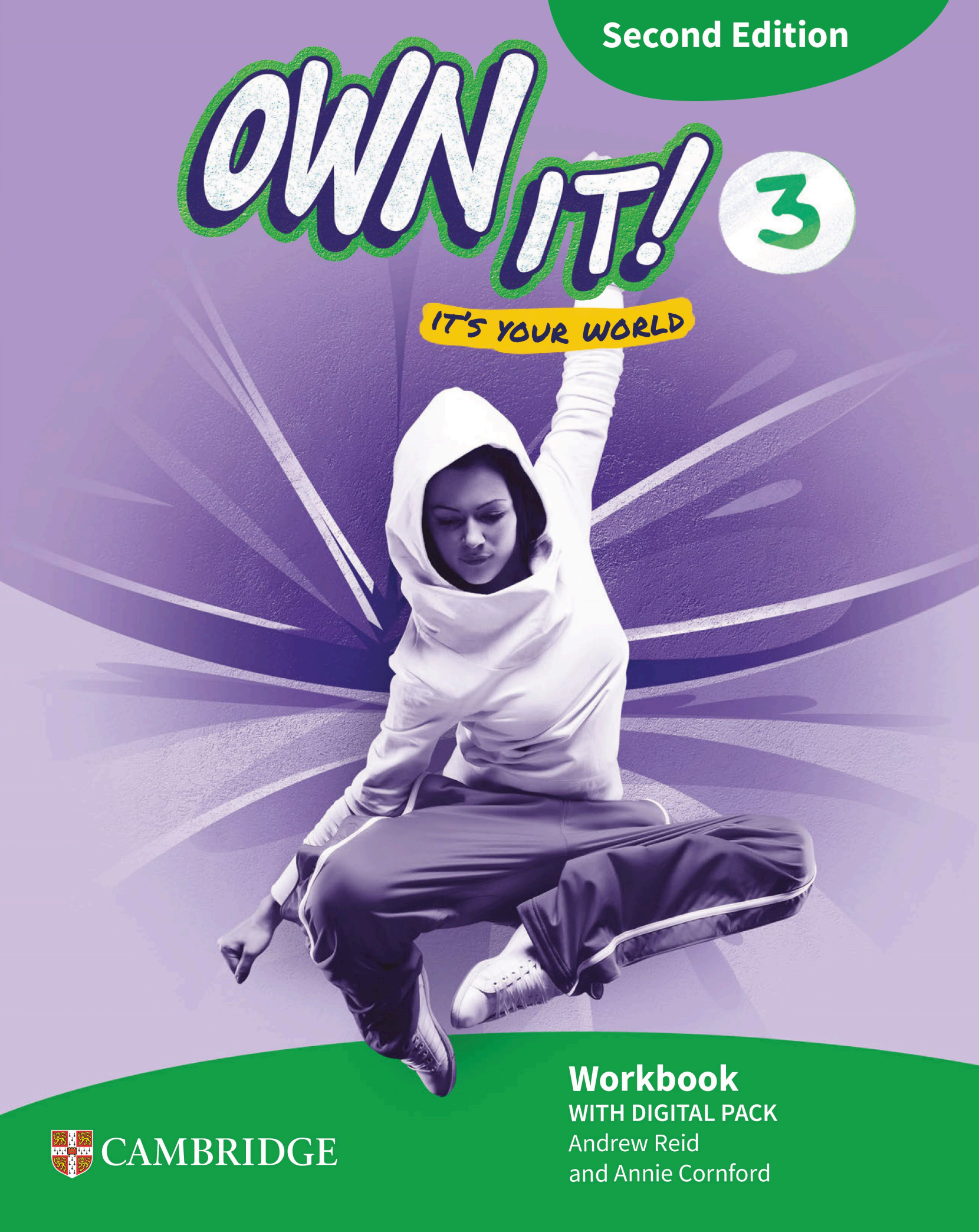
Second Edition

OWN IT! 3

IT'S YOUR WORLD



Workbook

WITH DIGITAL PACK

Andrew Reid
and Annie Cornford

CAMBRIDGE

Second Edition



Workbook

Andrew Reid and
Annie Cornford

CAMBRIDGE

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Starter

Welcome!

Vocabulary and reading

Technology

1 ☆ **Complete the sentences with the words in the box.**

apps ~~devices~~ emoji message screen social media

1 My grandparents haven't got many electronic *devices*.
2 Do your eyes get tired when you look at the computer _____ for a long time?
3 We learn a lot about famous people by following them on _____.
4 Bella sends her mum a text _____ when she's late home.
5 My favourite _____ are Snapchat and TikTok.
6 Which emotions can't you express with an _____?

Feelings

2 ☆☆ **Circle the correct words.**

1 Hugo gets *embarrassed* / *excited* when his mum puts his baby photos online.
2 I'm getting *tired* / *excited* about tonight's party!
3 You always do well in exams so don't be *nervous* / *bored*.
4 Janek was so *embarrassed* / *tired* that he fell asleep at his desk.
5 Ada's crying – what's she *upset* / *excited* about?
6 We're always so busy that we haven't got time to get *tired* / *bored*.

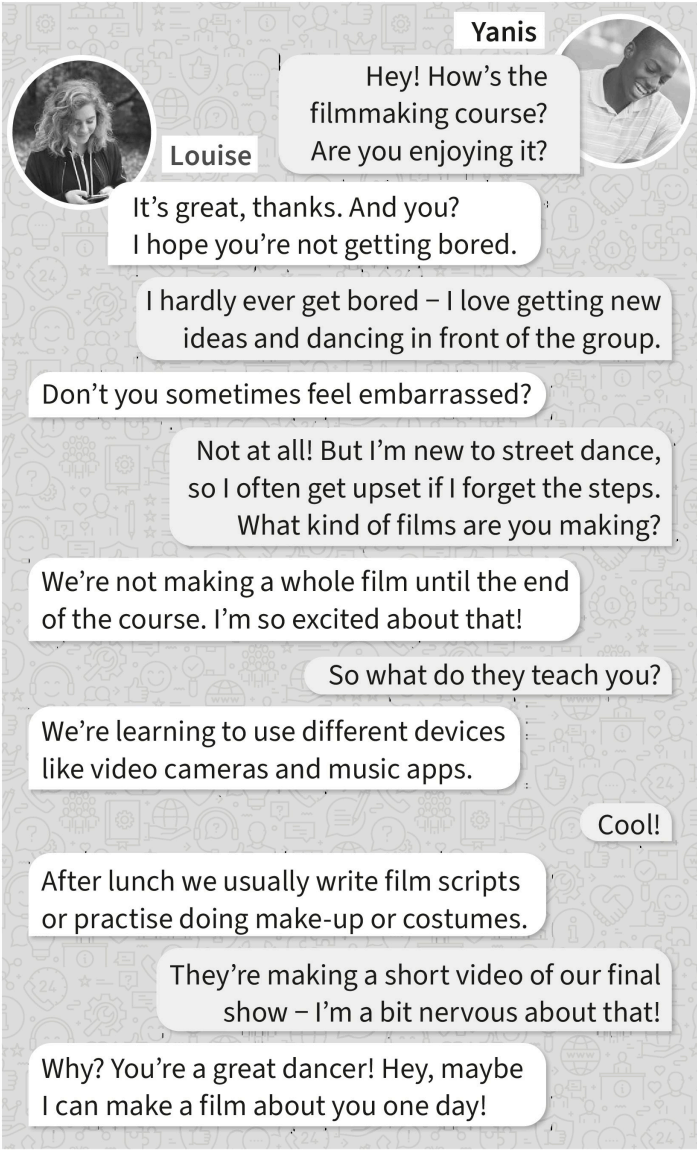
3 ☆☆☆ **Write an example sentence for the words below.**

1 embarrassed _____
2 app _____
3 screen _____

A message on an app

4 ☆ **Read the conversation. How are Louise and Yanis spending the summer?**

_____



5 ☆☆☆ **Answer the questions.**

1 How does Yanis show that he is confident?
_____
2 When does Yanis sometimes feel unhappy?
_____
3 What is Louise excited about?
_____
4 What idea does Louise have for a film?
_____

Language in action and vocabulary

Present simple and present continuous with adverbs of frequency

1 ☆ **Put the words in the correct order to make sentences.**

1 ever / upset / gets / He / hardly /
He hardly ever gets upset.

2 steps / remember / I / the / don't / always

3 embarrassed / dance / often / Do / when / get / you / you / ?

4 music / the / films / We / for / write / the / sometimes

5 him / His / never / teachers / angry / get / with

2 ☆☆ **Circle the correct words.**

1 She *'s playing* / *plays* a computer game now.
2 I *often feel* / *'m often feeling* bored at home.
3 *Does Mario sometimes send* / *Is Mario sometimes sending* you photos?
4 The course is great: I *'m having* / *have* a great time.
5 I *usually text* / *'m usually texting* my friend when I can't do my homework.

Present simple for future

3 ☆☆ **Write questions and answers about the future.**

1 What time / the lesson begin tomorrow ? / at nine
What time does the lesson begin tomorrow?
It begins at nine.

2 When / Sosuke arrive in Japan ? / tomorrow morning

3 What day / we get the exam results ? / on Friday

4 When / your music lesson finish? / at midday

Music

4 ☆ **Circle nine more music words in the sound wave.**

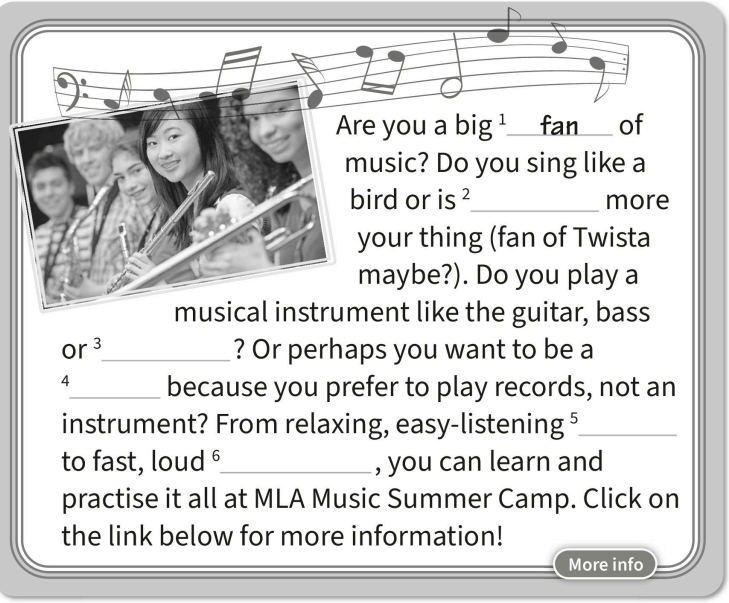
heavymetalfolkdrumsreggaejazzfansbassDJrapkeyboard

5 ☆☆ **Match the definitions with words from Exercise 4.**

1 a loud, round instrument you play with your hands or sticks *drums*
2 a person who plays music and talks on the radio or at a club _____
3 music popular in Jamaica with a strong rhythm _____
4 an electric instrument similar to a guitar with low notes _____
5 music and songs in a traditional style _____
6 an electronic instrument similar to a piano _____
7 the artist usually speaks the words in this type of music _____
8 people who love a band or musician _____

6 ☆☆ **Complete the advert with the words in the box.**

DJ drums ~~fan~~ heavy metal jazz rap



Listening and language in action

A conversation

1 ☆ **Look at the photo. Where are the people?**



2 S.01 ☆ **Listen to the conversation. Why does Maria go to the event in Exercise 1 every year?**

3 S.01 ☆☆ **Listen again. Are the sentences *T* (true) or *F* (false)?**

1 The organisers of MusicFest sell the tickets in a lottery. T
2 Maria doesn't pay for her ticket. _____
3 She works every evening. _____
4 Maria hears and sees all the bands. _____
5 She loves the music, but doesn't like the hot weather. _____

4 S.01 ☆☆☆ **Listen again. How do Maria and Noel use the words in the box?**

excited	fans	reggae singers	tired

excited: Noel says Maria looks excited.

Past simple

5 ☆ **Complete the sentences with the past simple form of the verbs in brackets.**

1 Ela wrote (write) a great song and _____ (sing) it for us last night.
2 We _____ (take) the dogs and _____ (go) for a long walk on the beach.
3 I _____ (know) you were here because I _____ (see) your coat.
4 _____ she _____ (make) a playlist for Luca's birthday?
5 Marcus _____ (not tell) us that he _____ (have) concert tickets for all of us.

6 ☆☆ **Complete the sentences with the correct past simple form of the verbs in the box.**

be (x2)	learn	not enjoy	~~play~~	fall	work

1 The heavy metal band played really loud music.
2 We _____ the words to all the new songs.
3 The students _____ very hard before their exam.
4 Alexis _____ embarrassed when he _____ on the ice.
5 I _____ the concert last night. It _____ boring.

7 ☆☆☆ **Write questions about Maria and MusicFest from Exercise 2. Then write the correct answers.**

1 the organisers of MusicFest / sent Maria a letter / ?
Did the organisers of MusicFest send Maria a letter?
No, they didn't. They sent her an email.
2 Maria / ask the organisers for a free ticket / ?
3 Maria / get a ticket in the lottery / ?
4 Maria / work at the campsite in the evening last year / ?
5 it / rain all weekend at MusicFest last year / ?

Review

Language in action

1 **Complete the conversation by deciding if the action is happening right now (present continuous) or is something that happens regularly (present simple). Use the correct form of the words in the box and the words in brackets.**

be (x2)	have (x2)	loves	not come
not connect	not want	wear	work



A: Hi, Esme. [1] _____ (you) a problem with your laptop?

B: Yes! Unfortunately, it [2] _____ to the wi-fi at the moment.

A: I [3] _____ (often) the same problem in this café. The wi-fi [4] _____ (sometimes), but it [5] _____ (hardly ever) fast enough. I guess the café owner [6] _____ customers to use it! That's why I [7] _____ (usually) here to do serious work.

B: Yeah, but I wanted to work somewhere different. I [8] _____ (always) at home these days. And also, my brother [9] _____ playing loud music all day. He [10] _____ (never) headphones!

A: Oh, no! Well, you can come to my place if you want. It's quiet and we've got good wi-fi!

2 **Tick (✓) the sentences that talk about the future.**

1 What time does your plane arrive? ☐
2 I get the bus to school. ☐
3 We go back to school at the beginning of September. ☐
4 The lesson starts at 2 o'clock today. ☐
5 Our train doesn't leave from platform 4. ☐
6 I love using this app. ☐

Vocabulary

3 **Complete the sentences with the words in the box. There are two extra words.**

bass	DJ	drums	fan	folk
heavy metal		keyboard		rap

1 I like some Taylor Swift songs, but I'm not a huge _____.
2 My brother was a _____ at my birthday party and played all my favourite music.
3 I started learning the piano a long time ago, so playing an electronic _____ is no problem.
4 In _____ music, you usually speak the words, not sing them.
5 My country has lots of old, traditional _____ songs and some of them are really beautiful.
6 It's not easy to play the _____ – you can't just hit them and make a noise.

4 **Match sentences 1–5 with a–e.**

1 I'm using a fantastic app to learn English.
2 I love social media.
3 This is my favourite emoji.
4 I had a video chat with my friend.
5 I know what device I use the most.

a It's a good way to share what I'm doing with friends.
b It was about our meeting tomorrow.
c It's my tablet.
d I downloaded it last week.
e It makes me laugh!

5 **Read the messages. Complete the feelings words.**

I just sent a message to the wrong person by mistake. I'm so [1] e _____ 😰!

I want to meet you tomorrow, but I can't. I have to stay at home. I'm really [2] u_____ 😞 about it.

My new art class starts tomorrow. I'm so [3] e_____ 😃, I can't wait!

I didn't sleep well last night. Now I'm really [4] t_____ 😴.

We watched that TV series, but nothing interesting happened. We were so [5] b_____ 😒.

1 Be inspired

Vocabulary

Describing people

1 ☆ **Find 11 more personality adjectives in the word search.**

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

2 ☆☆ **Complete the sentences with words from Exercise 1.**

1 People think I'm *confident*, but I'm usually shy.
2 Furkan isn't very _____. He likes being alone.
3 Tyler is usually very _____. He's always smiling.
4 Clara and her brother are very different. He's silly and immature, but she's _____.
5 It's better to be _____ and not panic in dangerous situations.
6 I'm very _____ – I get upset easily.

3 ☆☆ **Complete the table with the opposites of words from Exercise 1.**

in-	un-	im-
1 *sensitive*	3 _____	8 _____
2 _____	4 _____	
	5 _____	
	6 _____	
	7 _____	

4 ☆☆ **Complete the sentences with the opposites in the box.**

~~anxious~~ grumpy lazy shy silly

1 Martin isn't calm today. He's *anxious* because of his exam tomorrow.
2 I don't think I'm confident. I'm usually quite _____.
3 My cousin is always _____. She's not cheerful at all.
4 You're so _____ sometimes. Why can't you be more sensible?
5 When she was young, my cat was always active. Now she's just _____.

5 ☆☆ **Circle the correct adjectives.**

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My sister, Alice, is a very [1]*confident* / *talented* person because she's always sure about herself and knows what she's good at. In fact, she's quite [2]*active* / *ambitious* – she's got lots of goals and things she wants to achieve. She's also smart and really [3]*patient* / *talented* – she can play the piano and is very good at sport. The only 'problem' is that she's not very [4]*cheerful* / *sociable* – she doesn't like going to parties and she doesn't have many friends. But if I have a problem, she's always [5]*helpful* / *calm* and tries to solve it. Alice is [6]*sensitive* / *patient*, too – she doesn't get angry, even when other people make really big mistakes. My sister is my hero!

Explore it!



Guess the correct answer.

Scientists believe that people who are _____ live longer than average.

a cheerful b confident c grumpy

Find an interesting fact about how to live longer and send the question in an email to a classmate or ask them in the next class.

Reading

1 ☆ **Read the article quickly and answer the questions.**

1 What is the name of the woman in the photo?

2 Which part of the world does she come from?

2 ☆☆ **Match the words in bold in the article with the definitions.**

1 tried to find something *searched*
2 a place where people arrive _____
3 to encourage people to buy something _____
4 wanting to win something _____
5 small metal discs that are prizes for winning a competition _____
6 the weather conditions in a place _____

3 ☆☆ **Read the sentences and write *T* (true) or *F* (false). Correct the false sentences.**

1 There used to be a lot of competitive figure skaters in the UAE.

F. Zahra Lari is the country's first competitive figure skater.

2 Lari was inspired to skate after she saw a film.

3 At the beginning, she taught herself to skate at home.

4 Lari is famous outside the UAE.

5 She is ambitious about winning competitions.

6 Her skating club is not very popular.

4 ☆☆☆ **Answer the questions in your own words.**

1 What does Lari want to inspire people to do?

2 Why do you think some people are interested in getting medals, but others are not?



An inspiration on ice

Figure skating is popular in many countries, but there is one place where it wasn't popular until recently. The United Arab Emirates (UAE) has got a desert **climate** and outdoor sports are more popular. So, it's not surprising that the country's first **competitive** ice skater, Zahra Lari, only began learning the sport when she was 12 years old.

Zahra was born in Abu Dhabi. When she was 12, she saw a film about ice skating and wanted to learn to skate immediately. Her parents **searched** for an ice rink where she could learn and practice. Soon she was skating for hours every day.

Zahra started to perform in important international competitions. She skated well, inspiring other girls from the UAE to try figure skating. Her family helped to create Emirates Skating Club, the first club in her country. The club now has more than 100 members. Zahra is well-known not only in the UAE, but all over the world . She even became a fashion model, helping companies **promote** new designs for skating costumes.

But Zahra was interested in more than getting **medals** or being famous. Instead, she wanted to enjoy being creative on the ice, have an active, happy life, and inspire others to do the same. Now, she inspires people to follow their dreams and do what they love. One day, the Emirates might become a big figure skating **destination** and host international competitions, too. If so, it will be partly thanks to Zahra.



Language in action

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

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

do	look	not play
rain	~~sleep~~	work

1 I ~~was sleeping~~ at 11 o'clock last night. That's why I didn't check my messages.
2 It _____ yesterday, so I didn't go out.
3 My mum _____ late at the office and came home late.
4 I _____ for clothes online, but I didn't see anything I liked.
5 What _____ you _____ in the kitchen? I heard a strange noise.
6 She _____ games on the computer – she was studying!

2 ☆☆ **Complete the conversation with the past simple form of the verbs in brackets.**

Elena Hey, Luis! [1]~~Did you have~~ (you / have) a nice holiday?

Luis Hmm, not bad. I [2]_____ (help) my uncle in his shop.

Elena Why [3]_____ (you / do) that?

Luis Because my aunt [4]_____ (be) ill, and he [5]_____ (not have) time to go to the shop every day.

Elena Wow! That's really kind of you. [6]_____ (it / be) difficult?

Luis Yeah. But my uncle [7]_____ (give) me some money after, so I [8]_____ (buy) some new clothes.

Elena Cool!

3 ☆☆ **Write sentences with the past simple and past continuous and the words in brackets.**

1 I / sleep / you / call / me last night (when)
~~I was sleeping when you called me last night.~~
2 he / finish / his book / he / wait / for the bus (as)
_____
3 we / live / in London / we / go / to lots of museums (while)
_____
4 she / not see / the car / she / cross / the street (when)
_____
5 I / not cry / I / watch / that inspirational film (while)
_____
6 they / say / goodbye / they / leave / the party (as)
_____

4 ☆☆ **Circle the correct options.**



One day my partner was ill, so I [1]*drove / was driving* to the chemist to get some medicine. While I [2]*walked / was walking* back to the car, I noticed that I [3]*didn't have / wasn't having* my keys. They were still in the car with my phone! I [4]*kicked / was kicking* the wheels of my car when a teenager [5]*was arriving / arrived* on his bike and [6]*asked / was asking* what was wrong. I told him the story and I [7]*explained / was explaining* that we had another car key at home, but it was five miles away. The boy said, 'I'll get the keys' and then [8]*gave / was giving* me his phone to call my wife to explain what was happening. After 30 minutes, he [9]*came / was coming* back with the keys. As I [10]*opened / was opening* my car, he rode away – before I could thank him!

5 ☆☆☆ **Write a short paragraph in your notebook about a time when someone helped you or you helped someone. Use the past simple and past continuous.**

Vocabulary and listening

Phrasal verbs

1 ☆ **Circle the correct options.**

1 If you have a good relationship with someone, you *get on* / *hang out* with them.
2 When you look after someone who is old, ill or very young, you *cheer up* / *take care* of them.
3 When you spend time with friends, you *hang out* / *deal* with them.
4 When you try to solve a problem, you *deal with* / *depend on* it.
5 If you respect and admire someone, you *look up to* / *give up* them.
6 When you make someone feel happier, you *cheer them up* / *hang them out*.
7 When you stop trying to do something because it is too difficult, you *cheer up* / *give up*.
8 When you need someone's help and support, you *look up to* / *depend on* them.

2 ☆☆ **Complete the sentences with the phrasal verbs from Exercise 1.**

1 I can't go out tonight. I have a lot of problems that I need to ***deal with***.
2 I sometimes _____ my little brother when my parents are not at home.
3 I can't do this homework – it's too difficult. I _____!
4 I really _____ my mother. I think she's an amazing woman, and I'd like to be the same as her when I'm older.
5 I _____ my sister for help and advice. I often don't know what to do without her.
6 My grandfather is feeling sad these days, so I'm trying to _____ him _____.
7 I usually _____ with friends at the park, or in a café.
8 Paula doesn't _____ with Susana very well. They're very different people.



A conversation

1.01 **3** ☆ **Listen to the conversation. Why is Callum going to a concert?**

a It's a family member's birthday.
b He wants to help people.
c It's his weekend job.

1.01 **4** ☆☆ **Listen again. Complete the notes with key words and information.**

Concert

- Takes place at [1] ***the sports centre***
- Brandon's [2] _____ ill in the past, concert to make money for people with same illness.
- Brandon wants to make a minimum of [3]£_____ for charity.

Charity work

- Brandon made more than [4]£_____ last month for charity.
- Jobs he did: washed [5] _____, cut grass in gardens, took rubbish away.
- Worked every afternoon and [6] _____.

5 ☆☆☆ **Callum mentions running a race, giving up chocolate and cutting off his hair for charity. Think of three other ways to raise money.**

1 _____
2 _____
3 _____

Language in action

used to

1 ☆ **Match sentences 1–6 with a–f.**

1 I used to live in the countryside. c
2 I didn't use to like coffee. ☐
3 I used to be really shy. ☐
4 I used to like going to the gym. ☐
5 I used to eat a lot of fast food. ☐
6 I didn't use to have many friends. ☐

a Now I don't have time.
b Now I think it's unhealthy.
c I live in a city now.
d Now I have lots.
e I'm much more confident these days.
f Now I have a cup every morning.

2 ☆ **Complete the text with *used to* or *didn't use to*.**

When I was very young, I [1] ___used to___ want to be a swimming teacher, because I loved swimming and I [2] _____ like our sports teacher. Sometimes, I [3] _____ want to be an astronaut as well, because I really liked space. When I got older, I started to get interested in computers. We [4] _____ have a good computer at home, only a very old one, but then my dad decided to buy a really good one. My parents [5] _____ let me spend much time on the computer – just a few hours a week. When I was 13, I started learning how to write my own games. I [6] _____ know how to do that before, but I had a great teacher at school who showed me how. In the future, I'd like to be a games developer!



