.**

get up late every day not have any money
not have a job share a flat with friends
sometimes study in the afternoon

_____
_____
_____
_____
_____

Self-assessment

I can describe people in English. 😕 😐 🙂
I can use phrasal verbs to talk about people and what they do. 😕 😐 🙂
I can use the past simple and past continuous with *when*, *while* and *as*. 😕 😐 🙂
I can use *used to* to describe past habits. 😕 😐 🙂

2 What is art?

Learning outcomes

I can ...

- understand texts about young artists and an audition
- describe a picture
- write a review of a performance
- understand how to use the present perfect with *already*, *just*, *still* and *yet*
- talk about visual and performing arts
- recognise noun endings for people, infer meaning
- design an art tour

Start it!

1 Look at the photo. Do you like it? Why / Why not?
2 Before you watch, which different types of art can you think of?
3 Which styles of art do they talk about? Watch and check.
4 Which is your favourite art form from the video?

Watch video 2.1

p25

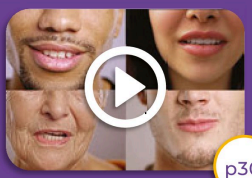
Language in action 2.2

p27

Language in action 2.3

p28

Everyday English 2.4



p30

What is culture? 2.5

Vocabulary

Visual and performing arts

2.01 **1** **Match the words with the photos (1–9) and definitions (10–12). Then listen, check and repeat.**

☐ architecture	☑ contemporary dance
☐ exhibition	☐ fashion design
☐ filmmaking	☐ gallery
☐ illustration	☐ musical theatre
☐ performance	☐ photography
☐ sculpture	☐ street art

10 a room or building where you can see art

11 acting, singing, dancing or playing music

12 an event where you can see paintings and other art forms

2 **Complete the table with the words from Exercise 1.**

Visual arts	Performing arts
architecture	

Learn to learn

Making nouns for people

We often use the endings *-ist*, *-er* and *-or* for people.

3 **Write the people who do these activities.**

1 fashion design *fashion designer*

2 filmmaking _____

3 illustration _____

4 performance _____

5 photography _____

6 sculpture _____

7 street art _____

Use it!

4 **Put words 1–9 from Exercise 1 in order starting with your favourite. Then compare with your partner and say why.**

My favourite art form is street art because it looks really cool. What's yours?

Explore it!

Guess the correct answer.

People won medals for architecture, painting, sculpture and … at the Olympic Games between 1912 and 1948.

a music b filmmaking c fashion design

Find another interesting fact about an art form. Then write a question for your partner to answer.

Art on the streets

It's on walls, buildings and sometimes on public transport in towns and cities all over the world. Graffiti – the act of writing or drawing on public property – isn't new. It has been around for thousands of years. People have used it to make a point about different things like politics or the environment. Is this art or vandalism? Have you ever thought about street art like that?

São Paulo is Brazil's largest city and over the last 30 years, it has become the world's capital of street art. The city has produced some of the world's best street artists and different parts of the city are now outdoor art galleries. We've never seen such cool art! There are portraits of famous Brazilian people like the architect Oscar Niemeyer, paintings of animals, and messages about social issues as well as cartoons to make people smile.

Artists in São Paulo have transformed the city with paint. One of the most talented creators of street art there is Nina Pandolfo. She has worked with some of the city's most famous artists, including identical twin brothers, *Os Gemeos*. She began painting on the streets as a child because she wanted to create art for everyone. Her art often shows people with big wide eyes. She's even painted the walls of a castle in Scotland! Have you ever seen her art? It's amazing!

Have you looked at any street art today? Where did you see it and what did you think: beautiful art or an act of vandalism?

vandalism noun
an activity that damages property belonging to other people

Reading
A magazine article

1 **Look at the photos. Where do you think this is?**

2 **Read the magazine article and check your answers from Exercise 1.**

2.02

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

1 Graffiti dates back thousands of years. T
2 Graffiti can show how people feel about different things. ___
3 São Paulo is the biggest city in Brazil. ___
4 Oscar Niemeyer was a famous Brazilian architect. ___
5 Nina Pandolfo has identical twin brothers. ___
6 Nina Pandolfo only paints street art in Brazil. ___

4 **Complete the table with words from the article. Can you add any more?**

People	1 artist, 2 _____, 3 _____
Types of art	4 _____, 5 _____, 6 _____, 7 _____, 8 _____
Places for art	9 _____, 10 _____

Voice it!

5 **Discuss the questions.**

1 Do you like the street art in São Paulo? Why / Why not?
2 Do you think street art is art or vandalism?
3 Which type of art do you like to create? Why?

Language in action

Present perfect with regular and irregular verbs

Watch video 2.2
How does she describe São Paulo? What amazing things has she seen?

	He/She/It	I/You/We/They
+	The street art **has changed** a boring road.	Some people **have painted** their houses.
-	She **hasn't made** any street art.	I**'ve never seen** anything like it.
?	**Has** it **changed** the road? Yes, it **has**. / No, it **hasn't**.	**Have** you **ever been** there? Yes, I **have**. / No, I **haven't**.

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

before has / have regular

1 Use _____ + the past participle.
2 Add *-ed* to form the past participle of _____ verbs.
3 Put *ever* and *never* _____ the past participle.

Get it right!

The verb ***go*** has two past participles: ***been*** and ***gone***.
*She **has been** to school.* (She's back from school now.)
*She **has gone** to school.* (She's at school now.)

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

1 graffiti / often / People / used / to make a point. / have
People have often used graffiti to make a point.
2 called / capital of street art. / São Paulo / the world's / been / has _____
3 some of / produced / São Paulo / Has / the world's best street artists? _____
4 on her own. / always worked / Nina Pandolfo / has not _____
5 Nina Pandolfo / ever / Has / in other countries? / painted _____

2.03 **3** **Complete the text with the correct form of the verbs in the box.**

~~amaze~~ appear call do inspire not finish raise see work

Mikail Akar is a young artist from Germany. He [1] *has amazed* the art world and people [2] _____ him 'the Young Picasso'. He began painting when he was four years old. His colourful paintings [3] _____ in exhibitions all over the world, including Istanbul and New York City. He [4] _____ live drawing sessions with famous street artists. He [5] _____ with other famous people and they [6] _____ money for different charities around the world. Mikail [7] _____ school but he hopes that he [8] _____ people to start painting. [9] _____ you ever _____ any of his paintings? What do you think?

Grammar tutor p126

Use it!

4 **Write questions with the present perfect and the phrases in the box or your own ideas.**

go to an exhibition ~~go to the theatre~~ make a film play a musical instrument win a competition

Have you ever been to the theatre?

5 **Work in groups. Ask and answer your questions to complete the sentences about your group.**

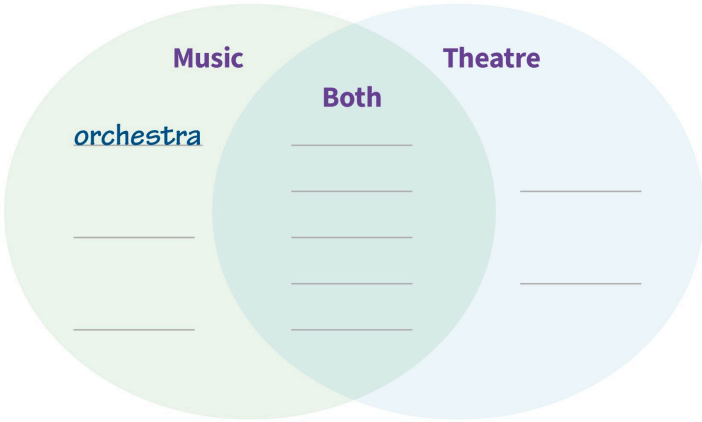
All of us *have been to a concert* _____.
Some of us _____.
None of us _____.

Vocabulary and listening

Music and theatre

1 2.04 **Read the sentences and put the words in bold in the correct category. Then listen and check.**

1 I'm playing the **part** of the sister, but I'm only in the opening **scene** of the play.
2 The **audience** stood up when the **orchestra** finished playing the last song.
3 I need to learn my **lines** for an **audition** I have next week.
4 I'm learning the **lyrics** to my favourite song.
5 We only had one **rehearsal** before the **show**.
6 She spent three months in the **studio** working on her latest album.



Use it!

2 **Write present perfect questions with words from Exercise 1. Then ask and answer the questions with a partner.**

Have you ever seen a show?

A conversation

3 **Which emotions in the box can people feel before or after an audition? Why?**

calm	cheerful	confident
sad	sensitive	stressed

I think people can feel calm if they have practised a lot.

Learn to learn

Inferring

Noticing the way people speak can help you to guess their feelings.

4 2.05 **Rosa and Daniel have had an audition. Listen and answer the questions.**

1 Did they get the parts they auditioned for?

2 How do Rosa and Daniel feel?

5 2.05 **Listen again. Tick (✓) the advice Daniel gives Rosa.**

1 practise every day ☐
2 say your lines out loud ☐
3 think about the meaning of the lines ☐
4 say your lines in front of a mirror ☐
5 record yourself with a camera ☐
6 think about your audience ☐
7 don't make any mistakes ☐

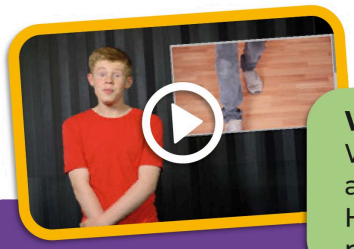
Voice it!

6 **Discuss the questions.**

1 Which is the most important piece of advice?
2 What's difficult about performing?

Language in action

Present perfect with *already*, *just*, *still* and *yet*



Watch video 2.3
When was the audition?
Has he got the part?

+	I**'ve** already **had** it. They**'ve** just **told** me.
-	I **still haven't heard** anything. They **haven't called yet**.
?	**Have** you **heard** anything **yet**?

Pronunciation p118

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

1 We use ***still*** *before* / *after* ***hasn't*** / ***haven't***.
2 We use ***just*** *after* / *between* ***has*** / ***have*** and the past participle.
3 We use ***yet*** at the *start* / *end* of a sentence.

2 **Choose a word and write it in the correct place in the sentences.**

1 Have you heard the news? (still / yet)
Have you heard the news yet?
2 I haven't finished my food. (already / still)
3 She's seen the new play. (already / yet)
4 They've gone to see a film. (just / still)
5 They haven't learned their lines for the play. (already / yet)
6 Have you been on holiday? (just / yet)

3 2.08 **Complete the conversation with the present perfect form of the verbs and *already*, *just*, *still* or *yet*. Then listen and check.**

Daniel Hey! Guess what? I [1]*'ve just seen* (see) my drama teacher and …
Rosa You got the part?
Daniel Shh! Yes, but it's a secret. They [2]_____ (not tell) everyone _____ because they [3]_____ (not choose) all the parts.
Rosa So why [4]_____ they _____ (tell) you?
Daniel Because they've decided they really want me for the part. I said at the audition I [5]_____ (learn) all the lyrics to all the songs.
Rosa And [6]_____ you _____ (tell) your parents _____?
Daniel Not yet. I [7]_____ (send) my mum a message to ring me, but she [8]_____ (not call).

Grammar tutor p126

Use it!

4 **Write questions to help you find a person in your class who …**

1 has already finished some homework.
Have you finished your biology homework yet?
2 hasn't seen (film name) yet.
3 has already tried (a sport you've never done).
4 has helped someone today.
5 still hasn't been to (a place in your town).

5 **Ask your questions from Exercise 4.**

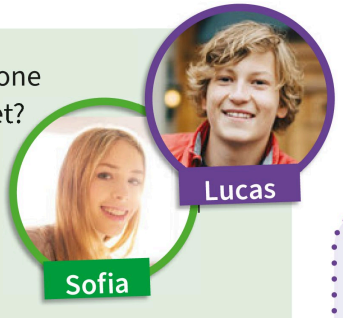
Have you finished your biology homework yet? — *No, not yet.*

Speaking
Describing a picture

1 **Look at the painting and answer the questions.**

1 What can you see?
2 Do you like it? Why / Why not?

2.09 **2** **Listen to Lucas and Sofia talking about the painting. Who do you agree with?**



Lucas Hey Sofia, have you done your art homework yet?
Sofia To write about the painting? No, I still haven't finished. There's tons to say!
Lucas Really? What?
Sofia I've seen *The Starry Night*. It's amazing! [1] It makes me feel calm and excited at the same time. What about you?
Lucas Dunno, [2] _____ a kid's painting. The clouds, stars and moon are ginormous compared to the houses. [3] _____ strange.
Sofia Have you read about it yet? [4] _____ look real. The artist Van Gogh wanted to show how the sky made him feel.
Lucas Nope, sorry! I've just looked at it again and I don't understand why he used wavy lines and shapes.
Sofia He used them to show how light moves.
Lucas Oh, I see. And he combines lots of bright and dark colours.
Sofia Right. [5] _____ his mixed emotions.

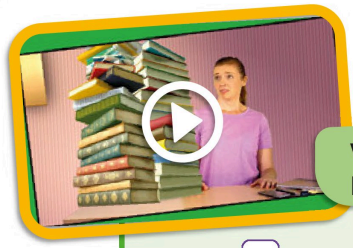
2.09 **3** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

It isn't supposed to …
It looks like …
It makes me feel …
It probably shows …
It seems a bit …

4 **Match the words and phrases (1–5) with the words in the *Everyday English* box.**

1 I don't know
2 no
3 child
4 a lot
5 enormous



Watch video 2.4
Everyday English

dunno ☐ ginormous ☐ kid ☐
nope ☐ tons ☐

Plan

5 **Look at the painting of the artist's bedroom. Make notes.**

Have you seen this painting before?
What can you see?
Do you like it? Why / Why not?
How does it make you feel?

6 **Work in pairs. Plan a conversation about the painting.**

Speak

7 **Practise the conversation. Remember to use:**

- the present perfect
- phrases from the *Useful language* and *Everyday English* boxes

Check

8 **Work with another pair. Listen to their conversation. Do they answer the questions from Exercise 5?**

Writing
A review

1 ☐ Have you seen *The Little Big Things* yet? You haven't? Then what are you waiting for? *The Little Big Things* is perfect for all the family – it's the best show I've ever seen.

2 ☐ *The Little Big Things* is a musical. It tells the story of Henry Fraser, a talented young rugby player. After an accident as a teenager, he became an amazing artist. All the performances are incredible.

3 ☐ What I liked about it was the interactive stage and the video design. I've never seen anything like it before. It was like being part of a work of art.

4 ☐ Check if it's on in a theatre near you now or if you can stream it. I recommend it because it's so funny and cool!

Do you like stories about family and friendship, love and success?

If you also like rap music, *Hamilton* is for you! It's a musical about Alexander Hamilton and his life during the American Revolution.

Richard Rodgers Theatre, Broadway, New York

1 **Read Camila's review of the show. Did she enjoy it?** _____

2 **Match information a–d with paragraphs 1–4.**

a a description of the event
b what she liked / didn't like about it
c where you can see it
d who it is for

3 **Complete the phrases in the *Useful language* box. Then check in the review.**

Useful language

I [1]_____ it because …
It's the best show I've [2]_____ seen.
I've never [3]_____ anything like it before.
[4]_____ I liked / didn't like about it was …

4 **Match the sentence halves.**

1 *Blue Man Group* is the	a it's so original.
2 What I liked about it was that	b a worldwide tour at the moment.
3 I've never seen	c best show I've ever seen.
4 *Blue Man Group* is doing	d it was full of surprises.
5 I recommend it because	e anything like it before.

Write your own review of a performance.

Plan

5 **Look at the *Hamilton* poster or think of a performance you have been to. Make notes.**

Where did you see it? _____

Who was the performance for? _____

What was it like? _____

What did you like / not like about it? _____

6 **Decide what information to include in each paragraph.**

Write

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

- four paragraphs
- the present perfect
- phrases from the *Useful language* box

Check

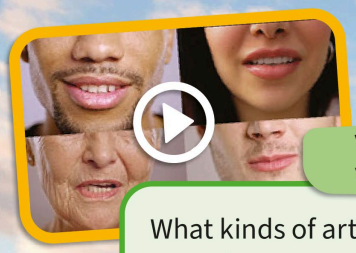
8 **Do you …**

- describe the event?
- say who it is for?
- say what you liked / didn't like about it?

Critical thinking

1 Work in pairs. Look at the photos. What kind of art can you see? Which city do you think this is?

2.10 2 Read the text and check your ideas.



Watch video 2.4
What is culture?

What kinds of art and music come from your country?

Watch the video. What is it about?

a Culture is something we create and share together.

b Culture is only art and music.

What is an important part of your culture? Why?

Art tours

Walking Tours | **Bike Tours** | Bus Tours

Have you ever done an art tour by bike? Why not experience art on two wheels in this city of social and political contrasts, an inspiration for artists?

Our first stop on the tour is **Museum Island** where you can visit five museums. There are incredible works of art like paintings, sculptures and historical objects. You'll see different art styles like the classical style of the Altes Museum and the ultra-modern Neues Museum – it's just had a renovation but it hasn't lost any of its original character.

Next up is one of the city's best-known landmarks – **The Brandenburg Gate**. This incredible 18th century monument is an important symbol of East and West Germany.

You've probably seen **the Berlin Wall** in photos. About 1.3 kms of the wall have become the world's longest outdoor art gallery. Artists from different countries have used the wall as their canvas. Look closely at the graffiti, paintings, murals and messages because they tell an important story about Berlin's history.

Bauhaus architecture

After that, we'll see **the Bauhaus architecture**. This art movement began in Germany in the 1920s. Some of the world's best architects have helped to design these houses. Inside, everything is in the Bauhaus style – decoration, paintings and furniture. Have you ever thought about a house as art?

Späti

You still haven't finished the tour but it's time to find a **Späti**. These 'late shops' have been a unique part of Berlin's culture since the 1950s when workers used them after work. Today, when other shops have already closed, people buy things they've forgotten in their local Späti. If you haven't noticed a Späti in Berlin yet, look for colourful art on the doors or windows as you ride past!

Berlin Wall

Vocabulary extra

3 **Match the words with their meanings. Check your answers in a dictionary.**

character ~~classical~~ contrasts landmark renovation ultra-modern unique

1 in a traditional style classical
2 using very modern styles or ideas _____
3 interesting and unusual qualities, e.g. of a building _____
4 different from everything else _____
5 obvious differences between things _____
6 the repair and improvement of something, especially a building _____
7 a building or place that you can recognise easily _____

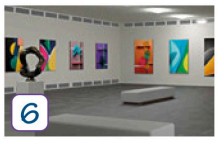
4 **Answer the questions.**

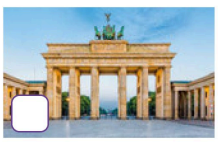
1 Why is art important?
2 How often do you stop and look at art in your town/city or online?
3 Do you think buildings and landmarks can be art? Why / Why not?
4 Has your opinion changed about what art is? If so, how has it changed?

CLIL: Art

5 **Find and underline the art words in the text. Then match the words with the pictures.**

1 art movement
2 canvas
3 monument
4 mural
5 outdoor gallery
6 works of art





6 **Complete the sentences with words or phrases from Exercise 5.**

1 Street artists use the walls of buildings as their *canvas* .
2 The *Mona Lisa* is one of the most famous _____ in the world.
3 The Statue of Liberty is a famous landmark and _____ on Ellis Island in New York City.
4 Pop art is an _____. It began in the UK and the USA in the 1950s.
5 Inhotim Institute in Brazil is an _____ with modern art and a botanical garden.
6 Eduardo Kobra's _____ on the walls of Olympic Boulevard in Rio de Janeiro is 190 metres long.

7 **Work in pairs. Choose a type of art in your town or city. Take turns to describe it. Don't say the name. Use words from Exercise 5. Can your partner guess?**

Project: an art tour

Design an art tour

Step 1: Plan

Work in groups. Design an art tour of your town or city. Complete the steps below.

- Decide which types of art or culture you want to include. Why are they important?
- Choose an area of your town/city.
- Find out about the history and cultural importance of this area and the art. Think about:
  - architecture: landmarks and monuments
  - murals and other street art
  - museums and works of art
- Choose the five most important works of art.
- Find photos online or draw pictures for the different parts of your tour.
- Write information for a website that encourages people to sign up for the tour.

OWN IT! Project: an art tour p120

Learn to learn

Learn to … help your partner improve their speaking

When you work in pairs, it's important to listen carefully so you can help each other improve.

1 Do you agree with these ideas? Why / Why not?

a Everyone in this class knows different things in English.

b Everyone in this class is good at different things in English.

c Everyone in this class can help each other to improve.

I agree with a. You already knew the word 'filmmaking', but I didn't.

Yes, but you often know words I don't know!

2 Read Lucy's notes for a presentation. Think about the best show, concert or exhibition you've ever been to. Complete the notes and prepare a one-minute presentation.

The best show I've ever been to

What: The Moon Circus
Where: Brisbane
When: 27 January
Who with: Mum, Dad, older sister Maria
Other information: amazing orchestra
funny clowns – audience loved them
not a traditional circus – no animals

The best _____ I've ever been to

What: _____

Where: _____

When: _____

Who with: _____

Other information: _____

3 In pairs, take turns to listen to each other's presentations. Tick what your partner does in the checklist and make notes.

- speak clearly ☐ _____
- speak for one minute ☐ _____
- use the present perfect to introduce the topic ☐

_____

- use the past simple to talk about:
  - where it was ☐ _____
  - when you went ☐ _____
  - who you went with ☐ _____
  - what it was like ☐ _____
  - why you liked it ☐ _____
- use adjectives to make your presentation interesting ☐

_____

OWN IT!

4 Use the checklist to tell your partner what they did well and how they can improve.

You spoke very clearly, but you didn't use the present perfect to introduce the concert.

5 Use your partner's comments from Exercise 4 to help you improve. Then, give your presentation to a different student.

6 Next time you do a speaking activity, listen to your partner carefully and then tell them how they can improve.

Search online for a digital portfolio. Use it to make audio recordings of conversations with a partner. Share your findings with your classmates.

2 Review

Vocabulary

1 ~~Cross out~~ **the incorrect option in each sentence.**

1 1 I like the *architecture* / *photography* of the Taj Mahal.

2. The artist created a detailed *sculpture* / *illustration* for the children's book.

3. The *art gallery* / *performance* had colourful paintings.

4. *Filmmaking* / *Musical theatre* is her passion. She directs films.

5. The museum has a beautiful *sculpture*/ *architecture* of a dancer.

6. The singer's *exhibition* / *performance* was amazing. Everyone sang along.

2 **Match the parts of the words.**

1	aud	a	nes
2	li	b	ow
3	pa	c	rt
4	sh	d	sal
5	sce	e	ience
6	rehear	f	ne

3 **Complete the text with words from Exercise 2.**

Yesterday I went to the final [1]_____ of my sister's school [2]_____. It was the last practice before the first performance tonight with a real [3]_____ watching. My sister plays the main [4]_____ and forgot some of her [5]_____ in the final [6]_____. I think she needs a lot more practice!

Self-assessment

I can describe visual and performing arts in English.	😕	😐	🙂
I can talk about music and theatre.	😕	😐	🙂
I can use the present perfect with regular and irregular verbs.	😕	😐	🙂
I can use the present perfect with *already*, *just*, *still* and *yet*.	😕	😐	🙂

Language in action

4 **Circle the correct words.**

1 Have you finished *still* / *yet*?

2 I've *already* / *still* been to that gallery twice.

3 Have you *just* / *still* learned some new lines?

4 She *already* / *still* hasn't heard how her audition went.

5 She's *just* / *still* sung the lyrics to the song.

5 **Complete the text with the present perfect form of the verbs in brackets.**

Teenage artist, Autumn de Forest, sold her first painting when she was just six years old. People [1]_____ (compare) her to Pablo Picasso. She [2]_____ (teach) herself how to paint by studying famous artists. People from all over the world [3]_____ (buy) her paintings and she [4]_____ (sell) some of them for thousands of dollars. Autumn [5]_____ (give) interviews on TV and she [6]_____ (speak) to university students about the importance of art at school.

3 Spread the word!

Learning outcomes

I can ...

- understand texts about language and communication
- ask for something I need
- write a listicle
- understand how to use *can*, *could*, *will be able to* and the present perfect and past simple
- talk about ways of communicating and use expressions with *say* and *tell*
- use spidergrams and flash cards, and skim read texts.

Start it!

1 What is the person in the photo doing?
2 Before you watch, do you use emojis? Why / Why not?
3 Where did emojis come from originally? Watch and check.
4 Can you think of any other ways in which people communicate?

Watch video 3.1

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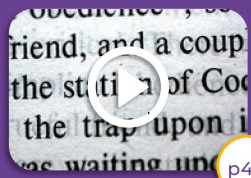
Language in action 3.2

p39

Language in action 3.3

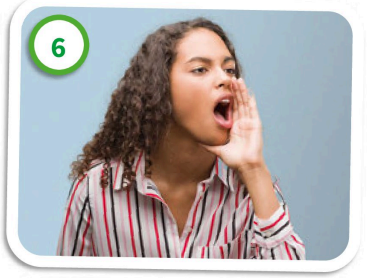
p40

Everyday English 3.4



p42

Globetrotters 3.5



Vocabulary
Communicating

3.01 **1** Match the words with the photos (1–8) and definitions (9–11). Then listen, check and repeat.

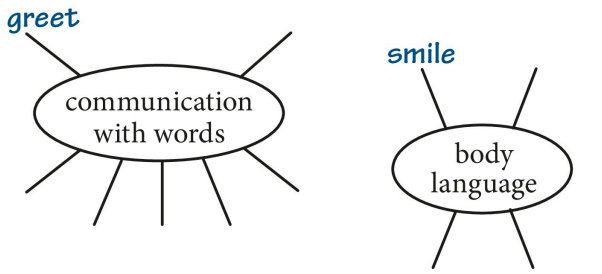
☐ describe	☐ post	☐ translate
☐ gesture	☐ shake hands	☐ wave
☑ 1 greet	☐ shout	☐ whisper
☐ interpret	☐ smile	

9 say what someone is saying in another language
10 put something on a blog or website
11 say what someone or something is like

Learn to learn
Using spidergrams

When you learn new words, make spidergrams to help you remember the meaning.

2 Add other words from Exercise 1 to the spidergrams.



3 Compare your words with a partner. Who has got the most words?

Use it!

4 When do people do the things in Exercise 1? Write four sentences.

whisper: People do this when they're in the cinema.

5 Read your sentences from Exercise 4 to your partner. Can they guess the words?

Explore it!

Guess the correct answer.

How many messages do people around the world text every minute?

a 1.6 million b 16 million c 160 million

Find another interesting fact about how people communicate. Then write a question for your partner to answer.

The future of language learning

1 **Reading your book in class, talking to the teacher, doing homework at the library – this was how people could learn a language in the past. There were machines that could translate written text back in the 1950s, but they couldn't interpret spoken language. But the world is changing rapidly! Now you can do your homework on an app, watch a series in another language or speak to the voice assistant on your phone!**

2 The way schools teach languages has changed, too. Of course, teachers still use books and give homework, but now students can do a lot more outside the class and find fun exercises more easily. They can practise and speak English more confidently. Students want to use their English to communicate, not just to pass exams.

3 **Chatbots can understand people when they speak clearly. They can't always understand people when they whisper or tell jokes. At the moment, chatbots can't have the kind of conversations with us that we have with other people. When we ask them questions, their answers are sometimes confusing or even incorrect. AI is improving all the time, but it's not the same as human conversation. But with the help of AI and chatbots, we will be able to share information about our cultures more easily.**

4 Have you used chatbots and AI to learn or practise a language? We think AI won't be able to replace teachers completely but they'll be able to work together happily! What do you think?

Reading
An article

3.02 **1** **Look at the photo and the title. What do you think the article is about? Read and check.**

2 **Circle the correct answers.**

1 What is the writer's main aim in the article?
- a to give advice about learning languages
- b to share their experience of chatbots
- c to show how AI has changed the way we learn languages

2 What does the writer say are the disadvantages of AI?
- a It doesn't always work properly and we don't want to depend on it all the time.
- b It doesn't remember how to talk to everyone.
- c It finds conversations confusing.

3 What does the writer think might happen in the future?
- a Chatbots and AI will replace teachers.
- b We will all know everything about other cultures.
- c Teachers and AI can work with each other and support students' learning.

3 **Find the adverbs in the article for these adjectives.**

1 rapid (paragraph 1) rapidly
2 confident (paragraph 2) _____
3 easy (paragraph 2) _____
4 clear (paragraph 3) _____
5 complete (paragraph 4) _____
6 happy (paragraph 4) _____

Voice it!

4 **Discuss the questions.**

1 Would you like to practise English with a chatbot? Why / Why not?
2 What is another advantage and another disadvantage of AI in language learning?

Language in action

can, could, will be able to

Watch video 3.2
Which tips does he give? Do you think they are good tips?

	Past events	Present events	Future events
+	I **could** only point and gesture.	I **can** hear you.	Hopefully, you**'ll be able to** learn from my mistakes.
-	I **couldn't** speak Spanish very well.	I **can't** understand what you're saying.	At first, you **won't be able to** understand them.
?	**Could** you repeat that, please?	How **can** you improve your listening?	**Will** you **be able to** learn from his mistakes?

Pronunciation p118

1 **Look at the table. Complete the rules with *future*, *past* or *present*.**

1 We use *could* / *couldn't* to talk about _____ events.
2 We use *can* / *can't* to talk about _____ events.
3 We use *will* / *won't be able to* to talk about _____ events.

2 **Circle the correct options.**

1 AI (*can*) / *can't* help students with their learning.
2 Students *could* / *couldn't* use AI to help them study 50 years ago.
3 At the moment, chatbots *can't* / *couldn't* always give correct answers.
4 By 2035, students *can't* / *will be able to* choose how they study.
5 Chatbots *can't* / *won't be able to* replace teachers completely in the future.

3 **Complete the sentences with the correct form of *can*, *could* or *will be able to* and the verbs in brackets.**

1 Will you be able to help (help) me at sports club tomorrow?
2 Many Ancient Romans _____ (speak) both Latin and Greek.
3 I _____ (not understand) why he was shouting.
4 _____ your phone _____ (translate) words in any language?

3.05 **4** **Complete the text with the correct form of *can*, *could* or *will be able to*. Then listen and check.**

For centuries, nobody [1] could read Egyptian hieroglyphics, but in 1799 archaeologists discovered a large black stone in the desert. They [2] _____ believe how lucky they were. On the stone there was a text written in hieroglyphics and two other languages. This meant they [3] _____ finally translate hieroglyphics. Today, you [4] _____ see the Rosetta Stone in the British Museum. Most visitors [5] _____ read the text (only the experts know how to do that!), but there are translations in different languages so you [6] _____ understand what it says. However, if you visit, go very early in the morning. It's so popular you [7] _____ see it if you get there late.

Grammar tutor p127

Use it!

5 **Write in your notebook something you …**

1 could do in the past.
2 couldn't do in the past.
3 can sometimes do.
4 will be able to do in the future.
5 won't be able to do in the future.
stand on my head

6 **Tell your partner your answers from Exercise 5. Can they guess what they are about?**

Stand on my head.

Is it something you can sometimes do?

Listening and vocabulary

A radio interview

3.06 **1** **Listen to a radio interview with James about conlangs (invented languages). Why do people invent languages like Elvish?**

3.06 **2** **Listen again and circle the correct answers.**

1 James says invented languages …
   - a are similar to English.
   - b can help people to communicate.
   - c are new.

2 James speaks Elvish with …
   - a his family.
   - b readers of *The Lord of the Rings.*
   - c people at the conference.

3 Before he was 16, James spoke …
   - a four languages.
   - b five languages.
   - c six languages.

4 Later, James is going to …
   - a make a speech.
   - b learn Turkish.
   - c speak to the radio listeners.

Voice it!

3 **Discuss the questions.**

1 How many languages do you speak?
2 Is it important to learn other languages?
3 What's difficult about learning a language?

Collocations with *say* and *tell*

3.07 **4** **Complete the table with the words and phrases. Then listen, check and repeat.**

hello a joke a lie a story someone a secret
something in Italian sorry the truth ~~yes/no~~

Tell	Say
	yes/no

Learn to learn

Using flash cards

When you learn new collocations, make flash cards so you can test yourself on the words.

5 **Make flash cards for the collocations in Exercise 4. Write *say* or *tell* on one side and the rest of the collocation on the other. Then test your partner.**

Use it!

6 **Write sentences in your notebook about the last time you did the things in Exercise 4.**

The last time I said hello was when I came into class this morning.

7 **Compare your answers from Exercise 6 and ask for more information.**

When was the last time you said hello?

The last time I said hello was 15 minutes ago.

Really? Who did you say hello to?

Language in action

Present perfect with *for/since* and *How long … ?*

Watch video 3.3
Where has she gone?
Did she like the ice cream?

Sorry you **haven't heard** from me	**for**	a while.
My family and I **have been** in Mexico	**since**	last week.
How long	**have** you **studied** Spanish?	**For** a year.

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

1 My grandparents have lived in Guadalajara *for* / *since* a long time.
2 How long have you studied English? *For* / *Since* about ten years.
3 I've loved languages *for* / *since* I was little.
4 We haven't seen our cousins *for* / *since* last summer.

Get it right!

We use ***for*** with periods of time and ***since*** when we talk about a specific time.

I've been here ***for*** *hours.* ✓ ~~*I've been here since …*~~ ✗
I've been here ***since*** *1 pm.* ✓ ~~*I've been here for …*~~ ✗

2 **Write questions and answers with *How long*, *for*, *since* and the present perfect.**

1 Elena / study French — ten years
How long has Elena studied French?
Elena has studied French for ten years.
2 Igor / live in Budapest — five months

3 Bill and Lucy / be married — 2010

Present perfect and past simple

Present perfect	I'**ve studied** Spanish for a year.
Past simple	We **went** to a restaurant last night.

3 **Look at the table. Which tense do we use for actions that started and finished in the past?**

3.08 **4** **Circle the correct answers. Then listen and check.**

Ben How are you? I [1]*didn't hear* / *haven't heard* from you for nearly a week.
Mario Sorry! I [2]*was* / *'ve been* so busy since I [3]*got* / *have got* here.
Ben How's the conference?
Mario It's great. There are so many cool people here speaking so many different languages.
Ben [4]*Did you see* / *Have you seen* much of New York?
Mario On my first day, I [5]*saw* / *'ve seen* the Empire State Building. Tomorrow I'm going to the Museum of Modern Art. I'm really excited.
Ben Wow! How long [6]*did you want* / *have you wanted* to go there? Years!
Mario I know! Anyway, I'm going to get a burger and fries with some friends I [7]*made* / *'ve made* last night. I haven't eaten anything [8]*since* / *for* this morning. Catch you later!

Use it!

Grammar tutor p127

5 **Write questions for your partner with *How long* and the ideas in the box.**

be at this school | have your phone | ~~know your best friend~~ | study English

How long have you known your best friend?

6 **Ask and answer the questions in Exercise 5. Ask past simple questions to find out more.**

Speaking

Asking for something you need

1 3.09 **Listen to the conversation. What does Cristina want to buy?**

Assistant Hello, can I help you?

Cristina Erm, oh dear! I'm sorry, I can't speak English very well but I'm looking for … oh, what's it called? Sorry, I can't remember the word! [1]*It's a kind of* _____ liquid. You put it on your face at the beach. [2]_____ protect your skin from the sun.

Assistant Do you mean sunblock?

Cristina Yep, that's it! Sunblock. Thank you!

Assistant No worries, here you go. Anything else?

Cristina Yes. Do you have … oh, what's the word? [3]_____ earphones. You put them in your ears. You use them when it's noisy. [4]_____ be able to sleep!

Assistant You mean earplugs?

Cristina Yes, thank you! Phew! Now I'll be able to sleep!

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

Useful language

I need them to …	They're similar to …
~~It's a kind of …~~	You use it to …

3 **Match the sentences (1–4) with the correct responses in the *Everyday English* box.**

1 Thanks for helping me with my homework.
2 Can you come to the party?
3 Don't worry. The spider's gone.
4 I broke my phone!

Watch video 3.4
Everyday English

- No worries. ☐
- Oh dear! ☐
- Phew! ☐
- Yep. ☐

Plan

4 **Look at the objects. Work in pairs. What do you use these things for?**

5 **Plan a conversation. One of you is a customer and the other is a shop assistant.**

1 Decide which object you want to ask for.
2 Think about how you can ask for the object when you don't know what it's called.

Speak

6 **Practise the conversation. Remember to use:**

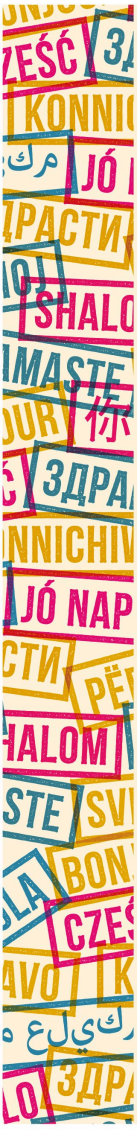
- *can*, *could* and *will be able to*
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and decide which object they're talking about.**

Writing
A listicle

1 **Read the listicle. Which languages can Alex speak?**



Meet Alex, the amazing language learner

Most of us can say 'hello' and 'thank you' in another language, but Alex Rawlings can speak many languages. Here are seven reasons why Alex is amazing.

- He has loved languages [1]_____ and can speak 14 in total.
- He grew up speaking Greek and English.
- As a teenager, he learned languages for fun. [2]_____ he was 18, he could speak French, German, Spanish, Catalan, Hebrew, Dutch, Afrikaans and Italian.
- [3]_____ he studied Russian and German at university. [4]_____ then, he has learned Serbian, Hungarian and Yiddish.
- He won the title 'Britain's most multilingual student' when he was 21 years old.
- [5]_____, he has organised many conferences.
- [6]_____, Alex is too busy working to study more languages, but he hopes to learn more [7]_____.

Next time you're studying a language, don't think, 'I won't be able to do this', but say 'Yes, I can!'

2 **Put a–d in the order they appear in the listicle.**

a ☐ interesting facts about his life
b ☐ a short ending to make the reader think
c ☐ a title that makes you want to find out more
d ☐ a general introduction to the topic

Useful language

all (his) life before later on
over the last few years since soon these days

3 **Complete the listicle with the words and phrases in the *Useful language* box.**

4 **Circle the correct words or phrases.**

1 All my *days* / *life*, I've wanted to travel and speak different languages.
2 *Soon* / *Since* I started learning a new language, I've become more confident.
3 *On* / *Over* the last few years, I've used a lot of different language learning apps.
4 *Before* / *These days* it's easy to find information on a phone.
5 I'll *since* / *soon* be able to practise my English in the UK.

Write your own listicle.

Plan

5 **Read the notes. Then write your own notes about a person who has an amazing talent.**

Title: Julia and her amazing memory
Introduction: My friend Julia. I've known her since I was three years old.
Interesting fact: She can remember every book she has read.
Short ending: I hope Julia will be able to help me remember English vocabulary!

6 **Decide what information to include.**

Write

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

- an introduction, interesting facts and a short ending
- *can*, *could*, *will be able to* and the correct tenses
- phrases from the *Useful language* box

Check

8 **Do you …**

- have an introduction to the topic?
- give interesting facts about the person's life?

Around the world

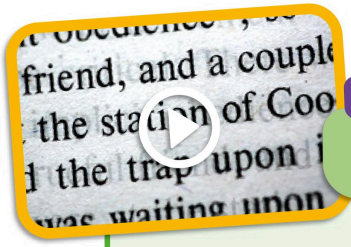
Reading

A magazine article

1 **Look at the photo and discuss the questions.**

1 What language do you think the person speaks?

2 Do you think some languages are more important than others? Why / Why not?



Globetrotters

Watch video 3.5
Other worlds, other words

- How many ways are there of saying that the weather is bad in your language?
- Can you explain what *tsundoku*, *sobremesa* and *sturmfrei* mean?
- Invent a new word. What is it and what does it mean?

Learn to learn

Skim reading

Practise reading texts quickly to understand the main points within a time limit. This will help you to increase your reading speed.

3.10 **2** **Skim read the article and match the paragraphs (1–5) with the headings (a–e). Then listen and check.**

a Living in the moment ☐
b Use it or lose it 1
c Losing language – losing culture ☐
d A language like no other ☐
e There's an app for that! ☐

Languages in danger

1 Do you know how many languages there are in the world? According to experts, the answer is about 7,000, but sadly they predict that nearly half are likely to **die out** by the end of the century. This is often because speakers are elderly or because the main language of a country **has taken over.**

2 Luckily for us, some people are making extraordinary efforts to record languages for history. One of them is Steven Bird. He developed a phone app to translate Tembé, the language of a small tribe in Brazil's Amazon region.

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

1 Experts believe we will lose many languages this century. T
2 The Tembé speakers wrote down examples of their language. ___
3 The Pirahã language is similar to other languages in the Amazon region. ___
4 The Pirahã tribe use special words to talk about the past. ___
5 By protecting our languages, we protect our beliefs. ___

4 **Write the words in bold that mean …**

1 disappear completely. die out
2 finally be in a particular situation. ___
3 needs something in order to exist. ___
4 has taken the place of. ___
5 change it and become something different. ___

Voice it!

5 **Discuss the questions.**

1 Which languages do people in your country speak? Are any of those languages in danger?
2 Is it important to keep languages alive? Why?

Explore it!

Guess the correct answer.

The three languages with the most native speakers in the world are Mandarin Chinese, Spanish and then English. Which is the fourth?

a Arabic
b Elvish
c French
d Hindi
e Portuguese

Find another interesting fact about a language from your country. Then write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Tembé speakers spoke into their phones and then other tribe members interpreted what they said into Portuguese. As Tembé has no written language, experts can **turn it into** a set of symbols to represent sounds, but this takes one hour for every minute of speech!

3 The Pirahã tribe also lives in the Amazon region of Brazil. Daniel Everett's research into their language has shocked many people because some things about it are completely different from any other language. For example, Pirahã has no words for colours and no way to count.

4 Perhaps most interesting of all, there is no way to talk about the past. Everett's explanation is that jungle life **relies on** understanding and noticing everything around you at all times, so it is a waste of time thinking about the past.

5 Globally, there are around 470 languages with fewer than 100 speakers, including one Mexican language with only two and unfortunately, they refuse to talk to one another! The loss of so many languages means that we could **end up** with only a few languages left. That would be sad because languages are an important part of who we are. When they disappear, so do our traditions and culture.

Learn to … record collocations in different ways

If you choose the best way for you, you'll remember them more easily.

1 Complete the collocation box, table and spidergram with the words in the box.

appointment cancel doctor's late noise phone school 6 pm

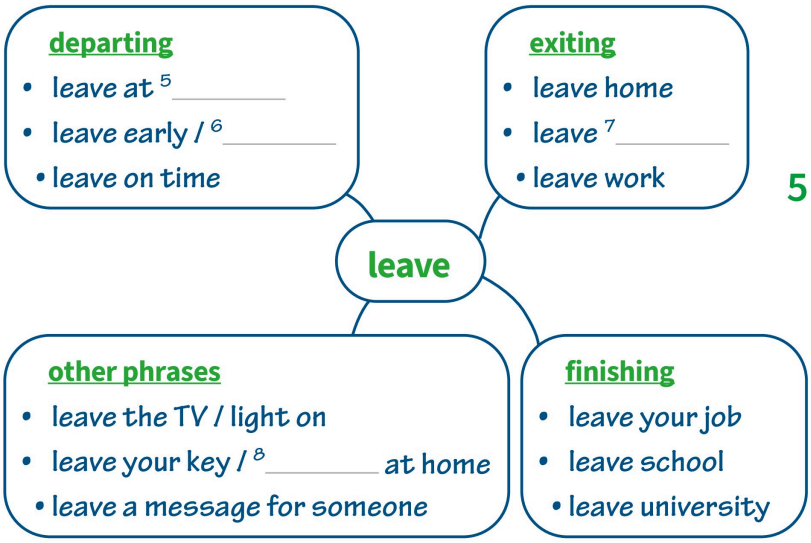
Collocation box for *appointment*

make an [1]_____ an miss an a [2]_____ / dentist's	appointment

Collocation table for *make/do*

make	do	
✓		a mistake
	✓	the shopping
	✓	well/badly in an exam
✓		a [3]_____
	✓	your homework
✓		the bed
✓		an [4]_____

Collocation spidergram for *leave*



2 Play *Beep!* Say a sentence with a collocation from Exercise 1. Don't say the verb – say *beep!* Can your partner guess the missing word?

*I want to **beep!** an appointment with Dr Smith.*

*Make! I **beep!** school at 4 o'clock every day.*

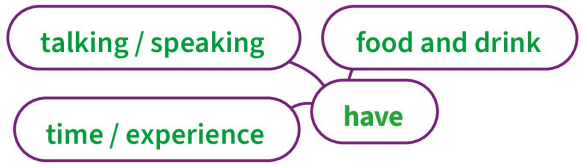
OWN IT!

3 Use the words in the box to make collocation boxes for *friend* and *take* in your notebook. Use the collocation box for *appointment* to help you.

a close a long-time an old a school a selfie make a the best the bus

4 Copy the spidergram in your notebook. Then complete it with the words and phrases.

Collocation spidergram for *have*



a chat a conversation a cup of coffee a good/bad time breakfast something to eat the time of your life

5 Make a collocation table for *do*, *go* and *play* in your notebook. Then complete it with the words.

basketball cards exercise football jogging karate skiing tennis

Search online for a thesaurus. Try and use it to find different collocations. Share your findings with your classmates.

3 Review

Vocabulary

1 Match the sentence beginnings with the endings.

1 In my country, we ☐
2 Bruno whispered something ☐
3 My sister posts ☐
4 Ms Hicks greeted everyone and said ☐
5 When I visit Italy, ☐

a my friend interprets for me.
b 'Welcome to the school'.
c shake hands when we meet someone new.
d lots of messages on social media.
e into his friend's ear.

2 Complete the text with the phrases in the box and *say* or *tell*.

hello	jokes	something
stories	the truth	yes
you a secret		

My friends are getting married in Madrid. They've asked me to make a speech at their wedding and I [1]_____, but I hate making speeches. People expect you to [2]_____ and make them laugh. I can [3]_____ about when we were at school together, but that's all.

My friends want me to [4]_____ funny in Spanish, but can I [5]_____? I've told them I speak Spanish, but I only know how to [6]_____! It's always best to [7]_____.

Language in action

3 Complete the text with the correct form of *can*, *could* or *will be able to* and a verb in the box.

do	have	learn	live	say	speak	understand

When I first went to Auckland, I [1]_____ some words in English, but I [2]_____ a conversation. I thought, 'I [3]_____ here in the future without learning the language'. So I practised and got better. I [4]_____ everything yet, but I'm sure that after a few more years I [5]_____ English really well. When people ask, 'What about me? [6]_____ another language one day?' I tell them, 'Work hard, and you [7]_____ anything'.

4 Complete the conversation with the correct form of the present perfect or past simple. Use the verbs in brackets.

Interviewer How many languages can you speak, Jo?
Jo Three. English, Spanish and Turkish.
Interviewer Excellent. And how long [1]_____ (work) as a tour guide?
Jo I [2]_____ (start) when I was 18, so I [3]_____ (be) a guide for over ten years.
Interviewer Can you interpret from and into Turkish?
Jo Yes, I can. I [4]_____ (speak) Turkish since I was very young, and I [5]_____ (work) in Ankara for two years.
Interviewer Can you start work next week?
Jo Of course. Thank you – *Teşekkürler!*

Self-assessment

I can talk about communicating in English.	😕	😐	🙂
I can use collocations with *say* and *tell*.	😕	😐	🙂
I can use *can*, *could* and *will be able to* to talk about ability.	😕	😐	🙂
I can use the present perfect with *for*, *since* and *How long … ?*	😕	😐	🙂
I can use the present perfect and past simple.	😕	😐	🙂

4 Healthy body, healthy mind

Learning outcomes

I can ...

- understand texts about exercise in space and staying healthy
- give advice
- write a post on a forum
- understand how to use quantifiers and *should*, *shouldn't* and *ought to*
- talk about health, fitness and nutrition
- record vocabulary by topic and notice differences in cognates
- write a report.

Start it!

1 Look at the photo. Do you think the person is healthy? Why?
2 Before you watch, do you exercise your mind? How?
3 Name three things that emotional intelligence helps you do. Watch and check.
4 Are you emotionally intelligent?

Watch video 4.1

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Language in action 4.2

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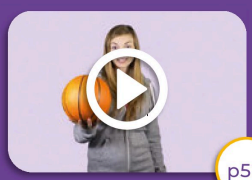
Language in action 4.3



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Everyday English 4.4

p54

Stay healthy! 4.5

Vocabulary

Health and fitness

4.01 **1** **Match the words and phrases with the photos (1–9) and definitions (10–13). Then listen, check and repeat.**

1	cough	☐	relax
☐	get better	☐	sneeze
☐	get enough sleep	☐	sweat
☐	get ill	☐	train
☐	get stressed	☐	warm up
☐	go jogging	☐	work out
☐	have a fever		

10 to become sick
11 to exercise gently before doing sport
12 to stop feeling ill
13 to practise a sport regularly

Learn to learn

Recording vocabulary by topic

Add new words to different pages in your notebook for different topics.

2 **Label one page in your notebook 'health' and another 'fitness'. Add the phrases from Exercise 1, and think of and add more.**

3 **Tell your partner your extra phrases. Can they guess if they're about health or fitness?**

Use it!

4 **Complete the questions with words from Exercise 1. Then write two more questions.**

1 When was the last time you *got* _____ ill?
2 Have you ever _____ a fever?
3 How often do you _____ stressed?
4 Do you ever go _____?

_____

_____

5 **Ask and answer the questions in Exercise 4.**

When was the last time you got ill?

It was about three months ago.

Explore it!

Guess the correct answer.

Your sneezes can travel up to … kilometres per hour.

a 50 b 100 c 160

Find another interesting fact about the human body. Then write a question for your partner to answer.

Frequently Asked Questions

Send us your questions about staying healthy in space.

How many movies have you seen about life in space? It looks fun, right? But is it? Our readers have asked us lots of questions about life on the International Space Station (ISS). The list is too long to answer all of them, but we've answered four of the best ones.

1 Q ☐

A They do a lot! They go on space walks, repair things, do experiments and communicate with Earth. But too much work isn't good for anyone and we all need a little fun! Astronauts play games, watch movies and listen to music. If they get stressed, they relax by enjoying the incredible views of our beautiful planet from space.

2 Q ☐

A Yes, it does. Gravity is very weak so everything floats – imagine sneezing in space! This means it's easy to lift things. Astronauts train a lot on Earth, but if they don't do enough exercise in space, their muscles and hearts lose strength and their bones get weaker, and this can happen in just a few weeks! These are only a few examples of the problems astronauts can have. Sometimes, when they get back to Earth, they're not strong enough to walk! The answer is exercise and not just a little exercise – a lot!

3 Q ☐

A Well, quite a lot. Take Japanese astronaut Koichi Wakata, for example. He lived on the ISS for 188 days and worked out for at least two hours every day. Some astronauts go jogging! One astronaut, Chris Hadfield, even ran a marathon in space!

4 Q ☐

A Good question. We all need to get enough sleep, but in space, with 16 sunrises and 16 sunsets every 24 hours, that's not easy. Too many changes from day to night make it difficult to know when to sleep, so astronauts have very strict routines and wear special blindfolds to block out the sunlight.

Reading

Online FAQs

1 **Guess the answers to the questions.**

a How much exercise do astronauts do?

b How and what do astronauts eat?

c What do astronauts do on the International Space Station every day?

d Does the body change in space?

e When and how do astronauts sleep?

4.02 **2** **Read the text. Match the questions (a–e) from Exercise 1 with the answers (1–4) in the text. Which question is not answered?** ☐

3 **Find words in the text that mean …**

1 the force that makes objects fall to the ground (answer 2). _____

2 the noun from the adjective 'strong' (answer 2). _____

3 a very long race (answer 3). _____

4 times when the sun appears in the morning (answer 4). _____

Voice it!

4 **Discuss the questions.**

1 How do you think astronauts train before going into space?

2 Would you like to live on the ISS? Why / Why not?

Language in action

Quantifiers

Watch video 4.2
How many hours of sleep do teenagers need? What is she going to practise?

Adjectives	Countable nouns	Uncountable nouns
School starts **too early**!	That's **too many glasses** for most people.	Marathon runners can drink **too much** water.
Most people are**n't** active **enough**.	Is zero **enough times** a week?	I'm not getting **enough sleep**.
	She drinks **a few glasses** of water every day.	She does **a little exercise** a week.

1 **Look at the table and circle the correct options.**

1 You're never *too* / *too* much old to start doing exercise!
2 Do you think Sasha's got *too much* / *too many* work to do?
3 We should all do *a little* / *a few* exercise every day.
4 I think there are *a little* / *a few* bottles of water over there.
5 It's important to get *a few* / *enough* sleep.
6 There are *too much* / *too many* people here.

2 **Write sentences about the situations with *not enough* or *too* and the words in brackets.**

1 There are 12 students in the class but only 11 chairs. (be / chairs)
There aren't enough chairs.
2 Jo was wearing shorts and a T-shirt in the cold weather. Now she's sick. (wear / clothes)
_____
3 Jake is 16. He wants a car but he can't drive until he's 18. (young / drive)
_____
4 I want to go out, but I'm coughing and sneezing and have a fever. (sick / go out)
_____

Get it right!

Too does not mean the same as *very*. We use *too* to mean 'more than enough'. We use *very* to make an adjective or adverb stronger.
I'm very happy. Let's celebrate. ✓
~~*I'm too happy. Let's celebrate.*~~ ✗

4.03 **3** **Complete the conversation with the correct quantifiers. Then listen and check.**

A Hey, how was the game?
B We lost. The other team were just [1] *too* strong. We weren't even good [2] _____ to score one goal! We spent too [3] _____ time defending and not [4] _____ time attacking.
A Maybe you aren't doing [5] _____ training. You always lose!
B No, we don't. We've won a [6] _____ games this season.
A But if you lose too [7] _____ games, you'll be out of the competition.
B I know! We need a [8] _____ luck!

Grammar tutor p128

Use it!

4 **Complete the sentences about you. Then compare with a partner.**

1 Yesterday, I ate too many _____.
2 Last week, I didn't get enough _____.
3 Last summer, I saw a few _____.
4 Last night, I ate a little _____.
5 I usually have too much _____.

Vocabulary and listening

Healthy eating

4.04 **1** Complete the health facts with the words in the box. Then listen, check and repeat.

a balanced diet calories ~~carbohydrates~~
dairy products fat fibre protein
nutrition vitamins

1 Carbohydrates give the body most of its **energy**.

2 _____ helps the body to grow and be **strong**.

3 **Cheese**, **chocolate** and **butter** contain a lot of _____.

4 _____ is in foods such as **fruit**. It helps food pass through the body.

5 _____ include **milk** and foods made from milk.

6 _____ (A, B, C, etc.) are natural substances that keep the body **healthy**.

7 The number of _____ tells us how much **energy** is in food.

8 _____ is a healthy mixture of **different** types of food.

9 _____ is about the food you EAT and how it affects your **health**.

Learn to learn

Cognates

Scientific words are often similar in different languages. There are sometimes small differences in spelling or pronunciation.

2 Which of the words from Exercise 1 are similar in your language?

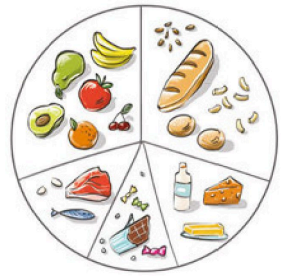
3 Say a word to your partner. They spell the word correctly. Then swap.

Use it!

4 Work in pairs. Use the words from Exercise 1 to talk about the Eatwell Plate.

Bananas have got a lot of vitamins.

The Eatwell Plate



An interview

4.05 **5** Read the health advice. Do you agree or disagree? Listen and check.

1. Chocolate is bad for you.
2. It's important to drink eight glasses of water a day.
3. Waking up during the night is bad for your health.
4. Stress is always bad.
5. A little exercise every day is better than a lot of exercise once a week.

4.05 **6** Listen again and complete the professor's advice.

It's a good idea to …	It's a bad idea to …
eat lots of fruit and vegetables.	*count calories.*

Voice it!

7 Discuss the questions.

1. Can you think of any other advice?
2. Are people in your country today healthier than 50 years ago? Why / Why not?

Language in action

should, shouldn't and *ought to*

Watch video 4.3
What advice did his coach give him? Does he think it was good advice?

should* / *ought to

+	He said we **should** learn to meditate. We **ought to** train our minds, too.
-	You **shouldn't** picture yourself making mistakes.
?	How **should** you train?

Pronunciation p118

Get it right!

We use an infinitive without *to* after *should* / *shouldn't*.
We always use *to* after *ought*.

1 **Look at the table and complete the sentences with *should*, *shouldn't* or *ought*.**

1 What should we do to be healthy?
2 We _____ spend too much time on our phones.
3 We _____ take up a new hobby like photography.
4 We _____ to spend some time together each day and have a chat.

2 **Use the prompts to write questions with *should*. Then ask and answer with a partner.**

1 I / do / improve my English
What should I do to improve my English?
You should watch films in English.
2 people / do to be happy
_____
3 people / do to be healthier
_____

3 4.09 **Complete the ultra-marathon advice with *should*, *shouldn't* and *ought to*. Then listen and check.**

New to ultra-marathons?

Here are our top five tips.

1 Well, you [1] shouldn't try the 100 k – it's too difficult. You [2] _____ to start with the 50 k.
2 You [3] _____ to train most days, but you [4] _____ also rest one day a week. On training days, you [5] _____ run too much – a few hours is fine! Add a few extra kilometres each time.
3 You [6] _____ eat well in the morning and, during the marathon itself, drink lots of water (but you definitely [7] _____ drink too much – that's dangerous).
4 If there are a few hills, it's OK to walk up them. You [8] _____ to save your energy for the end of the ultra-marathon.
5 Finally, you [9] _____ stay positive. In 2023, 77-year-old Bob Becker ran 217 km in 48 hours. If he can do it, you can!

Grammar tutor p128

Use it!

4 **Read the silly opinions and think of reasons to support them.**

1 Students should wear hats in class.
Students should wear hats in class because there isn't time to do our hair in the morning.
2 Singing ought to be an Olympic sport.
_____
3 Teachers shouldn't give homework on Tuesdays.
_____
4 Everybody should have a snake as a pet.
_____
5 People shouldn't eat sweets at the weekend.
_____

5 **Compare your ideas from Exercise 4.**

Speaking

Giving advice

1 4.10 **Look at the photo. Why do you think the girl is so tired? Listen and check.**

Robby Hey, Nicole, are you feeling OK? You look exhausted!

Nicole I'm really stressed. I have too many exams this week and not enough time to study.

Robby You really ought to get more sleep. You can't do anything well without enough sleep.

Nicole Tell me about it! I always get stressed before exams. Do you have any advice?

Robby [1] *How about* going jogging? Exercise always [2] _____!

Nicole Jogging isn't really my thing.

Robby [3] _____ go for a walk. You definitely shouldn't study all night.

Nicole Hmm, I guess I could try.

Robby And drink lots of water. It improves your memory.

Nicole Seriously? I didn't know that.

Robby [4] _____ is to listen to music with my eyes closed. It helps me relax. But [5] _____ listen to something gentle.

Nicole OK, thanks. I'll give it a shot.

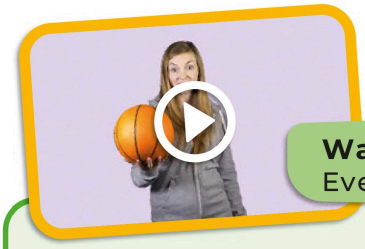
2 4.10 **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

How about … (+ -ing)?
Make sure you …
Something else I find useful …
… works for me.
You could just …

3 **Match the phrases (1–4) with the words and phrases in the *Everyday English* box.**

1 Are you joking?
2 I know exactly what you mean.
3 I'm going to try it.
4 I don't really like …



Watch video 4.4
Everyday English

I'll give it a shot. ☐ … isn't really my thing. ☐
Seriously? ☐ Tell me about it! ☐

Plan

4 **Think of some advice for these problems. Write notes.**

1 I want to make new friends, but I'm too shy.

2 I can't sleep because I'm worried about school.

5 **Work in pairs. Choose one of the problems and compare your advice. Plan a conversation.**

Speak

6 **Practise the conversation. Remember to use:**

- *should*, *shouldn't* and *ought to*
- words and phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation. Do you agree with the advice?**

Forum: **What should I do?**

Posts:

Jo17: Help! I play too many online games and don't get enough exercise.

Chad: I think I eat too much meat. I know it's bad for the environment. What are some different ways to eat well? How do I get enough protein?

PhoebeonherPhone: I spend too much time on my phone every day!

Brightongirl: Hi! Thanks for posting. Lots of us eat too much meat, so you're not alone! It's great you want to try something different. Have you tried eating a plant-based meal once a week? That way you can just start with a small change and see how you feel. It's easier than you think to get enough protein into your diet. Choose foods like lentils, chickpeas and beans. They're full of protein, fibre and vitamins. If you want a snack, why don't you try a few nuts or seeds? I recommend always taking a small box of nuts or seeds to school. But remember some people are allergic to nuts so you should check with your teacher. You could always take a little fruit. Finally, you shouldn't forget a plant-based diet is great for your health too! ☺

Writing

A post on a forum

1 **Read Brightongirl's post on a forum. Which problem is she answering?** _____

2 **Which things does Brightongirl include?**

1 reasons	☐	5 a title	☐
2 thanks	☐	6 advice	☐
3 formal language	☐	7 paragraphs	☐
4 a greeting	☐		

3 **Complete the phrases in the *Useful language* box. Then check in Brightongirl's post.**

Useful language

Have you [1]_____ (+ *-ing*)? I [2]_____ (+ *-ing*)
That [3]_____, you can [4]_____ …
Why [5]_____ you … ? You [6]_____ always …

4 **Match the sentence halves 1–5 with a–e.**

1 Have you tried	a look online for some free classes?
2 I recommend	b you can spend time with friends too!
3 Why don't you	c doing a little exercise every day.
4 You could always	d walking to school every day?
5 That way	e ask your friends to join you.