3 ☆☆ **Look at the photos. Complete the sentences with the correct form of *used to*.**

1 I *didn't use to like ice cream*, but now I love it!
2 I _____, but I play tennis now.
3 I _____, but now I want to be a teacher.
4 I _____, but I have one now.
5 I _____. Now I have a new one.

4 ☆☆ **Put the words in the correct order to make questions with *used to*.**

1 you / use / to / Did / mobile phones / have / ?
Did you use to have mobile phones?
2 did / How / communicate / with / people / use / to / you / ?
_____
3 free / in / your / What / you / did / use / do / to / time / ?
_____
4 old / use / people / What / you / think / did / of / to / ?
_____

5 ☆☆ **Complete the answers to the questions from Exercise 4. Use the correct form of *used to* and the verbs in the box.**

be do have (x2) read send think (x2)

1 Well, no. I got my first mobile phone when I was 15. Before that, we *didn't use to have* the internet or even computers. We _____ a phone at home, of course.
2 We _____ letters, phone each other or just meet up a lot. Life _____ calmer then.
3 I watched TV. I _____ a lot of books, too. A lot of people now go shopping. We _____ that because we didn't have the money.
4 Good question! I _____ about them at all! I _____ I couldn't get old. I still don't think I'm old!

Writing

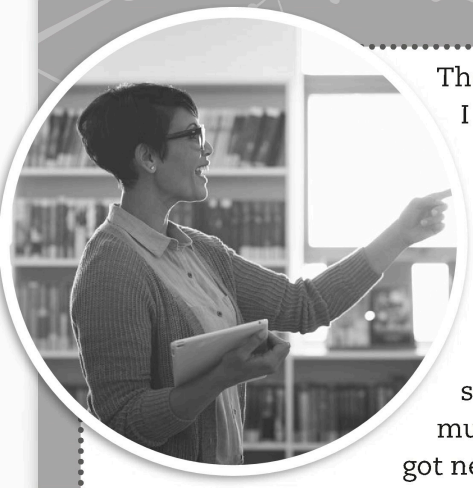
A letter to a magazine

1 ☆ **Read the competition details. What is the prize for the best entry?** _____

Competition! Write and tell us about a helpful person in your life who you think deserves an award. As always, the winning letter appears online in next month's edition and receives £100! Answer the following questions.

- Who is the most helpful person you know?
- What do/did they do to help you?
- Why do you think they deserve to win an award?

2 ☆ **Read the letter to a magazine. Does the writer answer the questions in Exercise 1 in the same order?** _____



The most helpful person I know is my English teacher, Mrs Davies. In my [1] ___opinion___, she should definitely win an award. Here's why.

A few years ago, I used to go to a different school and I liked it very much. Then my parents got new jobs in a different city and I changed schools. In the new school, I was shy and not at all confident. I didn't make any new friends. The only person who really noticed this was Mrs Davies. She helped me by talking to me in the class, and putting me in groups with other friendly students. She also often asked questions that she knew I could answer in front of the class. [2] _____ me, that was a very kind thing to do. [3] _____, I think I became more confident and sociable because of Mrs Davies!

In my [4] _____, Mrs Davies deserves an award because she's the calmest and most patient teacher at our school. She's also sensitive to people's feelings and always wants to help her students. She helped me in a difficult situation and she also inspired me to like English!

3 ☆☆ **Complete the *Useful language* phrases in the letter to a magazine with the words in the box.**

For ~~opinion~~ Personally view

4 ☆☆ **Read the letter again. Are the sentences *T* (true) or *F* (false)?**

1 The writer wasn't very happy at her old school. F
2 She went to a new school because her parents wanted to live in the countryside. ____
3 Her teacher asked her easy questions in class to help her. ____
4 The writer thinks Mrs Davies should win the award because she helped build her confidence. ____

> Writing tutor p80

Write your own letter to a magazine.

Plan

5 ☆☆ **Think of a helpful person you know. What do/did they do to help you? Why should they win the competition?**

Write

6 ☆☆☆ **Write your letter. Remember to include:**

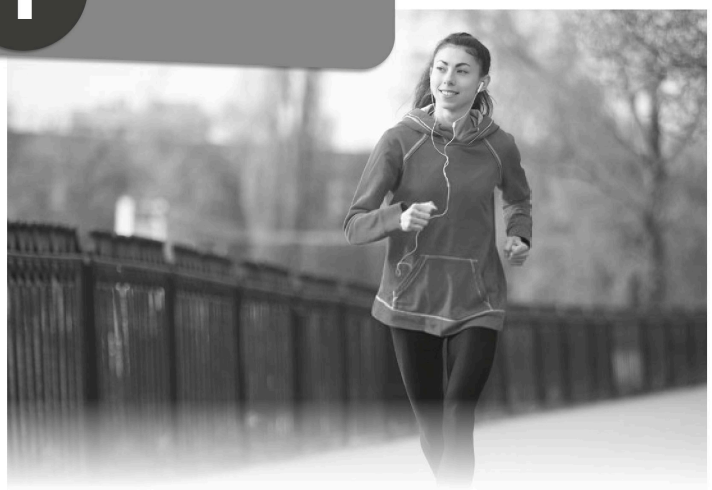
- three paragraphs
- past tenses
- *used to*
- phrases from the *Useful language* box (see Student's Book, p17).

Check

7 **Do you …**

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

1 Review



Vocabulary

1 Match the people with the adjectives in the box.

active	ambitious	calm	cheerful
confident	helpful	inspiring	patient
sensible	sensitive	sociable	talented

1 She runs three times a week and goes to the gym on Saturday, too! _____
2 Mark always wants to do things for other people. _____
3 He never gets nervous. He always looks relaxed. _____
4 Sara can play the piano very well. She's also an amazing singer. _____
5 Paula loves talking to people and making new friends. _____
6 Gian is 100% sure about everything he does – he believes he can do anything. _____
7 I was 45 minutes late, but Ashraf didn't get angry at all! _____
8 We all look up to George. He's an amazing person. _____
9 Kerry is always playing tennis. She wants to be a professional player one day. _____
10 Silvio is always smiling, even when everyone else is sad or tired. _____
11 Be careful what you say to Hannah. She gets upset very easily. _____
12 Johann is a serious person. He always says and does the right thing. _____

2 Circle the correct prepositions.

1 I always looked up *with / to* my older brother when I was young.
2 You look so sad. How can I cheer you *to / up*?
3 I might go out today. It depends *on / of* the weather.
4 I tried running five kilometres yesterday, but I was tired and gave *up / out* after four kilometres.
5 You need to be very patient to deal *with / on* little children.
6 Everyone gets *in / on* with John because he's really cheerful and sociable.
7 I was hanging *out / on* with my friends last night.
8 I used to take care *with / of* my little sister when she was a baby.

Language in action

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

1 I _____ (walk) to the shops when it _____ (start) to rain.
2 My friend _____ (phone) me as I _____ (write) him a text.
3 What _____ Emin and Tugçe _____ (do) when they _____ (hear) the news?
4 He _____ (find) an expensive ring when he _____ (clean) their house.
5 We _____ (leave) Tom's house when Lucia _____ (arrive).
6 As I _____ (cross) the road, a woman _____ (hit) me with her bike!



4 **Complete the dialogue with the correct form of *used to* and the verbs in brackets.**

A How old is your brother now?

B He's nine.

A Wow! I remember him when he [1]_____ (be) a little baby.

B Yes. And I [2]_____ (take) care of him, too! I [3]_____ (read) him bedtime stories!

A [4]_____ (you / give) him food and put him to bed?

B No, I [5]_____ (not do) that. My parents [6]_____ (do) it. He's changed a lot. He really [7]_____ (look) up to me, but now he doesn't!

Cumulative language

5 **Complete the text with the missing words. Circle the correct options.**

When my mother was younger, she [1]_____ a singer. I [2]_____ this until recently! She [3]_____ long, blonde hair, and she [4]_____ really strange clothes. In her first year at university, she [5]_____ some other people who wanted to form a band. The other people quickly [6]_____ out that she was a really talented singer, so they asked her to join in. She [7]_____ famous, or anything like that, but she had a lot of fun. Unfortunately, I [8]_____ any recordings of her singing. They [9]_____ phones with cameras then, so I can't see what she looked like. It's difficult to believe that my mum used to be a singer, because she [10]_____ very serious and sensible these days! She's got short, dark hair and she [11]_____ in a bank! Where did that young pop singer [12]_____?



1	a	is	b	was being	c	was
2	a	not know	b	didn't knew	c	didn't know
3	a	was having	b	did have	c	used to have
4	a	wore	b	was wearing	c	wear
5	a	was meeting	b	met	c	meets
6	a	found	b	find	c	were finding
7	a	weren't	b	wasn't being	c	didn't use to be
8	a	haven't got	b	have not	c	hasn't got
9	a	weren't having	b	didn't used to have	c	didn't use to have
10	a	always	b	is always	c	always is
11	a	works	b	usually works	c	work
12	a	goes	b	went	c	go

2 What is art?

Vocabulary

Visual and performing arts

1 ☆ **Complete the visual and performing arts words. Then match the words with photos a–h.**

1 f i l m m a k i n g [d]
2 s _ _ ee _ a _ t [ ]
3 _ o _ _ e _ _ o _ a _ y _ _ a _ _ e [ ]
4 _ a _ _ io _ _ e _ i _ n [ ]
5 s _ u _ p _ u _ e [ ]
6 p _ o _ o _ _ a _ h _ [ ]
7 a _ c _ i _ e _ _ u _ e [ ]
8 i _ _ u _ t _ a _ io _ [ ]

2 ☆☆ **Correct the sentences by changing the underlined words.**

1 You see paintings and other art forms in a performance. _____
2 A gallery is an inside or outside event where you can see paintings and other art forms. _____
3 An exhibition is the action of entertaining people by dancing, singing, acting or playing music. _____

3 ☆☆ **Match the beginnings of the words with the ends to make the names of the people who do an activity.**

danc
illustrat
art
-or
-er
sculpt
-ist
filmmak
fashion design

















4 ☆☆ **Match the people or things (1–6) with the definitions (a–f).**

1 contemporary dance [e]
2 fashion design [ ]
3 street art [ ]
4 filmmaker [ ]
5 sculpture [ ]
6 illustrator [ ]

a making objects that represent things, people or ideas
b someone who draws pictures for books
c someone who creates films for TV or cinema
d working with clothes, shoes and sometimes hairstyles
e moving to music in a modern style
f paintings, graffiti, etc. outside in urban areas

Explore it!



Guess the correct answer.

Every _____ minutes, people around the world take more photos than the whole of humanity took in the 1800s.

a 2 b 10 c 45

Find an interesting fact about an art form and send the question in an email to a classmate or ask them in the next class.

Reading

A magazine article

1 ☆ **Look at the photo. What can you see? What might someone do if they saw this in a museum?**

_____

2 ☆☆ **Read the article from an art magazine and check your answer to Exercise 1.**

3 ☆☆ **Match the words in bold in the article with the definitions.**

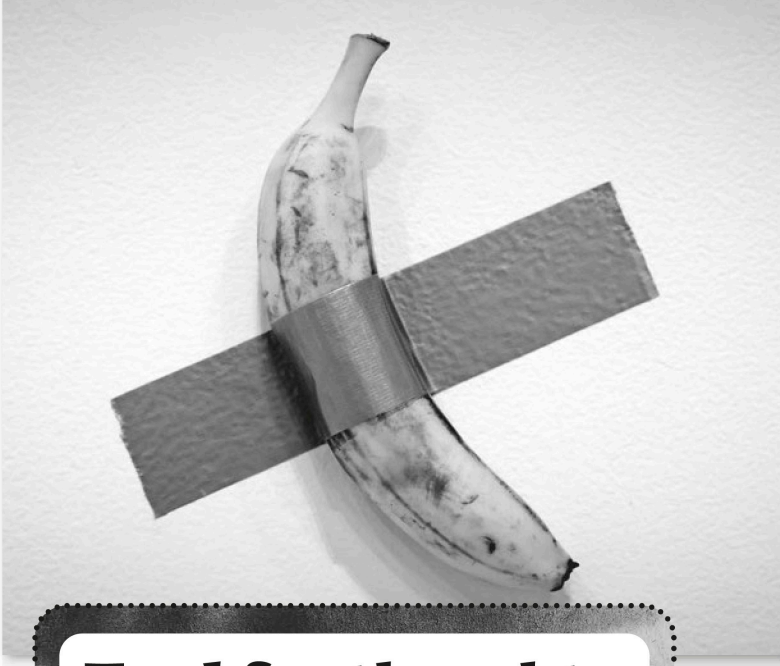
1 a serious discussion of a subject *debate*
2 something that is useless or low quality _____
3 broken or harmed _____
4 joined to something, so it cannot move _____
5 the outside skin of some fruit _____
6 gets something new in place of something old _____

4 ☆☆ **Read the article again. Answer the questions.**

1 Who created the artwork called *Comedian*?
The artist was Maurizio Cattelan.
2 How much money did someone pay for *Comedian*?
_____
3 Where was its destination in 2023?
_____
4 How was the work of art changed?
_____
5 What happened to *Comedian* after Noh put it back?
_____
6 What kind of debate has this artwork created?
_____

5 ☆☆☆ **Answer the questions in your own words.**

1 What is your opinion of Maurizio Cattelan's work?
_____
_____
2 What is your answer to the final question in the article?
_____
_____



Food for thought

Most artists would be extremely upset if any of their work was **damaged**. But for Maurizio Cattelan, from Italy, it wasn't a big problem that someone destroyed his art.

Comedian is the title of one of Cattelan's most famous pieces. It was sold for $120,000 in 2019. Since then, it has moved from museum to museum until it reached Seoul, Korea in 2023. *Comedian* might not be many people's idea of an expensive work of art. In fact, it's a banana **stuck** to a wall with some tape. Every few days, the fruit gets old and brown. Someone buys a cheap banana from a market and **replaces** it.

Noh Huyn-soo, a student in Seoul, once visited the exhibition. He saw the banana and decided to take it from the wall and eat it. He was feeling hungry because he missed breakfast. Following that, he returned the empty **peel** to the wall, and lots of museum visitors – and journalists – started taking photos of it. According to Noh, he thought the banana was there so that someone could eat it.

Noh didn't get into trouble and Cattelan wasn't upset. In fact, he might be happy that *Comedian* has created a lot of new **debate**. People now ask questions like: Can anything be art? And is a lot of modern art actually **junk** created for people with too much money?

Language in action

Present perfect with regular and irregular verbs

1 ☆ **Circle the correct options.**

1 He has *use* / *used* bronze to make the sculpture.
2 *Have* / *Has* you watched that video about Dalí?
3 They haven't *visit* / *visited* many exhibitions.
4 I have never *meet* / *met* a street artist.
5 *Has* / *Have* your art teacher taught you how to use spray paint?
6 **A:** Have they visited the new gallery?
B: Yes, they *have* / *haven't*.

2 ☆ **Complete the sentences with the present perfect form of the verbs in brackets.**

1 We *have been* (be) to a very interesting exhibition.
2 She _____ (not do) any contemporary dance.
3 The children _____ (make) some plastic models.
4 I _____ (see) some lovely artwork today.
5 _____ you _____ (take) the artist's name and number?
6 Safi's mum _____ (write) to her art teacher.

3 ☆☆ **Complete the sentences with the present perfect form of the verbs in the box.**

be draw ~~have~~ make not see not write

1 The art installation *has had* an enormous number of visitors.
2 We _____ the new exhibition yet.
3 _____ Lorenzo Quinn _____ any new sculptures this year?
4 My favourite singer _____ many good songs this year.
5 _____ you ever _____ a picture of a rabbit? It isn't easy!
6 I _____ never _____ on a gondola on the Grand Canal. Have you?

4 ☆☆ **Complete the sentences with *been* or *gone*.**

1 I've *been* to the art shop. Look what I bought.
2 Helena's _____ into town but she's normally back home by 5 o'clock.
3 My parents have _____ to the capital lots of times.
4 We've _____ to see the exhibition and we loved it.
5 He's _____ to the gallery. He's meeting the artist.

5 ☆☆ **Write questions and answers.**

1 your brother / ever read / *Death in Venice* / ?
No / see / the film
Has your brother ever read Death in Venice?
No, he hasn't, but he has seen the film.

2 they / ever visit / Rio / ?
No / be / to São Paulo
_____
_____

3 she / ever win / first prize in a competition / ?
No / come / second
_____
_____

4 you / ever make / a video film / ?
No / take / some great photos on my phone
_____
_____

6 ☆☆☆ **Complete the text with the present perfect form of the verbs in the box.**

change ever have ~~join~~ make train

Join our salsa freedom dance classes!

Read what some of our students wrote about it:

'My friends and I [1] *have joined* many different classes, but the salsa class is the best – it's brilliant!'

'This is the best class I [2] _____. Everyone is so welcoming. I [3] _____ some great new friends.'

'Salsa dancing [4] _____ my life! My teacher [5] _____ in Colombia and the Caribbean and her classes are fun and very exciting!

Vocabulary and listening

Music and theatre

1 ☆ **Match the beginnings of the sentences (1–6) with the ends (a–f).**

1 The words of a song [c]
2 A recording studio is where [ ]
3 The words an actor says [ ]
4 The audience are the people [ ]
5 You have an audition when [ ]
6 During a rehearsal [ ]

a who listen to the orchestra.
b you want a part or role in a play or show.
c are called the lyrics.
d you practise a play, concert or show.
e are called the lines.
f singers and musicians record their music.

2 ☆ **Circle the correct options.**

1 When the *orchestra* / *audience* stopped playing their instruments, we stood up and clapped.
2 In the final *show* / *scene*, the friends say goodbye and the film finishes.
3 I really want the *line* / *part* of Romeo in the school production of *Romeo and Juliet*.
4 What's your favourite type of *part* / *show*: dance, music or theatre?

3 ☆☆☆ **Answer the questions.**

1 Have you ever written lyrics for a song? What was the song about?

2 Have you ever performed in a play or a show? What part did you have?

3 Have you ever played in or been to see an orchestra? Which one?

A conversation



2.01 **4** ☆☆ **Listen to Melanie and David talking about a young fashion designer. Answer the questions.**

1 How many followers does the fashion designer have on social media? _____
2 How many special outfits has he designed? _____

5 ☆☆ **Listen again and answer the questions.**

1 Where did Melanie find out about Max Alexander?
She found his social media account.
2 What has Max done that no other young child has done?

3 Who has worn some of his special outfits?

4 What inspires Max?

5 What does David think is unusual about Max?

6 What job did Max's mother have?

6 ☆☆☆ **Find out about another successful young person like Max Alexander. Write a short paragraph about what they have done in your notebook.**

Language in action

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

1 ☆ **Match sentences 1–6 with a–f.**

1 My mum's just found her glasses. c
2 I haven't seen that film yet. ☐
3 The show has already started. ☐
4 She still hasn't heard from Joel. ☐
5 I've just had a second audition. ☐
6 The children haven't gone to bed yet. ☐

a She hopes he calls soon.
b I hope I get the part.
c Now she can see the stage.
d They'll be tired in the morning.
e We've missed the beginning.
f We've got tickets to see it tomorrow.

2 ☆☆ **Look at the photos. Write sentences about what has just happened.**



1 she / cut his hair
She has just cut his hair.
2 The children / finish school for the day
3 they / have a swim
4 he / make a cake
5 the girls / see a funny film
6 the boy / give her some flowers

3 ☆☆ **Circle the letter for the correct sentence.**

1 (A) I've already seen the art exhibition.
B Already I've seen the art exhibition.
2 A Dylan just has left for school.
B Dylan has just left for school.
3 A She hasn't tidied her room still!
B She still hasn't tidied her room!
4 A Have you bought the orchestra tickets yet?
B Have you bought yet the orchestra tickets?
5 A Lay and Eva have come back from the cinema just.
B Lay and Eva have just come back from the cinema.

4 ☆☆ **Rewrite the sentences using the words in brackets.**

1 Hey, the gallery has announced an exciting event. (just)
Hey, the gallery has just announced an exciting event.
2 Have you heard about the Picasso exhibition? (yet)
3 Someone has discovered an unknown painting. (just)
4 The gallery has bought it from a collector in Paris. (just)
5 It seems they have agreed on a fair price. (already)
6 They haven't told anyone how much they paid, though. (still)

5 ☆☆☆ **Put the words in the correct order to make sentences and questions.**

1 you / yet / seen / new / the / Shrek film / Have / ?
Have you seen the new Shrek film yet?
2 art gallery / already / to / Enzo / the / has / gone / .
3 still / art project / finished / Isabel / her / hasn't / .
4 audition / you / your / had / yet / Have / ?
5 have / They / in town / just / held / an exhibition / .
6 three times / been / have / We / to / already / the theatre / this month / !

Writing

A review

1 ☆ **Look at the photo. Circle the correct answer.**

The New Dance School is …

a a classical orchestra.
b a music group.
c a group of dancers.

2 ☆ **Read the review. Why does the reviewer recommend The New Dance School?**

_____



A Have you seen The New Dance School yet? I've never heard anything like it before. The band is perfect for lovers of international music – it's the best performance I've ever been to!

B The New Dance School's music isn't exactly rock. It's a bit like world music, but you can really dance to it! The musicians are all really talented. They create powerful rhythms with a number of different instruments, like sitars, bongos and steel drums – it's amazing.

C What I liked about it was that the performers were so happy and there was a lot of movement in their music. They make you feel cheerful. I was sitting in the audience, but I really wanted to get up and dance!

D I saw them at my local village hall. It was so cool! These musicians haven't been together very long, but they have a big future! The next New Dance School concert is on at the Edale Music Festival, so don't miss it. I recommend it because the music has great energy and it makes you want to dance.

3 ☆ **Which paragraph (A–D) …**

1 gives a description of the band and its music? B
2 explains what the reviewer liked / didn't like? ___
3 gives details of where you can see the band? ___
4 explains who the band's audience is? ___

4 ☆ **Circle the correct words in the *Useful language* phrases. Then check in the review.**

1 I've *never* / *ever* heard anything like it before.
2 It's *in* / *on* at …
3 I *recommend* / *recommending* it because …
4 It's the best performance I've *ever* / *never* been to.
5 *How* / *What* I liked / didn't like about it was …

5 ☆☆ **Read the review again. Answer the questions.**

1 Who is the concert for, in the reviewer's opinion?

_____

2 What does the reviewer like best about the band?

_____

> Writing tutor p80

Write your own review of a music concert.

Plan

6 ☆☆ **Make notes on a music concert you have been to or seen on TV.**

Where did you see it? _____
Who was the concert for? _____
What was it like? _____
What did you like / not like about it? _____

7 **Decide what information to include in each paragraph. Use the information in Exercise 3 to help you.**

Write

8 ☆☆☆ **Write your review. Remember to include:**

- four paragraphs and the present perfect
- phrases from the *Useful language* box (see Student's Book, p29).

Check

9 **Do you …**

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

2 Review

Vocabulary

1 Complete the sentences with the words in the box.

architecture contemporary dance exhibition filmmaking illustrations performance photography sculptures street art gallery

1 Eduardo goes to the cinema a lot because he's interested in _____.
2 Lorenzo Quinn makes _____ of people and things from different metals.
3 I love _____, but you need a lot of energy and rhythm to move your body to the music.
4 The Louvre in Paris is the most famous art _____ in the world – the *Mona Lisa* is there.
5 They saw a wonderful _____ of paintings and sculptures by a local artist.
6 The _____ in this book are in black and white, not colour.
7 We saw a _____ of *High School Musical* at our local theatre – it was quite good.
8 I bought a new camera for my _____ class. I've taken some great pictures.
9 _____ is to design, plan and make buildings.
10 Some _____ is OK, but I really don't like graffiti. It looks messy.

2 Read the definitions and complete the words.

1 (n) o_____: a big group of musicians who play different instruments together
2 (n) p_____: one of the people in a film, play or dance
3 (n) s_____: a part of a play or film in which the action happens in one place
4 (n) a_____: the group of people together in one place to watch or listen to a play, film, etc.
5 (n) a_____: a short performance that an actor, dancer, etc. gives to show they can play a particular part
6 (n) l_____: the words of a song
7 (n) r_____: the time when all the people in a play, dance, etc. practise to prepare for a performance
8 (n) l_____: the words that an actor speaks when performing in a film, play, etc.
9 (n) s_____: a theatre performance or a television or radio programme
10 (n) r_____ s_____: a place where a musician makes and records their songs

Language in action

3 Write questions and short answers (affirmative or negative) in the present perfect.

1 you / see the new Marvel film? (✓)
_____
2 he / take photos of his sculpture? (✓)
_____
3 the visitors / come from all over the world? (✗)
_____
4 she / ever sing in front of a big audience? (✗)
_____
5 they / hear your new song? (✓)
_____
6 you / have many exhibitions? (✗)
_____
7 she / be to that gallery before? (✓)
_____
8 the show / win many awards? (✗)
_____

4 **Make the sentences negative using the words in brackets.**

1 I've just done my homework. (not yet)

2 He's read that book already. (still not)

3 We've been to Venice. (still not)

4 The performance has just begun. (not yet)

5 The sculptor has explained his work. (still not)

6 We've just bought your new CD. (not yet)

7 She's just met the photographer. (still not)

8 I've been into Paul's recording studio. (not yet)

Cumulative language

5 **Complete the conversation with the missing words. Circle the correct options.**

Interviewer Hello and welcome. We've got some great music for you today, but I [1]_____ that one of our most talented young singers, Lexi West, is in the recording studio. Welcome to London, Lexi!