Write your own post on a forum.

Plan

5 **Choose one of the other problems in Exercise 1. Write notes giving advice.**

Greeting: Hello!
Thanks: Thank you for _____
Advice: Have you _____
_____
I think you should _____
_____
Reasons: Then, you can _____
_____
_____
_____

6 **Decide what language you need to use.**

Write

7 **Write your post. Remember to use:**

- *should*, *shouldn't* and *ought to*
- quantifiers
- phrases from the *Useful language* box

8 **Do you …**

- have a greeting?
- give advice with reasons?
- use an informal style?

Emotional development

1 Look at the photos. What do you think the connection is between them? Work in pairs and share your ideas.

4.11 2 Read the text and check your ideas.

Watch video 4.5
Stay healthy!

What do you do to keep your mind and body healthy?

Which activity can help you relax?

Why is it important to keep our mind and body fit and healthy?

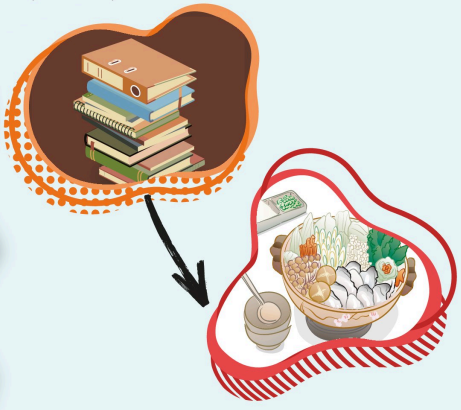
How can teenagers manage stress?

We all get stressed about different things at different times. Research has shown that stress affects our mental and physical health. For example, we release more cortisol when we feel stressed. This increases our heart rate and blood pressure. You shouldn't let stress control you, so it's important to learn how to manage it.

Schoolwork

Too many exams? Not enough hours in the day? Teenagers often feel there's too much pressure to be good at everything and they ought to please their parents and teachers.

You should take regular breaks when you're studying. Try doing a creative activity like cooking to relieve stress. You have to focus on what you're doing, and the sounds and smells can make you feel calm. It's a great way to feed your mind and your body!



Social media

When teenagers spend too much time on their phones, it can make them feel they aren't good enough – everyone else seems to be having so much fun! Being connected 24/7 means they often don't get enough sleep. They know they ought to stop scrolling and switch off, but it's hard!

Swap your phone for some exercise. We should all do a little exercise each day. Choose an activity you enjoy or try something different like puppy yoga. Studies have shown that puppy yoga reduces stress by lowering cortisol levels. You also laugh, get fit and relax!

Climate anxiety

Surveys have shown that more teenagers are worried about the future because of climate change.

Eco-therapy is a great way to reduce climate anxiety. Go outdoors and be in nature – the colours, sounds and smells can boost your mood, help lower your blood pressure and keep your heart healthy. All of these things help your physical and mental health because you relax.

Remember, a little stress isn't always a bad thing – it can help you to work harder and perform better!

Vocabulary extra

3 **Match the words with their meanings. Use a dictionary to check your answers.**

cortisol manage pressure reduce scrolling ~~take control~~

1 decide you have the power to deal with something *take control*
2 become smaller in amount _____
3 moving your finger on a screen to show more and more new content _____
4 a chemical the body makes in response to stress _____
5 a strong feeling that there's a lot to achieve _____
6 be able to take care of a situation or feeling in an effective way _____

4 **Answer the questions.**

1 How often do you feel stressed?
2 What makes you feel stressed?
3 How do you manage your stress?
4 How can you help a friend who feels anxious or worried?

CLIL: PHSE

Managing stress

5 **Find these words and expressions in the text. Are they positive or negative? Write *P* (positive) or *N* (negative).**

1 feel too much pressure N
2 being connected 24/7 ___
3 boost your mood ___
4 increase your heart rate and blood pressure ___
5 lower cortisol levels ___
6 relieve stress ___

6 **Complete the table with information from the text.**

Reasons for stress	Solution	How it works
schoolwork	[1] *cooking*	focus on what you're doing The [2] _____ can make you feel calm.
social media	[3] _____	[4] It _____ and reduces stress.
climate anxiety	[5] _____	The colours, sounds and smells can [6] _____, help lower your [7] _____ and keep your [8] _____ healthy.

7 **Work in groups. Think about another reason for teenagers' stress and possible solutions. Use *should*, *shouldn't* and *ought to* and the ideas below. Share your ideas with the class.**

- technology
- creative activities
- outdoor activities
- fun things
- other people
- sport

Project: a report

How to manage stress

Step 1: Plan

Work in groups. Find out about problems your friends have and how they manage them.

- Write questions for your classmates. Use the ideas in the box to help you.

after-school activities breaks exercise exams family friends homework money nature sleep the future

- Interview your classmates and make notes on their answers.
- Choose the four most common problems.
- Think of different ways to solve the problems and manage each kind of stress.

OWN IT! Project: a report p121

Learn to … check your writing

It is good to make mistakes because you can learn from them. If you make a list of your mistakes, you can remember not to make them again and your English will improve.

1 **Answer the questions. After you've done a piece of writing, how often do you …**

1 check you've spelled everything correctly?
2 check you haven't made any grammar mistakes?
3 write it again and make improvements (more details, extra ideas, etc.)?

2 **Beatriz keeps a list of her common mistakes. Complete the second column with the correct words.**

	My common mistakes	My corrections
a	he ~~like~~, she ~~want~~	he [1]_____, she [2]_____
b	she ~~don't~~ have	she [3]_____ have
c	he/she/it ~~have~~	he/she/it [4]_____
d	depend ~~of~~ something, ~~on~~ July, more ~~off~~	prepositions: depend [5]_____ something, [6]_____ July, more [7]_____
e	~~hoter~~, ~~planed~~, ~~siting~~	double letters before *-ing*, *-ed* and *-er*: hotter, [8]_____, [9]_____
f	easyest, fryed, happyer	*-y* to *-i*: easiest, [10]_____, [11]_____
g	whith	with
h	~~many~~ time, ~~much~~ photos	*many* + countable, *much* + uncountable: [12]_____ time, [13]_____ photos
i	~~do~~ sure	[14]_____ sure

3 **Read Beatriz's answer to Phoebeonherphone's post on page 53. Which of the common mistakes (a–i) from Exercise 2 does she make? What other common mistake does she make?**

_____

_____

Hi Phoebeonherphone. Thanks [1]of _____ sharing your problem [2]whith _____ us. Many young people love posting photos online. My blog [3]have _____ thousands. However, 250 a day is too many. You probably don't have [4]many _____ time for other things. Have you [5]tryed _____ [6]seting _____ a limit every day? For example, tomorrow, [7]do _____ sure you don't post more [8]off _____ 200. The next day, don't post more [9]off _____ 150. [10]that _____ way, you can make sure the photos are all excellent. If that [11]don't _____ work, ask a friend to help you. The friend [12]check _____ your social media and [13]tell _____ you if you post too [14]much _____ photos. Good luck!

4 **Use the list in Exercise 2 to correct the mistakes (1–14) in Beatriz's answer.**

OWN IT!

5 **Make a list of your common mistakes in your notebook.**

6 **Use the list to check and correct the writing you do in Units 5–9. Add more common mistakes to your list when you make them.**

Search online common mistakes in writing. Learn from them to avoid potential mistakes you can make. Share your findings with your classmates.

4 Review

Vocabulary

1 **Complete the conversation with the correct form of the words and phrases in the box.**

cough	get better	get ill	get stressed
go jogging	have a fever	relax	
sneeze	sweat	train	

Tom Doctor, I [1]_____ in the park yesterday and felt fine, but now I think I'm [2]_____. Look at my red nose! I'm [3]_____ all the time.

Doctor Does your chest hurt? You're [4]_____ a lot.

Tom It does. And I'm [5]_____ all the time but I feel cold.

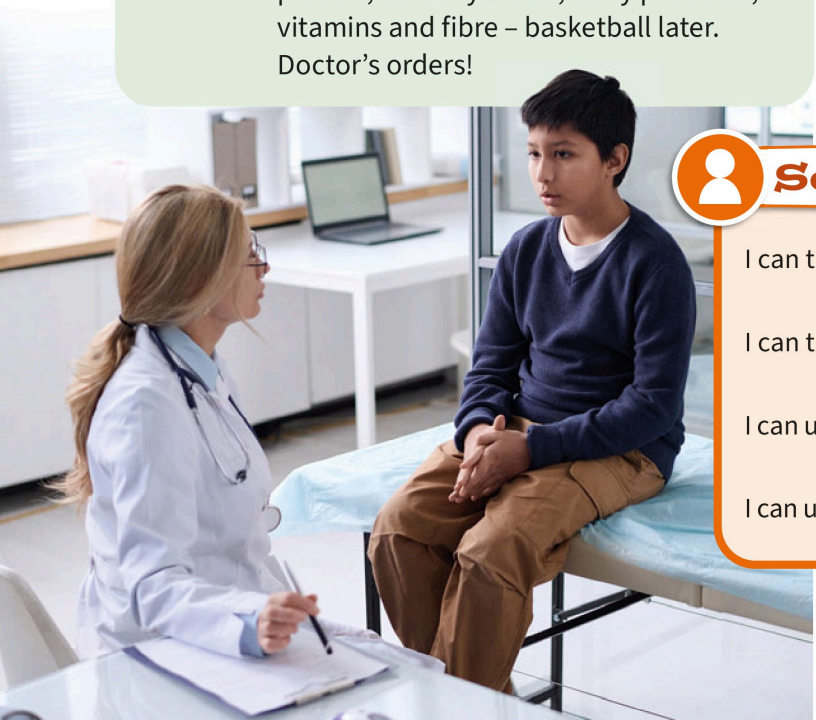
Doctor Well, let's take your temperature. Hmm, 39 degrees. You [6]_____. Here's some medicine. You need a week in bed.

Tom This is terrible! My basketball team needs me. We're [7]_____ for a big game next Saturday.

Doctor [8]_____! Don't [9]_____. Your health is more important than a basketball game.

Tom But it's the final!

Doctor You want to [10]_____, don't you? Rest first, eat well – a balanced diet of protein, carbohydrates, dairy products, vitamins and fibre – basketball later. Doctor's orders!



Language in action

2 **Match the sentence beginnings with the endings.**

1 I didn't finish the exam because ☐
2 We cancelled the football match because ☐
3 I'm unhealthy because ☐
4 I didn't go out with my friends because ☐
5 Her doctor says she's sick because ☐
6 Paula is strong and healthy because ☐

a she doesn't have a balanced diet.
b we didn't have enough players.
c she does lots of exercise and is careful about what she eats.
d there were too many questions.
e I eat too much fat and not enough vitamins.
f I was too tired.

3 **Complete the information about skydiving with *should*, *shouldn't*, *ought to* and a verb in the box.**

close	enjoy	panic	trust	try

1 Everyone [1]_____ skydiving. It's an incredible sport.
2 It's OK to scream but you [2]_____. You [3]_____ your instructor.
3 You [4]_____ your eyes. You [5]_____ every second of the experience.

Self-assessment

I can talk about health and fitness in English. 😕 😐 🙂

I can talk about healthy eating. 😕 😐 🙂

I can use quantifiers. 😕 😐 🙂

I can use *should*, *shouldn't* and *ought to*. 😕 😐 🙂

5 Save our planet!

Learning outcomes

I can ...

- understand texts about saving our planet
- give an opinion in a discussion
- write an opinion essay
- understand how to use conditionals
- talk about our planet and natural environments
- use techniques to remember vocabulary; use reference words.

Start it!

1 Look at the photo. Do you like it? Why?
2 Before you watch, which animals are in danger? Why?
3 Choose an animal from the video. What has happened to it? Watch and check.
4 What can we do to help these animals?

Watch video 5.1

p61

Language in action 5.2

p63

Language in action 5.3

p64

Everyday English 5.4

p66

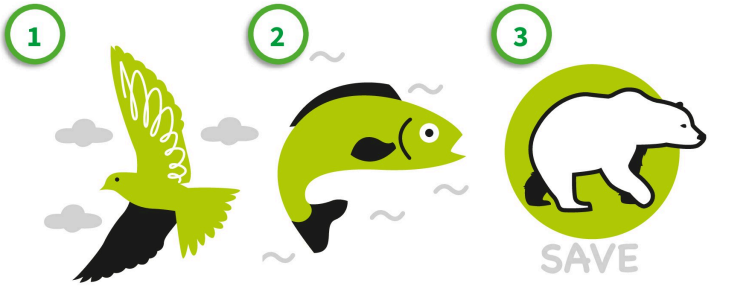
Globetrotters 5.5

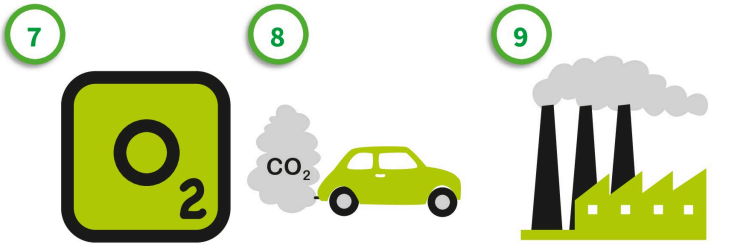
Vocabulary

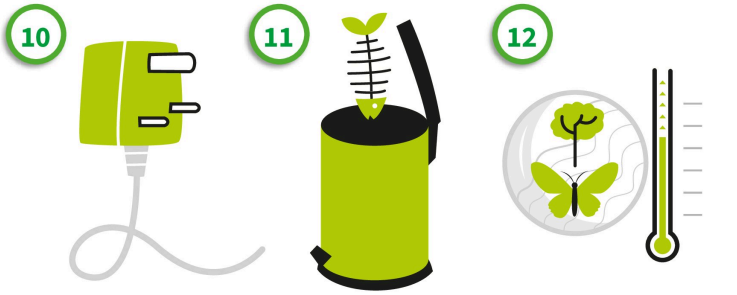
Planet earth

5.01 **1** Match the words with the icons (1–12). Then listen, check and repeat.

- [ ] carbon dioxide
- [ ] climate change
- [ ] endangered species
- [ ] energy
- [ ] marine life
- [ ] oxygen
- [ ] pollution
- [ ] solar power
- [ ] the environment
- [ ] the planet
- [ ] waste
- [1] wildlife







Learn to learn

Look, cover, remember

Use the look, cover, remember technique to help you learn new vocabulary.

2 Look at the words in Exercise 1 for one minute. Then close your book. Write the words you can remember. Compare with a partner.

3 Match the words from Exercise 1 with the verbs to make collocations.

produce: waste, [P] _____ [ ] _____ [ ]
_____ [ ] _____ [ ]
_____ [ ] _____ [ ]

protect: wildlife, [S]
_____ [ ] _____ [ ]
_____ [ ] _____ [ ]

reduce: pollution, [ ] _____ [ ]
_____ [ ] _____ [ ]

destroy: the planet, [ ]
_____ [ ] _____ [ ]
_____ [ ] _____ [ ]

4 Which of your collocations in Exercise 3 are problems and which are solutions? Write P (problems) or S (solutions) after the collocations.

Use it!

5 Tell your partner a problem from Exercise 3. Can they think of a solution?

Explore it!

Guess the correct answer.

We cut down … trees each day so that we can have toilet paper!

a 27,000 b 5,000 c 100,000

Find another interesting fact about planet Earth. Then write a question for your partner to answer.

Reading
A news story

1 Look at the photos and the title of the news story. What do you think the connection is?

5.02 **2** Read the news story and check your ideas.

3 Complete the news story with the phrases.

a giant floating islands of waste
b fish, sea birds and other marine life eat them
~~c bags, bottles and straws~~
d she learned about bioplastics
e Some of her experiments didn't work
f it takes around 450 years for a plastic bottle to disappear

4 Find these numbers in the news story. What do they refer to?

1 171 trillion *number of pieces of plastic in seas, oceans and rivers*
2 five _____
3 2050 _____
4 14 _____
5 12 _____
6 two _____

5 Find words in the text that mean …

1 movements of water *currents*
2 very big _____
3 thin pieces of plastic you drink through _____
4 to put in a rubbish bin _____
5 to stop doing something because it is difficult _____

Voice it!

6 Discuss the questions.

1 What do you think of Elif's idea?
2 What other problems can plastic in the ocean cause?
3 Can you think of any solutions?

Can we **stop** plastic pollution in **our oceans?**

The problem

Plastic waste like [1] *c* is a big problem in seas, oceans and rivers. There are over 171 trillion pieces! The plastic moves from rivers into the sea, then ocean currents push it together to make [2] ___. There are five enormous areas of plastic pollution called *garbage patches*. One in the Pacific Ocean is twice the size of France! The main problem is that the plastic takes an extremely long time to disappear. Did you know that [3] ___?

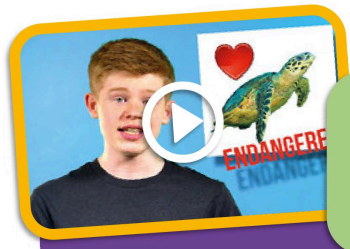
Scientists predict that unless we do something to reduce the waste, by 2050 there could be more plastic in the sea than fish. This is because the plastic breaks into smaller pieces and then [4] ___ and die. If plastic pollution doesn't stop soon, it may destroy our oceans forever. So, what can we do about this?

The solution

Maybe Elif Bilgin has the answer. When she was fourteen, she was shocked when she saw plastic waste in the beautiful Bosphorus river in Istanbul. She wanted to find a solution. At school, [5] ___. They're better for the environment because they're natural materials, so if there are bioplastics in water, they won't produce plastic pollution. Elif wanted to use organic, or natural, material that we throw away like banana skins. She did 12 experiments at school and at home. [6] ___, but Elif didn't give up. Finally, she produced a bioplastic from banana skins. When she was 16, she won two science prizes for her idea. Elif believes that if we use bioplastics, they might help reduce air, land and water pollution. Today, scientists are creating more bioplastic products and doing more research. They use things like algae or even flies! If we all reduce our plastic waste now and use bioplastic, we can help save our beautiful oceans and rivers.

Language in action

The first conditional



Watch video 5.2
How many species of sea turtles are in danger? Why may people put signs up on the beach?

If clause	Conditional clause
If a lot of turtles **lay** their eggs on a beach,	we **may put up** signs.
If people **disturb** the nest,	that **could stop** the eggs hatching.
Conditional clause	***If* clause**
We **might not be able to save** sea turtles	**unless** we **work** together to protect them.
We **will** protect sea turtles in the future	**if** we take action now.

Pronunciation p119

Get it right!

We use *may*, *might* and *could* when we are less sure of the result.
If I go to university, I might study biology, but I'm not sure.
We use *will* when we are sure of the result.
We will learn more about recycling at the science centre.

1 **Look at the table and circle the correct options.**

1 We use *if* + present simple and *may* / *might* / *could* / *will* + infinitive *with* / *without* *to*.
2 The *If* clause *can* / *can't* come first or second.
3 When the *If* clause comes first, we *use* / *don't use* a comma after it.

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

1 we recycle / We might / our plastic. / if / reduce pollution
We might reduce pollution if we recycle our plastic.
2 the planet / stop climate change, / If / we / won't get hotter and hotter.
3 if we / could reduce the plastic areas / We / collect plastic in the sea.
4 unless we / Many animals / look after our planet. / will die
5 social media, / join our campaign / we use / could / If / more people

5.05 **3** **Complete the conversation with the correct form of the verbs in brackets. Then listen and check.**

Dj Thank you for coming to tell us how we can help save our planet. What [1] *will happen* (happen) if climate change [2] _____ (not slow down)?

Jen Well, we know that the ice in the polar regions is melting, so if Arctic animals like polar bears [3] _____ (lose) their homes, they [4] _____ possibly _____ (die out). Unless we [5] _____ (stop) throwing away plastic, a lot of marine life [6] _____ (disappear), too.

Dj That's very sad. Is there any good news?

Jen Yes, if more people [7] _____ (pick up) rubbish from beaches, it [8] _____ (help) to reduce more plastic waste in the ocean. So, sign up to volunteer today!

Grammar tutor p129

Use it!

4 **Complete the sentences about you. Then compare with a partner.**

1 If I have some free time this week, …
2 If I don't finish all my homework, …

Vocabulary and listening

Natural environments

5.06 **1** **Match the words with the photos (1–10). Then listen, check and repeat.**

☐ bay	☐ cave	☐ cliff
☑ 1 coast	☐ iceberg	☐ stream
☐ rainforest	☐ valley	☐ volcano
☐ waterfall		

5.07 **2** **Listen and say what you hear.**

1 waterfall

Learn to learn

Drawing pictures

Drawing pictures of new words can help you remember them.

3 **Work in small groups. Take turns to draw pictures of the words from Exercise 1. Who can guess the word first?**

Use it!

4 **Which words from Exercise 1 …**

1 are near where you live?

2 have you visited?

A class discussion

5.08 **5** **Listen to the class talking about ways to protect the environment and number the words in the order you hear them.**

☐ blankets	☐ caves	☐ clouds
☐ showers	☑ 1 sunglasses	☐ worms

5.08 **6** **Listen again and complete the notes.**

Object(s)	Idea	How it protects the environment
sunglasses	Reflect the sun's rays away from the Earth.	Reduces The Earth's temperature.

Voice it!

7 **Discuss the questions.**

1 Which idea do you like the best? Why?

2 Which idea do you think is the craziest?

Language in action

The second conditional

Watch video 5.3
Which natural environment words does she mention? What would everyone get if she ruled the world?

If clause	Main clause
If I **ruled** the world,	people **wouldn't** drive around in cars.
Main clause	***If* clause**
You **wouldn't need** to buy fuel	**if** you rode a bike.
What **would happen**	**if** we didn't drive cars?

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

first present *would (not)* without *to*

1 We use the second conditional to talk about imaginary situations in the _____.
2 We form the second conditional with *if* + subject + past simple + subject + _____ + infinitive _____.
3 The *If* clause can come first or second. If it comes _____, we put a comma after it.

2 **Circle the correct words.**

1 If we *made* / *would* make houses from recycled materials, we *reduce* / *'d reduce* waste.
2 If we *would have* / *had* more electric cars, we *'d produce* / *produce* less carbon dioxide.
3 What *would happen* / *happened* if people *wouldn't use* / *didn't use* plastic bottles?

3 **Complete the sentences with the correct form of the verbs in brackets.**

1 If people *didn't have* (not have) cars, we *would ride* (ride) bikes.
2 If we _____ (not drive) cars, the roads _____ (feel) safer.
3 We _____ (breathe) cleaner air if we all _____ (travel) by bike.
4 If I _____ (rule) the world, everyone _____ (get) a free bike!
5 What _____ the world _____ (be) like if you _____ (rule) it?

5.09 **4** **Complete the conversation with the correct form of the verbs. Then listen and check.**

be (x2) can ~~do~~ drive have listen not be not have work

Rita So what [1] *would* you *do* if you [2] _____ change anything in the world?
Oscar Well, the first thing to go would be all exams and homework. Can you imagine how good school [3] _____ if we [4] _____ exams or homework?
Rita Ha ha! Great idea! Well, I'd make all cars electric. If we only [5] _____ electric cars, there [6] _____ so much pollution.
Oscar Well, I'd give people more free time because if people [7] _____ more free time, they [8] _____ harder at school.
Rita Yeah, and I'd play music in the street. If we all [9] _____ to more music, we [10] _____ much happier.

Grammar tutor p129

Use it!

5 **Put the words in the correct order. Then ask and answer the questions with a partner.**

1 lived forever / the world be like / What would / if people / ? _____
2 How would / people could fly / if / life be different / ? _____
3 if you / What would / you do / were invisible / ? _____

Speaking

Giving your opinion

1 5.10 **Listen to the conversation. What do Josie and Marc think about zoos and marine parks?**

Josie I'm off to see my cousins later. We're going to the park or the zoo, I think. Wanna join us?

Marc Well, if you go to the zoo, I'll give it a miss. I don't like the idea of huge animals like elephants in small spaces. It's not on.

Josie They have enough space. And don't forget that if we didn't have zoos, lots of animals would disappear. They protect endangered species.

Marc Yes, maybe you're right, but have you ever thought about how the animals feel?

Josie Yeah, but remember that zoos look after animals. And kids learn tons about them from visiting zoos.

Marc But marine parks aren't educational. They're just for entertainment. It would be much kinder to the animals if we closed them!

Josie If we didn't have marine parks, some kids would never get to see animals such as dolphins or killer whales.

Marc I see your point, Josie, but let's agree to disagree.

2 **Match the uses (1–3) with the phrases from the *Useful language* box.**

1 trying to get someone to change their opinion
2 showing you agree a little
3 showing you disagree

Useful language

- Don't forget that … ☐
- I see your point, but … ☐
- Let's agree to disagree. ☐
- Maybe you're right, but … ☐
- Remember that … ☐

3 **Match the uses (1–4) with the phrases in the *Everyday English* box.**

When you …

1 want to invite someone somewhere.
2 don't want to go somewhere with someone.
3 are going somewhere.
4 don't like something.

Watch video 5.4
Everyday English

- I'll give it a miss. ☐
- It's not on. ☐
- I'm off to … ☐
- Wanna join us? ☐

Plan

4 **Do you agree or disagree with these ideas? Write notes.**

1 We shouldn't keep wild animals as pets.
2 Plastic should be banned.
3 All transport should be electric.
4 It's OK to cut down rainforests.

5 **Work in pairs. Compare your opinions. Plan a conversation.**

Speak

6 **Practise the conversation. Remember to use:**

- the first and second conditional
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and decide what idea they are talking about. Do you agree with their opinions?**

Writing

An opinion essay

Who should protect the planet?

1 ☐ Earth is a beautiful planet with amazing coasts, rainforests and icebergs. However, we are not looking after it, and unless we act now, we might destroy it forever. But who should protect our planet?

2 ☐ Some people believe that governments and big organisations should stop climate change. In my view, we should all reduce, reuse and recycle. Many things can be made from old plastic bottles! Furthermore, we should refuse to buy any more plastic bottles or bags.

3 ☐ In addition to this, we should use cleaner energy. For instance, if cars had solar panels, they would produce clean energy and reduce pollution.

4 ☐ To sum up, in my opinion, if we all do small things to help every day, we will reduce climate change and protect our planet for the future.

1 **Read Mila's essay. Match information a–d with paragraphs (1–4).**

a her main idea and examples to support her opinion
b an introduction with a question to think about
c a conclusion to summarise her opinion
d a second idea to support her main opinion

2 **Look at the *Useful language* box. Find and underline the words and phrases in the essay. Then match them with their uses (1–4).**

Words and phrases to introduce …

1 an opinion.
2 a new idea.
3 a conclusion.
4 a contrast.

Useful language

Furthermore, …	2	In my view, …	☐
However, …	☐	Some people believe that …	☐
In addition to this, …	☐	To sum up, …	☐
In my opinion, …	☐		

3 **Complete the sentences with words and phrases in the *Useful language* box.**

In my [1]*opinion*, if we want to protect our planet, we could all make one small change. [2]_____, we must work together. Some people [3]_____ that we can't make a difference. In [4]_____, they're wrong. My friends and I ride our bikes to school every day. We don't produce any pollution. [5]_____, we're fitter and healthier now. In [6]_____ to this, other students are now doing the same. To [7]_____ up, if we all make one small change, this could make a big difference.

Write your own opinion essay.

Plan

4 **Choose an essay topic. Think of two ideas to support your opinion. Write notes.**

How to protect the planet
Pollution and its effect on the environment

5 **Decide what information to include in each paragraph.**

- 1: Introduction and a question, for example: *If we want to protect our planet, what should we do?*
- 2 and 3: main and second ideas and examples to support your opinion
- 4: a conclusion to summarise your opinion

Write

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

- four paragraphs
- the first and second conditional
- phrases from the *Useful language* box

Check

7 **Do you …**

- have an introduction with a question?
- have supporting ideas and examples?
- use the first and second conditional?
- have a conclusion?

Globetrotters

Watch video 5.5
Take action now!

- Which organisations help animals?
- What is the problem in the Congo Basin?
- How is the Mexican government helping?

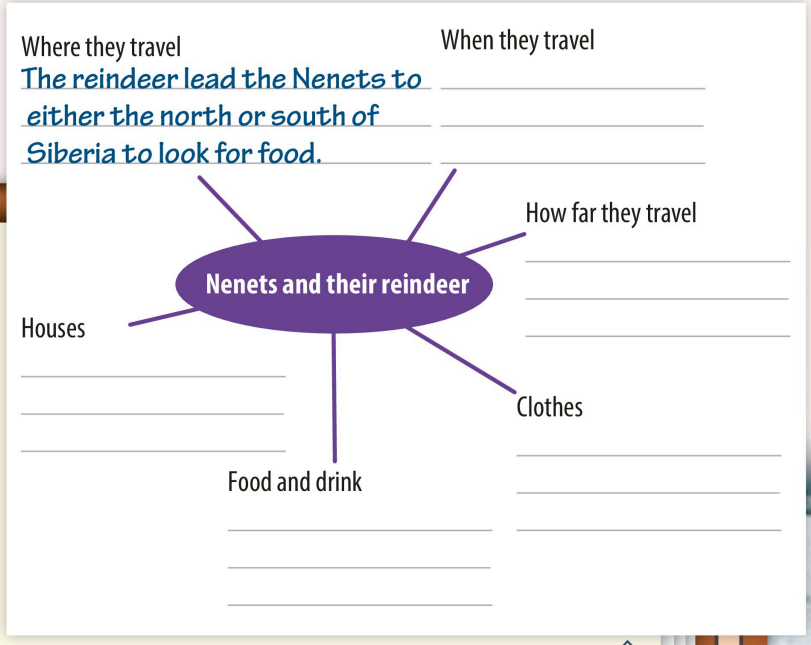
Reading
A journal

1 **Look at the photo and answer the questions.**

1 Where do you think the people live?
2 What type of natural environment is it?
3 What is difficult about their lifestyle?

5.11 **2** **Read the journal and check.**

3 **Complete the spidergram.**



Wednesday, 24 October – snowstorm!

Today we only walked a few kilometres because of the snowstorm. It's amazing how the reindeer know which direction to go in and don't get lost, even in a storm! The Nenets are nomads and follow the reindeer on their 1,000 km journey twice a year. In summer they travel to the north of Siberia, and in winter to the forests in the south to look for food.

I don't think the Nenets would be able to survive without their reindeer. They provide them with everything: their clothes, their food, their tools, their transport and even their houses. The Nenets use around 120 reindeer skins, or hides, to make each house, and they're so warm! Well, they have to be, I guess! If they didn't use reindeer hide for their clothes and houses, they wouldn't be able to survive when it's –50 °C.

We arrived here this evening and set up camp in the dark. My job was to build a wall of snow around the house to protect us from the icy wind. I asked why they travel when it's so cold and dark, and they said that they have to follow the reindeer. If they waited for warm weather and light, they wouldn't move for months. But every three days they pack up and travel a few more kilometres.

We had dinner in the house around the fire. Raw reindeer meat mixed with reindeer blood and cheese from the reindeer milk. Surprisingly, it was delicious and very nutritious too! The Nenets eat reindeer for every meal. They said that if it's warmer tomorrow, we'll have a picnic outside. By warmer, I think they mean –20 °C!

They tell me that the temperature is getting warmer because of climate change. This is making it more difficult for the reindeer to find enough food. And it also means that travelling is more dangerous. The Nenets walk across a giant frozen river. The river freezes later in the autumn and if it doesn't freeze completely, the ice could break. Unless we try to reduce climate change, it might be difficult one day for the Nenets and their reindeer to live as they have for thousands of years.

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

1 animal skins _____
2 people who travel a lot and don't live in the same place for long _____
3 extremely cold _____
4 healthy, provides lots of energy _____

Learn to learn

Reference words

We use reference words such as *it*, *they*, *its*, *their* or *them* to avoid repeating the same noun.

5 **What do the words in bold mean? Look at the journal again to help you.**

a [1]**They** provide [2]**them** with everything; [3]**their** clothes, their food …
b And [4]**they're** so warm! Well, they have to be, I guess.
c By warmer, I think [5]**they** mean –20 °C!
d If [6]**it** doesn't freeze completely, the ice could break.

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

6 **Write two sentences about the Nenets. Use reference words. Swap your sentences with a partner. Can they say what the reference words mean?**

Voice it!

7 **Discuss the questions.**

1 What are the advantages and disadvantages of the Nenets' lifestyle?
2 Would you like to live like the Nenets? Why?

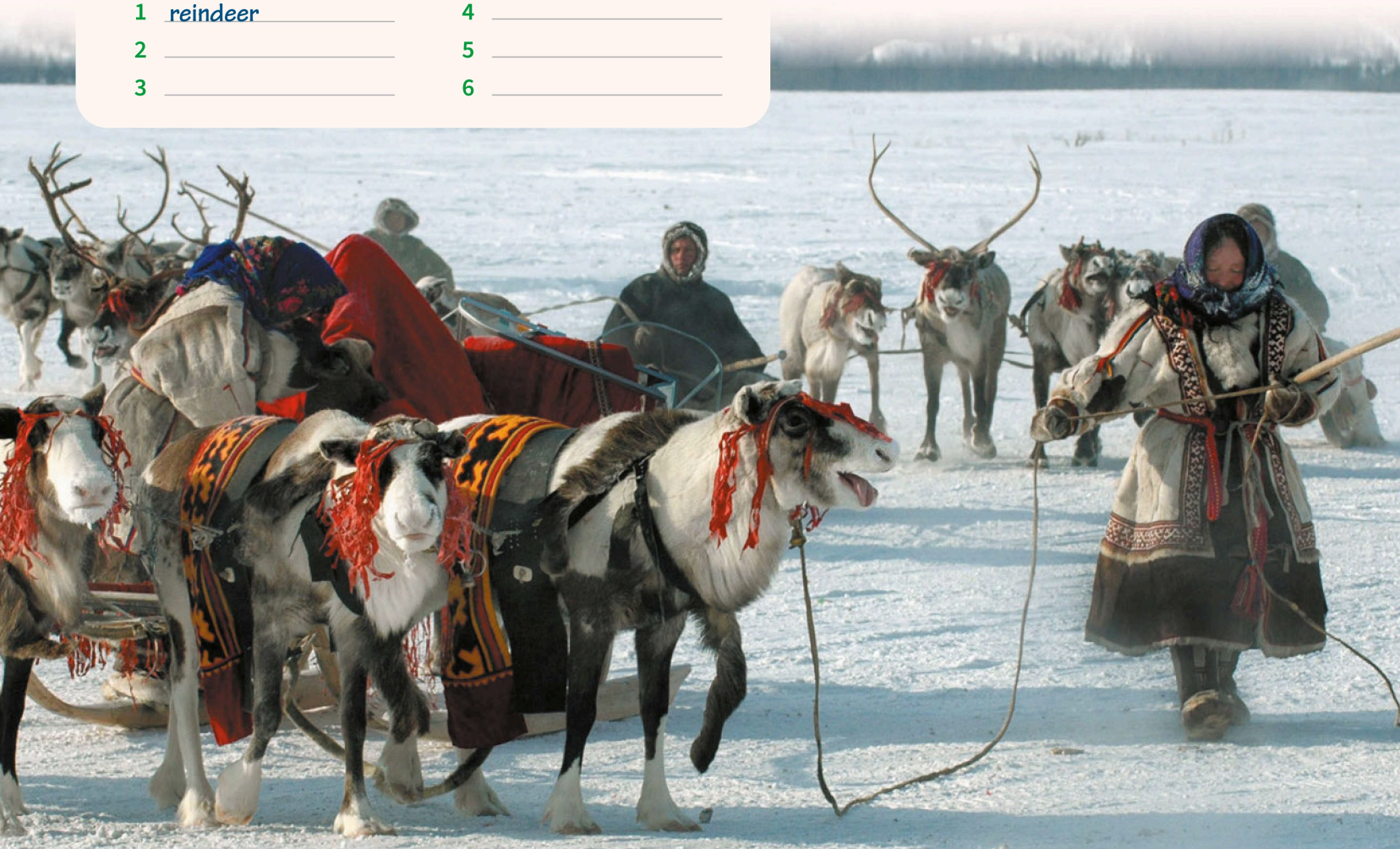
Explore it!

Guess the correct answer.

Nenets *use* / *don't use* mobile phones.

Find another interesting fact about the Nenets. Then write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank



Learn to learn

Learn to … understand how you learn

When you know what kind of language learner you are, you can decide how to improve your English.

1 Ask your partner the quiz questions and circle their answers.

Are you a communicator or a perfectionist?

Take our quiz to find out!

1 In class, do you prefer to …
a speak in English with a partner?
b read and listen to a text on your own?

2 If an English-speaking student visited your school, would you …
a chat to them to practise your English?
b only say hello to them or ask them simple questions like 'How are you?'

3 How do you feel when you're studying grammar in class?
a I can't wait to do a different activity.
b I enjoy understanding and practising the rules. It's my favourite thing!

4 Your teacher gives you back a piece of written work. What do you do?
a I quickly look at my grade and then put it in my bag.
b I read all of the corrections and comments carefully. They can help me do better next time.

5 How do you feel when you make a mistake with your pronunciation?
a If the person can still understand me, I don't mind.
b Embarrassed. I hate making mistakes.

6 When you write or speak in English, do you …
a try to use new grammar and vocabulary?
b only use grammar and vocabulary you already know?

7 If you did a presentation in English, would you …
a try to speak naturally without memorising everything?
b memorise the whole presentation first?

2 Read what kind of learner your partner is and tell them.

Mostly a answers: You're a communicator. You like speaking and if the other person understands you, you don't worry about making mistakes. This is good because you try to express what you want to say.

Mostly b answers: You're a perfectionist. You like to understand the rules of English and you hate making mistakes. This is good because you aim to speak and write correctly.

3 Do you agree with the description of you in Exercise 2? Why / Why not?

4 Is the advice below for a communicator (*C*) or a perfectionist (*P*)?

1 You should try to use new language and practise speaking in class as much as possible. If you do, you'll be able to communicate more naturally. ___

2 You should pay more attention to grammar rules and to your teacher's corrections. If you do, you'll be able to speak and write more correctly. ___

5 What are the advantages and disadvantages of being a perfectionist, and of being a communicator?

OWN IT!

6 Look at the advice in Exercise 4. Tell your partner one thing you can do to improve your English.

Make a short audio or video recording of your thoughts on how the feedback you receive can help you to improve. Share your findings with your classmates.

5 Review

Vocabulary

1 **Circle the noun that we can't use with each verb.**

1 **produce:**

energy carbon dioxide
solar power endangered species

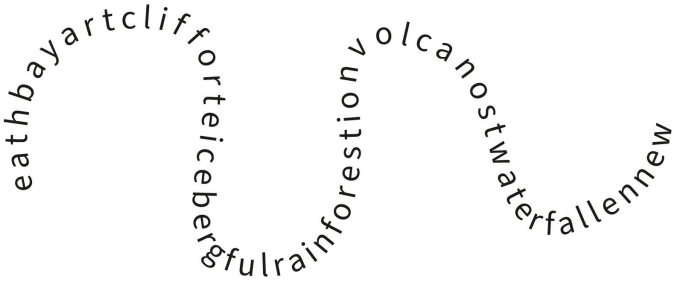
2 **protect:**

wildlife oxygen marine life
the environment

3 **reduce:**

waste climate change
the planet carbon dioxide

2 **Circle six natural environments in the wordsnake.**



Language in action

3 **Circle the correct words.**

[1]*If / Unless* you take your own bottle to London's Natural History Museum, you [2]*don't / won't* see plastic water bottles there. If visitors [3]*want / might want* to drink water at the museum, they [4]*will / might* be able to fill their own bottles or drink from water fountains, but they [5]*won't / don't* be able to buy water in a plastic bottle. The museum thinks that if it [6]*stops / will stop* selling plastic water bottles, it [7]*helps / might help* reduce the amount of plastic in the sea.

4 **Circle the correct words.**

If you [1]___ to protect the planet, what [2]___ you do? Lewis Pugh, the 'human polar bear', swims long distances in some of the world's coldest waters to make people think about climate change. Sometimes the water is 0 °C, and he can stay in the water for only 20 minutes. If he [3]___ any longer, his body [4]___ working and he [5]___ probably die. Pugh wants governments to protect our oceans. He says that unless we [6]___ them now, we [7]___ them forever.

1	a want	b wanted	c would want
2	a will	b won't	c would
3	a stay	b stayed	c would stay
4	a stops	b stopped	c would stop
5	a doesn't	b will	c would
6	a protect	b will protect	c would protect
7	a lose	b will lose	c would lose

Self-assessment

I can talk about the planet Earth in English.	😕	😐	🙂
I can talk about natural environments.	😕	😐	🙂
I can use the first conditional.	😕	😐	🙂
I can use the second conditional.	😕	😐	🙂

6 Think outside the box

Learning outcomes

I can ...

- understand texts about inventions
- give and follow instructions
- write a review of an invention
- understand how to use the passive
- talk about making things, materials and containers
- use visualisation techniques to remember vocabulary; use background knowledge to understand texts
- present an idea for an invention.

Start it!

1 Look at the girl in the photo. What is she doing?
2 Before you watch, what do you think is the best invention ever?
3 What did Thomas Edison say when things went wrong? Watch and check.
4 What would you like to invent?

Watch video 6.1

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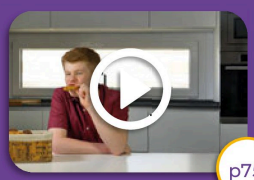
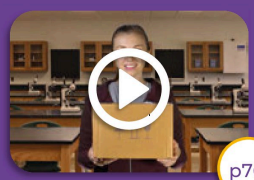
Language in action 6.2



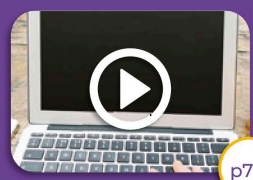
p75

Language in action 6.3



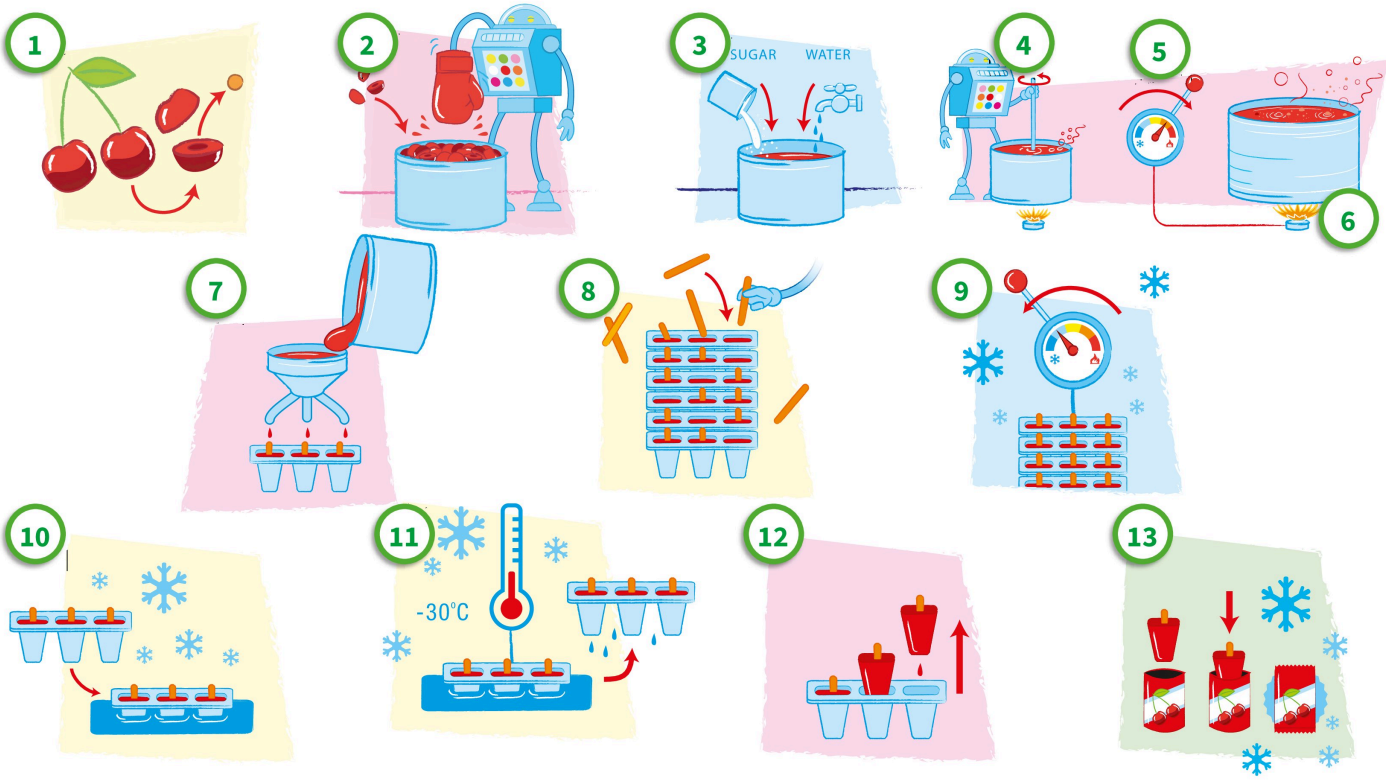
p76

Everyday English 6.4



p78

Changing technology 6.5



Vocabulary

Making things

6.01 **1** Listen to how you make an ice lolly. Match the verbs with the pictures.

☐ add	☐ boil	☐ cover
☐ dip	☐ freeze	☐ increase
☐ place	☐ pour	☐ press
☐ pull	☐ reduce	☑ remove
☐ stir		

6.02 **2** Listen, check your answers to Exercise 1 and repeat.

Pronunciation p119

Learn to learn

Visualising

Thinking of an image to go with new words can help you remember their meaning.

3 Think of a strange or funny image for each of the verbs in Exercise 1. Tell your partner your ideas.

Use it!

4 Choose one of the things in the box and write how to make it in your notebook.

a candle a cup of coffee ice cream
perfume a smoothie soup

5 Tell your partner what to do. Can they guess what you are making?

First you boil the water, then, you pour some milk into a cup and add some sugar …

Are you making a cup of coffee?

Explore it!

Guess the correct answer.

An … invented the ice lolly in 1905.

a 11-year-old American boy
b 80-year-old Mexican man
c 18-year-old Spanish girl

Find another interesting fact about ice lollies. Then write a question for your partner to answer.

Reading
A news story

1 **Look at the title and the pictures. What do you think the text is about?**

6.06 **2** **Read the text and check your ideas.**

3 **Circle the correct answers.**

1 Richard Turere had a clever idea when he was …
   a 11 years old.
   b 20 years old.
   c 22 years old.

2 Richard knew lions did not like …
   a motorbikes.
   b people moving around.
   c the light from torches.

3 Because of lion lights it's possible for …
   a people and wildlife to be safe.
   b lions to live on farms.
   c wildlife to see people more easily.

4 **Match the words in bold in the news story with the meanings.**

1 guessed the number of something *estimated*
2 small lights that you can carry or find on a mobile phone _____
3 prepare something for use _____
4 tried to hurt using fighting _____
5 a structure that divides two areas of land _____
6 a group of cows and bulls that are kept for milk or meat _____

Voice it!

5 **Discuss the questions.**

1 What do you think of Richard's invention?
2 How can being creative help to solve problems?

A bright idea

If we're creative, it can help people and wildlife. At the age of 11, Richard Turere discovered this after lions **attacked** his family's cattle.

Every year, lions kill thousands of **cattle** in Kenya. This costs farmers a lot of money, so sometimes they kill the lions. This is bad for the farmers and the lions. It is **estimated** that Kenya's lion population has reduced by 83% in the last 20 years from 15,000 to 2,500.

Richard knew the lions never attacked when people were walking around with **torches**. This gave him an idea. He removed the lights from old torches and joined them together. Then he added a small light from a motorbike and a car battery. The lights turned on and off at different times. Richard placed the lights on a **fence** around the cows. The lions stopped attacking because they thought someone was moving around with a torch.

Richard helped **set up** 'lion lights' for his neighbours. The lights are powered by solar energy and they are turned on at night. Lion attacks have reduced by 96% on farms with the lights.

Lion lights are used in more than 2,000 farms in Kenya and other African countries now. People, cows and lions can now all live safely together. Lions are still endangered but they are protected. In India, the lights aren't used to stop lions – they're used for tigers. In Argentina, wildlife is protected from pumas thanks to Richard's lights.

At 22, Richard won a Young Inventors Prize. He wants to inspire other young people to be creative. Are you inspired by Richard's creativity?

Language in action

Present simple passive

Watch video 6.2
What does she use nail polish for?
How does she clean her keyboard?

	Singular	Plural
+	Nail polish **is made** to dry quickly.	New tips **are posted** every week.
-	Nail polish **isn't meant** to be used as glue.	Sticky notes **aren't designed** for cleaning.
?	How **is** nail polish **used** in the video?	How **are** sticky notes **used** to clean a keyboard?

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

1 We use the present simple *active* / *passive* to describe actions or processes.
2 We use *am/is/are (not)* + the *infinitive* / *past participle* to form the present passive.
3 We change the word order to form *negatives* / *questions*.

2 **Put the words in order to make sentences.**

1 not / take photos. / This / designed / is / to
This is not designed to take photos.
2 used / cleaning. / lemons / are / for / These
_____
3 is / bag / made / plastic bottles. / My / from
_____
4 These / worn / shoes / aren't / to be / meant / indoors. _____

3 **Complete the questions with the correct form of the verbs in the box. Then match the questions with the correct solutions (a–d).**

power use make ~~post~~

1 How often *are* new videos *posted*? b
2 What a cool light! How _____ it _____? ☐
3 How _____ sticky notes _____ at home? ☐
4 What _____ your trainers _____ of? ☐

a They're made of recycled plastic!
b Every day.
c They're used to clean my keyboard.
d It's powered with solar energy.

6.07 **4** **Complete the text with the correct present simple passive form of the verbs in brackets. Then listen and check.**

Every year, more than five billion phones [1]*are thrown away* (throw away). Today, a lot of people are choosing to buy a recycled phone. How [2]_____ a phone _____ (recycle)?

First, an old phone [3]_____ (send) to a phone recycling company. All the parts of the phone [4]_____ (check) carefully. Often old batteries [5]_____ (remove) and new ones [6]_____ (add). The phone [7]_____ (clean) and then it [8]_____ (test). Then it [9]_____ (sell) on a website to a new customer. Sometimes important parts [10]_____ (not use) in the same phone but they [11]_____ (make) into something new.

Grammar tutor p130

Use it!

5 **Write questions in the present simple passive. Then answer them with a partner.**

1 What ingredients / use / to make pasta?
What ingredients are used to make pasta?
2 Where / Arabic / speak?
_____
3 In which countries / insects / eat?
_____
4 What / make / from paper?
_____
5 Which places / visit / by tourists in your country?
_____

6 **Work in pairs. Write two more questions in the present simple passive. Ask another pair.**

Vocabulary and listening

Materials and containers

6.08 **1** Use a word from each box to describe the photos (1–6). Then listen, check and repeat.

Materials					
cardboard	glass	leather			
rubber	~~silk~~	tin			
Containers					
~~bag~~	box	can	case	jar	tube

a silk bag

Use it!

2 Work in small groups. Use the words from Exercise 1 to write things you can see in your classroom.

A quiz show

Learn to learn

Using background knowledge

Before you listen, think about what you already know about a topic. This helps you to understand what you will hear.

3 Tell your partner everything you know about two of the things in the photos.

bagpipes boomerang piñata chewing gum

6.09 **4** Guess and circle the answers. Then listen and check.

1 Where do bagpipes originally come from?
a the USA b Europe c the Middle East

2 Where is the oldest boomerang from?
a Australia b Poland c Brazil

3 Where do piñatas originally come from?
a Argentina b Mexico c China

4 Which one of these inventions was an accident?
a the biro b the can opener c chewing gum

6.09 **5** Listen again and complete the sentences.

1 Anton thinks the first bagpipes came from _____.
2 The oldest boomerang is around _____ years old.
3 Marco Polo introduced _____ to Italy.
4 Thomas Adams wanted to make _____ from chicle.

Voice it!

6 Discuss the questions.

1 What information is the most surprising?
2 Which invention is the most useful? Why?

Language in action

Past simple passive

Watch video 6.3
Who created chocolate chip cookies?
What was Ruth given?

	Singular	Plural
+	Ruth **was given** a lifetime supply of chocolate.	Chocolate chip cookies **were invented** by Ruth Wakefield.
-	The butter cookie **wasn't invented** by Ruth Wakefield.	They **weren't invented** until 1939.
?	How **was** the chocolate chip cookie **invented**?	Where **were** the cookies **created** originally?

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

by questions was

1 We use _____ or *were (not)* + past participle of the main verb to form the past simple passive.
2 We use _____ to show who or what is doing the action in passive sentences.
3 The word order in _____ is different from affirmative and negative statements.

6.10 **2** **Complete the text with the correct past simple passive form of the verbs.**

Easter island, or Rapa Nui, is in the Pacific Ocean, about 3,500km from Chile. The small island [1]was _____ first inhabited (inhabit) around 1,000 years ago. In 1722, the island [2]_____ (visit) by a Dutch explorer. There were about 3,000 people on the island and 900 mysterious statues [3]_____ also _____ (find). The giant head statues, or Moai, [4]_____ (not make) from normal stone – they [5]_____ (build) from volcanic stone and [6]_____ (place) along the coast with their backs to the sea. The enormous statues [7]_____ (not transport) by vehicles so how [8]_____ they _____ (move) around the island 1,000 years ago? Archaeologists think each statue [9]_____ (design) to be moved with ropes. What do you think?

3 **Rewrite the sentences in the past simple passive.**

1 A dentist invented candy floss.
Candy floss was invented by a dentist.
2 Josephine Cochran invented the dishwasher.
The dishwasher _____.
3 Ernö Rubik didn't design the Rubik's Cube as a toy. The Rubik's Cube _____.
4 People in Norway didn't eat bananas until 1905.
Bananas _____.
5 530 million people watched the first man walking on the Moon. The first man to walk on the Moon _____.

Grammar tutor p130

Use it!

4 **Work in pairs. Write questions in the past simple passive about your country 50 years ago.**

1 music / listen to / by teenagers?
What music was listened to by teenagers in your country 50 years ago?
2 sports / play / at school? _____
3 programmes / watch / on TV? _____
4 subjects / study / at school? _____

Speaking

Giving and following instructions

1 6.11 **Listen to the conversation. What does Alicia make?**

Alicia Hey Juan, I saw a video the other day of a great invention that was made from a balloon. Do you want me to show you how to make it?

Juan Yeah, go for it!

Alicia Well, [1] *first of all*, take a balloon, any old balloon, any colour you like.

Juan OK. [2] _____?

Alicia Then blow up the balloon and hold it tightly so that the air doesn't escape.

Juan OK, that's easy.

Alicia [3] _____ the balloon's inflated, place it on a table in front of you and place your mobile on the balloon with the screen facing upwards.

Juan OK, I get it. [4] _____?

Alicia Right. [5] _____ kind of tricky. Press the mobile down on the balloon. Don't let go of the balloon and don't let the air out too quickly. In the video the air came out really slowly.

Juan Hang on a sec! [6] _____. So, push down carefully until all the air is removed.

Alicia Exactly. [7] _____! A mobile phone case!

Juan [8] _____. Hey, that's so cool!

2 6.11 **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

Giving instructions	Following instructions
And there you have it!	Let me check I've got this right.
First of all, …	Oh, I see.
Once (something is done), …	Then what?
The next bit's …	What's next?

3 **Match the words and phrases (1–5) with the phrases in the *Everyday English* box.**

1 Wait a minute!
2 difficult
3 I understand.
4 Do it!
5 any (informal)

- any old … ☐
- Hang on a sec! ☐
- kind of tricky ☐
- Go for it! ☐
- I get it. ☐

Plan

4 **Read the conversation again. Complete Alicia's notes about how to make something from a balloon.**

What you need: _____
What you do first: _____
What you do next: _____
What you do last: _____
What happens in the end: _____

5 **Work in pairs. Plan a conversation about how to do something. Use the ideas below or your own.**

Make a paper plane Play a sport
Cook some food

Speak

6 **Practise the conversation. Remember to use:**

- the present simple passive
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and decide what they are talking about.**

Bringing colour to a grey world

1 Millions of people around the world are colour blind. They can't see some colours, such as red, green or blue. Some people who are colour blind can't see any colours at all, so the world looks very different. But now there are special glasses to help colour-blind people.

2 They look like normal glasses, but the lenses are made from special glass or plastic. Colours, such as red and green, are separated so that people can see them. When these glasses are worn by colour-blind people, they can see colours they have never seen before.

3 What I like about them is that they look really cool. There are sunglasses, glasses for children and sports sunglasses.

4 However, I should point out that the glasses are expensive. This means that not all colour-blind people can buy them.

5 Overall, I think these glasses are an amazing invention that can help millions of people see our beautiful world.

Writing

A review

1 **Read the review. Put a–f in the order they appear in the review.**

a ☐ A description of the invention
b ☐ How the invention works
c ☐ A disadvantage
d ☐ The reviewer's general opinion
e ☐ An advantage / what the reviewer likes
f [1] Who the invention is for

2 **Complete the phrases in the *Useful language* box. Then check in the review.**

Useful language

However, I should point out that [1] _____ .

Overall, I think these glasses are [2] _____ .

They look like [3] _____ .

The lenses are made from [4] _____ .

What I like about them is [5] _____ .

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

WeWalk is a smart stick for blind people.

It [1] looks like a normal white stick but [2] _____ from a very light material.

[3] _____ is that it's very easy to use.

[4] _____, I should point out that it isn't cheap.

[5] _____ it is an amazing invention.

Write your own review of an amazing invention.

Plan

4 **Think of an amazing invention. Answer these questions and write notes.**

- Who is the invention for?
- How does it work?
- What are the advantages?
- What is one disadvantage?
- What is your overall opinion?

5 **Decide what information to include. Use the information in Exercise 1 to help you.**

Write

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

- the parts of the review from Exercise 1
- the passive
- phrases from the *Useful language* box

Check

7 **Do you …**

- describe the invention and who it's for?
- say what the advantages and disadvantages are?
- give your general opinion?

Creative thinking

Problem solving

1 Look at the photos. What problems do you think these apps solve?

6.12 2 Read the text and check your ideas.

Watch video 6.5
Changing technology

What do you do on your phone?
What was the first computer called?
How can modern technology make our lives better?

Apps for health

We're spending more time on digital devices than ever. More than 250 billion apps are downloaded each year and some apps, like mental health ones, have seen a **spike in downloads**. How are they used to help others or support us? Let's find out!

When Emma Yang was 12, she was inspired by her grandmother to create *Timeless*. Her grandmother has a disease called Alzheimer's – her memory and her ability to think were affected. The *Timeless* app has four main **functions**:

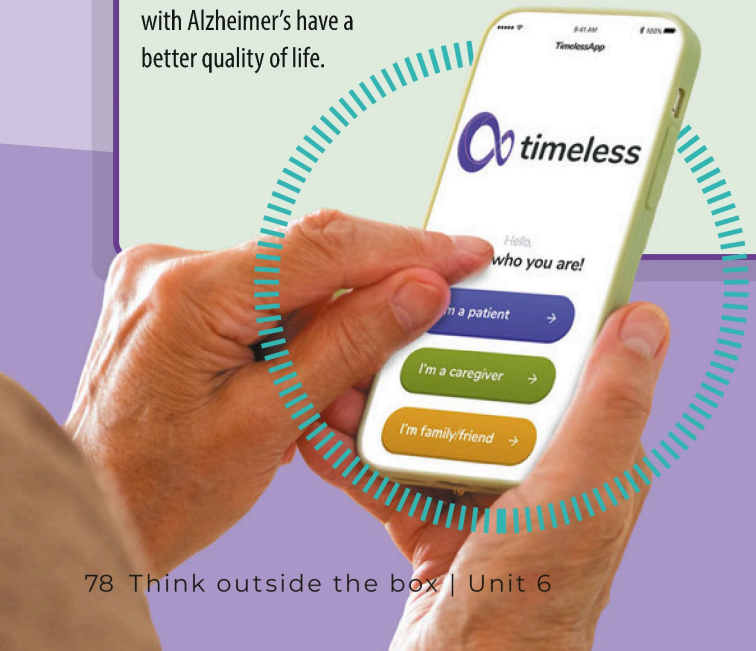
1 **Updates:** Users are given a regular update with photos of family and friends. All the photos are **tagged** with names and relationships.

2 **Calendar:** Messages are sent to the users to remind them about their daily activities.

3 **Contact:** Users can contact their family or friends through a photo phone book.

4 **Identify: Facial recognition technology** is used to tell the user who a person is.

Timeless was created to help people with Alzheimer's have a better quality of life.



Feeling Good Teens is a health and well-being app. It was designed by doctors and health professionals and it**'s aimed at** young people between the ages of 10 and 15 to **support** their mental health. The app teaches teenagers about:

1 **Relaxation:** Breathing techniques to relax your body and mind are taught.

2 **Self-confidence:** Users learn ways to feel strong even when things are difficult.

3 **Exam stress:** Different activities are taught to help users to stay calm before and during exams.

4 **Sleep:** Advice is given on how to sleep better.

5 **Visualising:** Users' minds are trained to imagine the things they want to achieve before they happen.

Using the app once a day for one week can make young people feel more positive and relaxed and better about themselves.

Vocabulary extra

3 **Find the words and expressions in bold in the text. Match them to the meanings.**

1 add a name to a photo on a digital device tag
2 help someone emotionally or practically _____
3 made for a particular group of people _____
4 a job that something does _____
5 technology that allows a computer to recognise a person's face _____
6 a sudden increase in the number of times something is saved _____

4 **Work with a partner. Answer the questions.**

1 What type of problems do you or people you know face every day? How do you solve them?
2 How can technology help us solve these problems?
3 What are some different ways you use your brain to solve problems?