Lexi Thanks! It's great to be here. Actually, I [2]_____ a house in the city. It's all very new and exciting for me!

Interviewer Yeah? Where [3]_____ live? You were born in Scotland, right? But of course you [4]_____ all over the world.

Lexi That's right. I [5]_____ back from New York, but while I [6]_____ and working abroad, I didn't have my own place. I [7]_____ with my parents.

Interviewer Was there a lot of music in your home when you [8]_____, Lexi? I believe your father [9]_____ songs for you.

Lexi Yes, that's right. My dad was definitely my inspiration, but he was also very sensible. I [10]_____ on TV as a teenager, but he never let me miss school! I still [11]_____ his advice: it's OK to be ambitious, but don't get impatient!

Interviewer Well, Lexi, you [12]_____ three number one hits, so you didn't have to wait very long to be famous!

1	**a** 've still heard	**b** haven't heard	**c** 've just heard
2	**a** didn't buy	**b** 've just bought	**c** was just buying
3	**a** did you use to	**b** were you used to	**c** use you to
4	**a** haven't travelled	**b** 've travelled	**c** weren't travelling
5	**a** was coming	**b** have already come	**c** 've just come
6	**a** was singing	**b** wasn't singing	**c** used to sing
7	**a** didn't use to	**b** was living	**c** haven't lived
8	**a** have grown up	**b** grew up	**c** were growing up
9	**a** has just written	**b** didn't use to write	**c** used to write
10	**a** performing	**b** was performing	**c** have just performed
11	**a** used to forget	**b** was forgetting	**c** haven't forgotten
12	**a** 've already had	**b** haven't had	**c** were having



3 Spread the word!

Vocabulary
Communicating

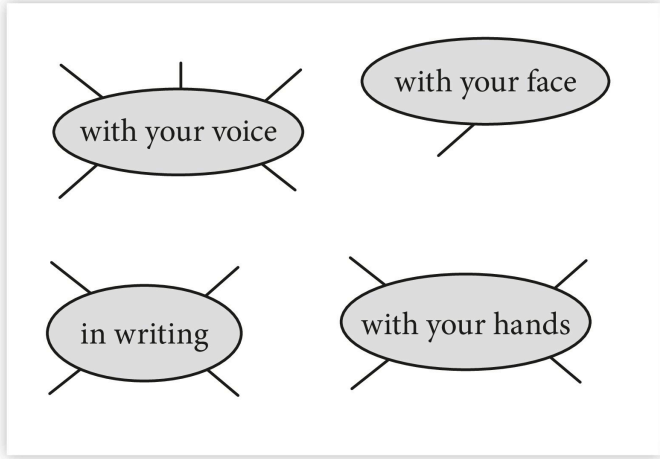
1 ☆ **Put the letters in order to make words about communicating.**

1 tereg — g r e e t
2 retgesu — g _ _ _ _ _ _
3 besiredc — d _ _ _ _ _ _ _
4 ptreertin — i _ _ _ _ _ _ _ _
5 stpo — p _ _ _
6 eksha nsdah — s _ _ _ _ h _ _ _ _
7 leims — s _ _ _ _
8 vewa — w _ _ _
9 latsenrta — t _ _ _ _ _ _ _ _
10 wrheips — w _ _ _ _ _ _
11 tsuho — s _ _ _ _

2 ☆☆ **Complete the sentences with words from Exercise 1.**

1 A thumbs up sign is a *gesture* that means 'good' in a lot of countries.
2 I don't know what Jackie looks like. Can you _____ her to me?
3 Don't speak loudly. Please _____. You'll wake up the baby.
4 These instructions are in French. I need someone to _____ them for me.
5 There's Lucy across the road. Let's _____ at her. Maybe she will see us.
6 I only _____ when I'm very angry.
7 Everyone understands when you _____ at them. It means you're happy.
8 It's good to _____ comments online and then wait for people to reply to them.

3 ☆☆ **Complete the spidergrams with words from Exercise 1.**



4 ☆☆ **Complete the story with the correct form of the words in Exercise 1.**

I met my friend Kazue yesterday for the first time! Actually, I first met her online about six months ago. She's from Japan and now she's visiting my country with her family. I [1] *greeted* her at the airport when she arrived. In her emails, she [2] _____ herself as quite small, but in fact she's as tall as me. I also met her brother and her parents. I wanted to [3] _____ hands with them, but Kazue quietly [4] _____ in my ear that Japanese people don't usually do that when they meet. I already knew what her brother looked like, because Kazue sometimes [5] _____ photos of him online. He was very friendly and he [6] _____ a lot. Kazue's parents don't speak English, but Kazue [7] _____ everything I said into Japanese. Kazue and her family were tired and wanted to go to their hotel. I arranged to meet Kazue the next day and we [8] _____ goodbye as they drove away in a taxi.

Explore it!



Guess the correct answer.

People originally shook hands because …

a they wanted to find out how strong the other person was.
b they wanted to show that they didn't want to start a fight.
c they wanted to check that the other person had clean hands.

Find an interesting fact about greetings and send the question in an email to a classmate or ask them in the next class.

Reading

An article

1 ☆ **Look at the photo. What emotions/actions do the emojis show?** _____

2 ☆ **Read the article and complete the paragraphs (A–D) with the headings (1–4).**

1 From Japan to the world
2 The most popular symbol
3 Japan's alphabets
4 A world language

3 ☆ **Find adverbs in the article with the meanings below.**

1 in a good way (paragraph A) ___well___
2 with no problems (paragraph B) _____
3 very much (paragraph C) _____
4 not how you expect (paragraph D) _____

4 ☆☆ **Read the article again. Are the sentences *T* (true) or *F* (false)? Correct the false sentences.**

1 For verb endings like *-ing*, Japanese people use the *hiragana* alphabet.
T
2 *Katakana* has got the most symbols.
3 You can't use more than one alphabet in one text.
4 The first emoji didn't express many different feelings.
5 In paragraph C, 'ones' refers to 'people'.
6 The writer hopes emoji will become an international language in the future.

5 ☆☆☆ **Answer the questions in your own words.**

1 Which emoji do you use most often? Why?
2 Apart from using emoji, how else can we show emotions in text messages?
3 Is the alphabet in your language different from English? How?



Emoji

The world's most popular alphabet?

A _____

Did you know that the Japanese language has three alphabets? One alphabet, *katakana*, is mostly for foreign words, like 'pizza' (ピザ). This alphabet has got 48 characters, or letters and symbols. Another alphabet, *hiragana*, is usually for grammar words, like the word ending 'した', which changes a verb into the past tense – similar to *-ed* in English. *Hiragana* has got 46 characters. A third alphabet, *kanji*, has got about 50,000 different symbols. It is usually for verbs, adjectives and nouns. For example, '山' is the Japanese symbol for 'mountain'. Often a piece of writing contains all three alphabets at the same time! Learning written Japanese well can be difficult!

B _____

But there is another kind of 'alphabet' from Japan, which everyone can easily recognise. You probably use it a lot when you communicate with friends. It doesn't use letters, it uses emoji, which translates as 'picture character' in English. We can all recognise emoji when we see them. They show a huge range of feelings or actions, from love and sadness to dancing and waving.

C _____



The Japanese have used emoji since 1999. Of course, these early emoji were very simple and people could only use them to show basic emotions. Since then, they have become more and more popular around the world and the number of emoji symbols has greatly increased – now there are over 3,000 official ones. Everyone can understand emoji – it doesn't matter which country they are from.

D _____

And what is the most common emoji symbol that people use? Surprisingly, it is not a smiling face or a heart. It is the 'tears of joy' emoji, showing a face laughing and crying happily. Perhaps in the future, they will create an emoji for every possible emotion and we will be able to communicate with anyone in the world, only by using emoji symbols!

Language in action

can, could, will be able to

1 ☆ Are these sentences about the *past*, *present* or *future*?

1 Most people couldn't send each other quick messages 30 years ago. *past*

2 It's possible that we will be able to interpret any language on a smartphone app. _____

3 Animals can't communicate in the same way that humans can. _____

4 I couldn't speak until I was three years old. _____

5 I won't be able to use my phone in the mountains. _____

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

Kim [1] *Can you tell* (you / tell) me why you didn't reply to my message?

Dan Sorry! I was at my grandparents' house in the middle of the countryside. I [2]_____ (not use) my phone.

Kim Really? But you [3]_____ (post) videos online. I saw them.

Dan Err, yes, but I [4]_____ (not check) my messages.

Kim Right, anyway, [5]_____ (you / help) me practise my presentation tomorrow for next week's test?

Dan Sorry, I [6]_____ (not do) it then. I'm really busy. I [7]_____ (help) you now, though.

Kim Oh, I [8]_____ (not practise) now. I haven't written anything yet.

Dan Well, we [9]_____ (write) it together now, if you want. What's the topic of the presentation?

Kim How to communicate successfully!

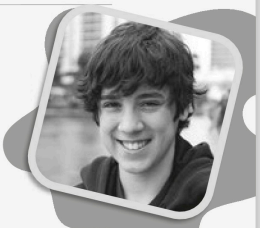
3 ☆☆ Complete the blog posts with one word in each gap.

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Julia

I [1] *couldn't* play the piano very well when I was younger. I didn't like practising because the piano was in our living room downstairs. That meant everyone had to listen to me when I played and no one [2]_____ watch TV or read. Now I've got an electric piano and I [3]_____ use headphones. It's great because my family [4]_____ hear anything I'm playing! So now I'm practising a lot and I [5]_____ play quite well.



Liam

I [6]_____ swim at all, but I'd like to. Last summer, I went with my friends to the beach and I [7]_____ join in the fun in the water. That made me feel sad, so I hope I [8]_____ be able to start taking lessons in the next few months. I know that I [9]_____ be able to swim like a fish after just a few lessons, but I just want to be confident in the water so that I [10]_____ be able to swim with my friends next summer!

4 ☆☆☆ Look at the information about Olga. Write sentences with the correct form of *can*, *could* and *will be able to*.

	**1** play the piano	**2** type quickly	**3** sleep ten hours a night	**4** ask her parents for money
when she was younger	✗		✓	
now	✓	✗	✗	✓
in the future		✓		✗

1 *Olga couldn't play the piano when she was younger, but she can now.*

2 _____

3 _____

4 _____

Listening and vocabulary

A radio interview

3.01 **1** ☆☆ **Listen to a radio interview about dolphins. Tick (✓) the topics that the people talk about.**

1 ☐ dolphin communication and language
2 ☐ dolphin greetings
3 ☐ the language of human babies
4 ☐ dolphin body language
5 ☐ how quickly dolphins can swim
6 ☐ new technology

3.01 **2** ☆☆ **Listen again. Are the sentences *T* (true) or *F* (false)?**

1 Sara thinks that all dolphins speak the same language. F
2 Scientists believe dolphins have got names. _____
3 Dolphins talk to each other at the same time without stopping. _____
4 In one experiment, two dolphins spoke on a phone. _____
5 Dolphins can communicate over long distances. _____
6 Scientists have got the technology to translate what dolphins are saying. _____



Collocations with *say* and *tell*

3 ☆ **Complete the flashcards with *say* or *tell*.**

1 say **hello**	4 _____ **a story**	7 _____ **yes/no**
2 _____ **sorry**	5 _____ **a lie**	8 _____ **(something) in Italian**
3 _____ **the truth**	6 _____ **someone a secret**	9 _____ **a joke**

4 ☆☆ **Complete the sentences with the correct form of the collocations from Exercise 3.**

1 Can I tell you a secret ? But promise you won't tell anyone else.
2 How do you _____ 'thank you' _____?
3 Let me _____ you a _____ about how I met my best friend.
4 The interviewer asked me if I wanted the job. I _____, of course!
5 Maria says she was ill last week, but I don't think she's _____. My friend saw her in town.
6 I _____ to your brother in the street, but he didn't answer.
7 I like _____, but I can never make them sound funny.
8 I want to _____ for shouting at you last week.
9 Ed just _____ me a big _____. I'll never believe him again!

5 ☆☆☆ **Answer the questions.**

1 Have you ever told a 'good' lie to help someone? What lie did you tell?

2 When you have a secret, who do you tell?

3 How many languages can you say something in? Which languages?

Language in action

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

1 ☆ **Circle the best ending for each sentence.**

1 I've lived here for …
   (a) two years. b I was 14 years old.
2 I've had this phone for …
   a a long time. b 2015.
3 I haven't eaten anything since …
   a about three hours. b this morning.
4 I've been able to speak French since …
   a 10 years ago. b I was a child.
5 My best friend and I have known each other for …
   a six years. b we started school together.
6 Max has been on the computer since …
   a all day. b he woke up.

2 ☆☆ **Complete the questions with *How long* and the present perfect form of the verbs in the box.**

be have know like ~~live~~

A [1] *How long have you lived* here?
B For about six months. I really like it here. It's a nice city.
A So Emma and Kirsty are friends? [2]_____ each other?
B Since they were about three years old. They've been best friends for ages!
A I didn't know Olivia liked watching tennis. [3]_____ it?
B For a long time. She's played in the school team since she was really young.
A I see that Will's got a new bike. [4]_____ it?
B For ages. He needed a new one. The old one was too small for him.
A I'm sorry I'm late, everyone. [5]_____ here?
B Not long. Don't worry. We only got here ten minutes ago.

Present perfect and past simple

3 ☆☆ **Complete the joke with the past simple or present perfect form of the verbs in brackets.**

My friend [1] *told* (tell) me a funny joke this morning. I [2]_____ (hear) a lot of jokes in my life, but this one [3]_____ (make) me laugh when I [4]_____ (hear) it.



A girl and her father [5]_____ (be) at the dinner table, having some soup. The girl [6]_____ (ask) her dad, 'Dad, are spiders nice to eat?' 'What a horrible question,' [7]_____ (say) the father. 'Can't you think of anything nice to say at dinner time? Please let me eat. I [8]_____ (eat not) anything since this morning!' The girl [9]_____ (decide) to be quiet. They both [10]_____ (eat) their dinner in silence. Later, the girl's father [11]_____ (ask), 'Why did you want to know about spiders earlier?' She replied, 'Oh, there was a spider in your soup. But it [12]_____ (go) now.'

4 ☆☆ **Write questions with the present perfect or the past simple.**

1 a you / ever / tell / a lie? *Have you ever told a lie?*
   b Who / you / tell / the lie to? _____
   c Why / you / tell / it? _____
2 a anyone / ever / tell / you a secret? _____
   b it / a very big secret? _____
   c you / ever / tell / another person the secret? _____

5 ☆☆☆ **Choose question 1 or 2 from Exercise 4. Write your answers.**

_____

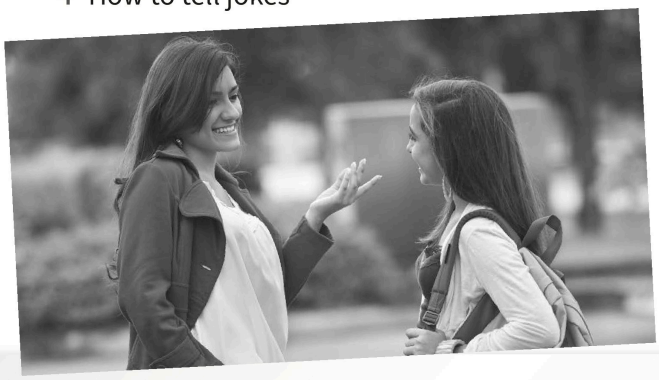
_____

Writing

A listicle

1 ☆ **Read the listicle and circle the best title.**

1 How to communicate with people from other countries
2 How to be a good language learner
3 How to be a better communicator
4 How to tell jokes



Over the last few years, I've learned a few things and now I can communicate much better than before. Here are my top five tips.

- *Use body language*

Use your hands and gesture to make a point, and always make eye contact. Since I started doing this, people have paid a lot more attention to me!

- *Use intonation*

Your tone of voice, that is how it sounds, shows your feelings. If your voice sounds flat and bored, your listener will be bored, too! Before, I didn't use to think about intonation, but now I understand that how you say something is very important.

- *Be a good listener*

Good communicators listen. Of course, say what you want to say, but later on, ask questions to find out what the other person is thinking.

- *Be yourself!*

Most people can tell when someone is telling a lie. All my life, I've never been very confident or sociable. Be honest and don't try to appear more confident than you really are. Always be yourself.

- *Tell jokes*

Smile and try to find the funny side whenever you can – this will make your listener more relaxed. This is especially important these days, when the world can be such a serious place.

Try to use some of these helpful tips and you'll soon be able to see the difference it makes!

2 ☆☆ **Read the listicle again and complete the sentences.**

1 People pay more attention to you when you *use your hands and gesture, and make eye contact.*
2 _____ lets the listener know how you feel.
3 Good communicators listen and _____.
4 It's a bad idea to not tell the truth when you meet people because _____.
5 Telling jokes helps the listener to be _____.

3 ☆☆ **Circle the correct meanings for the *Useful language* words and phrases.**

1 **over the last few years** *recently / since I was a baby*
2 **since** *at the moment / from a specific time in the past*
3 **before** *earlier / after some time has passed*
4 **later on** *after some time has passed / recently*
5 **all my life** *since I was born / at the moment*
6 **these days** *at the moment / earlier*
7 **soon** *earlier / in the very near future*

> Writing tutor p81

Write your own listicle.

Plan

4 ☆☆ **Choose one of the other titles from Exercise 1 for your listicle and write some notes.**

Title
Introduction
A list of five tips
A short ending

Write

5 ☆☆☆ **Write your listicle. Remember to include:**

- an introduction
- the five tips and a short ending
- *can, could, will be able to* and the correct past tenses
- *Useful language* words and phrases.

Check

6 **Do you …**

- have an interesting title to interest the reader?
- have an ending to make the reader think?

3 Review



Vocabulary

1 **Circle the correct words.**

People [1]*greet / gesture* each other in many ways when they meet. All around the world, it's very common to [2]*whisper / wave* when you want to attract someone's attention, and then simply [3]*smile / shout* to show that you are happy. If we don't do this, then the other person might [4]*interpret / translate* your serious face as meaning that you don't want to meet them. Perhaps the most common way to say hello in Europe and North America is to [5]*wave / shake* hands. In other places, like Japan, people bow (move their head and body forwards). In the Philippines, some people perform a [6]*gesture / shake* called mano (this Spanish word [7]*posts / translates* as 'hand' into English), putting the other person's hand on their head. In some cultures, people put their noses together when they meet. In Costa Rica, however, people [8]*shout / whisper* 'Ooooooooopppe!' in a very loud voice when they meet!

2 **Complete the sentences with the correct form of *say* or *tell*.**

1 Can I _____ you a secret?
2 I'd like to know how to _____ 'I love you' in Italian.
3 When you don't want to do something, you can always _____ no.
4 I know I said I was 16, but I wasn't _____ the truth.
5 Paula didn't _____ hello to me at the party.
6 Kaique _____ me the story of how his parents met. It was really funny.
7 I'm not very good at _____ lies – my face always goes red!
8 Miguel _____ a really terrible joke and no one laughed.

Language in action

3 **Tick (✓) the correct sentences and correct five incorrect sentences.**

1 I can swim when I was only two years old. ☐
2 I think I can to be able to get a good job in the future. ☐
3 I couldn't come to the party last night because I was ill. ☐
4 Will you be able to phone me when you get home? ☐
5 I can't speak English until I went to school. ☐
6 Can you watch TV late at night at the weekend? ☐
7 The school will be able let me know about my exam results next week. ☐
8 Now I could speak Italian well, but in the past I couldn't. ☐

4 **Complete the sentences with the past simple or present perfect form of the verbs in brackets.**

1 I _____ (live) in London for about ten years – I love it here.
2 Before you came to London, how long _____ (you / live) in New York?
3 It _____ (be) 50 years since the first man stepped on the Moon.
4 They _____ (not learn) much Turkish in Ankara – they were only there for two months.
5 My sister _____ (not finish) reading that book, but she will soon.
6 I _____ (not do) any exercise last week, so I want to do some this week.
7 You and Safa get on really well. How long _____ (you / know) him?
8 I can't play football this afternoon because I _____ (fall) off my bike yesterday.

Cumulative language

5 **Complete the text with the missing words. Circle the correct options.**

[1]_____ heard the story *The Boy Who Cried Wolf*? The parents of a young boy asked him to look after their sheep on a lonely mountain. The boy [2]_____ yes, but he soon found that it was a very boring job. After about four hours, he decided to do something interesting. He started shouting, 'Help! Wolf!' There [3]_____ no wolf, of course, but his parents came running.

'Where's the wolf?' they asked.

'Sorry!' said the boy, 'I [4]_____.'

The parents [5]_____ very angry and went back to the village. A few hours [6]_____ when suddenly the boy saw a real wolf! 'Help! Wolf!' he shouted. But this time, no one came. They thought it was a joke again! This [7]_____ an old story, but the message is still relevant. For example, once I [8]_____ to go to school, so I told my parents I was ill. I don't [9]_____ tell lies, so they believed me and I didn't go to school that day. But unfortunately, the next week, I really was ill. My parents didn't believe me this time and I [10]_____ stay at home – I felt terrible! I [11]_____ lied since then! So remember: don't tell lies, because one day you [12]_____ cry wolf when you really need to!



1	a Have you ever	b Have ever you	c Haven't you never
2	a is saying	b said	c told
3	a is	b were	c was
4	a was joking	b joke	c have joked
5	a was	b were	c have been
6	a are passing	b have passed	c passed
7	a has been	b is being	c is
8	a didn't want	b didn't wanted	c couldn't want
9	a usually	b never	c sometimes
10	a won't be able	b couldn't	c can't
11	a don't	b didn't	c haven't
12	a can't	b couldn't	c won't be able to

4 Healthy body, healthy mind

Vocabulary

Health and fitness

1 ☆ **Complete the words and phrases with the vowels (a, e, i, o, u).**

1 sw*e* *a*t
2 c__ __gh
3 r__l__x
4 tr__ __n
5 sn__ __z__
6 g__t b__tt__r
7 g__ j__gg__ng
8 h__v__ __ f__v__r
9 g__t __ll
10 g__t str__ss__d
11 w__rm __p
12 w__rk __ __t
13 g__t __n__ __gh sl__ __p

2 ☆ **Tick (✓) the words or phrases which are in the correct column and put a cross (✗) next to the words in the incorrect column. Then write one extra word for each column.**

Health		Fitness	
1 cough	✓	7 go jogging	
2 get better		8 have a fever	
3 work out		9 train	
4 relax		10 sneeze	
5 warm up		11 get enough sleep	
6 _____		12 _____	

3 ☆☆ **Complete the sentences with the correct form of the words from Exercise 1.**

1 Is it true that you can't *sneeze* with your eyes open?
2 Sam is _____ for a half marathon at the moment.
3 A Isabel can't come today. She's not feeling very well.
B Oh, no! I hope she _____ soon!
4 He _____ a lot when he exercises. His clothes get very wet!
5 Remember to _____ before you run or do exercise, especially in cold weather.
6 Don't _____ about your exams – relax, you'll be OK!

4 ☆☆ **Circle the correct options.**



Caro Hey, Azra! Do you want to go [1]*jogging / sweating* in the park? Meet me there?

Azra Sorry, I can't. I'm getting [2]*better / stressed* about my exams.

Caro Oh, come on! Working [3]*out / in* will be good for you!

Azra I have a [4]*sneeze / fever* too. I'm really hot and I feel terrible.

Caro Oh, no! But it isn't a good idea to do school work if you want to get [5]*better / stressed*.

Azra I know … anyway, you're [6]*training / relaxing* for the marathon – it's very difficult to run with you! ☹

Caro OK. Get enough [7]*exercise / sleep*. Don't study all night!

Azra OK, and don't forget to [8]*work out / warm up* before running. You hurt your leg last time!

Explore it!



Guess the correct answer.

Almost half of all the bones in the human body are in the *hands and feet / legs and arms / head and back.*

Find an interesting fact about exercise and the human body and send the question in an email to a classmate or ask them in the next class.

Reading

Online FAQs

1 ☆ **Match the photos (a–d) with the FAQs and answers (1–4).**



Home News FAQs

Read some of our FAQs about keeping fit and healthy during the school week and study sessions.

1 **Q** What can I do to get active during a school day and when can I do it?

A Getting exercise on a school day can be easy. Not enough people cycle or walk to and from school. And if that takes too much of your time, then use your lunch break to exercise or join a sports club after school.

2 **Q** I spend too much time sitting at a desk and not enough time on my feet. What can I do?

A We spend too many hours sitting at a desk or in front of a **screen**. Standing up exercises many different **muscles**. These muscles can become **weak** when we don't use them enough. You can now buy **adjustable** desks, which you can make higher so you can stand up while working. It's a good idea to stand and walk around every half an hour during long study sessions.

3 **Q** What are fitness balls and how can they help me?

A Some people say they feel too silly sitting on a big plastic ball. But fitness balls are a great way to work out, as they help to build the muscles in your **back** and **stomach** … all while you're sitting down! A fitness ball for home study is perfect for long hours sitting at a desk.