CLIL: Design & technology

Finding solutions to everyday problems

5 **Match the problems with the solutions.**

1 We don't understand how much pollution we create every day. d
2 You are new to a city and want to do more activities in the local community. ___
3 A deaf student wants to access lessons, TV and movies more easily. ___
4 There is a lot of food waste in your school. ___

a An app can show you local events and groups.
b An app shows them the speech on screen.
c An app connects your school with a local food bank so the food isn't wasted.
d An app works out your carbon footprint and suggests ways you can help the planet.

6 **Work with a partner. Look at these problems. How could technology or an app help you solve them? Discuss different solutions.**

Problem	Solution
you move to a new country and you can't speak the language	
blind or partially-sighted students can't easily see the whiteboard in class	
older people living alone want to meet people	

7 **Compare your ideas with your classmates. Are they the same or different? Which solution is the best?**

Project: an app

Design an app to help people

Step 1: Plan

Work in groups. Design an app to solve a problem that you know about. Use one of these topics or your own.

- animals
- communication
- food
- the environment
- health and well-being
- illness

Think about these things:

- what the app is called
- who the app is aimed at
- what problem is solved
- how the app helps

Use an app design program or draw pictures to show how your app works.

OWN IT! Project: an app p122

Learn to learn

Learn to … improve your speaking with games

When you play speaking games, you can relax and use English in different situations.

1 **Which of the situations below is the most difficult for you? Why?**

a describing something in English when you don't know the word

b asking questions in the past, present, active and passive

c speaking in English without thinking in your language first

2 **Play *Forbidden Words* in pairs. Take turns to describe each word in bold without saying the other words on the card.**

box	**football**	**phone**	**school**
put	sport	call	study
cardboard	play	screen	student
keep	ball	number	teacher
open	team	app	learn

This is an object. It's usually square. You open …

No, you can't say 'open'! It's a forbidden word!

3 **Work with a partner and make eight *Forbidden Words* cards like the ones in Exercise 2. Swap your cards with another pair. Then read the rules and play the game.**

1 Put the cards face down.

2 Take four cards each. Don't show your partner.

3 Describe the word on the card without using the forbidden words.

4 Your partner gets one point if they guess the word in less than one minute.

5 The player with the most points at the end of the game wins.

4 **Stefan and Anne are playing *Guess Who?* Stefan is thinking of someone. Anne has two minutes to guess the person. She can only ask *Yes*/*No* questions. Write the person.**

Anne	Is this person a man?
Stefan	No, it isn't.
Anne	Is it a woman?
Stefan	Hmm … not a woman, no.
Anne	Is it a girl then?
Stefan	Yes.
Anne	Have I met her?
Stefan	I don't think so!
Anne	Have we studied her in this book?
Stefan	Yes, we have.
Anne	Did she invent something to help clean rivers?
Stefan	Yes, she did.
Anne	Was her invention made from banana skins?
Stefan	Yes, it was.
Anne	I know! Is it _____ _____?

OWN IT!

5 **Play *Guess Who?* with a partner. Take turns to think of a person.**

6 **Which of the situations (a–c) from Exercise 1 did you practise in …**

1 *Forbidden Words*? _____

2 *Guess Who?* _____

Search online for a translator. Use it to translate songs and try to correct them (and have fun at the same time!). Share your findings with your classmates.

6 Review

Vocabulary

1 **Match the verbs with the definitions.**

dip increase place reduce remove stir

1 put something in a position _____
2 put something in a liquid _____
3 make a temperature higher _____
4 make something less _____
5 take something away _____
6 move a liquid with a spoon _____

2 **Unscramble the letters to make materials and containers.**

1 gba _____
2 drbdrcraoa _____
3 nit _____
4 slsag _____
5 xob _____
6 thealre _____
7 brbreu _____
8 lkis _____
9 nac _____
10 scae _____
11 raj _____
12 bute _____

Language in action

3 **Complete the text with the present simple passive form of the verbs in brackets.**

Street festivals and celebrations are fun, but they also create a lot of rubbish which [1]_____ (not put) in bins, but [2]_____ just _____ (throw) on the floor. One inventor in Portugal has solved this problem with his 'Garbage jukebox' – a bin that plays music. The machine [3]_____ (not power) by electricity, but by rubbish, so when a drinks can or bottle [4]_____ (place) in the machine, music [5]_____ (play) – 30 seconds for each can and one minute for each bottle. What a great idea!

4 **Rewrite the sentences in the past simple passive.**

1 Someone discovered unique fingerprints in 1823. Unique fingerprints _____ .
2 People spoke Latin in Ancient Rome. Latin _____ .
3 Scientists sent the first satellite into space in 1957. The first satellite _____ .
4 A comic book writer created chess boxing in one of his stories. Chess boxing _____ .
5 Isaac Newton discovered gravity in 1664. Gravity _____ .
6 People built the largest Egyptian pyramid in Giza, near Cairo. The largest Egyptian pyramid _____ .

Self-assessment

I can talk about making things in English.
I can talk about materials and containers.
I can use the present simple passive.
I can use the past simple passive.

7 A world of celebration

Learning outcomes

I can ...

- understand texts about a folk tale and volunteering at a music festival
- invite someone to a party
- write an email to a friend
- understand how to use the past perfect and reported speech
- talk about festivals and live music
- mark word stress, predict information and identify and understand prefixes and suffixes.

Start it!

1 Look at the photo. Would you like to go to this festival?
2 Before you watch, what kind of things do people celebrate at festivals?
3 When was the first Snowbombing Festival? Watch and check.
4 What is your favourite festival? Describe it.

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

Festivals

7.01 **1** **Match the words with the photos (1–9) and definitions (10–13). Then listen, check and repeat.**

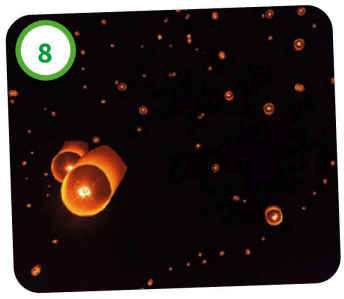
☐ atmosphere	☐ carnival	☐ ceremony
☑ 1 costume	☐ crowd	☐ decoration
☐ firework	☐ float	☐ funfair
☐ lantern	☐ parade	☐ programme
☐ stall		

10 the feeling in a place or situation

11 an event that happens on important occasions

12 a large group of people in one place

13 a celebration with costumes, music and dancing



Learn to learn

Stress patterns

Knowing the stress pattern of a word can help you pronounce it and hear it when people say it.

7.02 **2** **Complete the table with words from Exercise 1 according to their stress pattern. Then listen, check and repeat.**

1	2	3	4	5
oO	Oo	Ooo	Oooo	ooOo
parade				

Pronunciation p119

7.05 **3** **Listen to the conversation and circle the words in Exercise 1 that you hear. Then work in pairs to describe the carnival.**

Notting Hill Carnival is a celebration of Caribbean culture in London …

Use it!

4 **Write sentences in your notebook about a festival using words from Exercise 1. Then read your sentences to a partner.**

In my town, there's a parade every year. Everyone wears costumes and there are decorations in the streets.

Explore it!

Guess the correct answer.

The biggest carnival in the world is celebrated in ….

a Venice b Rio de Janeiro c New Orleans

Find another interesting fact about a festival. Then write a question for your partner to answer.

Reading
A folk tale

A princess, a farmer and a bridge of birds

Throughout history, different cultures have looked up at the stars in the night sky and told stories about them. The Ancient Greeks told stories about heroes, and the Native Americans about bears and fishermen. In Japan, people still tell the story of Altair and Vega, two very special stars.

Once upon a time, there was a princess called Orihime. She made beautiful clothes for her father, the Sky King, while she sat on the **bank** of the Amanogawa River (the Milky Way). Orihime had always loved her work, but she wanted to find a husband, so her father introduced her to a farmer called Hikoboshi. Hikoboshi looked after cows on the other side of the river. The princess and the farmer fell in love and got married. However, they hadn't been together long when Orihime stopped making clothes and Hikoboshi forgot about his cows.

The Sky King was **furious**. 'You will never meet again,' he told them, and he sent them to opposite sides of the river. But when he saw how **heartbroken** his daughter had become, he changed his mind. 'If you do your jobs well,' he said, 'you can meet once a year, on the 7th day of the 7th month.' However, the first time the couple tried to meet, they couldn't cross the river. 'I want to see him!' cried Orihime. Almost immediately, a **flock** of magpies came and made a bridge with their wings. Now people say if it rains on 7th July, the magpies can't come and Orihime and Hikoboshi have to wait another year.

Every year, this story is celebrated in Japan as the *Tanabata* – the Star Festival. There are parades, fireworks, lanterns and stalls with traditional food, and people write their wishes on tanzaku (pieces of colourful paper), remembering how Orihime's wish had come true.

1 **Look at the title and the pictures. What do you think happens in the story?**

7.06 **2** **Read the folk tale and check.**

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

1 All cultures have told the same stories about the stars. F
2 The Sky King wanted Orihime to get married. ___
3 After Orihime and Hikoboshi married, Orihime continued making clothes for her father. ___
4 Orihime and Hikoboshi try to meet every year. ___
5 During *Tanabata*, Japanese people say what they hope will happen in the future. ___

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

1 the land at the side of a river _____
2 a group of birds _____
3 very angry _____
4 very, very sad _____

Voice it!

5 **Discuss the questions.**

1 Do you think the king was fair to his daughter?
2 Do people tell stories like this in your country? Why / Why not?
3 Are there similar festivals in your country?

Language in action

Past perfect

Watch video 7.2
What's another name for Yuri's night?
Why was the DJ still able to play music?

	First action (Past perfect)	**Second action** (Past simple)
+	I **had said** it might rain	when we **planned** the party.
-	The party **hadn't started**	when it **began** to rain.
?	**Had** the students **heard** of Yuri's night	before their teacher **told** them?

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

1 We use the past perfect to show that one event in the past happened *after* / *before* another.
2 For the first action we use the past *perfect* / *simple*. For the second action we use the past *perfect* / *simple*.
3 We form the past perfect with *had (not)* + the *present* / *past* participle.

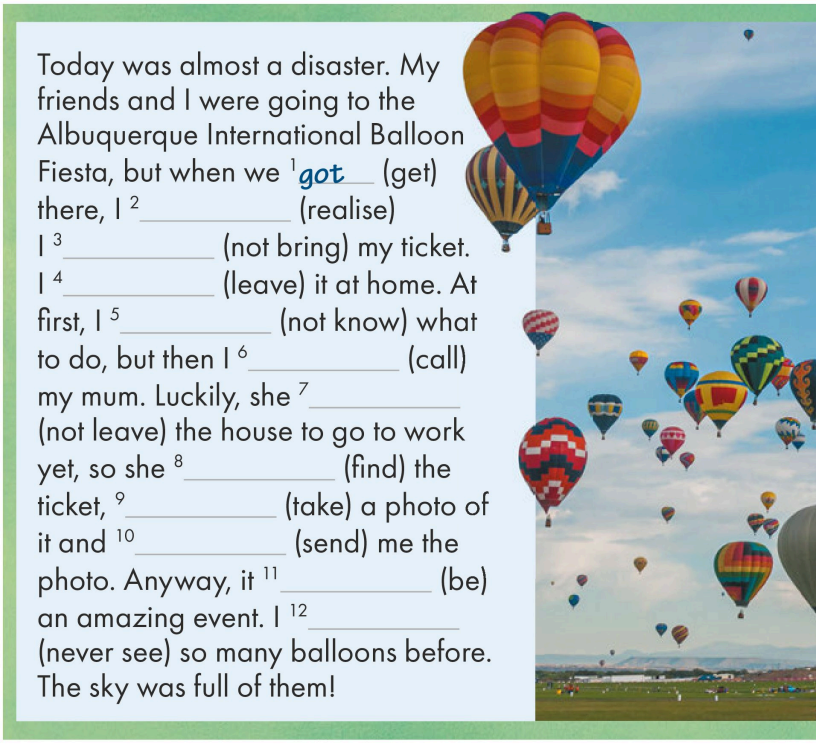
2 **Match the sentence beginnings with the endings.**

1 I'd studied German before I went to Germany,	a because she hadn't studied.
2 I was very hungry when I got home from football,	b because he'd already seen it.
3 She failed her exams	c but I learned more while I was there.
4 He didn't come to see the new film	d so I was pleased that my dad had cooked dinner.

3 **Complete the sentences with the correct form of the past perfect.**

1 When we got to the park, (the fireworks / finish).
When we got to the park, the fireworks had finished.
2 (Jaime / never / go) to a music festival, so he was really excited.
3 (you / hear) about the Notting Hill Carnival before you came to London?
4 It was 9 o'clock, but (the event / not / start) yet.

7.07 **4** **Complete the text with the correct form of the verbs in brackets. Then listen and check.**



Today was almost a disaster. My friends and I were going to the Albuquerque International Balloon Fiesta, but when we [1] got (get) there, I [2] _____ (realise) I [3] _____ (not bring) my ticket. I [4] _____ (leave) it at home. At first, I [5] _____ (not know) what to do, but then I [6] _____ (call) my mum. Luckily, she [7] _____ (not leave) the house to go to work yet, so she [8] _____ (find) the ticket, [9] _____ (take) a photo of it and [10] _____ (send) me the photo. Anyway, it [11] _____ (be) an amazing event. I [12] _____ (never see) so many balloons before. The sky was full of them!

Grammar tutor p131

Use it!

5 **Write questions about what you knew before you started this book. Ask and answer.**

1 … (hear) of the *Tanabata* festival?
Before you started this book, had you heard of the Tanabata festival?
2 … (study) the past perfect?
3 … (read) about colour-blind glasses?

Vocabulary and listening

Music festivals and live music

7.08 **1** **Match the words with the definitions. Then listen, check and repeat.**

☐ band member	☐ campsite	☐ encore
☐ gig	☐ headliner	☐ stage
☐ support act	☑ tent	☐ track
☐ venue		

1 something you sleep in outdoors
2 where a special event happens
3 the main band at a festival
4 a song or piece of music
5 one of the musicians in a group
6 an extra song at the end of a show
7 where musicians perform
8 where people can stay in tents
9 a music performance
10 not the main artist

2 **Complete the text with the correct form of the words in Exercise 1.**

What a festival! Eli and I saw so many [1] *gigs*. The [2] _____ on the last night was Blue Wings. I'm a huge fan. I was standing very near the [3] _____, so I saw all of the [4] _____ really clearly. When they played their latest [5] _____, the crowd were so happy. They were so popular that they had to play an [6] _____. Even the [7] _____ before them was brilliant. The [8] _____ was great, too – an old castle. We were staying in a [9] _____ on a [10] _____, but we didn't get much sleep!

Use it!

3 **Imagine you went to a music festival recently. Make notes about it using the vocabulary in Exercise 1. Tell your partner.**

_____

_____

_____

_____

A conversation

7.09 **4** **Listen to the conversation. What are Daryl and Jackie going to do in the summer?**

Learn to learn

Predicting information

Skim the questions before you listen and try to predict what kind of information you need.

5 **Look at Exercise 6. What kind of information is missing from each of the sentences?**

a an object	b a place	c a number
1 *c*	3 ___	5 ___
2 ___	4 ___	6 ___

7.09 **6** **Listen again and complete the sentences.**

1 Daryl's cousin went to Morocco *two* years ago.
2 Gemma sold _____ on a stall.
3 There are _____ main stages at *SumFun*.
4 Last year over _____ people were at the festival.
5 Jackie can only remember the name of _____ band.
6 *SumFun* has always taken place at a venue in the _____.

Voice it!

7 **Discuss the questions.**

1 Are there any famous music festivals in your country? Where are they?
2 What other jobs do volunteers do at a festival?
3 Which jobs would you most like to do? Why?

Language in action

Reported statements

Watch video 7.3
Where was the rock festival that her neighbour went to? What advice did the neighbour give her?

	Direct speech	Reported speech
present	'I**'m** so busy.'	She **told** me she **was** so busy.
present continuous	'I**'m not listening ...**'	She **said** she **wasn't listening ...**
going to	'I**'m** definitely **going to** take a photography course.'	She **said** she **was** definitely **going to** take a photography course.
past simple	'I **enjoyed** the shows ...'	She **said** she**'d enjoyed** the shows ...

1 **Look at the table. Match the direct speech to the reported speech.**

1 'The people **are** really friendly.' [b]
2 'I**'ve seen** that band before.' [ ]
3 'I**'ve worked** really hard.' [ ]
4 'I**'m going to** take lots of photos.' [ ]

a He **said** he **was going to** take lots of photos.
b He **told** me the people **were** really friendly.
c She **said** she **had seen** that band before.
d She **told** me she**'d worked** really hard.

Get it right!

We use words like *me*, *he*, *her* after ***tell***, but not after ***say***.

*He **told me** he couldn't.* ✓ *He **said** he couldn't.* ✓
~~*He said me he couldn't.*~~ ✗

2 7.10 **Circle the correct answers. Then listen and check.**

Mark told me he [1]*was going / had gone* to Thailand next week. He said he [2]*has been / was really* excited and that it [3]*was not / was* the only thing he could think about. He told me he [4]*had bought / bought* his ticket last week and he [5]*'d downloaded / 's downloaded* an app to learn Thai yesterday. He said he [6]*packed / 'd packed* his suitcase this morning and that he [7]*was / 'd be* in Bangkok next Monday. He said he [8]*will / would* meet his sister there. He told me he [9]*had written / 'd write* and tell us all about it.

3 **Rewrite the sentences as reported speech.**

1 'I went to an incredible festival.' She told me *she'd been to an incredible festival*.
2 'I don't have a costume.' He said _____.
3 'I'm waiting for the parade to start.' She told me _____.
4 'I'm going to send you some photos.' He said _____.

4 **Rewrite the reported speech as direct speech. Then check in the story on page 84.**

1 He told them they would never meet again.
2 He said that they could meet once a year.
3 She said she wanted to see him.

Grammar tutor p131

Use it!

5 **Work in pairs. Ask and answer the questions.**

1 What sports do you like?
2 What did you do last weekend?
3 What have you eaten today?

6 **Work in new pairs. Report what your partner said in Exercise 5.**

Speaking

Inviting a friend to a party

1 7.11 **Listen to the conversation. What does Ryan think he's doing on Saturday?**

Josh Hey, Lara! [1] *What are you up to* on Saturday?

Lara Why? Is something happening?

Josh It's Ryan's 17th. We're organising a little celebration for him. Why don't you join us?

Lara Sure, [2] _____. I'd forgotten it was his birthday. Where is it?

Josh It's at my place, but don't say anything to him. It's a surprise.

Lara A surprise party? Really?

Josh Yeah, he told me once he'd never had one before, so I thought, 'Why not?' He thinks we're going to a gig.

Lara OK. I won't say a word. [3] _____?

Josh It kicks off at six, but you can come when you like.

Lara OK, [4] _____ around seven. [5] _____?

Josh Why don't you bring some snacks?

Lara OK. What about a present? Should I get him something?

Josh He said he wanted a new backpack. We can buy him one together if you like.

Lara Sure. Count me in.

Josh Great! See you there, then! And tell your brother to come. The more the merrier!

2 7.11 **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

I'd love to.	~~What are you up to …?~~
I'll be there (at/around) …	What time should I be there?
Should I bring anything?	

3 **Complete the sentences with the phrases in the *Everyday English* box.**

1 _____ I'm good at keeping secrets.

2 Of course I want to come with you. _____

3 Invite everyone you know – _____.

4 Why don't we meet _____?

5 _____ ten o'clock.

Watch video 7.4
Everyday English

at my place	It kicks off at …
Count me in.	The more the merrier.
I won't say a word.	

Plan

4 **Read the conversation in Exercise 1 again. Write notes about the party.**

What type of party is it? _____
Where and when is it? _____
What should people bring? _____

5 **Work in pairs. Plan a conversation about a party. Use the ideas from Exercise 4.**

Speak

6 **Practise the conversation. Remember to use:**

- the past perfect
- reported speech
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and answer the questions from Exercise 4.**

Writing

An email to a friend

To Mateo

Hi Mateo,

Thanks for your email. It was great to hear from you!

Yesterday was my sister's graduation. I'd never been to a graduation before. It was a bit different from what I'd expected! The ceremony took place at the university in Venice in Italy. Everyone was wearing formal clothes and there were some really long speeches. Then the students went up to the stage to collect their certificates. I was so proud of Isabella when she got hers!

Later there was a party by one of the canals. All the students had put on crowns, an old symbol of victory. The craziest thing was that everyone was throwing eggs at each other. Isabella said it was a tradition from Venice. I told her it felt more like a carnival than a graduation!

Anyway, that's all from me. Write back soon!

Bye for now,

Valeria

SEND

1 **Look at the photo. What is the girl wearing? Read Valeria's email and check.**

2 **Put a–e in the order they appear in Valeria's email.**

a ☐ goodbye

b ☐ thanks for writing

c ☐ greeting

d ☐ description of the ceremony

e ☐ request for a reply

3 **Find and underline the *Useful language* phrases in Valeria's email. Are they opening or closing phrases? Write *O* (opening) or *C* (closing).**

Useful language

a Anyway, that's all from me. ___

b Bye for now, ___

c It was great to hear from you! ___

d Thanks for your email. ___

e Write back soon! ___

4 **Complete the opening and closing phrases in the email.**

To Valeria From Mateo

Subject Your email SEND

Hi Valeria,

[1] Thanks for your email. It was [2] _____ from you.

Your sister's graduation sounds amazing.

I hadn't heard of any of those traditions! It sounds like fun.

My parents said we'd come and visit you this summer.

Anyway, [3] _____ me. Write [4] _____!

[5] _____,

Mateo

Write an email about a ceremony.

Plan

5 **Think of a ceremony you have been to. Answer the questions and make notes in your notebook.**

- What was it for?
- Where was it?
- What did people wear?
- What did people do?

6 **Decide what information to include.**

Write

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

- the structure from Exercise 2
- past perfect and reported speech
- phrases from the *Useful language* box

Check

8 **Do you …**

- have a greeting and a goodbye?
- describe the ceremony?
- request a reply?

Reading

A travel blog

1 Look at the large photo. What do you know about Chinese festivals?

7.12 **2** Read and match the photo with one of the festivals in the blog. _____

Globetrotters

Watch video 7.5
A monkey buffet

- Can you think of any festivals with animals?
- When does the Monkey Buffet Festival take place?
- Do you agree that this is a good reason to celebrate?

Ollie in China

Chinese people love to celebrate, so they have lots of festivals throughout the year. Here are my top three.

1 Harbin Ice and Snow Festival

When I was a kid, I used to think my snowy creations were excellent, but they were nothing compared to what I saw at the Harbin International Ice and Snow Sculpture Festival. Artists from around the world come to the event and compete to build the most beautiful sculptures from snow and ice. Many were covered in colourful lights. In 2007, a group of Canadian artists made a sculpture of Niagara Falls that was 250 metres long and used 13,000 m^3 of snow. Nobody had ever made such a huge snow sculpture before!

2 Chinese New Year

Did you know that about 20 percent of the world's population celebrates Chinese New Year? But it doesn't take place on 1st January, it starts just before spring. It's a time when families pay respects to their ancestors and exchange gifts. In China, red is a lucky colour, so there are red decorations everywhere, red lanterns in the street and poems in bright red paint on the doors of houses. People also enjoy traditional food. *Tangyuan*, the sweet rice balls I tried in Beijing, were one of the most delicious things I'd ever eaten.

3 Dragon Boat Festival

When my Chinese friends told me they wanted to take me to see a dragon boat race in Hong Kong, I thought, 'Dragons in boats?!' But no – I'd misunderstood! The boats are wooden and decorated as dragons. They're about 25–30 metres long and look awesome. Each boat has a team of up to 60 powerful rowers. People have celebrated the festival since 273 BCE! They say that good luck and happiness come to the winners. While we were watching, I ate *zongzi*, a traditional dish made of rice and bamboo leaves. It was really tasty!

3 Write the name of the festival(s).

1 people give presents Chinese New Year
2 you can take part in a competition _____
3 people celebrate with food _____
4 it is over 1,700 years old _____

4 What do these numbers in the blog refer to?

a 20 The percentage of the world's population that celebrates Chinese New Year.
b 250 _____
c 25–30 _____
d 60 _____
e 13,000 m^3 _____

Learn to learn

Prefixes and suffixes

Prefixes and suffixes can help expand your vocabulary.

5 **Find the adjectives from nouns 1–6 in the blog and <u>underline</u> the suffixes. Then use the suffixes to make adjectives from nouns 7–12.**

1	beauty	7	care
	beautiful		*careful*
2	colour	8	dirt
3	luck	9	health
4	power	10	hope
5	snow	11	thought
6	taste	12	spice

Voice it!

6 **Discuss the questions.**

1. During Chinese New Year, families pay respects to their ancestors. Why is this important?
2. In what ways do people show respect to others?
3. Who do you most respect in your life?

Explore it!

Guess the correct answer.

In the Chinese zodiac, every New Year is represented by an animal. Which of these animals is not in the zodiac?

a lion b monkey c snake

Find another interesting fact about China. Then write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to learn

Learn to … challenge yourself

When you do more, you get better results.

1 **Carlota and Yael finish a project before their classmates. How can they use their time best? Why?**

a do their homework for another subject

b do extra English activities together or alone

c chat in their language

2 **Carlota and Yael decide to play *Blank!* Read how to play. Write the missing words.**

How to play 'Blank!'

- Choose a text you've read in this book.
- **Player A:** Read the first half of the text to Player B but say '*blank*' instead of some words.
- **Player B:** Try to remember the missing words.
- Swap roles.

OK, Yael, the Japanese folk tale. Throughout Blank!, different cultures …

History!

That's right. … different cultures have looked up at the Blank! [1]_____ in the night sky and told Blank! [2]_____ about them.

3 **Nish and Raj finish a speaking activity before their classmates. How can they use the extra minutes well? Why?**

a ask each other some more questions in English

b tidy their desks

c listen to the other pairs

4 **Work in pairs. Take turns to talk about one of the topics below. Then, ask your partner three questions about their topic.**

a folk story I know
an interesting festival I have been to
my favourite TV show

5 **George finishes the last activity of the lesson before his classmates. He makes a mini-plan for the next lesson. Complete his plan with the words in the box.**

grammar practise vocabulary

Mini-plan

In the next lesson, I want to …

use this [1]_____: past perfect

use this [2]_____: programme, atmosphere, crowd

and [3]_____ this: asking questions

OWN IT!

6 **Choose a reading text from Units 1–7 and play *Blank!***

7 **Make a mini-plan for the next lesson like the one in Exercise 5.**

Search online for a collaborative document and a shared portfolio. Add ideas to it on how you can both challenge yourselves to get better results. Share your findings with your classmates.

7 Review

Vocabulary

1 Complete the sentences with the words in the box.

ceremony firework floats parade

Did you know ...

1. The world's biggest _____ takes place in Manhattan in November. It is famous for its huge balloons.
2. The word for _____ in Japanese means 'fire-flower'.
3. During the opening _____ of the Olympic Games, Greek athletes always enter the stadium first.
4. During the Bloemencorso Parade in the Netherlands, _____ decorated with eight million flowers drive through the streets.

2 Match the parts of the poster with the words.

- [1] band members
- [ ] gig
- [ ] headliner
- [ ] support acts
- [ ] venue

A night of rock and pop

Doors open 6.30

Johnny D and the D-Men 7.00–8.00 Concrete 8.00–9.00

3 → Ellie Lane 9.00–10.00

Blue Wings 10.00–11.30 4

Live at Manchester Hall 2 March 5

Language in action

3 Answer the questions with the past perfect.

1. Why was Cheng so happy? (his team / win the match)
2. Why did Freddy fail his exam? (not study enough)
3. Why did they come home late? (miss / the bus)
4. Why was Lisa bored? (see / the movie before)

4 Rewrite the sentences as reported speech.

1. 'There's a festival in the park,' Jacob told me.
2. 'Don't touch my things!' Noelia told her brother.
3. 'I've never been to a carnival before,' said Mike.
4. 'You can watch the fireworks with my family,' said Chloe.
5. 'I'll visit Grandma at the weekend,' said Claire.

Self-assessment

I can talk about festivals in English.	😕	😐	🙂
I can talk about music festivals and live music.	😕	😐	🙂
I can use the past perfect.	😕	😐	🙂
I can use reported statements.	😕	😐	🙂

8 Back to school

Learning outcomes

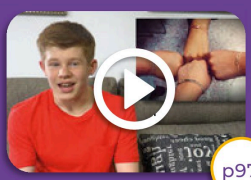
I can ...

- understand texts about dangerous journeys to school and Japanese schools
- explain and ask about rules
- write an essay about rules at school
- talk about obligation, permission and prohibition
- talk about school, behaviour and attitude
- personalise vocabulary and think about content before listening
- design a school brochure.

Start it!

1 Look at the photo. Where do you think the girls are going? Why?
2 Before you watch, how are schools around the world different?
3 In which countries do students have the most homework? Watch and check.
4 Which other subjects would you like to study at school?

Watch video 8.1



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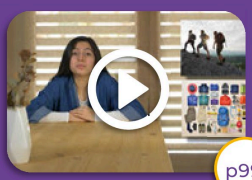
Language in action 8.2



p99

Language in action 8.3

p100

Everyday English 8.4

p102

Different schools 8.5

Vocabulary
School

8.01 **1** **Match the phrases with the photos (1–11). Then listen and repeat.**

- [ ] cheat in a test
- [ ] get detention
- [1] hand in homework
- [ ] pay attention to the teacher
- [ ] tell somebody off
- [ ] take an exam
- [ ] fail an exam
- [ ] get good grades
- [ ] pass an exam
- [ ] revise for a test
- [ ] write an essay

Pronunciation p119

8.04 **2** **Listen and write the phrases you hear from Exercise 1. Then use the phrases to tell your partner what you remember.**

1 get detention
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Learn to learn

Personalising vocabulary

Using new words to talk about your life helps you to remember them.

3 **Write true and false sentences about you with phrases from Exercise 1. Tell your partner your sentences. Can they guess which are false?**

I always hand my homework in on time.

Use it!

4 **Read the questions and write two more. Then ask and answer with a partner.**

1 Is it better to revise alone or with friends?
2 What should happen to students who cheat?
3 What are the good and bad things about exams?

_____

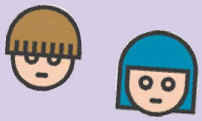
_____

Explore it!