4 **Q** There is too much noise and stress in my life. How can I get a little quiet time?

A One word: yoga. The practice of yoga is hundreds of years old and when you find a little time between studying and exams to relax in this way, you can concentrate better. It's free and it's easy to do alone!

Get more information here

2 ☆☆ **Match the words in bold in the online FAQs with the meanings.**

1 you need these to carry heavy objects *muscles*
2 the opposite of strong _____
3 where food goes in the body _____
4 the part of a computer where you see words or pictures _____
5 if something is this, you can change it to make it better. _____
6 the part of the body which is opposite to the front _____

3 ☆☆ **Read the online FAQs again and answer the questions.**

1 What times of the day can students do exercise, according to the FAQs?
Before and after school and at lunchtime.
2 What can happen to the body when we don't stand up regularly?
_____
3 How often do you need to move around when studying?
_____
4 Why is the fitness ball unpopular with some people?
_____
5 How can a fitness ball help your body?
_____
6 Which activity can students do to relax, according to the FAQs?
_____

4 ☆☆☆ **Answer the questions.**

1 Which of the things in the FAQs have you tried?
_____
2 Think of one more FAQ about young people's health and fitness.
_____

Language in action

Quantifiers

1 ☆ **Complete the sentences with *much* or *many*.**

1 Kylie did too __much__ exercise yesterday and now she's very tired.
2 Is it possible to have too _____ fun at the weekend?
3 There were too _____ people in the pool, so we didn't swim.
4 Everyone I know has too _____ work to take winter holidays.
5 Skiing costs too _____ money for most students.
6 Too _____ students get stressed at exam time.

2 ☆ **Match the beginnings of the sentences (1–6) with the ends (a–f).**

1 Swimming is great, but only a few [c]
2 Please give me a little more [ ]
3 Relaxing is hard: I need a little [ ]
4 Our nearest gym is a few [ ]
5 It's very hot, so take a little [ ]
6 Stand up for just a few [ ]

a minutes every half an hour.
b kilometres away.
c schools have got swimming pools.
d water with you.
e help from my yoga teacher.
f time to finish my homework.

3 ☆☆ **Put the words in the correct order to make sentences.**

1 long / school / aren't / enough / days / Normal
Normal school days aren't long enough.
2 noisy / My / too / friend's / are / dogs
_____
3 enough / I'm / drive / can't / not / because / I / old
_____
4 her / Nasrin / desk / too / says / low / is
_____
5 everyone / aren't / chairs / for / There / enough
_____

4 ☆☆ **Match the meanings (a–e) with the sentences (1–5) in Exercise 3.**

a He/She's too young. [3]
b They're too short. [ ]
c They're not quiet enough. [ ]
d It's not high enough. [ ]
e There are too many people. [ ]

5 ☆☆☆ **Complete the forum post and its response with the phrases in the box.**

a few problems	enough strength
not enough answers	not enough options
~~too many questions~~	too old
too young (x2)	

Young Teen Health Forum

Posts:

I'd like to see more advice about health and fitness for boys on this website. There are [1] __too many questions__ from teenage girls and [2] _____ for boys. What advice can you give young male teens for a regular work out?
Ahmet

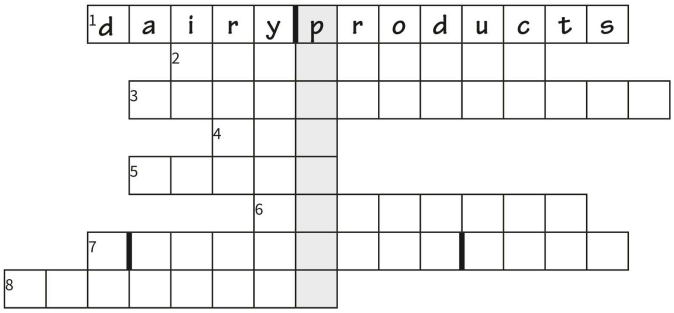
Thanks for your comment, Ahmet! Teenage boys can also have [3] _____ with their body image as they are growing up and changing. Fitness for boys is easy when you're young, but the early teenage years can be complicated. You feel you're [4] _____ to play silly games with friends but [5] _____ to work out in the gym with older guys. Perhaps you haven't got [6] _____ yet to join an adult sports team. But you're never [7] _____ to exercise regularly. If there are [8] _____ where you live, think about running or parkour, or working out at home. Hope this helps!



Vocabulary and listening

Healthy eating

1 ☆ **Complete the puzzle. Use the clues.**



1 These foods usually come from milk.
2 You can study this to learn about food and a healthy diet.
3 We get most of our energy from these. You find them in bread and pasta.
4 There is a lot of this in cheese and chocolate.
5 This helps food pass through the body.
6 We get these natural substances from fruit (C) or sunlight (D).
7 A good mixture of many food types.
8 We count these to find out how much energy there is in our food.

2 ☆ **Circle the correct definition for the secret word (in grey) in Exercise 1.**

a They help your bones to grow longer.
b They help your body to grow stronger.
c They help your heart to work.

4.01 **3** ☆☆ **Underline the words that are the same or similar in your language – notice any differences in spelling. Then listen to the English pronunciation.**

1 A balance between mental and physical health is important.
2 We know that calcium is good for our bones.
3 Do you know why cereals are good for you?
4 Our sports lessons always end with a fun activity.

An interview



4.02 **4** ☆☆ **Listen to an interview about 'Blue Zones'. Number the topics the speakers mention in the order you hear them (1–4).**

a ☐ regular exercise
b ☐ the Mediterranean diet
c [1] centenarians
d ☐ eating food from the sea



4.02 **5** ☆☆ **Listen again and circle the correct answers.**

1 A Blue Zone is a place where people often …
a become large. (b) live to an old age.
c eat seafood.

2 Philippa was surprised because many Blue Zones are …
a very big. b in Asia. c islands.

3 The food tofu is very high in …
a carbohydrates. b calories. c protein.

4 Philippa says people in the Mediterranean often eat …
a too much meat. b very little fat.
c a lot of sweet things.

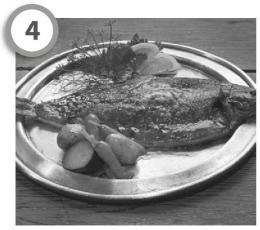
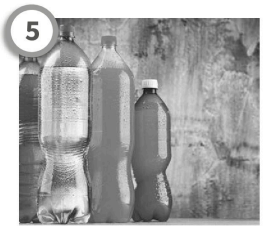
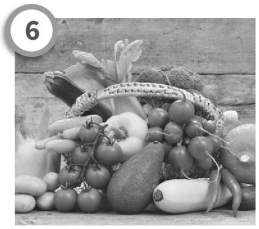
5 Philippa thinks that … also important for a long life.
a family and friends are b working outside is
c getting up early is

Language in action

should, *shouldn't* and *ought to*

1 ☆ **Look at the photos. Complete the sentences with *should* or *shouldn't* and the correct verb.**



1 You ~~should eat~~ enough fruit.
2 You _____ too much coffee.
3 You _____ too much chocolate.
4 You _____ enough fish.
5 You _____ too many sweet drinks.
6 You _____ enough vegetables.

2 ☆☆ **Complete the sentences with *should*, *shouldn't* or *ought*.**

1 If you're always late for class, you ~~should~~ get up earlier.
2 People who can't get up _____ go to bed so late.
3 Ilona can't relax: I think she _____ to do yoga.
4 Our teacher said we _____ to eat our lunch outside because it's hot today.
5 You _____ give chocolate to dogs – it's bad for them.
6 We _____ eat more tofu because it's full of protein.

3 ☆☆ **Underline and correct one mistake in each sentence.**

1 You don't look well; perhaps you shouldn't see a doctor. ~~should~~
2 Our fridge is empty so we ought go to the shops. _____
3 You should worry so much about your exams. _____
4 What should I to do to get fitter? _____
5 He oughts to eat more protein. _____
6 You shouldn't to eat unhealthy food if you want to live to be 100. _____

4 ☆☆☆ **Complete the web article with the phrases in the box.**

ought to check ~~ought to know~~
ought to start should drink should be
should take shouldn't carry
shouldn't spend

Top tips for a road trip – by bike!

Planning a road trip by bike? Here's what you [1] ~~ought to know~~ to stay fit and healthy!

Your bike [2] _____ light enough because if it's too heavy, cycling becomes difficult in hot weather. But you [3] _____ that it's big enough for you – a bike that's too small soon gets uncomfortable.

You [4] _____ too many things with you. Too many bags slow you down, so you [5] _____ two small bags, maximum. You [6] _____ lots of water, so take a one-litre water bottle.

You [7] _____ too much money on maps. There are many free maps that you can download onto your smartphone before you leave home. And finally, you [8] _____ early in the day – before it gets too hot!



5 ☆☆☆ **Choose one of the topics in the box and write three pieces of advice. Use *should* / *ought to* and *shouldn't*.**

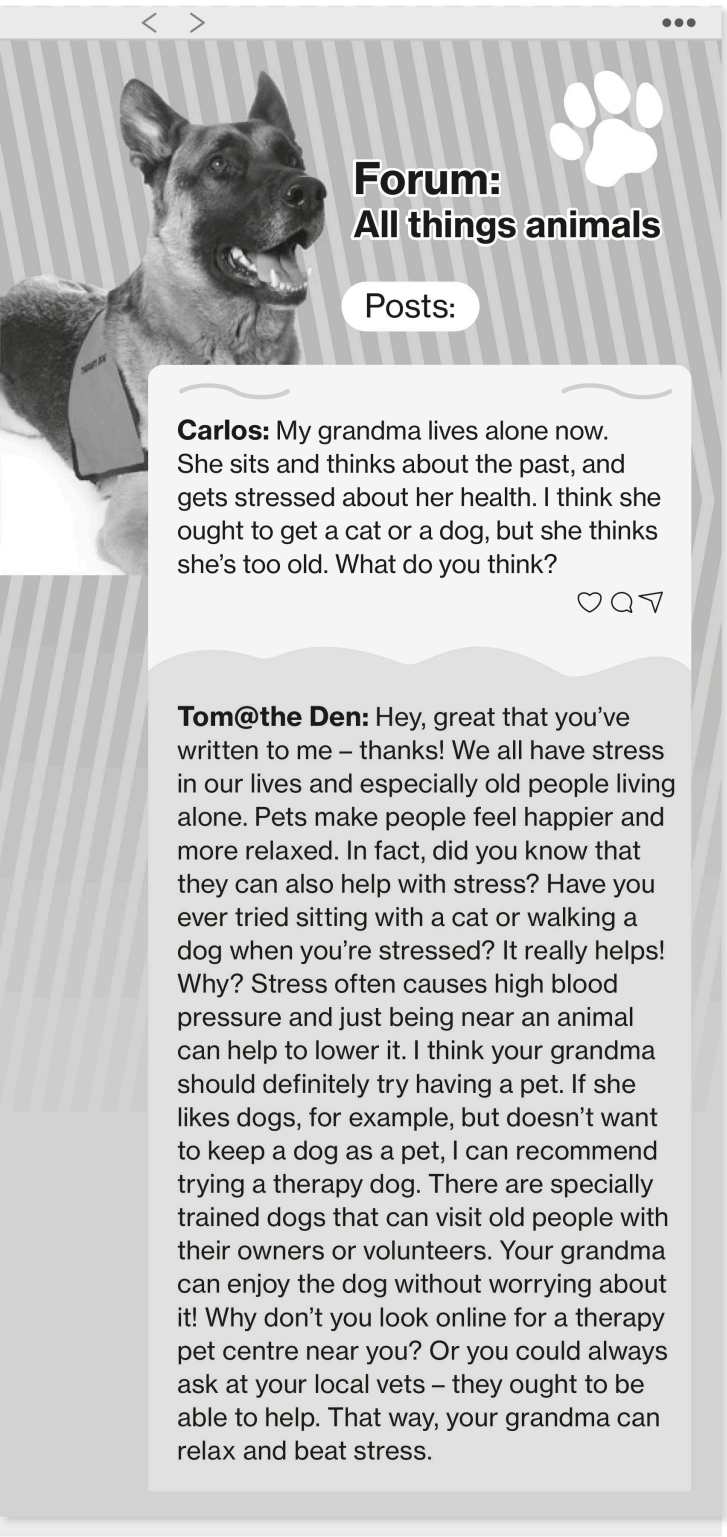
getting more sleep
preparing for an exam
writing an essay

1 _____
2 _____
3 _____

Writing

A post on a forum

1 ☆ **Read the post on a forum and the response. Who does Carlos want to help? What does Tom suggest?**



Forum:
All things animals

Posts:

Carlos: My grandma lives alone now. She sits and thinks about the past, and gets stressed about her health. I think she ought to get a cat or a dog, but she thinks she's too old. What do you think?

Tom@the Den: Hey, great that you've written to me – thanks! We all have stress in our lives and especially old people living alone. Pets make people feel happier and more relaxed. In fact, did you know that they can also help with stress? Have you ever tried sitting with a cat or walking a dog when you're stressed? It really helps! Why? Stress often causes high blood pressure and just being near an animal can help to lower it. I think your grandma should definitely try having a pet. If she likes dogs, for example, but doesn't want to keep a dog as a pet, I can recommend trying a therapy dog. There are specially trained dogs that can visit old people with their owners or volunteers. Your grandma can enjoy the dog without worrying about it! Why don't you look online for a therapy pet centre near you? Or you could always ask at your local vets – they ought to be able to help. That way, your grandma can relax and beat stress.

2 ☆☆ **Read the post and response again. Answer the questions.**

1 Why doesn't Carlos's grandma want a pet?
She thinks she's too old.
2 How can pets help with stress?
3 Where should Carlos find out about a therapy pet?
4 Why is a therapy pet a better option for Carlos's grandma?

3 ☆☆ **Circle the correct options in the *Useful language* phrases. Then check in the forum response.**

1 You *would* / *could* always ask …
2 Have you ever tried *sitting* / *sit* … ?
3 *This* / *That* way, your grandma can relax …
4 Why *don't* / *not* you look … ?
5 I can recommend *to try* / *trying* …

> Writing tutor p81

Write your own response to a post on a forum.

Plan

4 ☆☆ **Write notes on the problem below or use your own ideas. Include a greeting, thanks, advice and reasons for your advice.**

'Please help! I'm drinking two litres of cola a day! I know it's bad for me, but I think I'm addicted to the sugar and caffeine! What can I do?'

Write

5 ☆☆☆ **Write your response. Remember to use:**
- *should*, *shouldn't*, *ought to*
- quantifiers
- *Useful language* phrases.

Check

6 **Do you …**
- have a greeting?
- give advice with reasons?
- use an informal style?

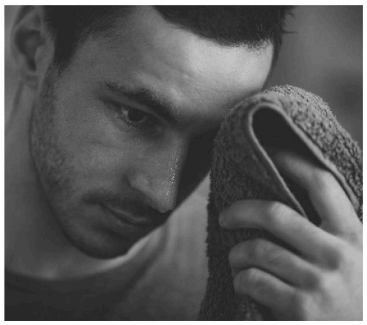
4 Review

Vocabulary

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



1 *sneeze / cough*



5 *warm up / sweat*



2 *sneeze / cough*



6 *relax / get ill*



3 *go jogging / warm up*



7 *sweat / warm up*



4 *have a fever / get enough sleep*



8 *get stressed / get enough sleep*

2 **Match the beginnings of the sentences (1–8) with the ends (a–h).**

1 **Nutrition** is the food we eat ☐
2 Hamburgers, ice cream and chocolate ☐
3 The number of **calories** in food ☐
4 **Carbohydrates** give us ☐
5 **Protein** helps our bodies ☐
6 Fruit and vegetables contain ☐
7 A **balanced diet** ☐
8 Lots of **fibre** is good for the stomach ☐

a tells us how much energy it has.
b to grow and be healthy and strong.
c a lot of **vitamins** A and C.
d and how our body uses it.
e the energy we need to move.
f have got a lot of **fat** in them.
g and travels through the body quickly.
h is eating a good variety of healthy food.

Language in action

3 **Circle the correct options.**

1 Is there *little / enough* food for everyone or should I cook more?
2 We don't use too *many / much* milk products in our restaurant.
3 Owen's just gone out to buy *a few / a little* eggs.
4 We all need to relax and have *much / a little* fun.
5 My baby sister isn't *old enough / enough old* to make her own breakfast.
6 This article gives you a *little / few* ideas on reducing stress.

4 **Complete the sentences with *should*, *shouldn't* or *ought*.**

1 What _____ we eat to grow stronger?
2 The children _____ to eat a lot of vegetables and fruit.
3 A balanced diet _____ to have a little of everything.
4 You _____ drink coffee at night – it stops you from sleeping.
5 How much exercise _____ we do?
6 You _____ eat more than you need.

Cumulative language

5 **Complete the conversation with the missing words. Circle the correct options.**

Interviewer You've just completed a marathon, well done! I'm sure you're tired, but [1]_____ to answer a few questions?

Bernadette Sure, I just need [2]_____ water. OK, so yeah, it was a great run.

Interviewer It was! You [3]_____ a runner, did you? Tell us how it started.

Bernadette I often got ill when I was younger and I wasn't [4]_____ to do sport.

Interviewer That's hard to believe! You've [5]_____ a marathon in record time!

Bernadette As a child I spent [6]_____ time in bed and I really wasn't fit at all.

Interviewer Not enough young people exercise as much as they [7]_____ to. What changed for you?

Bernadette One day, my mother [8]_____ a TV programme about foods that some people [9]_____ eat because it makes them ill. We later discovered that I [10]_____ eat bread or anything with gluten in it.

Interviewer And what [11]_____ then?

Bernadette I changed my diet right then and I [12]_____ gluten since then. I felt better, started doing sport and the rest is history!

	a	b	c
1	can you	will you be able	should you
2	too much	a few	a little
3	didn't use to be	used not to be	didn't used to be
4	enough strong	too strong	strong enough
5	just completed	still completed	yet completed
6	enough	too little	too much
7	should	ought	shouldn't
8	is seeing	has seen	saw
9	can't	can't to	can
10	shouldn't to	shouldn't	ought to
11	happens	happen	happened
12	didn't eat	haven't eaten	still didn't eat



5 Save our planet!





Vocabulary

Planet Earth

1 ☆ **Complete the crossword. Use the clues.**

Down ↓

1 We usually separate our paper, plastic and food … into different bins.

2 I try to save … at home – I always turn off the lights when I'm not using them.

3 Cycling or walking is better for the … than travelling by car.

5 Governments are helping to reduce the carbon … (or CO_2) that their countries produce.

8 We all live on the … Earth.

Across →

4 Tigers are an … species. There are currently only 4,500 tigers living in the wild.

6 There's a lot of … in the rainforest, like monkeys, birds and insects.

7 Trees produce … for us to breathe.

8 Traffic causes a lot of air … in cities.

9 … change causes hotter weather around the world.

10 … power from the sun produces a lot of electricity in hot countries.

11 I find all … life fascinating, from large whales to small fish.

2 ☆☆ **Complete the notes with words from Exercise 1.**

Things we should reduce
- the amount of carbon [1] dioxide that we produce
- [2] _____ (e.g. air, water and noise – less traffic!)
- [3] _____ (e.g. plastic and food)
- the effects of [4] _____ _____ (e.g. rising temperatures and seas)
- the amount of [5] _____ that we use (e.g. electricity and gas)

Things we need to protect or save
- the [6] _____ (the air, our water, etc.)
- [7] _____ (e.g. fish and other sea animals)
- the [8] _____ Earth (our home – we only have one!)
- all animals, but especially [9] _____ _____ (e.g. tigers and gorillas)

3 ☆☆☆ **Circle the correct words.**

New green technologies help fight problems, such as rising levels of [1]*carbon* / *oxygen* dioxide in the air, which cause [2]*climate* / *planet* change. Plastic is also a big cause of [3]*pollution* / *waste* but many people are finding ways to reuse and reycle it. Every year, cleanup projects are removing lots of plastic [4]*energy* / *waste* from our seas and oceans. This is a huge help for [5]*endangered* / *marine* life. Many animals are becoming [6]*endangered* / *marine* because of pollution. Plastic, for example, gets everywhere on the [7]*planet* / *environment*. Today, scientists know more about this problem and they are trying to develop bioplastic – for example from banana peel, mushroom or seaweed.



Explore it!

Guess the correct answer.

How much of the energy we use in the world comes from wind or the sun?

a 10% b 20% c 30%

Find an interesting fact about solar or wind energy in your country and send the question in an email to a classmate or ask them in the next class.

Reading

A news story

1 ☆ **Look at the photos and read the news story quickly. Circle the best title.**

a The effects of plastic on nature

b A natural solution for a man-made problem

c The problem of rubbish in our forests

2 ☆☆ **Complete the article with the missing sentence parts (a–f).**

a such as clothes or bottles

b what happened the next morning

c we can stop producing so much new plastic every year

d might be able to make plastic disappear completely

e ~~they disappear completely~~

f which is about the same as the combined weight of all the people on Earth

3 ☆☆ **Match the words in bold in the article with the definitions.**

1 1,000 kilos *tonne*

2 when something naturally gets old or weak and is destroyed _____

3 strength _____

4 size or level _____

5 to make smaller, or make into small parts: _____

6 the paper/box/plastic that something is inside _____

4 ☆☆ **What do these numbers in the news story describe?**

1 2010 *Sintawee Sulaiman discovered that a natural chemical can eat plastic that year.*

2 24 _____

3 10 _____

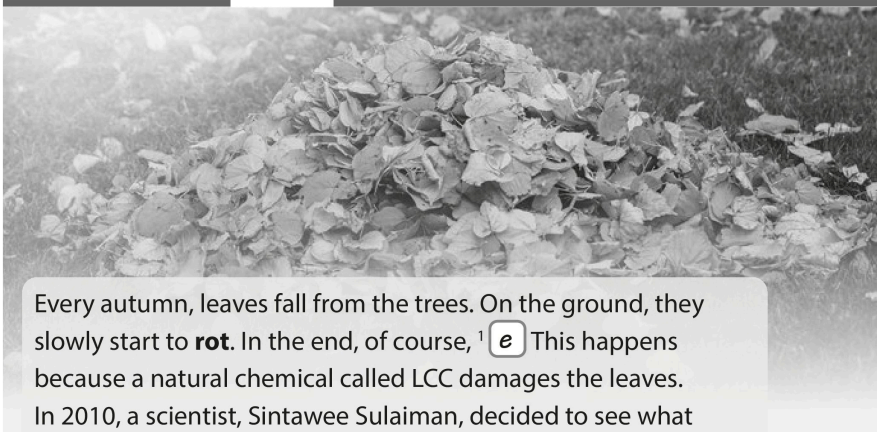
4 400 million _____

5 50,000 _____

News

Search

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Every autumn, leaves fall from the trees. On the ground, they slowly start to **rot**. In the end, of course, [1] *e* This happens because a natural chemical called LCC damages the leaves. In 2010, a scientist, Sintawee Sulaiman, decided to see what happened when she let the chemical damage plastic. So, she cut up some plastic **packaging** and left it with some LCC overnight. She was surprised to see [2] ☐. The plastic had lots of holes in it.

At the moment, plastic pollution is a huge problem. We produce 400 million **tonnes** of plastic every year, [3] ☐. Only 10% of what we produce is recycled. However, a company in France is trying to increase the **power** of LCC. They plan to create a chemical that can **break down** very strong types of plastic in up to 24 weeks, after which the plastic can be recycled. They hope to recycle 50,000 tonnes of plastic every year for the next few years. New products will be made from the recycled plastic, [4] ☐.

If we can use natural chemicals in this way, on a bigger **scale**, then hopefully, [5] ☐. This would mean less plastic getting into our rivers, seas and other natural places. Meanwhile, scientists are continuing to develop natural chemicals that [6] ☐.



5 ☆☆☆ **What are the advantages of a natural chemical that could easily destroy plastic in a short time? Can you think of any disadvantages? Write your ideas.**

_____

_____

_____

_____

Language in action

The first conditional

1 ☆ **Circle the correct options.**

1 If I *see* / *don't* see any litter on the beach, I'll pick it up.
2 I won't use my bike tomorrow *unless* / *if* it's raining. I don't want to get wet.
3 Unless we *use* / *don't use* alternative forms of energy, we will create more air pollution.
4 If you *will leave* / *leave* your computer on all night, it will waste energy.
5 Some cities *may* / *may be* under water if sea levels rise.
6 I'll travel by train if I *go* / *might go* on holiday this year.

2 ☆☆ **Complete the sentences with the phrases in the box.**

we will reduce the amount of carbon dioxide
if we stop creating so much waste
~~it will help the planet~~
many insects may be happier
ocean pollution might not get better
unless we protect them

1 If we reduce our energy use, *it will help the planet.*
2 Many animals could become endangered _____ _____.
3 If we plant more flowers, _____.
4 If we use public transport or our bicycles more, _____ _____.
5 Unless we reduce single-use plastic, _____.
6 It will help the planet _____.