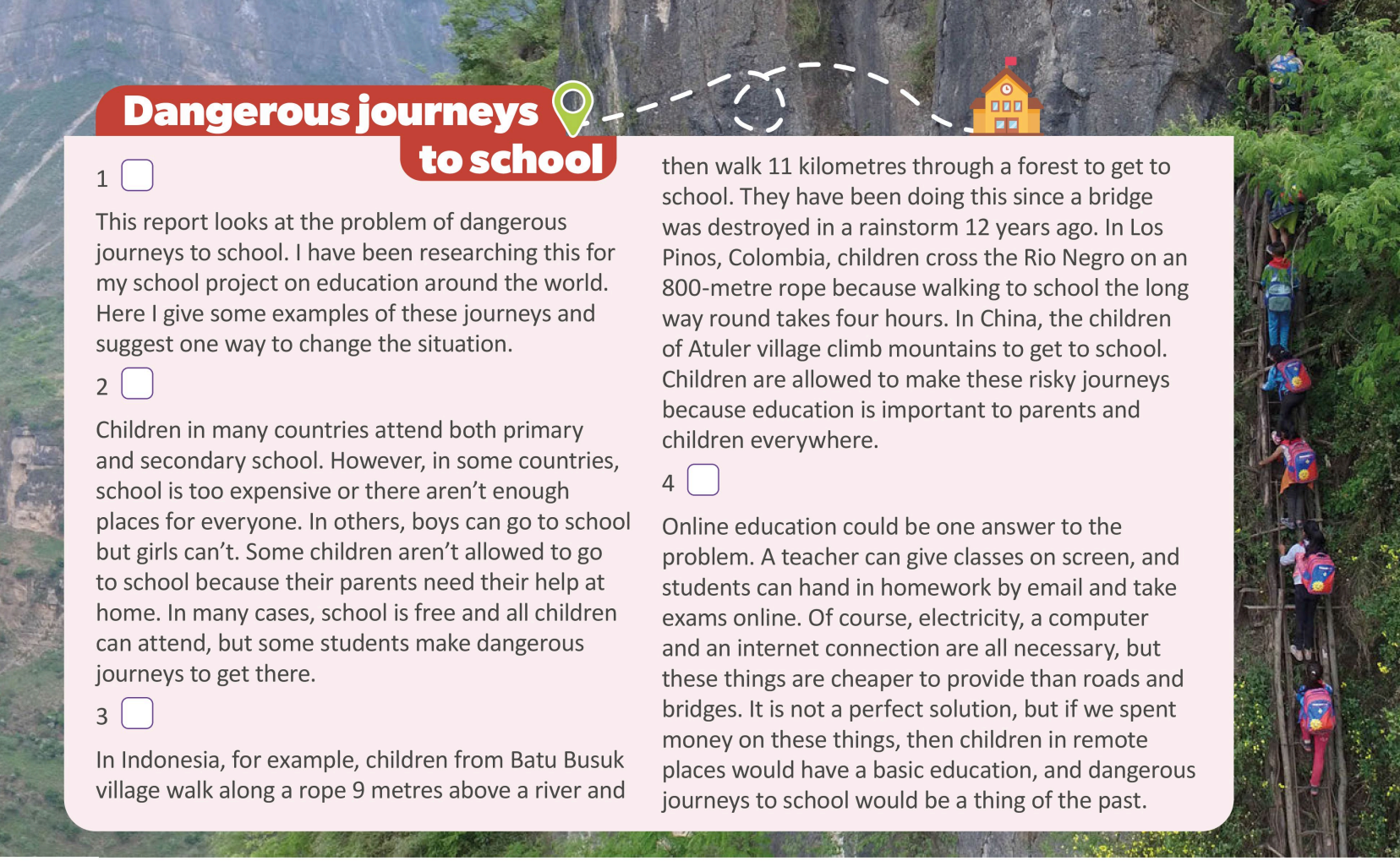
Circle the correct answer.

How many students does the biggest school in the world have?

a between 25,000 and 35,000
b between 35,000 and 45,000
c more than 45,000



Find another interesting fact about a school. Then write a question for your partner to answer.



Dangerous journeys to school

1 ☐

This report looks at the problem of dangerous journeys to school. I have been researching this for my school project on education around the world. Here I give some examples of these journeys and suggest one way to change the situation.

2 ☐

Children in many countries attend both primary and secondary school. However, in some countries, school is too expensive or there aren't enough places for everyone. In others, boys can go to school but girls can't. Some children aren't allowed to go to school because their parents need their help at home. In many cases, school is free and all children can attend, but some students make dangerous journeys to get there.

3 ☐

In Indonesia, for example, children from Batu Busuk village walk along a rope 9 metres above a river and then walk 11 kilometres through a forest to get to school. They have been doing this since a bridge was destroyed in a rainstorm 12 years ago. In Los Pinos, Colombia, children cross the Rio Negro on an 800-metre rope because walking to school the long way round takes four hours. In China, the children of Atuler village climb mountains to get to school. Children are allowed to make these risky journeys because education is important to parents and children everywhere.

4 ☐

Online education could be one answer to the problem. A teacher can give classes on screen, and students can hand in homework by email and take exams online. Of course, electricity, a computer and an internet connection are all necessary, but these things are cheaper to provide than roads and bridges. It is not a perfect solution, but if we spent money on these things, then children in remote places would have a basic education, and dangerous journeys to school would be a thing of the past.

Reading

A report

1 **How many ways of getting to school can you think of?**

8.05 **2** **Read the report. Does it mention your ideas?**

3 **Match the headings (a–d) with the paragraphs (1–4).**

a A suggestion for the future
b Why can't every child go to school?
c A risk, but an essential one
d Introduction to my report

4 **Circle the correct answers.**

1 What does the writer say about parents?
a Their children shouldn't make dangerous journeys.
b They care about their children's education.
c They think it's difficult for children to get an education.

2 What does the writer think about online education?
a It's more expensive than building bridges.
b It could help more children learn.
c It's a good idea if children have computers.

5 **Find words in the text that mean …**

1 looking for information (paragraph 1). _____

2 go regularly to a place (paragraph 2). _____

3 dangerous (paragraph 3). _____

Voice it!

6 **Discuss the statements.**

1 The children in the text are brave.
2 We need more online education for children.
3 Education is the most important thing for a happy, successful future.

Language in action

be allowed to; can / can't

Watch video 8.2
What are boys not allowed to have in school?
What is Wu Yan allowed to do at school?

	am/is/are (not) allowed to	*can/can't*
+	We**'re allowed to take** 30-minute naps after lunch.	Girls **can have** long or short hair.
-	I**'m not allowed to do** that.	We **can't wear** more than one friendship bracelet.
?	How late a**re you allowed to stay up**? **Are you allowed to** stay up late? Yes, I **am**. / No, I**'m not**.	**Can** you **imagine** sleeping at school? Yes, I **can**. / No, I **can't**.

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

ability permission prohibited

1 We use *be allowed to* and *can* when we have _____ to do something.
2 We use *can't* and *not allowed to* when something is _____.
3 *Can* and *can't* are also used to talk about _____ or possibility.

2 **Complete the sentences with the correct form of *be allowed to*.**

1 The student is allowed to hand in homework by email. (✓)
2 Some children _____ cycle to school. (✓)
3 You _____ cheat in tests. (✗)
4 _____ you _____ take your phone to school? (✓) Yes, I _____.
5 Jamal _____ walk to school on his own. (✗)

3 **Rewrite the sentences with *be allowed to*.**

1 We can use a calculator in the exam.
We're allowed to use a calculator in the exam.
2 My sister and I can't watch TV.
_____
3 Can you choose the subjects you want to study?
_____
4 Students at Luke's school can go home for lunch if they live near the school.
_____
_____

8.06 **4** **Complete the text with the correct form of the words. Then listen and check.**

can / come ~~can / play~~ can / wear
not allow / give not allow / tell
not allow / wear

Every year, we have a big party on the last day of term. We [1] can play games or listen to music in class and the teachers [2] _____ us any work! We [3] _____ our own clothes instead of our uniform (although we [4] _____ any jewellery – that's always against the rules). We [5] _____ even _____ in fancy dress if we want to. There's a competition for the best costume, but the teachers [6] _____ us what the prize is – it's a surprise.

Grammar tutor p132

Use it!

5 **Use the ideas to write questions with *be allowed to* or *can*. Then ask and answer.**

go out until late have posters in your bedroom
~~play video games before dinner~~
use your mobile phone when you want

Are you allowed to play video games before dinner?

Are you allowed to play video games before dinner?

If I've finished all my homework.

Listening and vocabulary

A phone call

1 Look at the photo. Why do you think the students are cleaning the windows?

Learn to learn

Preparing to listen

Deciding what you want to know about the topic before you listen helps you to prepare.

2 You will hear Harry talking about his Japanese exchange trip. Write three questions you want to know the answer to.

_____

_____

_____

8.07 **3** Listen to the conversation. Then tell your partner which of your questions from Exercise 2 were answered.

8.07 **4** Listen again and circle the correct answers.

1 How do Harry and Denise know each other?
   a They're brother and sister. b They're friends.
2 When do the students clean the school?
   a In the morning. b At the end of the day.
3 How well does Harry speak Japanese?
   a Not at all. b Not perfectly.

Attitude and behaviour

8.08 **5** Complete the table with the opposite adjectives. Then listen, check and repeat.

~~careful~~	~~careless~~	childish
disorganised	mature	naughty
organised	polite	rude
well-behaved		

Positive	Negative
careful	careless

6 Complete the school reports with the words from Exercise 5.

Gabriel used to be very [1] naughty – never paying attention and always talking but recently, I haven't had to tell him off because he's been very [2] _____. He also used to be more [3] _____, especially with his books and papers. Now, he's much more [4] _____ and keeps his things in order.

Last year Ekin was very [5] _____ with her work and she made lots of mistakes, but this year she has spent more time doing her homework and has been much more [6] _____. She also used to be [7] _____ and silly in class, always making jokes, but she has grown up a lot and now she is much more [8] _____.

Use it!

7 Put the words from Exercise 5 in order from most positive (1) to least positive (10). Then compare with a partner.

I think polite is the most positive because …

Language in action

have to, must and *need to*

Watch video 8.3
What don't the students have to carry with them? Why doesn't Anna need to study?

	need to	*must*	*have to*
+	You'll learn quickly when you **need to**.	We **must** practise speaking Spanish.	Everyone **has to** work.
-	She **doesn't need to** study.	You **mustn't** be afraid to make mistakes.	We **don't have to** carry our own tents.
?	Why **does** she **need to** study? **Does** she **need to** study? Yes, she **does**. / No, she **doesn't**.		What **does** she **have to** carry? **Do** they **have to** carry their own tents? **Yes**, they **do**. / **No**, they **don't**.

1 **Look at the table. Match the modal verbs to the rules.**

1 *need to / must / have to*
2 *don't / doesn't need to*
3 *mustn't*
4 *don't / doesn't have to*

a something is not allowed; strong advice
b something is optional
c something is not necessary
d something is an obligation

Get it right!

We use ***mustn't*** to say it's important not to do something, not ***don't have to***.

*You **mustn't** use your phone in the cinema.* ✓

~~*You don't have to use your phone in the cinema.*~~ ✗

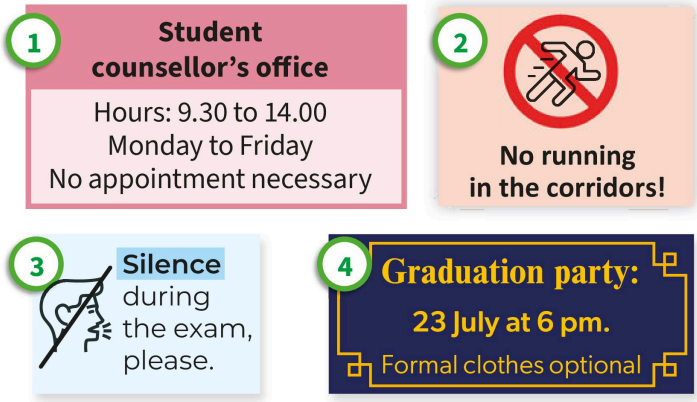
2 **Rewrite the sentences with *have to*, *must* or *need to*.**

1 It isn't necessary for us to wear a uniform.
We *don't need/have to wear a uniform*.
2 It's obligatory for everybody to take the exam.
Everybody _____.
3 Is it necessary for me to buy the book?
Do I _____?
4 It's against the rules for students to be late.
Students _____.
5 Joining an after-school club is optional.
Students _____.

3 **Write sentences about the signs with the phrases below and *have to*, *must* or *need to*.**

be quiet ~~make an appointment~~
run wear formal clothes

1 *You don't need/have to make an appointment at the student counsellor's office.*
2 _____
3 _____
4 _____



Grammar tutor p132

Use it!

4 **Make rules for your dream school.**

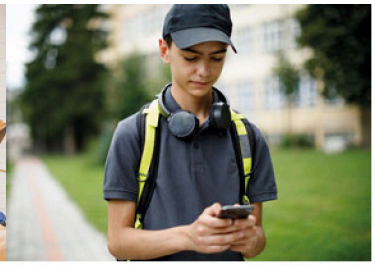
1 We don't have to study _____.
2 Teachers mustn't _____.
3 We don't need to _____.

5 **Tell your partner your rules. Whose dream school would you prefer to go to? Why?**

Speaking

Explaining and asking about rules

8.09 **1** **Listen. How is Javier feeling about going on an exchange?**



Will So, how are you feeling, Javier? Excited?
Javier Kind of. I'm a bit nervous, to be honest, Will.
Will Don't be. Everyone's really friendly and polite. But our rules might be a bit different from yours – for example, we have to wear a uniform but that's no big deal. You'll love it!
Javier Yeah, right! [1] *What are the rules about* phones?
Will You're not allowed to bring one to school.
Javier How come? [2] _____
Will You get detention.
Javier Really? In my school you're not allowed to use them in class, but we can use them at break. What about lunch? Do you have to eat in the cafeteria?
Will You don't have to. You can take your own food if you want.
Javier OK. [3] _____
Will Erm, we have to wait outside the classroom for the teacher.
Javier [4] _____
Will Because the teacher tells us where to sit as we go in the classroom.
Javier It's a lot to get your head around.
Will Don't worry, you'll be fine!

8.09 **2** **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

Anything else I need to know? What happens if you do?
What are the rules about … ? Why's that?

3 **Match the meanings (1–5) with the phrases in the *Everyday English* box.**

1 It's a lot of information to remember.
2 Why?
3 A little bit.
4 I don't believe you!
5 That's not a big problem.

Watch video 8.4
Everyday English

Kind of. ☐ How come? ☐ Yeah, right! ☐
It's a lot to get your head around. ☐
That's no big deal. ☐

Plan

4 **Read the conversation in Exercise 1 again. Make notes about the school rules.**

phones: _____
lunch: _____
teachers: _____

5 **Work in pairs. Make notes on three rules in your school.**

- _____
- _____
- _____

6 **Plan a conversation to explain the rules to a friend from another country.**

Speak

7 **Practise the conversation. Remember to use:**

- *can / can't*, *be allowed to*, *have to*, *must* and *need to*
- expressions from the *Useful language* and *Everyday English* boxes

Check

8 **Listen to another pair's conversation. Which rules did they talk about?**

Writing
An essay

1 **Make a list of good and bad things about school uniforms. Then read the essay and check your ideas.**

Should students have to wear a uniform?

For many students, a uniform is a part of daily life. But some students don't have to follow any rules about what to wear. In this essay, I outline some advantages and disadvantages of uniforms.

People have strong views about uniforms. On the one hand, wearing a uniform is preparation for the future. Many people have to wear one, such as firefighters, doctors and nurses. Some say that a uniform shows the world that you belong to a group.

On the other hand, you don't need to wear a uniform to get good grades. Others argue that youth is an important time to discover who you are. If students aren't allowed to be creative, they lose the opportunity to show their identity.

To sum up, I think students should be able to choose what they wear. Uniforms are not necessary for success and students might not have the freedom to be creative with their clothes when they start work.

2 **Put the parts of the essay in the correct order.**

a ☐ a conclusion with the writer's opinion
b ☐ good things about school uniforms
c ☐ an introduction to the topic
d ☐ bad things about school uniforms

3 **Find and underline the *Useful language* phrases in the essay.**

Useful language

In this essay, I outline …	Others argue that …
On the one hand, …	Some say that …
On the other hand, …	To sum up, …

4 **Put sentences a–f in the correct order 1–6 for an essay.**

☐ a Others argue that doing an exercise class before school means students do better in lessons.
☐ b Some say that teens need to spend less time on phones and more time being active.
☐ c To sum up, I think there are more advantages than disadvantages to doing an exercise class before school.
1 d In this essay, I outline the advantages and disadvantages of students doing an exercise class before school.
☐ e On the one hand, doing exercise before school is a way for students to look after their health.
☐ f On the other hand, some people don't enjoy doing exercise in a group.

Write your own essay.

Plan

5 **Think of two good things and two bad things about using mobile phones in schools. Write notes.**

6 **Look at the essay question. Make notes on your opinion. Decide what to include.**

Can mobile phones help students to learn in class?

Write

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

- *be allowed to, can/can't, have to, must* and *need to*
- the phrases in the *Useful language* box

Check

8 **Do you …**

- have an introduction and a conclusion?
- write about advantages and disadvantages?

Social responsibility

Being a good citizen

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

- What are the students doing?
- What can students learn at school?

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

8.10

Watch video 8.5
Different schools

What's your school like?

Watch the video. What is different about each type of school?

What do you think is important to be able to do at school?

School for Life

You spend about 10,000 hours in primary and secondary school. Are you ready for the real world after all that time? Here are the views of two students.

Ethan, 15

In my opinion, students are not ready for life after school. We all have to study subjects like English, maths, history and science and we learn facts, information and dates. I can pass exams but are good grades important in the real world? I want to be a good citizen, have **compassion**, care for people and understand how they feel. Traditional subjects can't teach students to do that. We need to learn more about our **responsibilities**, for ourselves and the community. If I design my own school, there will be two types of classes: lessons students have to attend to pass exams, and life skills classes – to teach students the skills they need to have to respect themselves, each other and the world around them.

Carla, 16

I believe that school prepares students for the real world. Every day, I use **social skills** like **collaboration** when I work with my classmates. We all have different personalities and opinions but we all **respect** each other. I'm allowed to be independent. One afternoon each week, I can choose an activity I want to learn more about. School teaches me to be **punctual** because I need to arrive on time for classes. I'm prepared for life in the real world because I've learned about time management – I have to think about how much time I have to do a lot of different things like write an essay, revise, study, eat lunch, take a break and hand in homework on time. School teaches us to be **resilient**. We have to work hard to get into a team or manage our emotions when we fail exams. Sometimes we have to show **honesty** and tell friends they are not being nice to other students. We must use these qualities and be good citizens at home, at school and in our community.

Vocabulary extra

3 **Match the bold words in the text to their meanings.**

1 being happy or successful again after something difficult resilient
2 to accept someone else's feelings or opinions _____
3 when people work together to achieve something _____
4 a strong feeling towards other people's emotions and a desire to help _____
5 when people tell the truth _____
6 things that you have to do _____
7 abilities to communicate and interact with other people _____
8 on time for an event or class _____

4 **Discuss the questions.**

1 Do you agree with Ethan or Carla? Why?
2 What are the qualities of a good citizen?
3 Whose responsibility is it to help young people be good citizens?

CLIL: Citizenship

Being a good citizen

5 **Match the qualities with the situations.**

collaboration compassion honesty
~~respect for others~~ respect for the environment

1 I don't use my phone at meal times with my family. respect for others
2 I borrowed my friend's jumper and lost it. I told him immediately. _____
3 We picked up the rubbish in the park. _____
4 My friend was feeling sad so I listened to him. _____
5 We worked on our group presentation together after school. _____

6 **Read the situations. What can these people do to become good citizens? Provide suggestions.**

1 Time management

Sam: *I didn't have time to study because I was playing video games. So I cheated in the exam last week.*

Sam should make a timetable to plan all activities. She could study for one hour, then play online with friends afterwards.

2 Respect for the environment

Taha: *I throw all my rubbish in the same bin. I don't want to spend time sorting through paper, plastic and glass.*

_____

3 Collaboration

Angelica: *I do my own thing when I'm doing groupwork. I know I'm always right.*

_____

4 Taking responsibility

Theo: *I really wanted a pet cat, but now I don't feel like looking after it.*

_____

7 **How can school prepare you to be a good citizen? Discuss with a partner.**

Project: a school brochure

School for life

Step 1: Plan

Work in groups. Make a brochure for a school that creates good citizens. Think about:

- the name of your school
- the reason your school is special
- the rules for students
- the skills students are taught to become good citizens

Use photos or images to illustrate your brochure.

OWN IT! Project: a school brochure p123

Learn to learn

Learn to … ask for help when you don't understand

There are different ways to ask English speakers for help and check you understand what they've said.

1 Have you ever had any of these problems? How did you solve it?

Problems understanding someone in English

a The other person speaks too fast.
b The person uses lots of words I don't know.
c I understand more or less, but I don't understand all of the details.
d I think I understand, but I'm not 100 percent sure.
e I'm too shy to say that I don't understand.

2 Match situations a–d with conversations 1–4.

a studying in class ☐
b explaining the rules of a game ☐
c at the train station ☐
d asking for directions ☐

1

A Excuse me, how do I get to the museum?
B Go straight down this road, cross the bridge and it's on the corner.
A Sorry. [1]___
B Sure, go straight down this road, cross the bridge …

2

A OK, everybody, why are infographics useful?
B Teacher, [2]___.
A Which word? Infographic?
B Yes.
A OK, an infographic is …

3

A Excuse me, I'm trying to get to Newton Airport.
B You need to take the 16.05 to Hambury.
A OK, [3]___. I take the 16.05 to Hambury?
B That's right.
A Thanks.

4

A If you land on a blue square, you have to take a card, but you mustn't show it to anyone. But if you …
B [4]___ I don't understand very well.
A Sorry! I always speak too fast when I'm excited. OK, if you land …

3 Complete the conversations in Exercise 2 with these phrases.

a Could you speak more slowly, please?
b I don't understand what that word means
c Let me check I've got this right
d Could you say that again, please?

Search online for things you can do or say when you don't understand what someone is saying to you. Share your findings with your classmates.

OWN IT!

4 Take turns to talk about one of the topics below. Use the phrases in Exercise 3 to help you understand.

how to get from your school to your house
how to make and use the past perfect
how to use a social media app
the rules at a club you go to
the rules of a sport

8 Review

Vocabulary

1 **Complete the text.**

cheat in tests grades pass
revised take

Sometimes I used to [1]_____ by copying my classmates because I hadn't [2]_____ at all. These days I'm different. Next year I have to [3]_____ some important exams and I really want to [4]_____ them and get good [5]_____.

2 **Write two adjectives to describe each student.**

careful childish naughty
organised polite rude

1 Sometimes Lilly is silly in class and says bad things to her classmates.

_____

_____

2 Gareth speaks nicely to everyone and plans his work well.

_____

_____

3 Ben behaves very badly at school, but he pays a lot of attention to his homework.

_____

_____

Language in action

3 **Complete the texts with the correct form of *be allowed to* and the verbs in the box.**

use bring study

EduTV

Should students [1]_____ the subjects they want? We want to hear from you for our new documentary: Should we choose our education?.

Dear Parents,

We are writing to remind you that students [2]_____ their phones to school, but they [3]_____ them in class. Please do not call students during lessons.

Yours sincerely,

The Principal

SEND

4 **Circle the correct options.**

1 Ben *needs to* / *doesn't have to* / *mustn't* study Spanish if he doesn't want to. He can choose Arabic instead.

2 Juana has an important exam at 8 am, so she *needs to* / *doesn't have to* / *mustn't* go to bed late.

3 We *need to* / *don't have to* / *mustn't* wear a uniform at school. We can wear what we like.

4 Toni *needs to* / *doesn't have to* / *mustn't* pay more attention in class – she never listens!

Self-assessment

I can talk about school in English.	😕	😐	🙂
I can talk about attitude and behaviour.	😕	😐	🙂
I can use *can/can't* and *be allowed to*.	😕	😐	🙂
I can use *have to*, *must* and *need to*.	😕	😐	🙂

9 A holiday on the moon?

Learning outcomes

I can ...

- understand texts about holidays in the future and holiday situations
- talk about a future trip
- write an email
- use *be going to*, the present continuous, the future continuous, relative pronouns and relative clauses
- talk about holidays and use compound nouns
- make verb and noun collocations, record phrasal verbs by preposition, and make adjectives from nouns.

Start it!

1 Look at the photo. Would you like to be in this place?
2 Before you watch, do you think we'll be able to go to the moon on holiday soon?
3 How long is a day on the moon? Watch and check.
4 Would you like to go to space? Why / Why not?

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

Travel

9.01 **1** **Match the words with the photos (1–8) and definitions (9–12). Then listen, check and repeat.**

☐ abroad	☐ accommodation
☐ backpacking	☐ booking
☐ cruise ship	☐ destination
☐ holiday resort	☐ journey
☐ sightseeing	☐ tour
☐ tourist attraction	☐ trip

9 a visit to and around a place
10 in or to a foreign country
11 a (usually short) visit to another place
12 travel to a place (usually long distance)

Pronunciation p119

9.04 **2** **Listen and circle the correct words.**

1 *trip / accommodation*
2 *tourist attraction / cruise ship*
3 *tour / abroad*
4 *booking / backpacking*
5 *destination / journey*

Learn to learn

Learning collocations

When you learn new words, write which verbs they can be used with.

3 **Complete the table with words from Exercise 1.**

go	*abroad*, _____, _____
book (a)	_____, _____, _____
go on (a)	_____, _____, _____, _____
visit (a)	_____, _____
make (a)	_____
arrive at (a)	_____, _____

Use it!

4 **Write questions with the collocations from Exercise 3 and the ideas in the box.**

Have you ever … ?
When was the last time you … ?
Do you like … ? Would you like to … ?

Have you ever been on a cruise ship?

5 **Ask and answer the questions.**

Have you ever been on a cruise ship?

Yes, I went on a cruise ship around the Mediterranean last year.

Explore it!

Guess the correct answer.

Which country has the most tourists each year?

a the USA b Spain c France

Find another interesting fact about a holiday destination. Then write a question for your partner to answer.

Reading

A magazine interview

1 Look at the picture. What do you think travel will be like in the future?

2 Read the magazine interview and check your ideas. 9.05

3 Complete the interview with the sentences. There is one extra sentence.

a It isn't going to be possible for most of us.

b We'll have to choose our holidays carefully so they are sustainable.

c One of the main changes will be how our journeys, trips and tours make a difference.

d People will go on many more holidays.

e Cruise ships will use a special gas and they won't produce any pollution.

f But by 2040, we'll be travelling in hydrogen-powered driverless trains at speeds of up to 322 km/h!

4 Complete the table with words from the interview.

Noun	Adjective
[1] tourism or tourist	touristy
adventure	[2]
driver	[3]
person	[4]

Voice it!

5 Discuss the questions.

1 Do you agree with Qian's predictions? Why / Why not?

2 What surprised you the most about travel in the future?

3 Where do you think you will go on holiday in the future?

Future travel

Sara What is going to be the biggest change to tourism in the future?

Qian [1] c Not just helping the environment, but local communities and nature, too. Some friends are staying in campsites in the Maasai Mara Wildlife Reserve in Kenya in solar-powered tents next month. They're using 100% recycled water, eating food from local farms and seeing some amazing wildlife!

Sara What an adventurous holiday! How will we be travelling in the future?

Qian Aeroplanes aren't going to disappear. But by 2040, planes will be using hydrogen gas. They'll be better for the environment, there won't be any pollution and they'll be quieter. [2] ___

Sara What about trains?

Qian Good question. Next week, I'm travelling from Beijing to Shanghai by high-speed train in four and a half hours. [3] ___

Sara What travel documents will we need?

Qian Our faces will be our passports. We will also be using a carbon footprint passport with information about our personal pollution limit. [4] ___

Sara What else will be different?

Qian We won't be packing suitcases! We'll be printing our holiday clothes on a 3D-printer or we'll be wearing recycled clothes from the previous guests. And hotels will use energy from solar power.

Sara That's all great news for the environment. Finally, are we going to go on holiday in space?

Qian I don't think so! Space travel is still very expensive. [5] ___ So, what are you doing this summer?

Language in action

be going to, present continuous for future, future continuous

Watch video 9.2
What does Matt predict he'll be doing by 2032?
What will everybody be doing this summer?

Present continuous	*Going to*	Future continuous
For one month this summer, Sofia **is babysitting**.	This summer, Matt**'s going to** teach.	Matt predicts that he**'ll be taking** people on kayak trips around the world by 2032. In a few years' time, you **won't be going** to school anymore. What **will you be doing** this summer? **Will** you **be studying** this summer? Yes, I **will**. / No, I **won't**.

1 **Look at the table and read the sentences below. Write *A* (arrangement) or *I* (intention).**

1 Next week, I'm going to Türkiye on holiday. A
2 This summer, I'm working on a farm. ___
3 Are you going to study abroad this summer? ___
4 I'm meeting my friends this weekend. ___
5 I'm going to stay at home tomorrow and read a book. ___

Get it right!

We can also use *be going to* to talk about future predictions based on evidence.
The sky is very dark. It's going to rain.

2 **Complete the sentences with the correct form of *be* going to or the present continuous.**

1 What is going to be (be) the biggest change in your life next year?
2 Some of my friends _____ (stay) in solar-powered tents next month.
3 We _____ (not go) to a summer camp next year.
4 Next week, I _____ (travel) to Izmir to visit my grandparents.
5 _____ the students _____ (study) abroad this year?

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

at a certain time next ~~will / won't~~

1 We use will / won't + *-ing* form of the main verb.
2 We use it to talk about actions that will be in progress _____ in the future.
3 We often use time expressions like _____ *(week/month/year)*, at *(this time tomorrow / 7.30)*, *in (2040)*.

4 9.06 **Circle the correct options. Then listen and check.**

Leo How do you think technology (*'s going to change*) / *'s changing things* in the future?
Taylor I think it [2]*'s going to make / 'll be making* everything quicker and safer and better for the environment. I think that by 2040 we [3]*are printing / will be printing* our own food to reduce food waste.
Leo I think we [4]*'re using / 'll be using* technology to communicate with people better. What [5]*are you doing / will you be doing* in 2040?
Taylor I'm not sure about that, but I can tell you about *tomorrow*! I know I [6]*not going to come / 'm not coming* to school – it's the summer holidays.

Grammar tutor p133

Use it!

5 **Write predictions about holidays and travel in the future in your notebook.**

By 2050 we'll be travelling by air taxi.

Vocabulary and listening

Travel phrasal verbs

1 9.07 **Match the phrasal verbs with the underlined phrases and then write the correct form of the phrasal verbs. Listen, check and repeat.**

check in check out ~~get away~~ get back
get in go away look around
set off take off

1 get away 4 _____ 7 _____
2 _____ 5 _____ 8 _____
3 _____ 6 _____ 9 _____

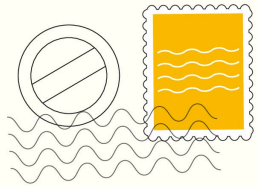
Hello!

We're on holiday! Dad said he wanted to [1]escape somewhere because he was stressed, and we hadn't [2]had a holiday for ages, so we booked it!

We haven't had time to [3]explore yet because we didn't [4]arrive until 8 pm. Our plane was delayed, so we didn't [5]start flying until 2.30 pm! We [6]started our journey at 6 am so we're all really tired. We've just [7]arrived at reception and we're going for dinner in a minute.

We have to [8]leave the hotel by noon next Friday so we'll [9]come home at about 9 pm.

See you then!