3 ☆☆ **Complete the text with the verbs in the box.**

act continue is might be
~~might not see~~ will need

If you drive somewhere on a summer's night and check the front window of your car after, you [1] *might not see* many dead insects on it. This doesn't sound like a problem. In fact, if your car [2] _____ clean, you will probably be pleased. However, this is a worrying sign. Over the last 30 years, numbers of insects have fallen by 75%. But if there are fewer flies and mosquitoes in the future, the world [3] _____ a better place, right? Wrong! The problem is that if insects [4] _____ to disappear, we will all be in trouble. Many plants depend on them. As insects move from one plant to another, they carry pollen, which helps plants to grow again. And if the number of people on the planet keeps on rising, we [5] _____ more and more food. Unless we [6] _____ quickly, insect numbers could fall even more. This could be very bad news for both humans and the planet.

4 ☆☆☆ **Rewrite the second sentence so that it has a similar meaning to the first. Use the words in brackets.**

1 If everyone starts caring about animals, it's possible that we could save endangered species.
We could save endangered species if everyone starts caring about animals. (could)
2 There will be huge problems if we don't protect our environment.
_____ our environment, there will be huge problems. (unless)
3 If we stop using chemicals on farms, it's possible that insect numbers will increase.
_____ if we stop using chemicals on farms. (might)
4 If we do something now, we might stop climate change.
Unless we do something now, we _____ climate change. (might)

5 ☆☆☆ **Complete the sentences with your own ideas.**

1 Unless we do something about climate change, _____.
2 We might be able to help the planet if _____.

Vocabulary and listening

Natural environments

1 ☆ **Look at the photos and complete the natural environment words.**


1 b<u>ay</u>


2 v_____


3 c_____


4 c_____


5 c_____


6 i_____


7 r_____


8 s_____


9 v_____


10 w_____

2 ☆ **Choose the three most difficult words to remember from Exercise 1. Then draw a picture of each one in your notebook (see the *Learn to learn* tip in the Student's Book, p62).**

3 ☆☆ **Circle the correct options.**

1 A *stream* / *bay* is a small river, usually in the countryside.
2 You only find *icebergs* / *cliffs* in very cold places like the Arctic.
3 A *valley* / *cave* is a big hole in a mountain or under the ground.
4 A *cliff* / *valley* is a high area of vertical rock, usually near the sea.
5 A *stream* / *waterfall* is where a river falls from a high point to a lower point.
6 A *volcano* / *bay* is a mountain with a hole at the top. Sometimes gases and hot liquids come out.
7 A *rainforest* / *waterfall* is a hot place with trees and lots of animals.
8 A *bay* / *valley* is an area between hills or mountains. There is often a river at the bottom.

A class discussion

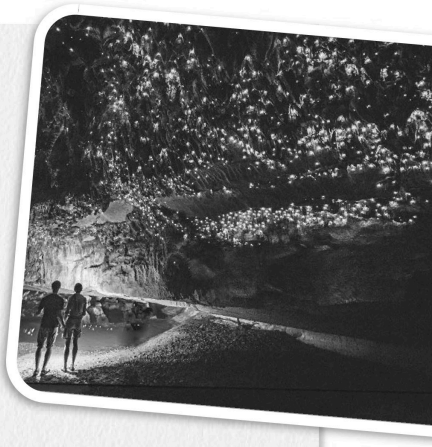
5.01 **4** ☆ **Listen to the class discussion. Which four natural environments from Exercise 1 do the students mention?**

_____

5.01 **5** ☆☆ **Listen again and complete the notes.**

Harry talks about caves in [1] New Zealand. Inside the caves there is a small [2] _____. To travel through the caves, you need to take a [3] _____. If you look up at the top of the cave, you can see thousands of [4] _____ – they look like stars.

Abbie talks about [5] _____ in Papua New Guinea – these are very difficult to get to. There are also rainforests where scientists have found lots of [6] _____. They have discovered a colourful fish, a river [7] _____ and a tenkile tree kangaroo. There are only [8] _____ tree kangaroos alive today.



6 ☆☆☆ **Think of three examples of natural environments from Exercise 1 in your country. What are their names?**

_____

_____

Language in action

The second conditional

1 ☆ **Circle the correct options.**

1 If I could travel anywhere in the world, …
- a I'll visit a jungle.
- b I'd visit a jungle.
- c I visited a jungle.

2 I don't know what would happen …
- a if all the insects will disappear.
- b if all the insects would disappear.
- c if all the insects disappeared.

3 What would happen if …
- a we cut down all the rainforests?
- b we'd cut down all the rainforests?
- c would we cut down all the rainforests?

4 If I were you, …
- a I'd find out more information.
- b I found out more information.
- c I'm finding out more information.

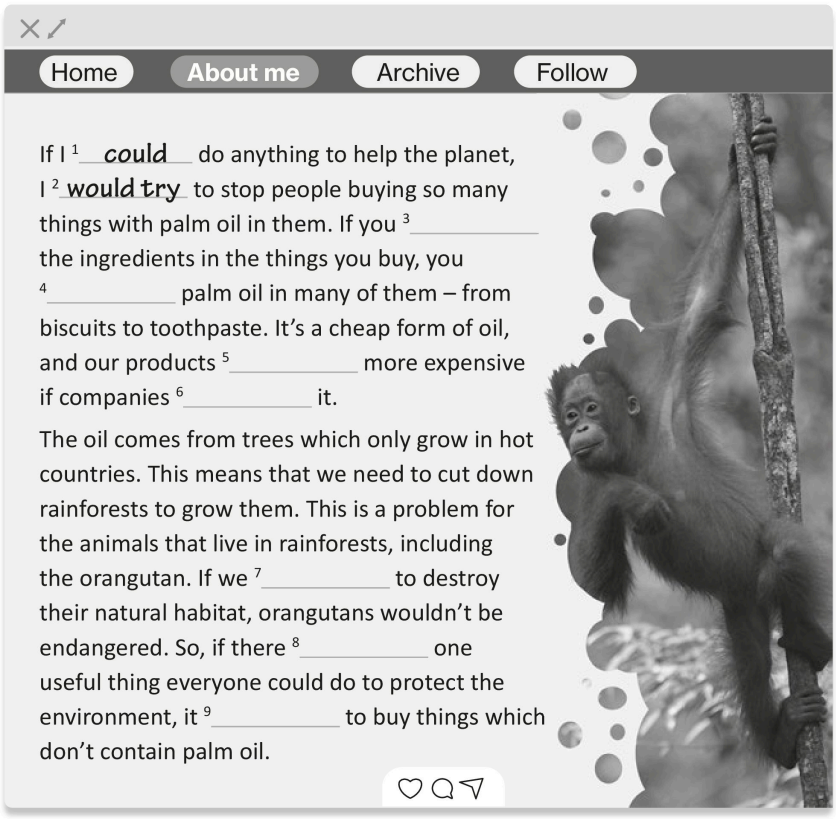
5 People wouldn't buy plastic products …
- a if they have a better alternative.
- b if they had a better alternative.
- c if they'd have a better alternative.

2 ☆☆ **Complete the second conditional sentences using the verbs in brackets.**

1 If I ___had___ a bike, I would ___use___ it to go to school. (have / use)
2 I _____ out today if it _____ cold. (go / not be)
3 If they _____ near the sea, they _____ to the beach a lot. (live / go)
4 The waterfall _____ more interesting to look at if it _____ raining. (be / be)
5 If we _____ so much meat, we _____ so many rainforests. (not eat / not cut down)
6 Houses near the coast _____ in danger if sea levels _____ higher. (be / get)

3 ☆☆ **Complete the blog post with the correct form of the verbs in the box to make second conditional sentences.**

be (x3)	~~can~~	check	find
not continue	not use	~~try~~	



4 ☆☆☆ **Write second conditional sentences about the situations.**

1 People use so much plastic. There is so much waste.
If people ___didn't use so much plastic, there wouldn't be___ so much waste.
2 I haven't got a recycling bin, so I don't recycle my rubbish.
If I _____ my rubbish.
3 People don't know about palm oil, so they buy products which use it.
If people _____ products which use it.
4 We don't use solar power in our country. There isn't enough sunlight.
If _____ solar power in our country.
5 Palm oil is cheap. That's why companies use it.
If palm oil _____ it.

Writing

An opinion essay

1 ☆ **Read the essay. Which environmental problem in the photos (a–c) does the writer think is the most serious?**







Our most serious environmental problem

There are many environmental problems nowadays and it is difficult to know which one is the most important. Some people [1] *believe* that we should protect the rainforests. Other people might think that we need to stop using plastic. Which is the most important?

It would be good if we could solve both of these problems. [2]_____, in my [3]_____, the most serious problem is air pollution. This is something that is getting worse in cities around the world. [4]_____, it has an effect on everyone as it is a major cause of ill health, especially in children.

In my [5]_____, the first step would be to reduce the number of cars in cities, as this is one of the biggest causes of pollution. In [6]_____ to this, we need to make more people use public transport or cleaner forms of personal transport like bicycles. We also need cleaner factories that don't produce dangerous gases which are bad for our health.

To [7]_____ up, if we have cleaner cities with cleaner air, we will all become healthier. We will also spend more time outdoors, exercising and enjoying our natural environment.

2 ☆☆ **Complete the essay with the words in the box. Sometimes more than one answer is possible.**

addition	~~believe~~	Furthermore	
However	opinion	sum	view

3 ☆☆ **Circle the correct options.**

1 The first paragraph includes an introduction and *a question / the writer's main opinion*.
2 The second paragraph gives *the writer's main / other people's* opinion.
3 The third paragraph offers *reasons for / possible solutions to* the problem.
4 The last paragraph *introduces / summarises* the writer's opinion.

> Writing tutor p82

Write your own opinion essay.

Plan

4 ☆☆ **What do you think is the biggest environmental problem? Think of two ideas to support your opinion. Write notes.**

Problem _____

_____

Solution 1 _____

_____

Solution 2 _____

_____

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

Write

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

- four paragraphs
- the first and second conditional
- phrases from the *Useful language* box (see Student's Book, p65).

Check

7 **Do you …**

- have an introduction with a question for the reader to think about?
- have ideas and examples to support your opinions?
- have a conclusion to support your opinion?

5 Review

Vocabulary

1 Match the beginnings of the sentences (1–10) with the ends (a–j).

1	Too much carbon	☐	a change.
2	It's important to save	☐	b species.
3	Probably the biggest environmental problem is climate	☐	c oxygen, which all animals need to survive.
4	We all need to recycle and reduce waste to help protect the	☐	d planet, so we should look after it.
5	Plastic is a big problem for marine	☐	e life, like fish, whales and sea birds.
6	Plants produce	☐	f dioxide causes global warming.
7	The white rhino is an endangered	☐	g pollution in cities.
8	We all live on the same	☐	h energy, and not waste it.
9	Cars are the main cause of air	☐	i solar power.
10	Sunny countries produce a lot of energy from	☐	j environment.

2 Match the sentences with the words in the box.

cave cliff coast icebergs rainforest stream volcano waterfall

1 We often have a picnic here. It's nice to sit by the water and see the ducks swimming past. _____

2 My grandparents have a house there. It's nice because you can just walk out onto the beach and you can hear the sea at night. _____

3 You can walk into it and it's really interesting. It's dark, but you can hear the sound of water deep below you. _____

4 Don't stand too near the edge. I know it's nice to look down at the sea, but it can be dangerous. _____

5 They cut down a large area, unfortunately, and it will take hundreds of years for the trees and plants to grow again. _____

6 They're very dangerous to boats and ships. Remember that you can only see 10% of them. The rest is below the sea. _____

7 Every second more than 150,000 gallons of water drops to the ground below at Niagara! _____

8 It's still active and you can often smell the gases – the heat and noise is incredible sometimes! _____

Language in action

3 Tick (✓) the correct sentences and correct five incorrect sentences.

1 If I pass my exam tomorrow, I am really happy. ☐

2 I might go for a walk along the coast tomorrow if the weather will be nice. ☐

3 Will you call me if you're late? ☐

4 Unless I don't do my homework now, I won't have time to go out later. ☐

5 If I will have money, I will go to the cinema on Friday. ☐

6 I won't buy a new phone unless this one breaks completely. ☐

7 If you look in the stream, you will may see some fish. ☐

8 You could have a rest if you feel tired. ☐

4 Complete the sentences with the words in the box.

didn't have had knew took was were would be
would have would need would stop would take wouldn't be

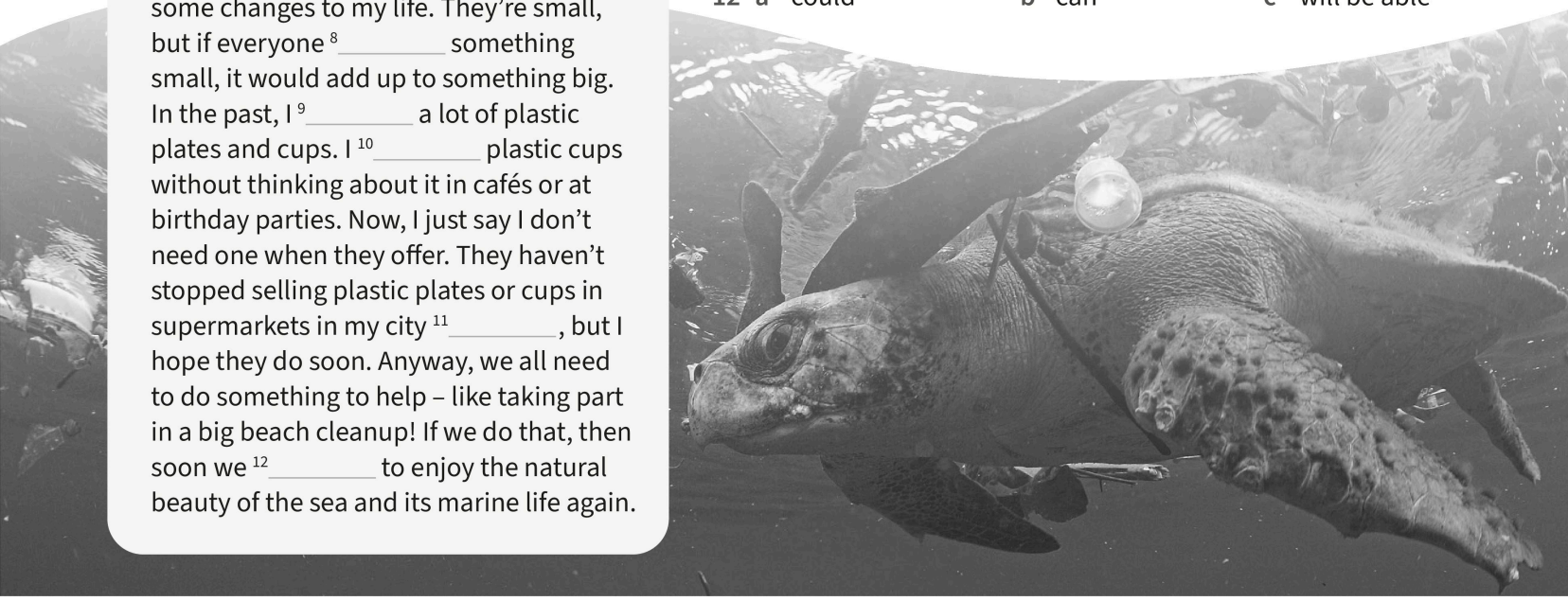
1 If I _____ time, I _____ a trip to the bay.
2 The town _____ in trouble if that volcano _____ active.
3 If you _____ more sociable, you _____ more friends.
4 You _____ ill if you _____ better care of yourself.
5 If I _____ a bike, I _____ to use the bus.
6 More people _____ eating meat if they _____ about the effects on the environment.

Cumulative language

5 Complete the text with the missing words. Circle the correct options.

I [1]_____ a TV documentary last month about pollution in our oceans. Every day, we [2]_____ lots of waste in the oceans and even a little bit of plastic can have a terrible effect on an animal. For example, if a fish [3]_____ plastic, it could easily die. And if a sea bird ate the fish, it [4]_____ the plastic, too. Waste in the oceans is a big problem because it [5]_____ away. It just breaks down into smaller and smaller pieces! [6]_____ we do something about this problem, it will get worse. So, I [7]_____ to make some changes to my life. They're small, but if everyone [8]_____ something small, it would add up to something big. In the past, I [9]_____ a lot of plastic plates and cups. I [10]_____ plastic cups without thinking about it in cafés or at birthday parties. Now, I just say I don't need one when they offer. They haven't stopped selling plastic plates or cups in supermarkets in my city [11]_____, but I hope they do soon. Anyway, we all need to do something to help – like taking part in a big beach cleanup! If we do that, then soon we [12]_____ to enjoy the natural beauty of the sea and its marine life again.

1	a have watched	b watched	c watch
2	a have put	b used to put	c put
3	a ate	b would eat	c will eat
4	a eats	b would eat	c will eat
5	a doesn't go	b wouldn't go	c isn't going
6	a If	b Furthermore	c Unless
7	a have decided	b am deciding	c will decide
8	a did	b does	c would do
9	a use to use	b used to use	c did use
10	a will use	b am using	c have used
11	a yet	b already	c since
12	a could	b can	c will be able



6 Think outside the box



Vocabulary

Making things

1 ☆ **Circle 12 more verbs in the word snake.**

increasestirboiladdremovedipplacepullcoverfreezepourreducepress

2 ☆☆ **Complete the sentences with the correct form of the verbs from Exercise 1.**

1 *Increase* the oven temperature from 150 °C to 200 °C.
2 I want to _____ the time I spend watching TV from four hours to one hour a day.
3 Water _____ at 100 °C.
4 She _____ her feet in the sea for a few seconds – it was really cold!
5 _____ the hot water into the cup and _____ sugar and milk.
6 _____ the cake from the oven and _____ it on a plate to cool.
7 You should _____ the soup with a spoon so it doesn't burn and stick to the pan.
8 I _____ my eyes so I couldn't see the frightening scenes in the film.
9 Lara collects flowers – she _____ them flat and puts them in a scrapbook.
10 We use our car to _____ our caravan when we go on holiday.
11 You should _____ fresh fish at –20 °C for at least seven days before eating it.

3 ☆ **Choose one of the words from Exercise 1 and think of an image to go with it. Write your ideas in your notebook (see the *Learn to learn* tip in the Student's Book, p71).**

4 ☆☆ **Circle the correct words.**

1 When the milk boils, *pour / pull* it into your coffee cup.
2 *Reduce / Increase* the temperature so that it's really cold.
3 Take a spoon and *remove / stir* the butter, sugar and milk together for a few minutes.
4 *Add / Cover* the glass with paper and put it in the fridge overnight.
5 I'll *freeze / press* any food that we don't eat and we can have it next month.
6 Don't *dip / freeze* your finger into the hot liquid!

Explore it!



Guess the correct answer.

A chef in the USA invented crisps when he …

a accidentally cooked some potatoes for too long.
b cut potatoes very thinly for an angry customer.
c poured hot fat over some frozen vegetables.

Find an interesting fact about an invention or discovery and send the question in an email to a classmate or ask them in the next class.

Reading

A news story

1 ☆☆ **Read the story. Complete the paragraphs (A–D) with the headings (1–4).**

1 What happened next?
2 How did the invention work?
3 Who invented the electronic book?
4 What problem did someone see?

Ahead of its time



A _____

If you research when the first digital e-book was made, you will probably find the name Michael Hart. In 1971, Hart was doing a lot of work with computers at the University of Illinois in the USA. He started Project Gutenberg, a digital library of books that people could **access** and read with a computer.

B _____

However, many years before that, Ángela Ruiz Robles was working as a teacher in Spain. In 1949, she saw that her students were always carrying heavy books to school. So, she designed a special device to help them. It was called the Mechanical Encyclopaedia, and many people now think it was the first-ever electronic book.

C _____

The Mechanical Encyclopaedia was a green, metal box about the same size as a school bag. Inside, it was full of small texts and pictures on pieces of card. The encyclopaedia included a **magnifying glass** so that students could see them, and a light for reading in the dark. The machine was also **interactive**. For example, when students **touched** a picture or word, they got extra information about it.

D _____

Unfortunately, Robles couldn't get any **funding** for her machine. She had to save up her own money. It was only in 1962 that she could finally make a **prototype**. After that, she showed it to businesses and even gave TV interviews, but people were still not interested. A long time after Robles died in 1975, the Spanish government finally realised what an amazing invention it was. Her machine is now in a museum and, in 2018, a street in Madrid was named after Robles.

2 ☆☆ **Match the words in bold in the article with the definitions.**

1 a special piece of glass that makes things look larger than they are *magnifying glass*
2 money from the government or an organisation to make or do something _____
3 allowing a user to communicate with a computer _____
4 the first example or design of something _____
5 put a hand or finger on _____
6 to be able to get or use something _____

3 ☆☆ **Read the news story again. Answer the questions.**

1 Where did Michael Hart work?
At a university in the USA
2 What did he create?
_____
3 What problem did Ángela Ruiz Robles want to solve?
_____
4 How was the Mechanical Encyclopaedia different to a normal book?
_____
5 Why couldn't Robles make her machine for a long time?
_____
6 What does the title 'Ahead of its time' mean?
_____

4 ☆☆☆ **Answer the questions.**

1 Why do you think people were not interested in developing the Mechanical Encyclopaedia?
_____
_____
2 Think of another type of technology that we all use now. What do you think people felt about it when it first appeared?
_____
_____

Language in action

Present simple passive

1 ☆ **Complete the table with the past participle form of the verbs. Decide if the verb is regular or irregular.**

Verb	Past participle	Regular	Irregular
add	*added*	✓	
break			
catch			
collect			
connect			
design			
develop			
eat			
manufacture			
throw			

2 ☆☆ **Complete the sentences with the present simple passive form of the verbs in brackets.**

1 How many mobile phones *are made* every year in Asia? (make)
2 Something new and exciting _____ every day. (invent)
3 The potatoes _____ in very hot oil to make crisps. (place)
4 These new inventions _____ enough, in my opinion. (not test)
5 _____ these materials _____ online or should we go to a shop? (sell)

3 ☆☆ **Complete the sentences with the present simple passive form of verbs from Exercise 1.**

1 Food waste *is collected* for recycling – what a great idea!
2 Sugar _____ to chocolate to make it sweet.
3 How many plastic bottles _____ in the rubbish bin every day?
4 New ideas _____ here by brilliant young inventors.
5 _____ your computer _____ to the Internet by a cable or wi-fi?
6 This system _____ to help blind people use a computer.

4 ☆☆ **Write questions in the present simple passive. Then write the correct answers using the places in brackets.**

1 coffee beans / grow / Iceland? (South America)
Are coffee beans grown in Iceland?
No, they aren't. Coffee beans are grown in South America.
2 most chocolate / produce / in Switzerland? (Germany)
_____
_____
3 cars / manufacture / in Malta? (China)
_____
_____
4 insects / eat / in the UK? (Thailand)
_____
_____
5 bananas / grow / in Denmark? (Ecuador)
_____
_____

5 ☆☆☆ **Complete the text with the present simple passive form of the verbs in brackets.**



It's difficult to believe, but glass [1] *is made* (make) of liquid sand. That's right, the same sand that [2]_____ (find) on the beach or in the desert. When sand [3]_____ (heat) to about 1700 °C, it changes into a liquid. Other minerals [4]_____ (add) and when it cools to a much lower temperature, it changes into glass. To make glass containers, like jars or bottles, liquid glass [5]_____ (pour) into containers in a particular shape, called moulds. Of course, glass [6]_____ also _____ (use) for windows and we [7]_____ (protect) by glass, for example in cars, but glass breaks easily, too. Glass [8]_____ easily _____ (recycle), so manufacturers can often use the same glass again and again in their products.

Vocabulary and listening

Materials and containers

1 ☆ **Match the materials in the box with the containers. You can use some words more than once.**

cardboard glass leather
metal plastic rubber silk tin

Material	Container
1 silk	bag
2	box
3	can
4	jar
5	case
6	tube

2 ☆☆ **Complete the sentences with a material and a container from Exercise 1.**

1 Julia's dress hasn't got pockets. She carries a little _____silk bag_____ to put her phone and purse in.

2 A garden hose is a _____. It's long and thin. You use it to water your flowers.

3 When Mum goes to work every morning, she carries her laptop and all her important papers in a nice-looking _____.

4 Our new TV came in a big _____. We used it later to put old books and clothes in.

5 Tuna, peas and beans – what other things come in a _____?

6 My grandad used to have a _____ full of sweets for visiting children.





3 ☆ **Look at the photo and the questions. Think about possible answers.**

a Are the earplugs comfortable to wear? ☐
b What are they made of? ☐
c Why are they better than headphones? ☐
d When do people wear them? ☑ 1
e How are they useful? ☐

6.01 **4** ☆☆ **Listen to two friends talking about earplugs. Put the questions from Exercise 3 in the order they are answered.**

6.01 **5** ☆☆ **Listen again. Are the sentences *T* (true) or *F* (false)? Explain why the false sentences are wrong.**

1 Nicole hates how the earplugs look.
F. She says some look really cool.

2 Nicole thinks the earplugs help people enjoy concerts.

3 Carlo thinks he would find them useful when he listens to live music.

4 Nicole prefers wearing headphones and listening to music.

5 They are not made of metal.

6 Carlo isn't interested in trying them.

Language in action

Past simple passive

1 ☆ **Complete the sentences with the past simple passive form of the verbs in brackets.**

1 Tolstoy's novel *War and Peace* was published (publish) in 1867.
2 The world's most expensive violins _____ (make) by Antonio Stradivari.
3 Meta _____ (start) by Harvard University students in 2004.
4 Is it true that some of Shakespeare's plays _____ (not write) by him?
5 Lots of my photos _____ (lose) when my phone broke.
6 Paper _____ (not invent) in Europe but in China.

2 ☆☆ **Write questions in the past simple passive.**

1 when / first antibiotic / discover?
When was the first antibiotic discovered?
2 where / the world's first underground railway / open?
_____
3 where / the first modern Olympics / hold?
_____
4 what / the first Pixar movie / call?
_____
5 where / the largest Egyptian pyramids / build?
_____
6 when / the first email / write?
_____
7 where / the first smartphone / make?
_____
8 when / Google / start?
_____

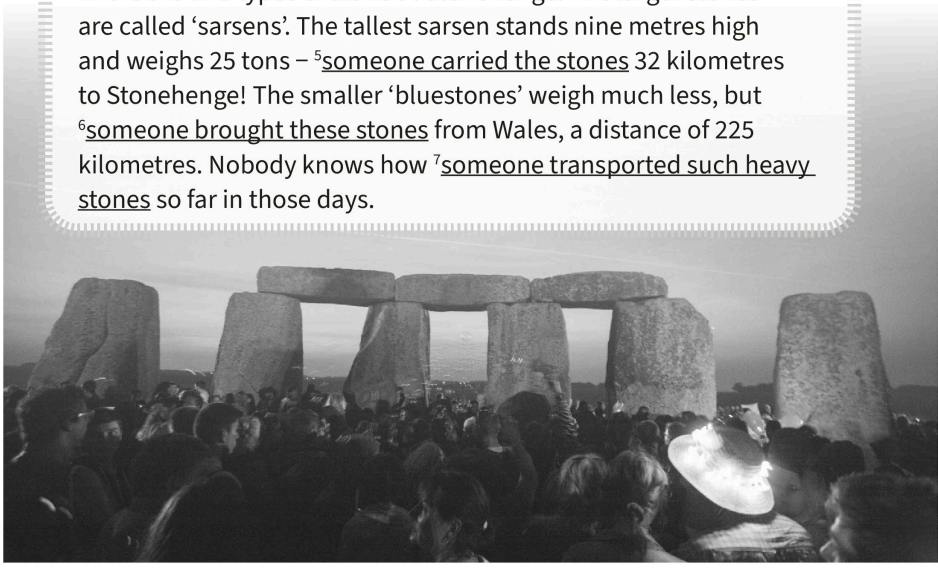
3 ☆☆ **Match the answers in the box with the questions in Exercise 2. Write sentences in the past simple passive.**

~~1928~~ 1971 1998 Athens the USA
Giza *Toy Story* London

1 The first antibiotic was discovered in 1928.
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

4 ☆☆☆ **Read the text about Stonehenge. Rewrite the underlined sentences using the past simple passive.**

Who built Stonehenge and why [1]someone built it continues to be a great mystery. It is one of the most famous prehistoric monuments in the UK. [2]Someone started the building of Stonehenge about 5,000 years ago. Some people believe that [3]someone used Stonehenge in a celebration of the sun. [4]Someone designed it in exact mathematical detail, as the stone circle perfectly matches the direction of the midsummer sunrise and the midwinter sunset. There are two types of stone at Stonehenge. The larger stones are called 'sarsens'. The tallest sarsen stands nine metres high and weighs 25 tons – [5]someone carried the stones 32 kilometres to Stonehenge! The smaller 'bluestones' weigh much less, but [6]someone brought these stones from Wales, a distance of 225 kilometres. Nobody knows how [7]someone transported such heavy stones so far in those days.



1 it was built
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

Writing

A review

1 ☆ **Look at the photo and read the review. Is everything about the smartwatch positive?**



A If you're serious about your fitness training, you'll find this smartwatch very helpful. It counts how many steps you take every day. It also gives information on goals, such as distance and speed, and tells you your heart rate. You can connect it to your favourite fitness apps so that your performance can help improve your training.

B This smartwatch is light and comfortable. The strap looks like silk, though it's actually made from soft rubber. It looks cool and modern, and it feels like silk on your skin, too, so you won't know you're wearing it! It's also waterproof, so you can walk straight into the shower after your workout. The battery life is very good: it lasts up to 20 hours and it recharges very quickly.

C What I like about this smartwatch is that it's sporty and strong, but it's also really comfortable so you can wear it all day. However, I should point out that it's not cheap. Overall, I think it's a really cool invention and I'm really happy I bought this model!

2 ☆☆ **Read the review again. In which paragraph (A–C) can you find …**

1 a description of what the invention does — A
2 what the reviewer likes the most
3 a physical description
4 the reviewer's general opinion
5 a disadvantage
6 who the invention is for

3 ☆☆ **Put the words in the correct order to make the *Useful language* phrases.**

1 made from / soft rubber / is / The strap
The strap is made from soft rubber.
2 it's a / really cool invention / Overall, / I think
3 it's sporty / about this watch / is that / What I like
4 it's not cheap / mention that / I should / However,
5 The strap / looks / silk / like

Writing tutor p83

Write your own review of an amazing digital device or gadget.

Plan

4 ☆☆ **Think of an amazing digital device or gadget. Write notes:**

Who the device or gadget is for _____

What it does _____

What it looks like _____

The advantages _____

One disadvantage _____

Your opinion _____

5 **Decide what information to include. Use the information in Exercise 2 to help you.**

Write

6 ☆☆☆ **Write your review. Remember to include:**

- the parts of the review from Exercise 2
- the passive
- phrases from the *Useful language* box (see Student's Book, p77).

Check

7 **Do you …**

- describe the device/gadget and who it's for?
- say what the advantages/disadvantages are?
- give your general opinion?

6 Review

Vocabulary

1 Match the beginnings of the sentences (1–8) with the ends (a–h).

1 If the fruit has stones in it, ☐
2 You should reduce the ☐
3 Don't dip your fingers into ☐
4 Palm oil boils ☐
5 Add the sugar to the water ☐
6 We waited for the liquid to freeze ☐
7 Carefully pour the liquid ☐
8 Pull the paper off the ☐

a temperature when the sauce gets too hot.
b at about 300 °C.
c solid before we ate the lollies.
d and stir both of them together.
e into the moulds.
f remove them before you cook it.
g ice lollies before the children eat them.
h very hot water – it's dangerous!

2 <u>Underline</u> and correct one mistake with materials and containers in each sentence.

1 The clothes and shoes were packed in cardboard jars. _____
2 It's better to use glass boxes for jam, so you can recycle them. _____
3 We gave our mum a pretty silk tube for her birthday. _____
4 We don't know what is in this tin bag because there's no label. _____
5 Our teacher always carries our homework and exam papers in a leather can. _____
6 Hospitals have a lot of rubber cases for medical use. _____

Language in action

3 Complete the conversation with the present simple passive form of the verbs in brackets.



Ben Do you know how much coffee [1] _____ (make) every year?

Hari I'm sure it's a lot. I know that loads of coffee [2] _____ (use) in my house!

Ben Well, they estimate that over two billion cups of coffee [3] _____ (drink) worldwide every day.

Hari Wow! That is amazing! And where [4] _____ all that coffee _____ (grow)? South America?

Ben Yes, well, most of the coffee which [5] _____ (buy) in the UK [6] _____ (produce) in Brazil.

Hari I guess the climate is just right there.

Ben Yes, it's perfect because coffee [7] _____ (plant) in the wet season, but sunshine [8] _____ (need) later in the process. Coffee beans [9] _____(dry) in the sun and [10] _____ (test) by experts.

Hari Hmm, how about a cup right now?

Ben Good idea!



4 **Put the words in the correct order to make past simple passive questions. Use the past participle form of the verb. Then write answers using the words in brackets.**

1 was / When / the / build / Taj Mahal / ? (around 1640)

2 open / was / this / When / secondary school / ? (in 2010)

3 were / Where / these / make / computers / ? (in Japan)

4 cave paintings / were / those / Where / old / find / ? (in France)

5 was / Where / tea / grow / first / ? (in China)

6 write / was / When / *Macbeth* / ? (in 1606)

Cumulative language

5 **Complete the text with the missing words. Circle the correct options.**

I [1]_____ an interesting article about important inventions the other day. [2]_____ that plastic shopping bags [3]_____ in the 1960s by a Swedish engineer? Before plastic was invented, shoppers [4]_____ paper bags. These were much better for the environment. Nowadays, governments [5]_____ to find ways to reduce the use of plastic bags. Ideas include 'Bags for Life'. These bags [6]_____ of cotton and are very strong, so shoppers can use them again and again. Supermarkets have also [7]_____ charging customers for their plastic bags. The article also said that scientists believe they [8]_____ a special bacteria that [9]_____ eat plastic. The bacteria was discovered in a Japanese recycling centre in 2016. While the scientists [10]_____ the bacteria, they accidentally made it even better at eating plastic! At the moment, the bacteria can only eat the plastic in drinks bottles, but in the future, it [11]_____ be able to eat all types of plastic! If scientists [12]_____ a super bacteria to eat all plastic, plastic bags would become a thing of the past!



1	**a** read	**b** have read	**c** did read
2	**a** Were you knowing	**b** Did you knew	**c** Did you know
3	**a** was invented	**b** were invented	**c** invented
4	**a** used to use	**b** use to use	**c** use to using
5	**a** try	**b** tried	**c** are trying
6	**a** are made	**b** is made	**c** made
7	**a** begin	**b** begun	**c** began
8	**a** invented	**b** are invented	**c** have invented
9	**a** can	**b** can to	**c** can will
10	**a** investigated	**b** have investigated	**c** were investigating
11	**a** might	**b** can	**c** may not
12	**a** would create	**b** could create	**c** might create

7 A world of celebration

Vocabulary

Festivals

1 ☆ **Look at the photos and circle the correct options.**

2 ☆☆ **Complete the article with the correct form of the words from Exercise 1.**



1 a *costume* / *decoration*



2 *an atmosphere* / *a stall*



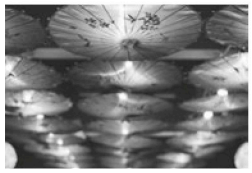
3 a *funfair* / *parade*



4 a *parade* / *float*



5 a *lantern* / *firework*



6 a *decoration* / *float*



7 a *programme* / *funfair*



8 a *parade* / *programme*



9 a *firework* / *lantern*



One of the biggest festivals in Japan is the Gion Festival in Narita, a small town near Tokyo. It's a celebration of the summer. There are colourful [1] ***decorations*** all over the town and people dress up in traditional Japanese [2] _____. Visitors can enjoy food and drink at the many [3] _____ in Narita's narrow streets. The best part of the festival is when decorated [4] _____ with people on them are pulled through the streets to Narita's main temple. The streets of Narita are beautiful at night when they are lit up by [5] _____ on the sides of the buildings.

New Year's Eve is always special in Sydney, Australia. You can see a beautiful display of [6] _____ in the night sky, with thousands exploding over the Sydney Opera House. There are lots of things to do during the day, too. Children can enjoy fantastic rides at the [7] _____, like a 40-metre big wheel or a super-fast train. In the evening, people love the [8] _____ of boats, travelling up and down the harbour with special lights on them!

3 ☆☆ **Circle the correct options.**

1 There was already *a crowd* / *an atmosphere* of 50,000 people at ten o'clock!
2 The biggest *carnival* / *ceremony* in the world is in Rio, Brazil.
3 Great music and lots of people usually make a good *programme* / *atmosphere*.
4 A *funfair* / *ceremony* is usually a formal event with a long history.

4 ☆☆ **Underline the stressed syllable in each word.**

Two syllables	Three syllables	Four syllables
costume	atmosphere	ceremony
firework	carnival	decoration
funfair		
parade		

Explore it!

Guess the correct answer.

The famous Japanese _____ ceremony began around 700 years ago.

a tea b coffee c milk

Find an interesting fact about an ancient ceremony. Then send the question in an email to a classmate or ask them in the next class.



Reading

A folk tale

1 ☆ **Look at the pictures. What do you think the folk tale is about? Read the story and circle the correct answer.**

a A prince who lost his son

b A very brave dog

c A brave prince who killed a wolf

2 ☆☆ **Match the words in bold in the folk tale with the meanings.**

1 very shocked *horrified*

2 a long piece of metal used for fighting _____

3 chasing and trying to catch and kill an animal _____

4 a place in the ground where dead bodies are _____

5 strong and not changing in your friendship with someone _____

6 put something into a hole in the ground and covered it _____

3 ☆☆ **Read the folk tale again. Circle the correct answers.**

1 Why did the prince have dogs?

a Because he was lonely.

b To look after his castle.

(c) To look for other animals.

2 What did the prince think when he saw blood on his dog?

a His son was hurt.

b Something was missing.

c The dog was hurt.

3 What did the dog do?

a Killed the prince's son.

b Killed a dangerous animal.

c Hid behind a bed.

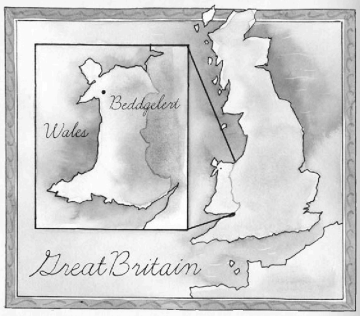
4 What happened at the end?

a Everyone forgot about the dog.

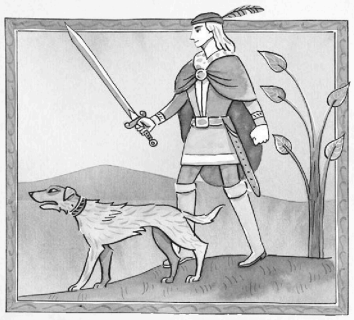
b The village was given the dog's name.

c The prince found another dog.

The wolf and a baby boy



In the north of Wales, there is a small village called Beddgelert. According to an old story, many hundreds of years ago, a prince lived in the area. It was a place of forests and dangerous wild animals. The prince loved **hunting**, so he had lots of dogs. They spent a lot of time chasing animals through the forests for sport. His favourite dog was called Gelert – a **faithful** dog who the prince loved.







One day, the prince decided to go hunting and called for Gelert. To the prince's surprise, the dog came with blood around its mouth. The prince was **horrified**. Where had the blood come from? He had a terrible thought. He ran to his son's bedroom and saw an awful sight. His baby was missing and the floor was covered in blood. The prince realised what the dog had done. With anger, he took a **sword** and killed Gelert. Seconds later, the prince heard a cry from behind the bed. There was his son, completely safe. And next to his son was a wolf – killed by Gelert, just a few minutes earlier. The prince felt very sad. He carried his favourite dog outside and **buried** it under some stones.

Beddgelert means 'Gelert's grave' in the Welsh language, and you can see stones marking the **grave** in the village. However, the story might not be true. Some people say that a hotel owner placed the stones there 200 years ago and, perhaps, invented the story to bring in more tourists. And it worked! Now there are many events in the town, from music festivals to firework displays on New Year's Eve. In the summer, people in the town grow lots of flowers as decorations and Beddgelert has won competitions for being the most beautiful town in the country!

4 ☆☆☆ **Think of a folk tale from your country. Write a paragraph about it in your notebook.**

Language in action

Past perfect

1 ☆ **Match sentences 1–6 with a–f.**

1 I felt very tired. [f]
2 I couldn't go to the concert. [ ]
3 I already knew the story of the film. [ ]
4 I said sorry for being late. [ ]
5 I got lost when I went to London. [ ]
6 I didn't know what time the concert started. [ ]

a I hadn't looked at the programme.
b I hadn't bought any tickets.
c I had read the book.
d I hadn't finished my work on time.
e I hadn't been there before.
f I hadn't slept enough.



2 ☆☆ **Read the sentences. Circle the action that happened first, *A* or *B*.**

1 She went to see the fireworks because her friends had invited her.
A She went to see the fireworks.
(B) Her friends invited her.

2 When I saw the programme, I knew I'd seen the show before.
A I saw the programme.
B I saw the show.

3 They'd arranged to meet at the food stall, but Tom couldn't find Katy.
A They arranged to meet.
B Tom couldn't find Katy.

4 After he'd phoned his mum, he ordered a pizza.
A He ordered a pizza.
B He phoned his mum.

5 Megan felt a bit upset after she'd said goodbye to them.
A Megan said goodbye to them.
B She felt a bit upset.

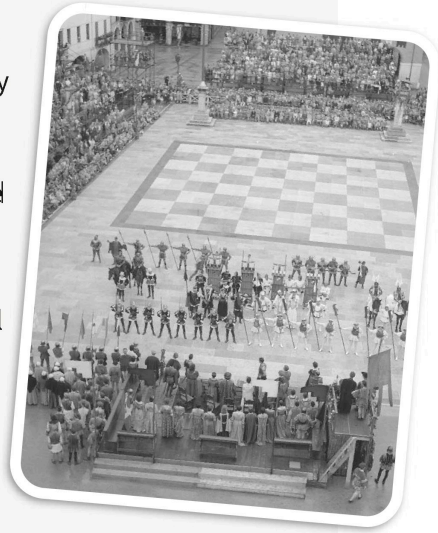
3 ☆☆ **Complete the sentences with the past perfect form of the verbs in brackets.**

1 I *hadn't bought* (not buy) a costume, so I didn't have anything special to wear to the carnival.
2 Talia _____ (not hear) of the festival before she went there.
3 He got to the concert 20 minutes after it _____ (start).
4 They went to London last year and they were also there 30 years ago. It _____ (change) a lot.
5 We didn't want to see the new *Bond* film because we _____ (not see) the previous one yet.
6 When I got home, I realised that I _____ (leave) my phone at school.

4 ☆☆ **Circle the correct options.**

Paula [1]*Did you go* / *Had you been* anywhere interesting during the holidays?

Marco Well, I [2]*visited* / *had visited* my grandparents in northern Italy in September. They took me to a town called Marostica. I [3]*didn't go* / *hadn't been* there before.



Paula Was it nice?

Marco Yes, they have a chess festival there.

Paula Chess festival? That doesn't sound very interesting!

Marco But it was! My grandparents [4]*told* / *had told* me a lot about it before I [5]*went* / *had been* and I'd thought the same as you. But there was a giant chess set in the middle of the town! And people were dressed in costumes as chess pieces and they [6]*moved* / *had moved* around the board.

Paula Right, OK. And do they do that every year?

Marco Every two years. It's to celebrate a famous chess match that two princes [7]*played* / *had played* about 600 years ago. They [8]*fell* / *had fallen* in love with the same woman, but instead of fighting, they decided to play chess!

Vocabulary and listening

Music festivals and live music

1 ☆ **Complete the lists with the words in the box. One word can go in more than one list.**

~~band member~~	campsite	encore	
gig	headliner	stage	support act
tent	track	venue	

1 where you can see a band: _____ _____ _____

2 where you can stay the night: _____ _____

3 a singer or musician in a group: *band member* _____ _____ _____ _____ _____

2 ☆☆ **Complete the text with the correct form of the words from Exercise 1.**

The [1] *venue* for Glastonbury Festival is a farm in England. Thousands of music fans go there to see their favourite bands. [2] _____ at Glastonbury have included some of the biggest names in music, like Radiohead and Katy Perry. There are also lots of interesting, less famous [3] _____ to see. These bands play on smaller [4] _____ in front of smaller crowds. Visitors to the festival usually stay on a big [5] _____ with thousands of [6] _____. There's always a great atmosphere at Glastonbury and the bands always leave the fans shouting for an [7] _____!

A conversation

7.01 **3** ☆ **Listen to the conversation. What is unusual about the Secret Solstice Festival?**

_____

7.01 **4** ☆☆ **Listen again. Are the sentences *T* (true) or *F* (false)?**

1 Brandon hasn't been to the Secret Solstice Festival. T

2 The weather isn't very cold at the festival. _____

3 Famous bands don't play at the festival. _____

4 One of the venues is in a dangerous place. _____

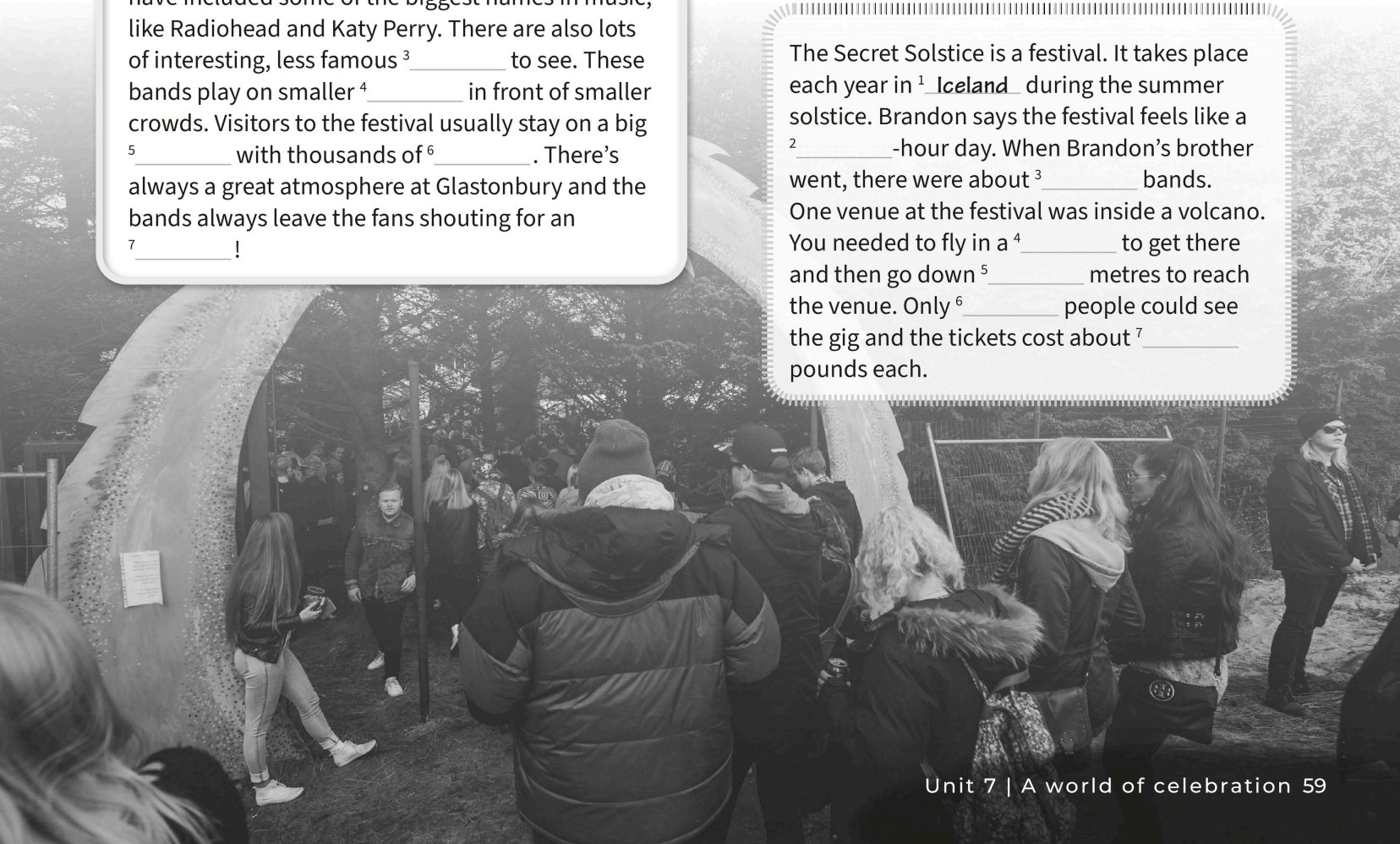
5 Brandon's brother didn't have tickets for the volcano gig. _____

5 ☆☆ **Look at Exercise 6. What type of information (object, number or place) is missing in 1–7? (See the *Learn to learn* tip in the Student's Book, p86).**

_____

7.01 **6** ☆☆☆ **Complete the summary about the Secret Solstice festival. Then listen again and check.**

The Secret Solstice is a festival. It takes place each year in [1] *Iceland* during the summer solstice. Brandon says the festival feels like a [2] _____-hour day. When Brandon's brother went, there were about [3] _____ bands. One venue at the festival was inside a volcano. You needed to fly in a [4] _____ to get there and then go down [5] _____ metres to reach the venue. Only [6] _____ people could see the gig and the tickets cost about [7] _____ pounds each.



Language in action

Reported statements

1 ☆ **How do the tenses and verbs change in reported speech? Complete the table.**

Direct speech	Reported speech
present simple	[1] *past simple*
past simple	[2]
present perfect	[3]
present continuous	[4]
will	[5]
can	[6]

2 ☆ **Complete the sentences with *said* or *told*.**

1 My sister ___said___ she went to a really interesting music festival last year.
2 George _____ me that he had some new tracks for me to listen to.
3 I _____ everyone that I had a spare ticket for the concert.
4 Sally _____ that she couldn't go to the campsite because she didn't have a tent.
5 Laura _____ us to meet her in front of the stage.
6 I _____ I didn't know who the support act was.

3 ☆☆ **Rewrite the reported speech as direct speech.**

1 Ashraf said that he was in a café.
'I'm in a café.'
2 He told me that he was having lunch.
'_____'
3 He said he wanted to meet me.
'_____'
4 He said that he had been in the café for an hour.
'_____'
5 He told me he would leave in about 30 minutes.
'_____'
6 He told me to come quickly.
'_____'

4 ☆☆ **Read the conversation. Then complete the reported speech below.**

Me Hi, Ashraf!
Ashraf Hi! I'm really happy to see you! I have some exciting news. I'm thinking of going to a festival in the summer. I want you to come with me.
Me Hmm, I'm not sure. Where is it? How much is it?
Ashraf It's not far away. It's in the countryside. The tickets are about £30. I've been there before. I had a great time.
Me OK, but where would we stay?
Ashraf Well, there's a campsite. We can stay in a tent. It won't be expensive.
Me OK, I'll think about it.
Ashraf Great!