Lauren Rogers
15 Castle Street
Newcastle
England

Learn to learn

Phrasal verbs

When you learn a new phrasal verb, write it down with other phrasal verbs that have the same preposition.

2 **Complete the table with the phrasal verbs from Exercise 1.**

around	away	back	in	off	out
look					

Use it!

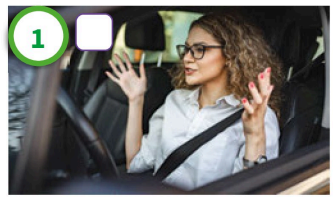
3 **Complete the questions with the phrasal verbs from Exercise 1. Then ask and answer the questions with a partner.**

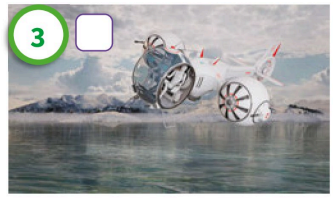
1 When was the last time you went away?
2 What documents do you need when you _____ in at a hotel or airport?
3 Do you enjoy looking _____ new places?
4 What time do you usually _____ off in the morning?
5 How do you feel when you get _____ from a holiday?
6 What time did you _____ in last night?

I went away to Italy last summer with my parents.

Conversations

4 9.08 **Listen and match the photos (1–4) with the conversations (a–d).**





5 9.08 **Listen again. Are the sentences *T* (true) or *F* (false)?**

1 Alfie prefers his dad's holiday plans. ___
2 Peter wanted to set off earlier. ___
3 Isla would like to go on a trip to space. ___
4 Tim doesn't believe there will be floating hotels in the future. ___

Voice it!

6 **Discuss the questions.**

1 What's your favourite type of holiday? Why?
2 Would you fly on a plane with a robot pilot?

Language in action

Relative pronouns and relative clauses

Watch video 9.3
Name one place where she wants to go one day. At what point in the future does she imagine she travels to?

Relative pronouns	
People	I'm not someone **who** / **that** can plan a trip around the world.
Things	I can see animals **that** / **which** I can't see where I live.
Places	Name a place **where** the girl went in VR.
Time	A time in the future **when** people can travel to space …
Reasons	That's **why** these VR goggles are great practice.
Possessions	It was Dora **whose** VR trip we just watched.

1 **Look at the table. Match the sentence halves.**

1 It's Luca	a That's why he's so good at languages.
2 I'm the person	b where you travel to.
3 That's the school	c which has classes at the weekends.
4 July is the month	d who sent you the message.
5 Jon is very confident.	e whose tent is broken!
6 A destination is the place	f when most people go on holiday.

2 **Circle the correct relative pronouns.**

1 We want to go to a place *when* / *where* we can go sightseeing.
2 Eva's the type of person *who* / *whose* wants to spend her holiday hiking.
3 This is *which* / *why* I told you we needed to set off earlier.
4 We already live in a time *when* / *who* people want to go on sustainable holidays.
5 Immersive booking is a system *when* / *which* uses virtual reality.

Get it right!

The relative pronoun replaces the subject pronoun in a relative clause: *A holiday* ***that*** ~~*it*~~ *cost £200.*
The tourists ***who*** ~~*they*~~ *are staying in my hotel.*

9.09 **3** **Complete the text. Then listen and check.**

The other day I met a friend [1] *whose* cousin is training to be an astronaut. He told me that the place [2] _____ she is training is looking for people [3] _____ want to go into space as tourists and she is going to go. She says the reason [4] _____ she wants to go is to show people that space travel is something [5] _____ anyone can do if they complete the training. She's not sure [6] _____ she is leaving, but the training [7] _____ she has done so far means she is ready to set off any day now!

Grammar tutor p133

Use it!

4 **Think of two words for each of the categories in the box. Then write a sentence with a relative clause to describe each word in your notebook.**

places animals famous people things

Paris: It's a place where you can see the Eiffel Tower.

5 **Take turns to say your sentences from Exercise 4 to a partner. Don't say the place, animal, person or thing. Can they guess?**

Speaking

Talking about a future trip

1 9.10 **Listen to the conversation. What is Gemma going to do on her trip?**

Ben Hey Gemma! So, when are you off to New York?

Gemma Hey, Ben! Hang on a sec. I'll be with you in a minute. Sorry, that was my sister on the phone. What were you going on about?

Ben I was asking you when you're going to New York.

Gemma We're going [1] *in two weeks' time* . I can't wait!

Ben I'm so jealous! New York's on my bucket list. [2] _____

Gemma We're staying in a hotel. It's right in the middle of Manhattan!

Ben Wow! And [3] _____

Gemma Oh, you know, all the usual stuff, so tons of sightseeing. [4] _____ seeing the Empire State Building, Statue of Liberty, Times Square and so on. [5] _____ get tickets to watch a show. Mum wants to see *Cats*, but I'd rather see *Hamilton*.

Ben [6] _____

Gemma Just a week.

Ben It's not fair! While you're jetting off to New York, think of us back home. We'll all be studying for our exams!

Gemma Ah, poor you! I'll send you some photos!

2 9.10 **Complete the conversation with the phrases from the *Useful language* box. Then listen and check.**

Useful language

How long are you going for?
I'm really looking forward to (+ *-ing*)
… in two weeks' time
We're going to try and …
What are you planning on doing?
Where will you be staying?

3 **Match the meanings (1–5) with the phrases in the *Everyday English* box.**

1 exactly in the centre of
2 What were you talking about?
3 together with other similar things
4 list of things to do before you die
5 things

Watch video 9.4
Everyday English

… and so on ☐ bucket list ☐
… right in the middle of … ☐ stuff ☐
What (were) you going on about? ☐

Plan

4 **Read the conversation in Exercise 1 again. Write notes about Gemma's plans.**

Going where? _____
When? _____
Staying where? _____
_____
Going to do what? _____
_____

5 **Work in pairs. Plan a conversation about visiting a place. Use the ideas from Exercise 4.**

Speak

6 **Practise the conversation. Remember to use:**

- *be going to*, the present continuous, the future continuous and relative pronouns
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 **Work with another pair. Listen to their conversation and answer the questions from Exercise 4.**

Writing

An email to a host family

1 **Look at the photo. Where is it? Why do you think Kerem is going there? Read his email and check.**

To **kerem29@mymail.com**

From **Next month**

Dear Mr and Mrs O'Reilly,

I'm writing to introduce myself as I'm coming to stay with you in Dublin next month. My name is Kerem. I'm 14 years old and I'm from Bursa in Türkiye. Do you know Türkiye?

I'm very excited about visiting Dublin. It'll be my first visit to Ireland, so I wanted to ask you some questions about my trip. My friends and I are getting a bus from the airport. Is someone going to meet us there when we arrive? Also, do you know how many hours of English we will be having every day? I know we'll be sightseeing in the afternoons, but do you know which places we'll be visiting? What's the weather going to be like? What clothes do you think I should bring?

Thank you very much for inviting me to stay with you. I'm really looking forward to meeting you!

Best wishes,

Kerem

SEND

2 **Put a–e in the order they appear in Kerem's email.**

a ☐ goodbye
b ☐ questions about the trip
c ☐ greeting
d ☐ reason for writing
e ☐ thanks

3 **Match the phrases from Exercise 2 (a–e) with the phrases in the *Useful language* box.**

Useful language

Best wishes,	☐	I'm writing to …	☐
Dear Mr and Mrs …	☐	Thank you very much for (+ *-ing*)	☐
Do you know … ?	☐		

4 **Complete the email with the phrases in the *Useful language* box.**

[1]Dear ___ Mr and Mrs Jackson,

[2]_____ introduce myself. My name is Eric Díaz. I'm 14 years old and I'm from Mérida in Colombia.

[3]_____ Colombia?

I'm excited about visiting Oxford.

[4]_____ inviting me to stay with you. I'm looking forward to meeting you.

[5]_____,

Eric

Write your own email to a host family.

Plan

5 **In your notebook, write questions to ask your host family about these things:**

- your travel plans and when you arrive
- activities while you are there
- the weather and clothes to bring

6 **Decide what information to include.**

Write

7 **Write your email. Remember to use:**

- *be going to*, the present continuous and future continuous
- phrases from the *Useful language* box

Check

8 **Do you …**

- use a greeting and say goodbye?
- say why you are writing?
- say thank you?

Around the world

Reading
A webpage

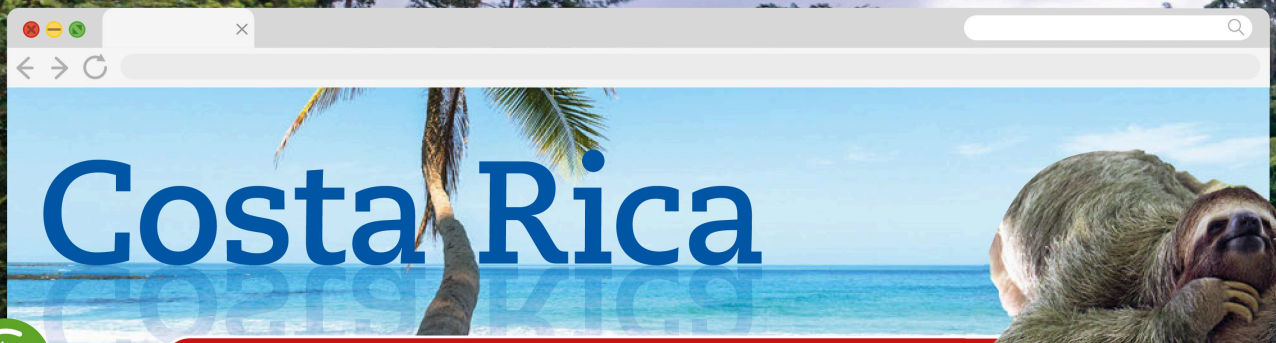
1 Look at the photos. What do you know about Costa Rica? Discuss with a partner.

2 Read the webpage and check.
9.11

Globetrotters

Watch video 9.5
One world, one culture?

- What makes culture? Think of three things.
- How many H&M shops are there around the world?
- What are the advantages and disadvantages of a global culture?



Costa Rica

Volunteer abroad conservation programmes

1 Why visit Costa Rica?

Costa Rica is a fascinating, tropical country in Central America. It is also one of the happiest countries in the world because of its relaxed way of life. When you ask someone 'How are you?', they answer 'pura vida', which means 'pure life' or 'life is great'. Although it's only a small country, about the size of Denmark, it is home to 5 percent of the world's plant and animal species! Over 25 percent of the country is protected as it is made up of **outstanding** nature reserves, where you can find more than 1,000 butterflies, 9,000 different types of plants, 20,000 species of spider and 34,000 varieties of insects! Costa Rica has **spectacular** volcanoes, beaches, jungles, rainforests and magical cloud forests!

2 Why is conservation so important in Costa Rica?

It's a destination which has always been popular for tourism and many tourists go back year after year. In fact, tourism is the main reason why conservation is so important. Costa Ricans are proud of their country and they work hard to look after its **unique** natural beauty. Ecotourism in Costa Rica helps protect the natural environment, benefit local communities and also educate tourists about the importance of its natural resources.

3 What will I be doing?

Volunteers stay in a coastal town and work on environmental projects. You'll be keeping the beaches clean and safe to protect turtle eggs and you'll count the baby turtles before they return to the sea. You'll be helping with wildlife research and will also be working on community projects where you'll be doing some gardening, as well as helping to build schools and community centres.

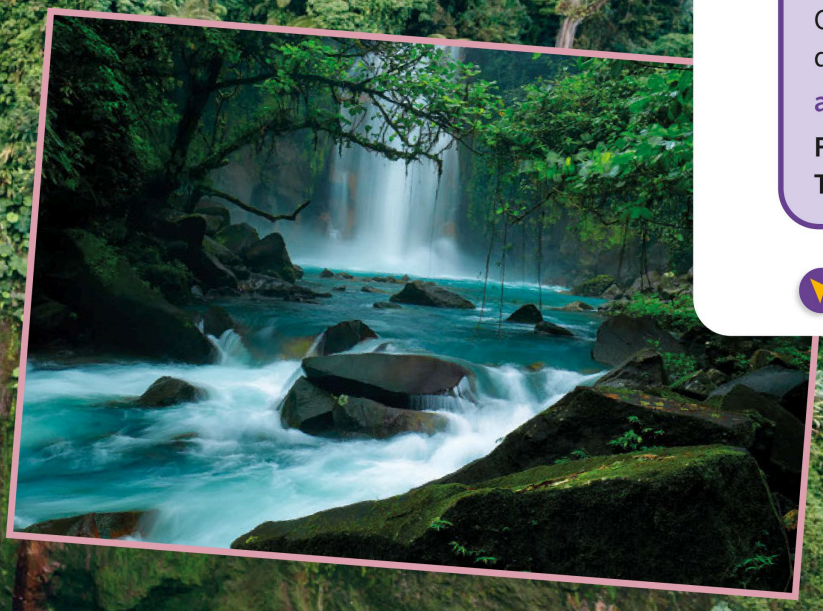
4 Am I going to have any free time?

Yes, you'll be able to get away in your free time to go sightseeing or on day trips to the capital, San José. You can also look around the **stunning** Tortuguero or Manuel Antonio National Parks.

What better way to see and explore Costa Rica while making a difference to the local wildlife! So what are you waiting for? Volunteer now and make a difference!

3 **Read the text and correct six more mistakes.**

Costa Rica is a tropical country in ~~South~~ *Central* America which doesn't have a lot of tourism. It's a big country and almost all of it is made up of nature reserves. Costa Ricans are unhappy people who have a stressful way of life. They care about protecting their country, and ecotourism educates tourists about the importance of natural resources. Through the volunteer programmes, you will help protect turtles, and build animal sanctuaries and schools.



4 **Write the adjectives in bold that describe …**

1 Costa Rica's geographical features. _____
2 Costa Rica's nature reserves. _____
3 Costa Rica's natural beauty. _____
4 San José's national parks. _____

Learn to learn

Making adjectives from nouns

When you read a text, try to find different forms of words you already know.

5 **Find adjectives in the webpage for the nouns (1–6).**

1 tropics *tropical*
2 centre _____
3 magic _____
4 coast _____
5 nature _____
6 environment _____

6 **Take turns to say sentences about Costa Rica with the words from Exercise 5.**

Costa Rica is a country in Central America.

Voice it!

7 **Discuss the questions.**

1 Would you like to volunteer on the conservation programme? Why / Why not?
2 What can people do in your country to help children or the environment?

Explore it!

Guess the correct answer.

Costa Ricans have at least 12 different words for ….

a rain b butterflies c volcanoes

Find another interesting fact about Costa Rica. Then write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to … use technology to practise English

When you learn a language, it's important to practise as much as possible. Technology can help you do this.

1 Read what two students say about using technology to practise English. Then complete the table with *G* (Gorka), *A* (Asya) or *B* (both).

Gorka

I downloaded a free flash card app for learning vocabulary. You can make your own flash cards and test yourself. Also, I've just changed my phone language and all my social media apps to English. Now I see and read English hundreds of times a day! I also listen to podcasts in English about sport, usually when I'm on the bus to school. I need to start watching videos online as well – my friends tell me that's a great way to learn.

Asya

I read a lot of books in English, so I have a dictionary app on my phone to look up new words. Also, there are thousands of videos online for practising English. Some of them are really funny and they're free too! I like to watch them on my mobile. What else? Well, once a week I have a video call with my cousin Kylie in Sydney. She doesn't speak any Turkish so the conversation has to be in English! I really should change my social media apps to English too.

	Ways to use technology to practise English	Who does this?
1	use your mobile phone to practise English	B
2	use an app for learning vocabulary	
3	watch videos in English	
4	listen to podcasts in English	
5	speak face-to-face online with an English speaker	
6	have English as your mobile phone language	
7	have English as the language of your social media	

2 Ask and answer the questions about each of the ways to use technology in Exercise 1.

1 Have you tried this? How easy, difficult or useful was it?

2 If you haven't tried this, would you like to? Why / Why not?

3 Which three ways of using technology to practise English are the most useful? Why?

I think podcasts are really useful because you can find ones about lots of different topics, and it's important to practise listening.

That's true, but I think changing your mobile phone language to English would be more useful because you use your mobile all the time.

OWN IT!

4 Complete the action plan with three ways to use technology to practise English. Tell your partner. Do you have similar plans?

I'm going to …

1 _____

2 _____

3 _____

What are you going to do?

Download a flash card app to learn and practise new vocabulary.

Search online for an app that can help you learn English. Use it to practise English. Create video or audio recordings describing your experience. Share your findings with your classmates.

9 Review

Vocabulary

1 **Complete the text with the words in the box.**

abroad accommodation backpacking
cruise ship destination holiday resort
journey tourist attractions

Going on a [1]_____ is exciting, especially if you're going [2]_____ to explore another country, but there's lots to do before you go. First you need to decide where to go: a popular [3]_____ with a hotel and pool or a less well-known [4]_____ with fewer tourists? Then there's the [5]_____ to think about. Are you going to stay in a hotel or an apartment? Or perhaps you prefer to go [6]_____ around several cities, visiting all the famous [7]_____ or sailing to different places on a [8]_____. Whatever you decide, enjoy it!

2 **Add prepositions to the sentences.**

1 It's too hot in my town in the summer so, we like to get _____. We usually go to the beach.
2 Let's set _____ at 9 am. Then we can check _____ to the hotel and have a look _____ the city.
3 What time does your flight get _____? I'll come and meet you at the airport.

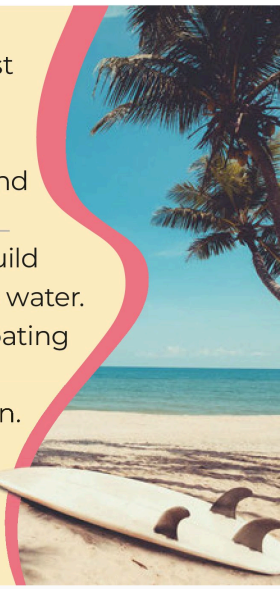
Language in action

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

This time next week, I [1]*fly / 'll be flying* to Munich. I [2]*'m going / 'll be going* on a school exchange, but I'm a bit nervous. I know I [3]*won't be enjoying / 'm not going to enjoy* the flight because I hate flying. When we get there our host families [4]*are waiting / will be waiting* for us at the airport. I think I [5]*'ll be missing / 'm going to miss* my friends.

4 **Complete the text with relative pronouns.**

The reason [1]_____ many big tourist destinations are next to the sea is because the sea provides food. Nowadays many are overcrowded, and we need to find new places [2]_____ people can stay. One solution is to build holiday resorts [3]_____ float on the water. In the future people will make big floating areas [4]_____ will support hotels, campsites and other accommodation. In summer, [5]_____ it gets hot, the floating areas will move further out to sea to keep the city cool.



Self-assessment

I can talk about travel in English.	☹	😐	☺
I can use travel phrasal verbs.	☹	😐	☺
I can use *be going to* and the present continuous for future.	☹	😐	☺
I can use the future continuous.	☹	😐	☺
I can use relative pronouns and relative clauses.	☹	😐	☺

Pronunciation

Unit 1

/t/, /d/ and /ɪd/

1.04 **1** **Listen and repeat.**

	Infinitive	Past simple
/t/	talk	talked
/d/	discover	discovered
/ɪd/	start	started

1.05 **2** **Listen and circle the word you hear.**

1 *work / worked*
2 *destroy / destroyed*
3 *erupt / erupted*
4 *live / lived*
5 *talk / talked*
6 *graduate / graduated*

3 **How many syllables have these words got? Circle the odd one out.**

1	walked	1	looked	1	wanted	2	climbed	1
2	escaped		decided		rescued		returned	
3	created		ended		visited		reported	

1.06 **4** **Listen, check and repeat.**

5 **Take turns to say a word from Exercise 2. Your partner writes the word in their notebook and repeats it.**

Unit 2

Weak and strong forms of *have*

2.06 **1** **Listen and repeat.**

1 **Have** you ever been to Rome?
2 Yes, I **have**.
3 I**'ve** seen the film, but I **haven't** read the book.

2 **Are the underlined words weak or strong?**

A [1]Have you ever eaten shark? *weak*
B Shark? No, I [2]haven't. _____
A I[3]'ve tried it and it's delicious. _____
What about jellyfish? [4]Have you tried it? _____
B Yes, I [5]have. _____
A Jellyfish! I [6]haven't tried that! _____

2.07 **3** **Listen and check.**

4 **Practise the conversation in Exercise 2.**

Unit 3

Contractions: *will*

3.03 **1** **Listen and repeat.**

1 I will > I'll
2 You will > You'll
3 He will > He'll
4 She will > She'll
5 We will > We'll
6 They will > They'll

3.04 **2** **Listen and circle the option you hear.**

1 *I pass / I'll pass* my driving test.
2 *You like / You'll like* this film.
3 *They play / They'll play* basketball for their country.
4 *We study / We'll study* together.
5 *I go / I'll go* to university.

3 **Take turns to say one sentence from Exercise 2. Your partner writes the correct option and repeats it.**

Unit 4

Consonant to vowel linking

4.06 **1** **Listen and repeat.**

1 Wake‿up! It's seven‿o'clock!
2 We set‿off‿early‿in the morning.

4.07 **2** **Listen and mark the links between consonant and vowel sounds.**

1 They set‿off‿at ten‿o'clock. (3 links)
2 Did you find out what happened at the party? (2 links)
3 Let's look around the town after lunch. (2 links)
4 What time do you wake up on Saturdays? (2 links)

3 **Mark the links between consonant and vowel sounds.**

1 How do you chill‿out? (1 link)
2 Which languages are easy to pick up? (3 links)
3 What time do you get up at weekends? (2 links)

4.08 **4** **Listen, check and repeat.**

Unit 5

Stress in first conditional sentences

5.03 **1** **Listen and repeat.**

1 If you speak good English, you'll get a better job.
2 I'll go to university if I pass my exams.

2 **Underline the stressed words.**

1 If he doesn't call, I'll send him a message.
2 You'll meet my friends if you get there early.
3 I'll get a better job if I speak good English.
4 She'll help if we have a problem.

5.04 **3** **Listen, check and repeat.**

Unit 6

/ɪ/ and /iː/

6.03 **1** **Listen and repeat.**

1 /ɪ/ skin city 2 /iː/ coffee beach

6.04 **2** **Listen and circle the option you hear.**

1 (it) / eat
2 *live / leave*
3 *hit / heat*
4 *ship / sheep*

3 **Write the words in the correct column according to the pronunciation of the letters in bold.**

~~extreme~~ free freeze give listen six swim teach week

1 /ɪ/	2 /iː/
	extreme,

6.05 **4** **Listen, check and repeat.**

5 **Take turns to say a word from Exercise 2. Your partner says 1 (/ɪ/) or 2 (/iː/) and repeats the word.**

Unit 7

The letter *u*

7.03 **1** **Listen and repeat.**

1 /ʌ/ luck 2 /uː/ rule 3 /juː/ uniform

2 **Write the words in the correct column according to the pronunciation of the letters in bold.**

~~punctual~~ rude huge fun unit subject

1 (/ʌ/)	2 (/uː/)	3 (/juː/)
punctual		

7.04 **3** **Listen, check and repeat.**

4 **Write two sentences using words from Exercise 2 in your notebook. Then practise saying them.**

Unit 8

/aɪ/ and /eɪ/

8.02 **1** **Listen and repeat.**

1 /aɪ/ nine fly light 2 /eɪ/ lake day train

2 **Write the words in the correct column according to the pronunciation of the letters in bold.**

~~afraid~~ bite flight hate may might play ride right shy snake wait why

1 /aɪ/	2 /eɪ/
	afraid,

8.03 **3** **Listen, check and repeat.**

4 **Take turns to say a word from Exercise 2. Your partner writes it in their notebook and repeats it.**

Unit 9

Stress in compound words

9.02 **1** **Listen and repeat.**

1 crisp packet 3 airport 5 cotton T-shirt
2 sunglasses 4 solar energy 6 glass bottle

2 **Underline the stressed word in each compound word.**

1 birthday cake 4 metal cans 6 paper plates
2 brick wall 5 paddling pool 7 plastic chair
3 leather shoes 8 sun hat

9.03 **3** **Listen, check and repeat.**

4 **Describe a party using the compound words from Exercise 2. Use the correct stress.**

Unit 2 Project: An art tour

Home | Art Tour | Bus Tours

Karaköy
Art Tour

Welcome to Karaköy, one of the oldest and most historic areas of Istanbul. Have you ever been to this part of the city? It's an outdoor art gallery. You should sign up for our fantastic art tour!

1 Your first stop is Sanatkarlar Park. From here you can admire some of Istanbul's famous landmarks like the Blue Mosque and Hagia Sophia.

2 Next up is The Galata Tower. Climb to the top for amazing views of the city. Look for Taksim Square and the monument in the middle.

3 Then, you'll go to The Kamondo Stairs. These are a great example of art nouveau – an art movement from the late 1800s.

4 After that, you'll visit Njuma, the main art gallery. It's got amazing works of art. Look for Murat Palta's paintings. He's a Turkish artist and he's developed his own style of painting. He's used a traditional Ottoman style but he's added a modern style to his paintings.

5 Finally, don't forget to look at the street art. Graffiti artists have used the walls here as their canvas to create incredible murals. They've also painted the fronts of some of the shops.

We still haven't seen everything yet, but now it's time for you to explore Istanbul on your own.

Step 2: Present

Present your art tour to the class. Remember to:

- give information about what people will see on the tour
- explain what the art is, where it is and why it is important
- say why people should sign up for your art tour
- use photos or drawings of the art

Step 3: Respond

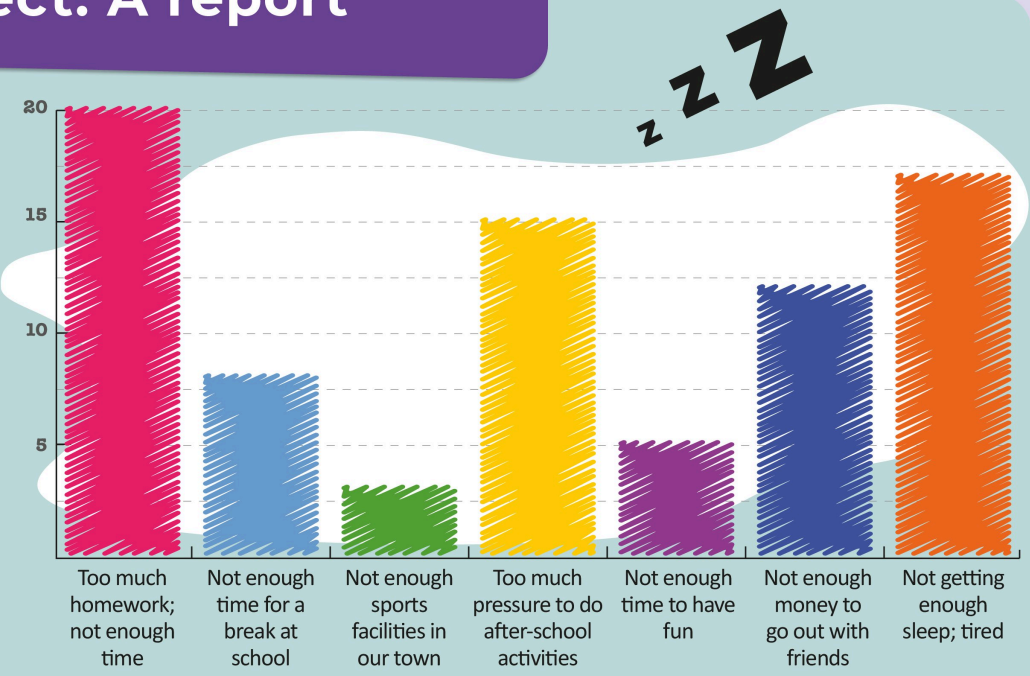
Listen to your classmates' presentations. What new or surprising facts did you learn? Which tour do you want to do? Why?

Unit 4 Project: A report

Our report:

How teenagers can manage stress

We asked the 20 students in our class about their problems and the kinds of stress they feel. We chose the top four problems and suggested solutions.



The problems teenagers face

1. Many students think we have too much homework and there isn't enough time to do it.
2. There's too much pressure to do lots of after-school activities as well as working hard at school.
3. Some students don't have enough money to go out with friends.
4. Some students aren't getting enough sleep and they're often tired.

Our solutions to manage stress

1. You should talk to your teachers to see how they can help you. At home, you should create a timetable to help organise your time. Make sure you have regular breaks and go for a walk or meet friends outdoors.
2. You ought to talk to your family and explain your feelings. Make a list of all the things you do. If you haven't got enough time to do everything, it's okay to stop an activity.
3. Why not ask your friends to do things that are free? You shouldn't feel pressure because you haven't got enough money. Organise a karaoke night at your house. Use some online videos and just sing! This is a great way to relax, even if you're not a good singer! Or why not find free fitness activities in a park?
4. You ought to try a new sleep routine. Go to bed at the same time every night. You shouldn't have your phone in your bedroom. Try putting it in a different room 30 minutes before you go to bed. You should write all the things you're worried about in a notebook before you go to sleep. You'll probably sleep better!

Step 2: Present

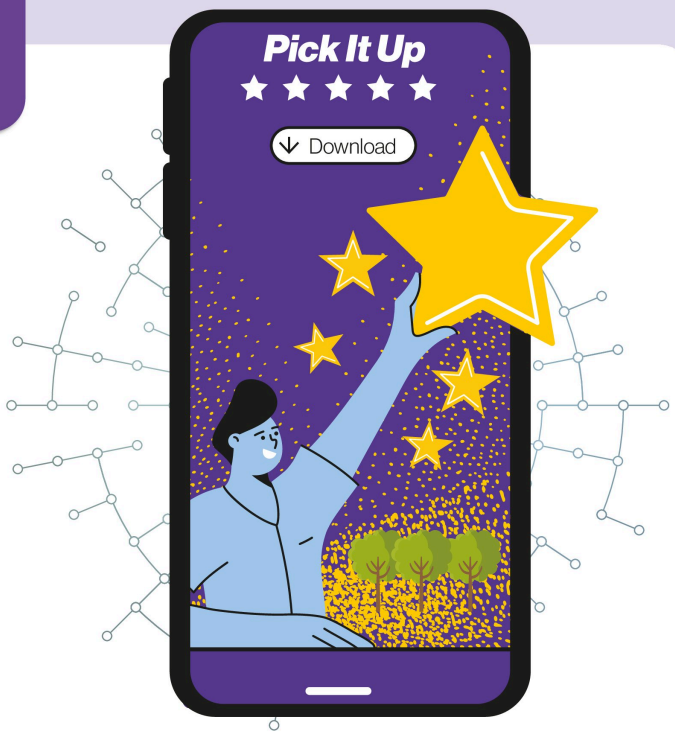
Present your report to the class. Remember to:

- explain what your report is about
- describe the questions you asked and the answers your classmates gave you
- give solutions to the four most common problems

Step 3: Respond

Listen to your classmates' reports. Which two solutions would you like to try? Give reasons.

Unit 6 Project: An app



Our app is called ***Pick It Up.***

It is aimed at young people and teenagers.