I went to the café to meet Ashraf. He said that he [1] ___was___ happy to see me and that he [2] _____ some exciting news. He told me that he [3] _____ of going to a festival in the summer, and then he told me that he [4] _____ me to go with him. I said that I [5] _____ sure, and I asked where the festival was and how much it was. Ashraf said that it [6] _____ far away, in the countryside, and the tickets [7] _____ about £30. He said that he [8] _____ there before and that he [9] _____ a great time. He also said that we [10] _____ in a tent, so it [11] _____ very expensive. I said that I [12] _____ about it.

5 ☆☆☆ **Think of a conversation you had with someone recently. What did you talk about? Write at least five sentences using reported speech.**

I was talking to Mum yesterday. She told me …

Writing

An email to a friend

1 ☆ **Read the email quickly. Circle the photo that matches it.**



Home Inbox Sent New

[1]Hello Matt,

[2]I just got your message, thanks. [3]It was nice of you to write!

You said you wanted to know all about the festival. I'd never been to anything like it before, but it was great! I only spent a day there, but I saw so many amazing things. There were lots of people dressed as characters from film and TV. I'm attaching a photo of some people I met. That's Spider-Man on the left! He told me to say hello to you! I think I was the only one not wearing a costume! I felt strange walking around in normal clothes!

In the afternoon, there was an event with some really famous actors from *Star Wars*. There were probably around 500 people in the audience, asking questions. Unfortunately, I didn't get the chance to ask anything. But one of the guests said that she had just filmed something really exciting for the next film. Then she told us! I can't say anything – it's a spoiler!

OK, [4]I must go now. [5]I hope to hear from you soon.

[6]I'll be in touch later,

Karen

2 ☆☆ **Put a–e in the order they appear in the email (1–5).**

a ☐ request for a reply
b ☐ goodbye
c ☐ description of the festival
d [1] greeting
e ☐ thanks for writing

3 ☆☆ **Match the underlined phrases in the email (1–6) with the *Useful language* phrases (a–f).**

a Write back soon. [5]
b Anyway, that's all from me. ☐
c Bye for now. ☐
d Hi Matt, ☐
e It was great to hear from you. ☐
f Thanks for your email. ☐

> Writing tutor p83

Write your own email about a festival.

Plan

4 ☆☆ **Think of a festival you have been to. Write notes.**

What kind of festival was it? _____

What did people wear? _____

What did people do? _____

What did you see and do? _____

How did you feel? _____

5 **Decide what information to include. Use the structure in Exercise 2 to help you.**

Write

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

- the past perfect
- reported speech
- phrases from the *Useful language* box (see Student's Book, p89).

Check

7 **Do you …**

- have a greeting and a goodbye?
- describe the ceremony?
- request a reply?

7 Review



Vocabulary

1 Match the definitions with the words in the box.

costume decoration
firework float funfair
lantern parade
programme stall

1 something you use to make things look more interesting or beautiful

_____

2 a plan of all the activities and events at a festival

_____

3 a big table on the street where people can buy things

_____

4 a big decorated lorry that moves through the streets at festivals

_____

5 a light that people can hold or hang up in public places

_____

6 the clothes you wear for a special activity

_____

7 something that makes beautiful lights and noises in the night sky

_____

8 a large number of people walking together, usually to celebrate something

_____

9 a place with games and machines you can ride on

_____

2 Complete the sentences with words for music and live festivals.

1 There are five b_____ m_____ in Coldplay. Chris Martin is the singer.

2 At the end of the concert, the audience shouted for more and the band came back for an e_____.

3 It was a terrible v_____ for a concert. I couldn't see the stage because it was really far away.

4 I don't think this year's festival will be very good. The h_____ are a band from the 1990s that no one has heard of.

5 We went to a small g_____ last night – it was one of the best live events I've been to.

6 Did you know that there is a bonus t_____ at the end of the album? Most people don't know about it.

7 Sometimes, the s_____ a_____ is better than the main performer.

8 The festival has a big c_____ with space for nearly 500 tents.

Language in action

3 Complete the sentences with the past perfect form of the verbs in the box.

be book decorate hear not see sell

1 I didn't go to the festival because I _____ that it was going to rain.

2 I'm glad that we _____ the tickets early, because they became really expensive later.

3 By the time the headliners appeared, the support acts _____ on stage for an hour.

4 My sister loved the concert. She _____ anything like it before.

5 When you checked the tickets online, _____ they _____ them all?

6 People _____ the street with lanterns and it looked beautiful.

4 **What did Mike say? Change the direct speech into reported speech.**

1 'I want to go home.'
Mike said that _____

2 'I don't feel well.'
Mike said that _____

3 'I've taken some medicine.'
Mike said that _____

4 'I'll take a taxi home.'
Mike said that _____

5 'I can't find a taxi number!'
Mike said that _____

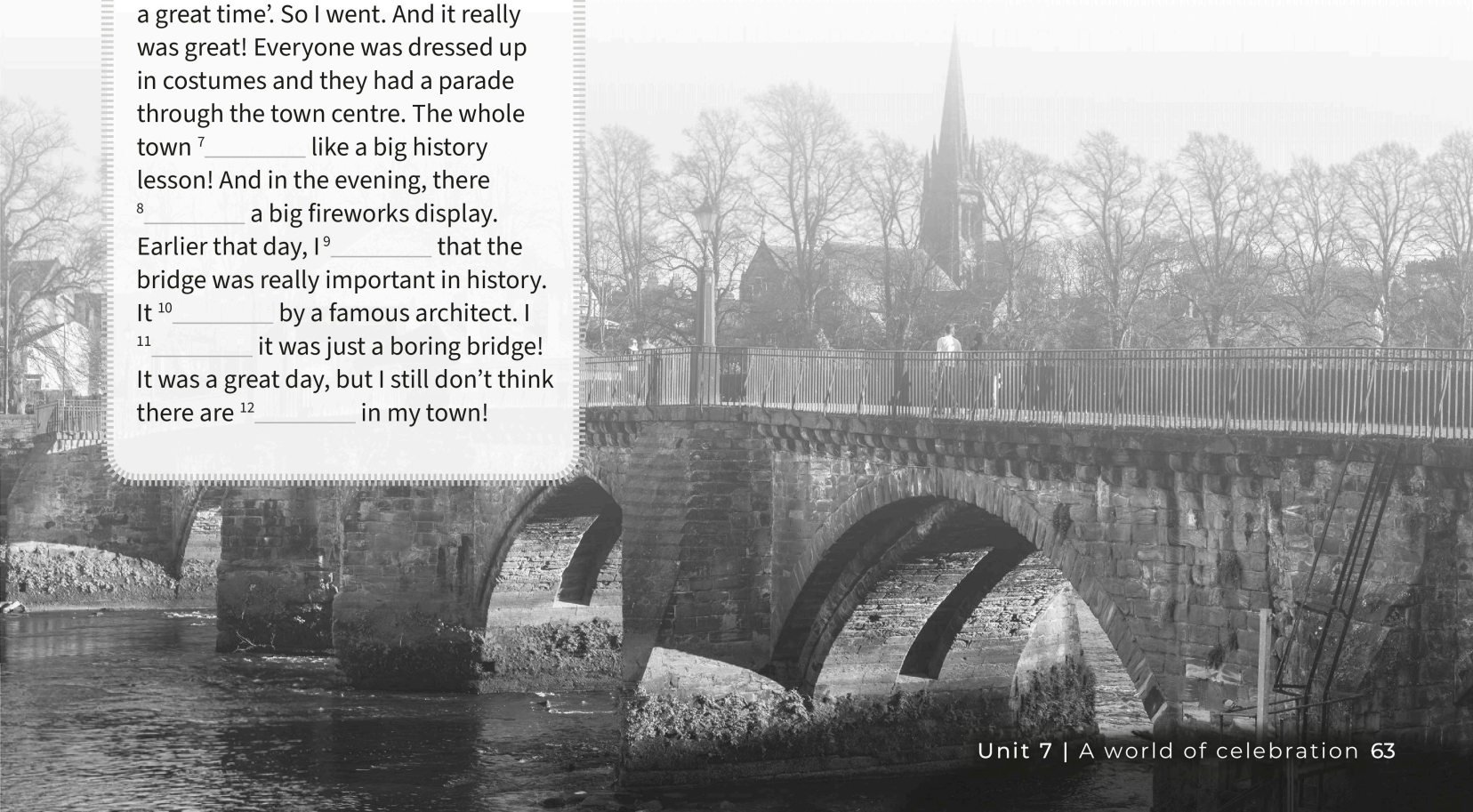
6 'I'll ask my mum to collect me.'
Mike said that _____

Cumulative language

5 **Complete the text with the missing words. Circle the correct options.**

I live in a small town. It's nice, but nothing interesting ever [1]_____. So I was really surprised when my dad [2]_____ me that there would be a big celebration. He said that the bridge in the town [3]_____ 200 years old this summer and there would be a huge party. At first, I said that I wasn't interested. I [4]_____ over that bridge thousands of times going to school and I [5]_____ see it in my summer holidays. But then my dad said, 'If you [6]_____ to the festival, you'll have a great time'. So I went. And it really was great! Everyone was dressed up in costumes and they had a parade through the town centre. The whole town [7]_____ like a big history lesson! And in the evening, there [8]_____ a big fireworks display. Earlier that day, I [9]_____ that the bridge was really important in history. It [10]_____ by a famous architect. I [11]_____ it was just a boring bridge! It was a great day, but I still don't think there are [12]_____ in my town!

1	a happens	b had happened	c is happening
2	a said	b asked	c told
3	a is being	b should be	c would be
4	a was	b had	c have been
5	a not want	b didn't want to	c didn't wanted
6	a came	b will come	c come
7	a looks	b looking	c looked
8	a was	b were	c had been
9	a was learning	b have learned	c had learned
10	a is built	b built	c was built
11	a was thinking	b used to think	c don't think
12	a festivals enough	b too festivals	c enough festivals



8 Back to school

Vocabulary

School

1 ☆ **Circle the correct verbs to complete the phrases about school.**



1 (*cheat*) / *pay* in a test
2 *tell* / *fail* an exam
3 *get* / *pay* detention
4 *revise* / *get* good grades
5 *hand* / *pass* in homework on time
6 *cheat* / *pass* an exam
7 *pay* / *get* attention to the teacher
8 *revise* / *take* for a test
9 *take* / *pay* an exam
10 *say* / *tell* somebody off
11 *write* / *revise* an essay

2 ☆ **Look at phrases 1–8 in Exercise 1. Write them in the correct column.**

Positive things	Negative things
	cheat in a test

3 ☆☆ **Complete the sentences with the correct form of phrases from Exercise 1.**

1 I *took an exam* last week but I'm not sure how well I did.
2 If you _____ for bad behaviour, you won't be able to go to rugby practice after school!
3 He doesn't always _____ for his school work – last week he got a D for an essay.
4 Paula was very pleased when she _____ all her _____ – she got As in history and science!
5 I can't go out tonight. I need to _____ on capital cities and I haven't learned them all yet.
6 I _____ on ancient history – I got an F! I need to take it again.
7 Why did the teacher _____ you _____? What did you do to make him angry?
8 Please try to _____ on time, Sam! That's the second time you've given it to me late this week!
9 Someone _____ in Miss Clarke's class. They used their phone to look for the answers!
10 Unless you _____ and listen to everything he says, you won't know how to do the project.

4 ☆☆☆ **Complete the sentences so they are true for you.**

1 If I saw someone cheating in a test, I would _____.
2 It's important for me to get good grades because _____.
3 The last time I failed an exam was _____.
4 One important exam I will take this year is _____.
5 I usually revise for tests _____.

Explore it!



Guess the correct answer.

The highest school in the world is called Phumachangtang in the Himalayas.
The school is more than *4,000* / *5,000* / *6,000* metres above sea level.

Find an interesting fact about education in your country and send the question in an email to a classmate or ask them in the next class.

Reading

A report

1 ☆ **What do you think is happening in the photo? Read the report and check your ideas.**



School's out

Almost 50,000 people were homeschooled in the UK last year. **Reasons** for homeschooling can include a child's special needs, **bullying** or **a lack of** good school options in the area. We spoke to one 'homeschooler,' Andrew James, from Cumbria in the UK, about his experiences of homeschooling.

'I started homeschooling three years ago – I'm 14 now. When I left junior school, I went straight to homeschooling, so I've never been to secondary school. My mum was also homeschooled, so she was **keen** for us to have a similar education to hers. My parents believe that education is not just about getting good grades or taking exams – they think a **balanced** education, including practical skills, is also important.

My younger brother and I study at home with our parents for seven hours a day. Both our parents used to be teachers – so that helps! But having school at home doesn't mean there aren't any rules. We're not allowed to stay in bed all day, obviously, but we can also choose what we learn. Of course, we study normal subjects, but we also frequently go to libraries, museums, exhibitions, concerts and sporting events as part of our education.

We can also do other things that maybe you can't do at an ordinary school. For example, each year my brother and I are allowed to plan a big trip to a place connected to something we are studying. My brother studies geology, so we went to Mount Vesuvius in Italy to learn about volcanoes. Next year, I want to go to Amsterdam to visit the house of Anne Frank because I'm learning about her famous **diary** in my history lessons.

It's not all holidays and day trips – we work really hard and study a lot! But I really love my home education. I wouldn't change it for anything!'

2 ☆☆ **Match the words in bold in the report with the meanings.**

1 having equal amounts of something *balanced*
2 a book with someone's thoughts and feelings _____
3 the causes of an event or situation _____
4 very interested in _____
5 not enough of something _____
6 when someone hurts or frightens someone else _____

3 ☆☆ **Read the report again. Are the sentences *T* (true) or *F* (false)? Correct the false sentences.**

1 Andrew has never attended an ordinary school.
F. He went to an ordinary junior school.
2 Andrew started homeschooling because he didn't like his school.
3 His parents taught at schools before they homeschooled Andrew.
4 Andrew and his brother do some studying outside their home.
5 Their trips to other places are part of their education.
6 Andrew would like to go back to ordinary school in the future.

4 ☆☆☆ **Think of two possible disadvantages of homeschooling.**

Language in action

can/can't

1 ☆ **What do the sentences express? Write *permission*, *prohibition* or *ability*.**

1 Marcus can't leave yet because he's got detention. _____

2 You had a very good grade for your essay Can I read it? _____

3 Sonia can play two instruments and she's a great singer, too. _____

2 ☆ **Circle the correct options.**

1 In my school, we *can* / *can't* learn Latin if we want.

2 My sister *can* / *can't* speak Italian, but she speaks German well.

3 Mrs Evans says I *can* / *can't* leave until I've finished this exercise.

4 *Can* / *Can't* I borrow your dictionary, please?

5 We *can* / *can't* understand you when you speak clearly.

6 You *can* / *can't* stay in bed all day. It's bad for you.

be allowed to

3 ☆☆ **Put the words in the correct order to make sentences. Then tick (✓) the sentences that are true for your school.**

1 school / at / wear / allowed / Students / aren't / jewellery / to ☐
Students aren't allowed to wear jewellery at school.

2 lunchtime / allowed / phones / We / at / use / to / are / our ☐
_____

3 break time / football / play / Students / at / are / allowed / to ☐
_____

4 shout / allowed / aren't / the / You / teachers / to / at ☐
_____

4 ☆☆ **Write questions and short answers with the correct form of *be allowed to*.**

1 you / cycle to school? (yes)
Are you allowed to cycle to school? Yes, I am.

2 your teachers / give detention? (yes)
_____

3 boys / wear any clothes they like? (no)
_____

4 students / talk in exams? (no)
_____

5 your best friend / sit next to you? (yes)
_____

6 your parents / help with homework? (no)
_____

5 ☆☆ **Complete the conversation with the missing words. Circle the correct options.**



I think it's hard to be the youngest in the family. My big sister [1]_____ to go to bed when she wants, but I [2]_____. On Fridays and Saturdays I [3]_____ stay up later, but not as late as my sister. And my big brothers [4]_____ watch late shows on TV! But they [5]_____ to leave the house without helping our parents. They [6]_____ go to college by car, but I [7]_____ drive yet so I cycle to school. All the people in my family [8]_____ tell me off because I'm the youngest – it's so unfair!

1	**a** is allowed	**b** are allowed	**c** can
2	**a** can	**b** 'm not	**c** isn't
3	**a** can't	**b** can	**c** 'm not allowed to
4	**a** can to	**b** is allowed to	**c** are allowed to
5	**a** aren't allowed	**b** can't	**c** not allowed
6	**a** can	**b** can't	**c** aren't allowed to
7	**a** 'm allowed to	**b** can	**c** can't
8	**a** are allowed to	**b** is allowed to	**c** aren't allowed to

Listening and vocabulary

A phone call

1 ☆ **You will hear an exchange student in the Netherlands talking about what she likes about the country. Write two questions you'd like to ask.**

_____

_____

8.01 **2** ☆☆ **Listen to the phone call. Does it answer any of your questions from Exercise 1?**

_____



8.01 **3** ☆☆ **Listen again and answer the questions.**

1 What is the subject of the phone call?
Studying and living in another country.

2 How long will Julia be in the Netherlands?
_____

3 What's her favourite thing about life in the Netherlands?
_____

4 Why are Dutch drivers usually polite, according to Julia?
_____

5 How did Julia travel to school this morning?
_____

6 Which country does Julia compare with the Netherlands?
_____

Attitude and behaviour

4 ☆ **Complete the words with the correct vowels (*a*, *e*, *i*, *o*, *u*).**

1 r u d e
2 c_r_f_l
3 ch_ld_sh
4 p_l_t_
5 m_t_r_
6 c_r_l_ss
7 _rg_n_s_d
8 n_ _ghty
9 d_s_rg_n_s_d
10 w_ll-b_h_v_d

5 ☆☆ **Complete the sentences with the words from Exercise 4.**

1 Rohan is a very *well-behaved* student: the teachers never need to tell him off.
2 Patricia is a very _____ child. She never says please!
3 Our teacher likes us to be _____ and keep our desks clean and tidy.
4 Please be _____ when you cycle in the rain.
5 Don't be _____ – you should check your homework for mistakes before you hand it in.
6 Our parents teach us to be _____ and thank visitors for coming to the house.
7 Bella's pens and pencils are all over the floor. She's so _____ with her things!
8 My little cousin is very _____! My aunt's always telling him off, but he never listens.
9 Molly is nearly 16, but sometimes she is very _____ – like a little girl.
10 Paul is younger than his sister Molly, but he's much more _____ and sensible.

6 ☆☆ **Match sentences 1–5 with a–e.**

1 Jorge is so careless. [c]
2 He's usually very mature. [ ]
3 Ben's a naughty boy at home. [ ]
4 Try to be more polite. [ ]
5 Eymen isn't disorganised. [ ]

a He hardly ever does anything childish.
b It's so rude not to say thank you.
c He should try to be more careful.
d His schoolwork is always tidy and organised.
e But he's well-behaved at school.

Language in action

have to, must and *need to*

1 ☆ **Circle the correct options.**

1 You *need to* / *don't have to* / *mustn't* revise for exams.
2 He *must* / *doesn't need to* / *doesn't have to* be better-behaved in class – he's quite naughty!
3 Students *don't have to* / *don't need to* / *mustn't* wear make-up: it's not allowed.
4 We *don't need to* / *have to* / *mustn't* ask if we don't understand the questions.
5 You *don't have to* / *must* / *have to* finish the essay right now. It's for next week.

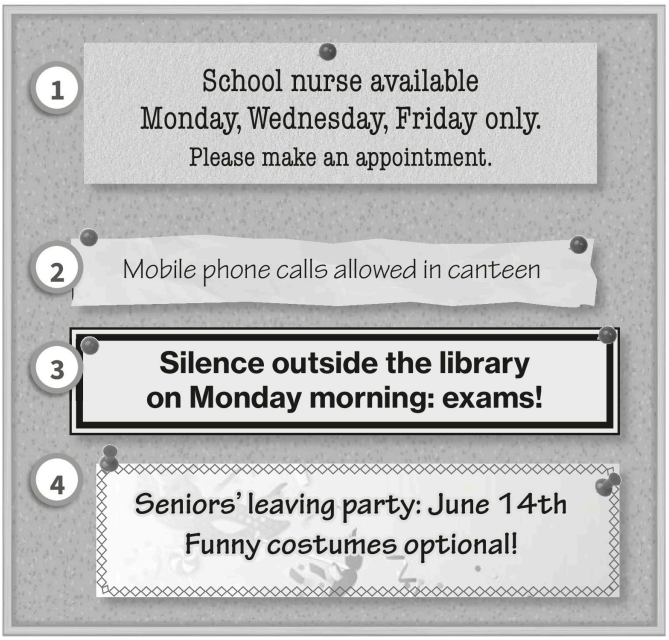
2 ☆☆ **Put the words in the correct order to make the Exam FAQs.**

Home News FAQs Sign in Register

Exam FAQs

1 need / we / to / an optional question / answer / Do / ?
Do we need to answer an optional question?
2 have / we / Do / to / a pen / use / ?
3 do / What / first / need / to / we / do / ?
4 if / we / What / have / do / to / do / not sure / we're / ?
5 do / need / What / to / we / do / before / finish / we / ?
6 have / we / to / Do / the exam room / stay / in / ?

4 ☆☆ **Are the sentences about the school notices *T* (true) or *F* (false)? Correct the false sentences with (*don't*) *have to* or *must* (*n't*). Sometimes there is more than one possible answer.**



1 You don't have to make an appointment to see the nurse.
F. You have to / must make an appointment to see the nurse.
2 Students don't have to switch off their phones in the canteen.
3 You mustn't make noise outside the library on Monday morning.
4 Students must wear a funny costume to the leaving party.

3 ☆☆ **Complete the sentences with the phrases in the box. Then match the answers (a–f) with the FAQs (1–6) in Exercise 2.**

don't have to stay | don't need to answer | have to use | have to write | ~~need to check~~ | need to read

a You *need to check* all your answers before you finish. ☐
b You _____ in the room, but please leave quietly. ☐
c You _____ all the questions carefully before you answer. ☐
d If a question is optional, you _____ it. ☐
e Yes, you _____ a black pen. ☐
f You _____ something, so if you're not sure about an answer, don't leave it – guess! ☐

Writing

An essay

1 ☆ **Make a list of the advantages and disadvantages of digital technology in school education. Then read the essay. Does it have your ideas?**

_____

_____

Should we reduce digital technology in the classroom?

A Most of us find it difficult to imagine schools without laptops or tablets, but some people believe that using electronic devices in class too much can be a bad thing. [1]essay, / In / outline / I / this some of the advantages and disadvantages of technology and give my own opinion.

B [2]hand, / the / On / one using digital technology in the classroom can be more exciting than learning from books. Technology can also encourage more students to take part in group work through online activities. It is also believed that using technology can help students to remember what they learn.

C [3]other / On / the / hand, technology may cause students to stop paying attention in class. [4]that / Some / say technology is also bad for social skills, as students might speak to each other less during lessons. [5]argue / that / Others technology can make cheating easier for students – both in classwork and homework.

D In my opinion, there are more important advantages than disadvantages, but there should be a balance between technology and traditional classroom work. Computers can never take the place of the teacher!



2 ☆ **Match the parts of the essay (1–4) with the correct paragraphs (A–D).**

1 a conclusion with the writer's opinion D
2 bad things about digital technology ___
3 an introduction to the topic ___
4 good things about digital technology ___

3 ☆☆ **Put the underlined words in the essay in the correct order to make the *Useful language* phrases.**

1 In this essay, I outline
2 _____
3 _____
4 _____
5 _____

> Writing tutor p84

Write your own essay.

Plan

4 ☆☆ **Think of two good things and two bad things about weekend homework. Write notes.**

Good things _____

_____

Bad things _____

_____

5 **Look at the essay question. Make notes on your opinion and decide what to include. Use the information in Exercise 2.**

Is weekend homework a good or bad thing?

Write

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

- four paragraphs
- *can/can't*, *be allowed to*, *have to*, *must*, and *need to*
- phrases from the *Useful language* box (see Student's Book, p101).

Check

7 **Do you …**

- have an introduction and conclusion?
- write about good things and bad things?

8 Review

Vocabulary

1 Match the beginnings of the sentences (1–6) with the ends (a–f).

1 The teacher will tell you off if ☐
2 If you revise well for a test, ☐
3 It's always wrong ☐
4 If students don't pay attention, ☐
5 We usually have to write an essay ☐
6 If you work, you won't fail ☐

a when we take an English exam.
b the exam – you'll pass it.
c they won't know what to do.
d you'll get a good grade.
e to cheat in a test.
f you don't hand in homework on time.