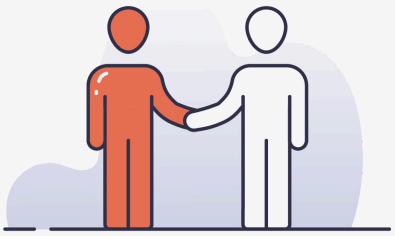
The problem is that young people don't get enough exercise and there is a lot of rubbish on the street.

It is designed to get young people to be more active and to help the environment.

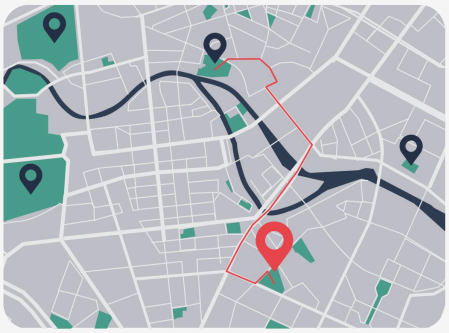
Technology is used in a positive way to solve two problems.

Pick It Up has four main functions:

1 Connection:
The user is sent a message when their friends are going out in their area.



2 Map:
The app suggests a route and users can walk, jog or run together.



3 Rubbish collection:
Users collect rubbish as they go. Later they weigh the rubbish and record it in the app.

4 Rewards:
Users are given a star for every kilo of rubbish collected. After 10 stars a tree is planted. There is less rubbish on the street, and there are more trees to clean the air!

Step 2: Present

Present your app to the class. Remember to:

- explain the problem(s) that your app solves
- use pictures to show how it works
- explain how the app helps and rewards users

Step 3: Respond

Listen to your classmates' presentations. Which app do you think is the most useful? Why?

School for Life

Welcome to the School for Life. Students here don't just get good grades – they develop skills for life to help them to be good citizens.

What makes the School for Life special?

We believe students are the most important part of school. Here at the School for Life, students have to study seven subjects, but they can choose them. Students also make the rules. Any student can suggest a new rule. The other students can vote *yes* or *no*. Students learn new life skills through fun and interesting activities.

What life skills can students learn?

- Every day, students have circle time. Students choose a time when they will sit together and share their feelings about things they might be worried about like exams or presentations. They learn to support and understand each other better.

- On Mondays, students must attend life skills workshops. Students role-play different situations and learn how to become good citizens. They practise taking responsibility, respect, collaboration and compassion. Through feedback, they learn how to be more resilient.

- On Wednesday afternoons, students have to do one community activity. They can work with older people, create their own radio show for the children's hospital, help younger students in school or choose an activity in their local area.

- Fridays are 'This student can' day. Students choose one area of their life that they want to improve. They work with other students in a supportive environment to face their fears, build their courage and become more confident.

- For one week each term, there's a work experience programme. Students choose a local company and work with them to learn about the world of work, the importance of time management and the skills and responsibilities they must have.

What are the rules?

Students must:

- respect other students and staff.
- be heard and give their opinions.
- keep their classroom clean.
- look after each other.
- be kind and compassionate.
- take responsibility for their actions.

Step 2: Present

Present your brochure to the class. Remember to:

- say the name of your school.
- explain why your school is special.
- list the rules at your school.
- explain how these rules help students become good citizens.

Step 3: Respond

Listen to your classmates' presentations. Which school do you want to go to? Give reasons.

Starter Grammar tutor

Adverbs of frequency and expressions of frequency S.1

We use adverbs of frequency and expressions of frequency to say how often something happens. They go before the main verb, but after the verb *to be*.

*I **often message** my friends.*

*There **are always** music festivals in summer.*

Often, sometimes and *usually* can also come at the beginning of the sentence.

***Sometimes,** my family and I listen to music.*

Expressions of frequency

every day / week / month / weekend / year

once / twice / three times a day / a week / a month / a year

Expressions of frequency can go after a verb phrase, or at the beginning or end of a sentence.

*I see my friends **twice a week**.*

***Every weekend**, they give a concert.*

1 Circle the correct options.

1 Do you play in a band *never* / *every Saturday night*?
2 Bruna listens to rap music *always* / *six times a day*.
3 Are some music apps *usually* / *every weekend* free?
4 I see my friends *hardly ever* / *every day* at school.

Present simple and present continuous

We use the present simple to talk about facts, habits and routines: *My sister **likes** rock music.*

We use the present continuous to talk about things that are happening now: *My teacher **is walking** into the office now.*

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

1 Does your sister usually post (post) photos on social media?
2 We _____ (have) a great time at the moment. We're on holiday!
3 They hardly ever _____ (see) their cousins.
4 My sister _____ (play) football every day.

Present simple for future

We can use the present simple to talk about planned events if a future time expression is used.

*My mum **starts** work at 10 am **on Friday**.*

*The train **leaves** at 3 o'clock **this afternoon**.*

3 Put the words in the correct order to make sentences about the future.

1 8.30 / English / at / starts / lesson / Our
Our English lesson starts at 8.30.
2 begin / time / the / does / tomorrow / What / concert / ?
_____
3 arrives / at / train / My / 10.45 / grandparents'
_____
4 our / tomorrow / leave / trip / We / early / for / morning
_____

Past simple S.2

We use the past simple to talk about completed events and actions that happened in the past.

*I **watched** the band play last night.*

Spelling

Most verbs: + *ed* *wash* → *washed*

Verbs ending in -e: add *-d* *organise* → *organised*

Verbs ending in consonant + *-y*: *-y* + *-ied*: *study* → *studied*

Verbs ending in consonant + vowel + consonant: double the final consonant + *-ed*: *chat* → *chatted*

Irregular verbs don't follow any pattern: *get* → *got* *have* → *had*

4 Complete the questions and answers in the past simple.

1 **Q:** When did you see (see) that film?
A: I _____ it _____ (last week).
2 **Q:** Where _____ your parents _____ (meet)?
A: They _____ _____ (at college).
3 **Q:** When _____ the last bus leave?
A: It _____ at _____ (ten o'clock).

1 Grammar tutor

Past simple and past continuous with *when*, *while* and *as* 1.2

We use the past continuous to talk about actions in progress around a time in the past.

Affirmative: *At seven o'clock, I **was waiting** for the bus.*

Negative: *We **weren't wearing** jeans yesterday.*

Questions: ***Was** Ethan **watching** TV last night?*

We use the past simple for a shorter action that happens during a longer one.

We use *when*, *while* and *as* to mean 'during that time' or to connect two events happening at the same time.

***When** Marco and Kerem **were studying**, they **heard** a strange noise.*

***While** she **was eating**, her phone rang.*

***As** Luca was **walking**, he was singing a song.*

1 **Circle the correct option.**

1 What *did they do / were they doing* when we *called / were calling* them?
2 *Did Amina watch / Was Amina watching* a film when she *got / was getting* a message?
3 They *didn't see / weren't seeing* you while they *shopped / were shopping* in town.
4 *Did you walk / Were you walking* to school when the rain *started / was starting*?
5 As I *listened / was listening* to the podcast, I *fell asleep / was falling asleep*.

2 **Complete the text with the words in brackets and the past simple or past continuous.**

[1]When Vee Kativhu was growing up (when / grow up) in Zimbabwe, she [2]_____ (want) to go to university. She moved to the UK when she was seven years old. It wasn't easy but she went to Oxford University. [3]_____ she _____ (while / study) in Oxford, she [4]_____ (begin) a YouTube channel. [5]_____ she _____ (as / vlog) about life at university, more and more people [6]_____ (watch) her channel. Then she moved to the USA. [7]_____ she _____ (While / live) there, she [8]_____ (start) an organisation called *Empowered by Vee*. It helps students access university more easily. She's my inspiration!

used to 1.3

We use *used to* to show that past states, habits and actions are not true anymore.

*It **used to** be a library, but now it's a museum.*

*We **used to** walk to school, but now we cycle.*

Negative

*I **didn't use to** have a bike.* ✓
~~*I didn't used to have a bike.*~~ ✗

Questions

***Did** you **use to** have swimming lessons at school?* ✓
~~*Did you used to have swimming lessons at school?*~~ ✗

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

live | not eat | ~~not have~~ | sing | want | work

1 Our neighbours didn't use to have a car.
2 We _____ in a smaller apartment.
3 _____ you _____ to be a teacher?
4 _____ your mum _____ in a band?
5 My sister _____ fruit, but she does now.

4 **Circle the correct options.**

When my grandpa was young, he [1]*used to want / used wanting* to be an artist. He [2]*didn't have / wasn't having* much time to paint because he [3]*worked / was working* long hours in a bakery. He [4]*used to paint / did paint* pictures of me and my sister as we [5]*played / were playing* in his garden. He never [6]*didn't use to show / showed* his paintings to other people. Last week, he [7]*had / was having* his first exhibition at the age of 75! He's an inspiration!

5 **Make questions to match the answers.**

1 Did you use to go to school by bus?
No, not by bus. I went to school by bike.
2 _____?
No, my sister's never eaten meat.
3 _____?
No, my sister played with me, but not my brother.
4 _____?
Olives? No, and I still hate them!

2 Grammar tutor

Present perfect 2.2

We use the present perfect to talk about actions, experiences and facts in the past, when the exact time is not mentioned or important.

Affirmative

subject + *has/have* + past participle

*The orchestra **has played** my favourite song.*

*They **have visited** the art exhibition.*

Negative

subject + *haven't/hasn't* + past participle

*Max **hasn't auditioned** for the part.*

Questions

have/has + subject + past participle

***Have** you **seen** the exhibition?*

We often use *ever* and *never* to talk about experiences.

***Have** you **ever been** to the theatre?*

*No, I've **never** been.*

Irregular verbs

Many common verbs have irregular past participles.

go – gone	*put – put*	*be – been*
make – made	*see – seen*	*hear – heard*

1 Complete the dialogue with the correct present perfect form of the verbs.

A: [1]Have you ever been (ever / go) on an art tour in your city?

B: No, I [2]_____. [3]_____ you _____ (ever / do) an art tour?

A: Yes, I [4]_____.

B: What type of art [5]_____ you _____ (see)?

A: Well, I [6]_____ (look at) graffiti and lots of murals.

B: Cool! I [7]_____ (watch) a documentary about a street artist called Bordalo.

A: I [8]_____ (never / hear) of him. What's his art like?

B: He [9]_____ (create) lots of his art from rubbish, and he [10]_____ (have) lots of exhibitions.

Present perfect with *just*, *already*, *still* and *yet* 2.3

We use *just* with the present perfect to talk about very recent events and actions.

*I've **just** heard the good news.*

We use *has/have* + *already* + past participle to explain that something happened before we expected or to emphasise it has happened.

*She **has already bought** a ticket. I **have already seen** the show.*

We use *still* in negative sentences to express that something we expected has not happened but we imagine it will happen in the future.

still + *have* + past participle

*My uncle **still hasn't seen** the new play.*

We use *yet* in negative sentences to emphasise that something we expected has not happened and in questions to ask if something has happened before now.

*Luca hasn't arrived **yet**. Have you been home **yet**?*

2 Circle the correct sentences.

1 (A) She still hasn't played in an orchestra.
   B She yet hasn't played in an orchestra.
2 A I've just seen a great art exhibition.
   B I've seen a great art exhibition yet.
3 A Have you read this review? No, already not.
   B Have you read this review? No, not yet.
4 A Gabriel has already seen that film twice.
   B Gabriel has still seen that film twice.

3 Put the words in brackets in the correct position in the sentences.

1 Esma has heard from the film director. (just)
   Esma has just heard from the film director.
2 Has she had her audition? (yet)
   _____
3 Yes, she's had an audition. (already)
   _____
4 Has she heard what part she's got? (yet)
   _____

3 Grammar tutor

can, could, will be able to 3.2

We often use:

- *can* to talk about the ability to do something in the present.

*She **can** speak English and Polish.*

*She **can't** play the piano.*

- *could* to talk about the ability to do something in the past.

*We **could** visit the pyramids when we went to Egypt.*

*In the past, students **couldn't** use computers at school.*

- *will be able to* to talk about the ability to do something in the future.

*I **will be able to** translate this document tomorrow.*

*We **won't be able to** help you later.*

1 **Complete the text with the correct form of *can, could* or *will be able to*.**

Beatriz comes from São Paulo, so she [1] *can* speak Brazilian Portuguese very well. She speaks English fairly well, but she [2] _____ always understand people, especially when they talk quickly. When she was younger, she [3] _____ speak Spanish, but she studied it at school. Now she [4] _____ speak Spanish really well. Next year, she's going to stay with her aunt in Luzern in Switzerland. She [5] _____ learn Swiss German there, but she [6] _____ understand people in the other two regions of Switzerland. Why? Because they speak French and Italian!

Present perfect with *for/since* and *How long ... ?* 3.3

We use *for* and *since* with the present perfect to say how long something has been true.

for → periods of time

*My parents **have known** each other **for** 25 years.*

since → reference to a specific time

*We **haven't seen** each other **since** June.*

We use *How long …?* + present perfect to ask about the duration of a state or activity.

*A: **How long have you known** Greg?*

*B: I've **known him since** 2021.*

2 **Complete the conversation with the correct form of the present perfect and *How long*, *for* or *since*.**

Frida: Sorry I'm late! [1] *How long* have you been here?

Josh: Not long. I [2] _____ (be) here [3] _____ about 7 o'clock.

Frida: I [4] _____ just _____ (speak) to Iris.

Josh: Great! I [5] _____ (not see) her [6] _____ ages. Where is she?

Frida: At home. She [7] _____ (lose) her phone. She's looking for it now.

Josh: Oh no! She [8] _____ only _____ (have) that phone [9] _____ last weekend.

Frida: I know. I think we should go in to the cinema without her.

Josh: Okay. I [10] _____ (want) to see this film for ages!

Present perfect and past simple

We use the past simple to talk about something that started and finished in the past.

*I **went** to Liverpool **in June**.*

*They **began** the exam **two minutes ago**.*

We use the present perfect to talk about something that started or happened in the past and continues to be true until now. We don't say when the action started.

*I've **been** to Liverpool.*

*They've **begun** the exam.*

3 **Circle the correct verbs.**

Anya Taylor-Joy was born in Miami, USA in 1996. She [1] *has lived* / *lived* in Buenos Aires until the age of six. She only [2] *has spoken* / *spoke* Spanish until she was eight years old and then she [3] *has learned* / *learned* English. In her life, she [4] *has studied* / *studied* ballet and she [5] *has worked* / *worked* as a model. She [6] *has started* / *started* acting in 2014. She [7] *has won* / *won* a Golden Globe in 2021 for the TV series *The Queen's Gambit*. She [8] *has been* / *was* very busy recently making new movies! What's next for Anya? Watch this space!

4 Grammar tutor

Quantifiers 4.2

We use quantifiers to talk about the amount of something.

a few / a little → for small quantities

We use *a few* with countable nouns.

*I've got **a few** messages that I need to reply to.*

We use *a little* with uncountable nouns.

*I've got **a little** time to train for the race, but not much.*

too / too many / too much → for an excessive amount

We use *too* + adjective.

*The homework was **too** difficult.*

We use *too many* with countable nouns.

*There were **too many** options. I didn't know what to choose!*

We use *too much* with uncountable nouns.

*There was **too much** noise and I couldn't sleep.*

We use *(not) enough* with countable or uncountable nouns.

*We've got **enough** players to make two teams.*

*I did**n't** have **enough** time to answer all the questions.*

1 Circle the correct options.

1 (*A few*) / *A little* new students joined our jogging club.
2 Have you got *time enough* / *enough time* to help me, please?
3 This phone costs *too much* / *too many* money.
4 There were *a little* / *a few* problems we couldn't solve.
5 Has everyone got *too much* / *too many* stress in their lives?

2 Complete the dialogue with the phrases in the box.

a few a little enough much
not enough ~~too~~ too too many

Carla This list for the party is [1] *too* long. There are [2] _____ things on it. Look!
Flavia Well, there's [3] _____ food, so that's good.
Carla Are there [4] _____ options for vegetarians?
Flavia There are veggie burgers and salad. If there are [5] _____ options, we can go to the supermarket. What's next on the list?
Carla Music. I didn't have [6] _____ time to make a playlist.
Flavia I've got [7] _____ time now to do it.
Carla Thanks, Flavia! You're [8] _____ kind!

should / shouldn't / ought to 4.3

We use *should* and *ought to* to give advice and recommendations or if we think something is a good idea. *Should* and *ought to* are the same in all forms.

should / shouldn't + infinitive without *to*

*You **should** stay in bed if you have a fever.*

ought + *to* + infinitive

We ought to eat lots of fruit and vegetables every day.

shouldn't

We use *shouldn't* to say something is a bad idea.

*You **shouldn't** use your phone before bed.*

3 Complete the sentences with *should*, *shouldn't* or *ought*.

1 You *shouldn't* worry too much about the test. You've worked hard.
2 I think teenagers _____ to go to bed earlier to get enough sleep.
3 We _____ eat too much meat. It's better to have a balanced diet!
4 I _____ to eat more fish, but I don't really like it.
5 _____ Elisa stay at home if she's feeling ill?

4 Complete the text with the phrases in the box.

ought to ask ought to do should borrow
should listen ~~should read~~ should
speak shouldn't start shouldn't worry

Top tips for improving your English

You [1] *should read* English language magazines or websites. You [2] _____ this as often as possible. If you like reading, you [3] _____ English books from the library or find stories online, but you [4] _____ your teacher for recommendations. You [5] _____ with something that's too difficult. You [6] _____ to as much English as possible, too: podcasts, radio and TV are all good. You [7] _____ about making mistakes and you [8] _____ in English every day!

5 Grammar tutor

First conditional 5.2

We use first conditional sentences to talk about possible situations in the present or future and say what we think the result will be.

Possible action when we are more sure of the result

if + present simple ⇆ *will/won't* + infinitive

***If** we work hard, **we'll pass** the exam.*

Possible action when we are less sure of the result

if + present simple ⇆ *may/might* + infinitive

*If my grandfather doesn't feel better, he **may not** visit the coast this weekend.*

*I **might** go the beach **if** it's warm enough.*

We can use *unless* + present simple instead of *if not*.

***Unless** we hurry up, we'll miss the train.*

We normally use *will* in first conditional questions and when we know something is certain, not *may/might*.

***Will** you chat with me online this evening if you have time?*

1 Match the sentence halves.

1 If I have enough time,	a they eat our plastic waste.
2 Unless we ask the teacher,	b we will reduce air pollution.
3 Many more fish will die if	c if they have time.
4 If we use solar power,	d I'll help you pick up rubbish.
5 They might give a talk about plastic	e we won't know the answer.

2 Put the phrases in the correct order.

1 I might / I have enough money, / If / buy a recycled phone.
If I have enough money, I might buy a recycled phone.

2 tell Zahra about the talk / you see her? / if / Will you
_____

3 climate change, / our planet / Unless / we stop / will get hotter.
_____

4 there will be / we don't take action now, / more problems. / If
_____

Second conditional 5.3

We use the second conditional to talk about imaginary situations in the present and their possible consequences.

if + past simple (affirmative or negative) + *would/wouldn't*

***If** he didn't like you, he **wouldn't** talk to you.*

We use *would (not)* when we are sure of the consequence.

*We **would** save water if we took shorter showers.*

We use *could (not)* to express a possibility or ability as a consequence.

*If it was Saturday, we **could** go out for pizza.*

*I **could** do some volunteer work if I didn't need to study so much.*

We use *might (not)* to show we are less sure about the consequence.

*If I had more free time, I **might** take up the guitar.*

3 Circle the correct options.

1 Our planet would be in danger if all the insects *would disappear* / *disappeared*.
2 Where *would you travel* / *would you travelled* if you had enough money?
3 There would be more oxygen if they *wouldn't destroy* / *didn't destroy* rainforests.
4 We could reduce the effects of climate change if we *would use* / *used* solar power.
5 If there *wasn't* / *wouldn't be* any plastic pollution, fish could breathe more easily.

4 Complete the second conditional sentences with the correct form of the verbs in brackets.

1 If I had (have) the answer to climate change, I would tell (tell) you.
2 She _____ (not ask) you to come if she _____ (not know) you well.
3 If we _____ (buy) food from a local market, we _____ (reduce) pollution.
4 If we all _____ (make) one small change, we _____ (help) the planet.
5 If I _____ (be) you, I _____ (stop) eating meat.

6 Grammar tutor

Present simple passive 6.2

We use the passive form to describe actions and processes when we are not interested in, or don't know, who is responsible for them.

English ***is spoken*** *in many countries.*

Many plastic bottles ***aren't recycled****.*

Affirmative and Negative: *is/are* (*not*) + past participle

The streets ***are cleaned*** *on Sundays after the market finishes.*

Questions: *is/are* + subject + past participle

Is the main square decorated *during the festival?*

When ***are the results sent*** *to students?*

1 Complete the conversation with the present simple passive form of the verbs in brackets.

Ana How much waste [1] is recycled (recycle) in your home?

Ben Well, glass, cardboard and metal [2] _____ (collect) every week.

Ana What [3] _____ (do) with other materials?

Ben I'm not sure. Food waste [4] _____ (not take) with other recycling. I think some waste [5] _____ (burn).

Ana Yes, but burning waste isn't great. The air [6] _____ (pollute) because dangerous gases like methane [7] _____ (create).

Ben True, but you can do simple things to help. I never buy fruit that [8] _____ (package) in plastic, and energy [9] _____ (not waste) in our apartment because I always turn off the lights.

2 Complete the text with the present simple passive form of the verbs in the box.

are placed	are / used	are worn	~~is inspired~~
is / found	is recorded	is sent	

Kenneth Shinokuzu likes to think outside the box. His invention [1] is inspired by his grandfather. His grandfather has memory problems and he [2] _____ often _____ in strange places in the middle of the night. Kenneth designed special pieces of equipment. How [3] _____ they _____? They [4] _____ inside socks or on clothes. The socks or clothes [5] _____ by Kenneth's grandfather. When he moves, the movement [6] _____. A message [7] _____ to a family member's phone to tell them where the person is.

Past simple passive 6.3

We use the past simple passive to describe actions and processes in the past.

The competition winners ***were given*** *books and a certificate.*

Affirmative and Negative

was/were (*not*) + past participle

The first CD ***was made*** *in 1982.*

Some of us ***weren't invited*** *to the party.*

Questions

was/were + subject + past participle

Were the instructions written *in Spanish or Portuguese?*

Passive + *by*

We use *by* with the passive to show who or what was responsible for the action.

The play The Merchant of Venice ***was written by Shakespeare****.*

A lot of houses ***were destroyed by the fire****.*

3 Write questions using the past simple passive.

1 what clothes / wear / by teenagers in the 1950s
What clothes were worn by teenagers in the 1950s?

2 who / that amazing building / design by
_____

3 where / the first newspaper / print
_____

4 when / trainers / first / use in sport
_____

4 Answer the questions in Exercise 3. Use the information given.

1 blue jeans and T-shirts
Blue jeans and T-shirts were worn by teenagers in the 1950s.

2 Oscar Niemeyer
_____

3 in Germany in 1609
_____

4 American basketball players in 1907
_____

7 Grammar tutor

Past perfect 7.2

We use the past perfect with other past tenses to talk about actions or states that happened before the main past action or state.

When Anya arrived at the party, her friends had already left.

past ____ X_____ X ____ present
Anya's friends left Anya arrive

1 Circle the action that happened first.

1 When we arrived, the funfair had already started.
   A The funfair started.
   B We arrived.
2 Eva went to the ceremony because her sister had won a prize.
   A Eva went to the ceremony.
   B Her sister won a prize.
3 When we designed these clothes, we had already done some sewing.
   A We designed these clothes.
   B We did some sewing.
4 When I saw the film, I knew I had read the book before.
   A I read the book.
   B I saw the film.
5 Noah arrived at the station but the train had just left.
   A The train left.
   B Noah arrived at the station.

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

1 I couldn't go to the performance because I had been (be) ill.
2 She _____ (not sleep) very well in the tent, so she felt tired all day.
3 I was happy because my team _____ (win).
4 We realised that we _____ (meet) once before.
5 He _____ (know) about the event for a long time.
6 They arrived at the venue half an hour after the gig _____ (begin).

Reported statements 7.3

When we report someone's words, we have to change the verb forms and pronouns.

present simple → past simple:

*'**I want** some new jeans.' → He said (that) **he wanted** some new jeans.*

present continuous → past continuous:

*'**We're making** our own clothes.' → He said (that) **they were making** their own clothes.*

past simple → past perfect:

*'**I had** a great time.' → She told me (that) **she'd had** a great time.*

present perfect → past perfect:

*'**We've just seen** a live concert.' → She said (that) **they'd just seen** a live concert.*

can('t) → could(n't):

*'I **can't** find my phone.' → He told me (that) he **couldn't** find his phone.*

will/won't → would(n't)

*'We **will** go to the festival next year., → **She** said (that) they **would** go to the festival next year.*

3 Read the email. Then complete the reported speech below.

Hi Ricardo,

Alicia and I are having a brilliant time in Rio! We're staying near the Copacabana beach, so we've swum every day. The carnival has been amazing. I've never seen so many beautiful costumes. We've loved every minute! Actually, we don't want to leave!

Love,

Elsa

I've just had an email from Elsa. She's in Rio with Alicia. She said they [1] were having a brilliant time. She said they [2] _____ near the Copacabana beach, so they [3] _____ every day. She told me that the carnival [4] _____ amazing. She said that she [5] _____ so many beautiful costumes. She also told me that they [6] _____ every minute and that actually, they [7] _____ to leave!

8 Grammar tutor

(not) be allowed to; *can / can't* 8.2

We use *(not) be allowed to* to say that we have or don't have permission to do something.

*We're **allowed to** use my aunt's laptop.*

*You're **not allowed to** take these books out of the library.*

- We often contract *be* in negative sentences.

*They **aren't allowed to** have phones in class.*

*He **isn't allowed to** go to the party.*

can / can't

We use *can / can't* to express permission, prohibition and ability or possibility.

permission: You ***can** hand in your homework later.*

prohibition: *You **can't** wear headphones when you're riding a bike.*

ability*: Our team **can** play basketball really well.*

possibility: *We **can** travel in July after our exams.*

1 Write positive [+] or negative [–] sentences with *can* or *can't*. Then choose if they express *PE* (permission), *PR* (prohibition) or *A* (ability).

1 Susanna / come with us tomorrow / since she is ill. [–]
Susanna can't come with us tomorrow since she is ill. PE / PR / (A)

2 we / write in our English books. [–]
_____ PE / PR / A

3 Josef / use his brother's bike. [+]
_____ PE / PR / A

4 they / speak Portuguese but they / speak Spanish. [–] [+]
_____ PE / PR / A

5 The students / revise for the test in the afternoons. [+]
_____ PE / PR / A

2 Write sentences with the correct form of *be allowed to* and the verbs in brackets.

1 We're allowed to wear (wear) boots in the winter.
2 The students _____ (not / cheat) in a test.
3 _____ you _____ (have) your laptop in class?
4 Franklin _____ (not / drive) his parents' car.
5 I _____ (not / stay up) late during the week.

have to, *must* and *need to* 8.3

We use *have to / don't have to* to say what it is necessary or not necessary to do.

*You **have to** answer all the questions in the exam.*

*You **don't have to** help me with my homework.*

- Question words go at the beginning of the question.

***How** much homework do you have to do every day?*

***When** do we have to make a decision?*

must / mustn't

We use *must* to say what we think it is necessary to do, to talk about obligation and to give strong recommendations. *Must* is the same in all forms.

must + infinitive without *to*

*I **must** start studying more.*

We use *mustn't* to say what we think it is necessary not to do, to talk about prohibition and to give strong advice against something.

*Tell them that they **mustn't** be late tomorrow.*

need to / don't need to

- We use *need to / don't need to* to say that there is an obligation or no obligation to do something.

*I **need to** go home after class.*

*I **don't need to** take the bus. I can walk.*

3 Circle the correct options.

1 It isn't necessary to do your homework now.
(A) You don't have to do your homework now.
B You mustn't do your homework now.

2 I can go to the gym by bike.
A I need to take the bus.
B I don't need to take the bus.

3 It's important that I write an essay tonight.
A I don't need to write an essay.
B I must write an essay.

4 We're not allowed to run in the halls.
A We don't have to run, but we can.
B We mustn't run.

5 You must watch this video!
A I strongly recommend it.
B I don't think you'll like it.

9 Grammar tutor

be going to 9.2

We use *be going to* to talk about future plans and intentions or predictions when we have evidence.

*My grandparents **are going to** stay with us this summer.* (future plan)

*What **are** you **going to** do next summer?* (intention)

*According to my weather app, it's **going to be** very hot tomorrow.* (prediction with evidence)

Affirmative and negative

We use subject + *be (not)* + *going to* + infinitive without *to*

*I'**m (not) going to** wear my new jeans and my red T-shirt.*

Questions

We use *be* + subject + *going to* + main verb without *to*

***Is she going to check in** before 9 o'clock?*

Present continuous for future

We use the present continuous to talk about future plans or arrangements.

*What **are you doing** this weekend? I'**m meeting** my friends.*

1 **Complete the sentences with the correct form of *be going to* or the present continuous.**

1 We're visiting (visit) our cousin this weekend.
2 Flights _____ (not be) cheaper in the future.
3 They _____ (meet) their friends on the bus.
4 Sula _____ (not come) to our concert tonight.
5 _____ you _____ (buy) the train tickets?

Future continuous

We use the future continuous to talk about actions in progress at a point in time in the future.

will / won't + be + -ing form of main verb

*This time next Saturday, we'**ll be sitting** on the beach.*

2 **Write sentences in the future continuous.**

1 In the future, tourists / stay / on the moon /.

In the future, tourists will be staying on the moon.

2 Where / you / live / when you're 30 / ?

_____

3 By this time next week / we / camp / in Türkiye / .

_____

3 **Complete the blog post with the correct future continuous form of the verbs in brackets.**

I [1]'ll be flying (fly) to Colombia later this month. What [2]_____ I _____ (do) in Colombia? My friend Ivan and his parents [3]_____ (meet) me at the airport … I hope! Then we [4]_____ (travel) by bus to the mountains. We [5]_____ (not book) any hotels because we [6]_____ (sleep) in our tents. We [7]_____ (hike) every day. We [8]_____ (not ski). I [9]_____ (practise) my Spanish too. Wish me luck!

Relative pronouns + clauses 9.3

We use relative clauses to make the person, place or thing we are talking about clear.

who / that → people

*She's the scientist **who's** / **that's** moving next year.*

that / which → things

*I don't like books **which** / **that** have sad endings.*

where → places

*They should try the restaurant **where** we had my party.*

when → time

*That was the day **when** we were late for school.*

why → reasons

*I lost my backpack. That's **why** I'm worried.*

whose → possessions

*Do you remember **whose** charger I borrowed?*

4 **Circle the correct words. Then complete the sentences with your own ideas.**

1 My favourite holiday destination is a place *who* / (*where*) I can go skiing .
2 I prefer to stay in accommodation *that* / *when*
_____ .
3 A friend is someone *who* / *why* _____
_____ .
4 School is the reason *where* / *why* _____
_____ .
5 My favourite shop is the one *which* / *when*
_____ .

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
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
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
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent

Infinitive	Past simple	Past participle
let	let	let
lie	lied	lied
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
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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