2 Circle the correct words.

1 Jonty is very *well-behaved / naughty*: he never gets detention.
2 It's *polite / rude* to talk when your teacher's talking.
3 I'm so *organised / disorganised* that I can never find anything.
4 She's only ten but she's really *mature / childish* for her age.
5 *Careful / Careless* work doesn't usually get good grades.
6 You're so *well-behaved / naughty*. You never do anything I tell you!
7 *Childish / Mature* people behave like someone a lot younger.
8 Be *careless / careful* with Ahmet – he's very sensitive!
9 He's very *rude / polite*: he always says 'please' and 'thank you'.
10 Very *organised / disorganised* people plan everything they do.

Language in action

3 Complete the sentences with *can*, *can't* or the correct form of *be allowed*.

1 In some countries, girls _____ go to school because their parents need their help.
2 Boys in that school _____ to wear long trousers. They all wear shorts.
3 We _____ to have smartphones in the exam room: that's cheating.
4 You _____ use the library after lunch but not in the morning.
5 If you're late for an exam, you _____ to take it – you have to do it another day.
6 Your parents _____ help you because they don't know Latin.

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

have to wear have to worry must be mustn't run need to come need to meet

1 You really _____ quick. The test starts soon.
2 We don't _____ school uniform at the weekend.
3 Sally doesn't _____. She's revised well for the test.
4 My parents _____ my teacher after school.
5 We _____ in the corridors. It's dangerous.
6 Do I _____ with you or can you go alone?

Cumulative language

5 **Complete the text with the missing words. Circle the correct options.**

Home Posts Archive Follow

Hello! In this week's blog I [1]_____ at exam preparation. Now, if you usually [2]_____ my blog, you'll know that I hate exams. I just [3]_____ do them! If I [4]_____ make exams history, I would do it! Anyway, I [5]_____ this subject a lot since my last post and I think one important thing is planning: you [6]_____ start revising well before your exams. You [7]_____ start months before, but at least a [8]_____ weeks. You [9]_____ also study at school as well as at home. Find a quiet place, like the library, so you [10]_____ concentrate. Little and often is the best way to study; an hour a day is great. Also, do exercise between study sessions – this helps you to relax. I [11]_____ for a run in my local park. Finally, get a good night's sleep before the exam! In my last exam, I [12]_____ well the night before and I got a really bad grade. OK, that's all for now. More tips next week!



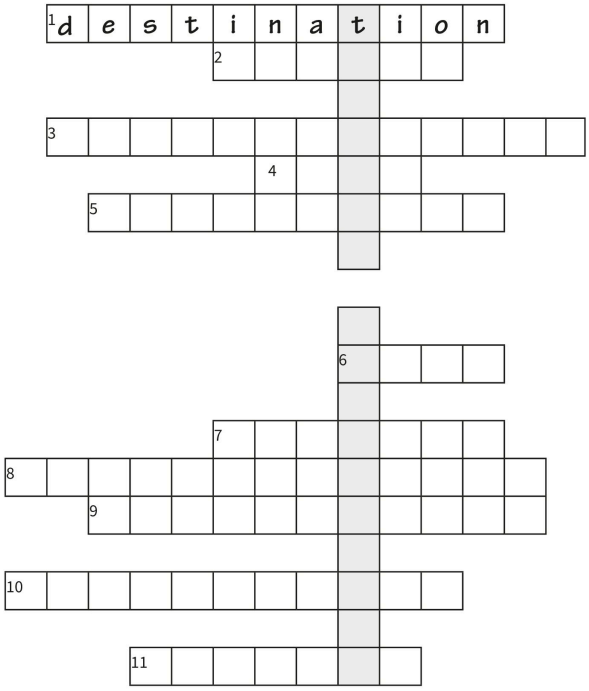
1	a look	b 'm looking	c had looked
2	a read	b will read	c have read
3	a can	b can't to	c can't
4	a could	b can	c would
5	a 'm studying	b 've studied	c 'd studied
6	a must	b don't have to	c must to
7	a have to	b haven't to	c don't have to
8	a few	b little	c enough
9	a shouldn't	b should	c should to
10	a need to	b have to	c 'll be able to
11	a 'm going often	b go often	c often go
12	a hadn't slept	b haven't slept	c wasn't sleeping

9 A holiday on the moon?

Vocabulary

Travel

1 ☆☆ **Complete the puzzle. Use the clues.**



1 the place someone is travelling to
2 in or to a different country from yours
3 a family place with hotels, pools, restaurants and bars (two words)
4 when you travel somewhere and go back home in a short time
5 a large boat that you can have a holiday on (two words)
6 when you visit a place and look around it, often with a group of people
7 when you travel from one place to another, especially in transport
8 a place to stay on holiday, e.g. a hotel, caravan or youth hostel
9 travelling with a large bag, usually visiting many places
10 visiting famous or interesting places on holiday
11 a reservation you make to have a hotel room, or a seat on a plane.

2 ☆☆ **What is the hidden word in grey in the puzzle in Exercise 1?**

3 ☆☆ **Complete the text with the correct form of the words from Exercise 1. Sometimes more than one answer is possible.**

Home ⌄ Destinations ⌄ FAQs ⌄



If you enjoy going [1] *abroad* and visiting interesting places, then Indonesia is one of the world's most interesting [2] _____. You can fly directly to the capital, Jakarta. Flights can be expensive, so it's best to make your [3] _____ early. You can also arrive by [4] _____, but this is a much longer [5] _____ by sea through Singapore or Australia. Jakarta is a lively city, and it's just a short [6] _____ by plane to the ancient city of Yogyakarta, where you can go [7] _____ and enjoy old buildings, temples and even an active volcano. Many tourists go to the island of Bali, which offers many types of [8] _____, from expensive hotels to cheap hostels. You can, of course, stay in a large [9] _____, some with their own restaurants and private beaches. Finally, if you have lots of time, Indonesia is a popular place to go [10] _____: you could spend months travelling around the country, enjoying the local food and culture.

Explore it!



Guess the correct answer.

A cruise ship creates the same amount of pollution in one day as … cars.

a 5,000 b 20,000 c 1 million

Find an interesting fact about tourism and the environment and send the question in an email to a classmate or ask them in the next class.

Reading

A magazine interview

1 ☆ **Look at the photos of drones. Then read the interview and circle the best title.**

a The dangers of drones

b Why drones will never solve transport problems

c How drones will change the way we travel

2 ☆☆ **Match the words in bold with the definitions.**

1 staying away from someone or something *avoiding*

2 taking things like food or books to someone's house _____

3 working quickly and in an organised way _____

4 arrive on the ground after moving down through the air _____

5 not having a driver _____

6 big vehicles used to transport things _____

3 ☆☆ **Read the interview again. Complete it with the missing questions (1–5).**

1 Isn't this going to create lots of problems?

2 Won't this make people lazy?

3 What other changes will there be?

4 ~~How will we be travelling in the future?~~

5 What are the advantages?

4 ☆☆ **Read the interview again. Answer the questions.**

1 How will companies save money with new technology?

They will use driverless trucks.

2 Where might we see flying taxis soon?

_____

3 What might be the biggest danger for flying taxis?

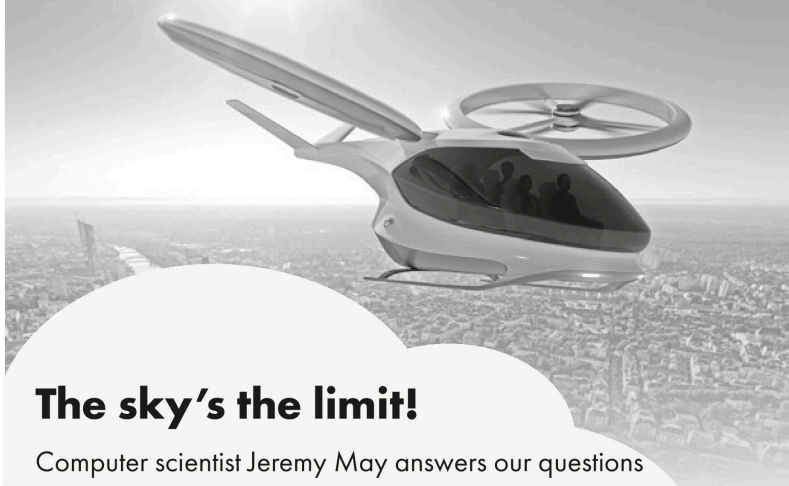
_____

4 What three things make flying taxis better than normal taxis?

_____

5 How will drones help people in danger?

_____



The sky's the limit!

Computer scientist Jeremy May answers our questions about the future of transport.

A *How will we be travelling in the future?*

I think **driverless** cars will become common. Not only that, but companies will soon be using **trucks** which don't have a driver. This will save companies a lot of money. Some companies have developed a kind of flying taxi, too. It works like a helicopter, but it doesn't need a pilot – it's actually a drone. It's possible that some cities, like Dubai, will have lots of flying taxis in the near future.

B _____

Well, some people are worried that driverless taxis aren't safe. Flying taxis have to be even safer, of course. The skies are already full, so one challenge will be **avoiding** objects, like other drones, buildings and birds. But most of us won't need to worry. It's likely that only the very rich will be able to travel by flying taxi – in the beginning anyway.

C _____

Firstly, these taxis will use electricity, so they will be more environmentally friendly. Secondly, they will be able to travel up to 180 kilometres per hour. This, plus the fact that they will be able to take off and **land** anywhere, means that they will be much more **efficient** than normal taxis.

D _____

Companies will soon start **delivering** things by drone. In Dubai, a company tested a service for people who wanted a coffee but didn't want to travel to a café. The people just ordered online and got their coffee in a few minutes!

E _____

It might! But the technology has a more serious use. We will be using drones to quickly send medicines or food to difficult-to-reach places like mountains or islands. This will be very useful in emergencies.



Language in action

be going to and present continuous for future

1 ☆ **Complete the sentences with the phrases in the box. Then write *A* for the arrangements and *P* for the predictions.**

aren't going to find	is going to make
~~'m going to~~	're travelling
's leaving	

1 Next week, I *'m going to* Spain on holiday. A
2 He _____ for the airport in an hour by taxi. ___
3 Technology _____ travel more environmentally friendly. ___
4 We _____ to Bali by plane, not cruise ship. ___
5 They _____ a way to travel which is 100% safe. ___

2 ☆☆ **Decide if the sentences are arrangements or predictions. Then complete them with the best form of the verb in brackets.**

1 I *'m meeting* (meet) my friend at four o'clock on Saturday.
2 She _____ (not enjoy) the journey by cruise ship next week – she hates boats.
3 We _____ (go) camping in Greece in July.
4 They _____ (like) Madagascar next summer. The wildlife there is incredible!
5 Todd and Laura _____ (have) lunch at the airport tomorrow before their flight.

Future continuous

3 ☆☆ **Put the words in order to make sentences in the future continuous. Then tick (✓) the sentences you agree with.**

1 abroad / in / I / 20 / living / be / years / will
I will be living abroad in 20 years. ☐
2 will / by 2025 / be / travelling / by flying taxi / Everyone
_____ ☐
3 doing / all / Robots / jobs / in / will / be / ten years
_____ ☐
4 50 years / living / other / won't / We / be / planets / on / in
_____ ☐
5 using / won't / be / 15 years / petrol / We / in / cars / in
_____ ☐



4 ☆☆ **Circle the best options. For one answer, both options are possible.**

I read the other day that we [1]*are living* / *will be living* on Mars in the next 30 years. Well, you and I [2]*aren't going to live* / *aren't living* on Mars – they [3]*are only sending* / *are only going to send* their top astronauts in the near future! Normal people [4]*aren't living* / *won't be living* there for a long time. The famous scientist Professor Stephen Hawking said that we [5]*are going to need* / *are needing* to find a new planet in 100 years because we [6]*are having* / *are going to have* more problems with climate change and other things in the future. I [7]*'m giving* / *'m going to give* a presentation on space travel next week at school, so I've done some research! Hawking had previously said that in 1,000 years, people [8]*aren't living* / *won't be living* on the Earth at all. I'm not sure I agree – a lot of things can happen in 1,000 years!

5 ☆☆☆ **Write three predictions in the future continuous. Use the ideas in the box or your own ideas.**

communication	houses	music
relationships	work	

By 2050, people won't be communicating face-to-face anymore.
_____
_____
_____
_____
_____

Vocabulary and listening

Travel phrasal verbs

1 ☆ **Complete the phrasal verbs in the sentences. Use the words in the box.**

around away back in off out

1 After we've checked __in__ to our hotel, I want to rest and then have some lunch.
2 We didn't go _____ this summer. We stayed at home for our holidays.
3 I always feel nervous when the plane is taking _____.
4 We have to check _____ of the hotel early – at 9 o'clock – but we can leave our bags.
5 Our plane is at 2 pm, so we need to set _____ for the airport at around 11 am.
6 I went to Madrid for a short business trip, but I didn't have time to look _____ the city.
7 It's nice to get _____ on holiday once a year and see a new place.
8 Our train was delayed, so we didn't get _____ until late at night.
9 What time is your plane expected to get _____?

2 ☆☆ **Complete the email with the correct form of the phrasal verbs from Exercise 1.**

Inbox Sent Archive Trash

Hello Carmen,

I hope you're well! I'm really looking forward to your visit. What time does your plane [1] __get in__ on Tuesday? Let me know, and I'll [2] _____ early enough for the airport and pick you up. You won't need to order a taxi. I expect you'll be tired when you arrive, so I'll just let you [3] _____ to your hotel and you can relax. You said you wanted to [4] _____ the city with me and my parents and maybe try some good, local restaurants. Unfortunately, my parents are [5] _____ on business tomorrow. They won't be here when you arrive on Tuesday, but they're going to [6] _____ the day after. So why don't we all go to a nice restaurant later in the week?

Speak to you soon,

Marco

Conversations

3 ☆ **You will hear two people planning a holiday. Look at the map and answer the questions.**



1 Which part of the world are they going to visit?
_____
2 What's the best way to travel around and see all these places?
_____
3 How much time do you think you would need?
_____

9.01 **4** ☆ **Listen to the conversation and check your answers to Exercise 3. Do Emma and Mason have the same ideas as you for questions 2 and 3?**

_____

9.01 **5** ☆☆ **Listen again. Are the sentences *T* (true) or *F* (false)?**

1 Emma and Mason can travel anywhere in Europe with their train tickets. __T__
2 Mason wants to go to the beach first. _____
3 Emma would like to visit museums. _____
4 Mason doesn't want to go to Finland because it's cold. _____
5 Mason would like to visit some European capitals. _____
6 Emma doesn't want to go to large cities. _____

Language in action

Relative pronouns and relative clauses

1 ☆ **Complete the sentences with relative pronouns.**

1 The town *where* we went on holiday last year was quite beautiful.
2 The plane _____ I took was two hours late.
3 Spring is the time of year _____ you can see beautiful pink trees in Japan.
4 The reason _____ I want to go to Türkiye is to try the food.
5 The woman _____ suitcase was damaged was very upset.
6 New York is a good place for people _____ like sightseeing.

2 ☆☆ **Correct one mistake in each sentence.**

1 I remember where we went to London to see the Houses of Parliament.
I remember when we went to London to see the Houses of Parliament.
2 This is the holiday resort I will be staying.
_____
3 Is that the girl bag got lost?
_____
4 I lost the camera I brought it with me.
_____
5 I have an app on my phone tells me about all the best tourist attractions.
_____
6 Mark is the person who I'm going to visit him in London.
_____



3 ☆☆ **Complete the text with the clauses in the box and the correct relative pronouns.**

brings you has travelled to lots of countries I can see I got a parcel in the post ~~I want to visit Japan~~ opinion I trust

The reason [1] *why I want to visit Japan* is my brother Jonathan. He's someone [2] _____, including the USA and Australia, but he always says that Japan is his favourite place. He was working there when I was quite young and he often used to send me presents. I loved the moment [3] _____ and there was something inside, like a cool toy, food or a *maneki-neko* (this is like a little cat [4] _____ good luck).
So, Jonathan is the person [5] _____ the most about travelling to different countries – I always ask him for advice. I hope I can visit Tokyo one day, and also other smaller towns [6] _____ traditional Japanese life.



4 ☆☆☆ **Join the sentences using a relative pronoun.**

1 These are the people. I met them on holiday.
These are the people who I met on holiday.
2 France is the country. It has more tourists than any other country.
_____
3 The departures lounge is a place in an airport. You wait for your plane there.
_____
4 Drones are a new invention. They might replace normal taxis.
_____
5 Norway is the place. I will be travelling there next summer.
_____
6 We left early. The reason was bad weather.
_____
7 Linda is the person. Her brother is a pilot.
_____

Writing

An email to a host family

1 ☆ **Read the email quickly. Tick (✓) the information that Bedour wants to find out.**

1 where Cardiff is ☐
2 what she will study on the course ☐
3 where she can find a place to stay ☐
4 when the course starts ☐
5 when the course finishes ☐
6 how to travel to Cardiff ☐

Inbox Sent Archive Trash

From: bedour2004@mymail.com Subject: Summer course

[1] *Dear* Mr Hamilton,

I hope you're well. [2] _____ check some details of my visit to Cardiff this summer. I'm looking forward to starting the course and I hope I'm going to really improve my English!

As you may know, this is going to be my first time in the UK. Is it possible to ask some questions? I received your welcome pack which gives information about accommodation. Unfortunately, the places which were listed all look a long way from the centre of Cardiff. [3] _____ if I could find somewhere closer? I'd prefer not to spend too much time travelling each day.

I'd also like to ask about the exact dates of the course. I know the course will be starting on 25 June, but do I have to arrive earlier? Could you also tell me when the course ends, exactly? I'm asking because it's important for me to book my flights.

Finally, [4] _____ accepting me on this course. My family are all so happy for me!

[5] _____,

Bedour

2 ☆ **Put a–e in the order they appear in Bedour's email (1–5).**

a ☐ goodbye
b ☐ questions about the trip
c [1] greeting
d ☐ reason for writing
e ☐ thanks

> Writing tutor p84

3 ☆☆ **Complete the email with the *Useful language* phrases.**

a Best wishes
b ~~Dear~~
c Do you know
d I'm writing to
e thank you very much for

Write your own email to a school abroad.

Plan

4 ☆☆ **Decide what you are going to study and where. Write questions to ask your course organiser about these things.**

Your travel plans and when you arrive

_____

_____

Your accommodation

_____

_____

Your course content and timetable

_____

_____

5 **Decide what information to include. Use the information in Exercise 2 to help you.**

Write

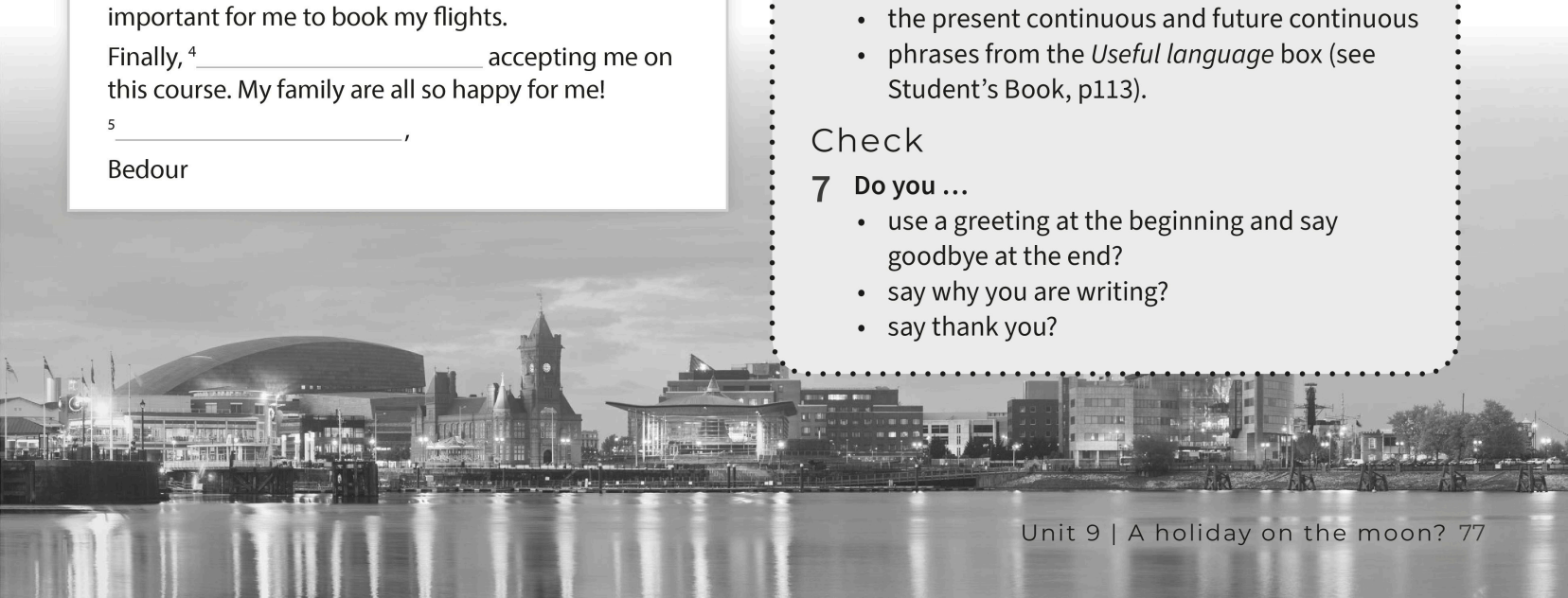
6 ☆☆☆ **Write your email. Remember to include:**

- *be going to*
- the present continuous and future continuous
- phrases from the *Useful language* box (see Student's Book, p113).

Check

7 **Do you …**

- use a greeting at the beginning and say goodbye at the end?
- say why you are writing?
- say thank you?



9 Review

Vocabulary

1 Match the beginnings of the sentences (1–8) with the ends (a–h).

1 We arrived at our final ☐
2 I didn't stay in my own country for my last holiday; I went ☐
3 People like to visit the old market in my city – it's a popular ☐
4 I stayed in a big ☐
5 We went on several day ☐
6 I went online and made all the ☐
7 If I had lots of time, I'd like to ☐
8 Hotels, hostels or villas: any ☐

a trips to local towns.
b abroad.
c accommodation is OK for me.
d holiday resort and my room looked out over the beach.
e destination on time.
f go backpacking across the country.
g tourist attraction.
h bookings for my trip next week.

2 Underline and correct six travel phrasal verbs in the sentences.

1 You need to check on at the airport two hours before your flight. _____
2 Please check in of the hotel directly after breakfast, no later. _____
3 My plane gets in at five o'clock in the morning. I'm going to be so tired! _____
4 We're going out on holiday next week. Can you look after our cat? _____
5 My dad is on a business trip right now, but he'll get away tonight. _____
6 I looked on the city, but everything was closed. _____
7 After the plane took out, I had an amazing view from the window. _____
8 What time are you setting off for the airport tomorrow morning? _____

Language in action

3 Complete the sentences with the correct form of the verbs in the box. Use the tense in brackets.

have	live	meet	not learn	study	visit

1 Next week, I _____ lunch with my grandparents. (present continuous)
2 This time next year, I hope I _____ science at university. (future continuous)
3 Some people think that we _____ on other planets in the future. (future continuous)
4 We _____ lots of interesting places on holiday, I'm sure. (*be going to*)
5 My host family _____ me at the airport at six o'clock. (present continuous)
6 Emma _____ much Spanish; she's only staying in Madrid for two weeks. (*be going to*)



4 **Write sentences using the correct relative pronoun from the options in brackets.**

1 The person was sitting near me on the plane is a famous actor! (who / which)

_____

2 I stayed at a holiday resort is one of the best in the country. (why / which)

_____

3 That's the passenger father is the pilot. (who / whose)

_____

4 Cambodia is a country you can visit lots of interesting old cities. (where / that)

_____

5 The main reason I want to visit Italy is all the great food. (which / why)

_____

6 June and July is a time there's a lot of rain in Japan. (when / where)

_____

Cumulative language

5 **Complete the text with the missing words. Circle the correct options.**

Usually, it only takes about 12 hours to fly from the UK to Thailand. That's not [1]_____, but so far it's been 32 hours [2]_____ I left home! I had set off for the airport early. I wanted to relax after checking in. After I [3]_____ in, the first thing I saw on the screens was that my flight [4]_____! At first, it was only two hours, then four, then eight! I [5]_____ that there were problems with the aeroplane. It [6]_____ in London yet. It was still in Ankara – about five hours away! The airline told me I [7]_____ stay in a hotel near the airport and they would pay for it. At 3 am, I [8]_____ a phone call saying that my plane had arrived, and that [9]_____ I went immediately to the airport, I would miss the flight! I got on the plane and many hours later it landed at a new destination – Dhaka, the capital of Bangladesh! My plane needed [10]_____ some other passengers. I'm still in Dhaka now! [11]_____here for four hours so far! I [12]_____ think that travelling was fun, but now I'm not so sure!



1	a	long enough	b	enough long	c	too long
2	a	since	b	for	c	from
3	a	have checked	b	check	c	had checked
4	a	was delayed	b	delayed	c	is delayed
5	a	was told	b	was said	c	told
6	a	hasn't arrived	b	didn't arrive	c	hadn't arrived
7	a	can	b	could	c	would
8	a	get	b	got	c	was getting
9	a	if	b	when	c	unless
10	a	to pick up	b	picking up	c	pick up
11	a	I was	b	I've been	c	I'd been
12	a	used to	b	use to	c	did use to

Writing tutor

Writing facts and opinions

We often use specific phrases to give our opinions, including: *For me*, *I (don't) think*, *In my opinion*, *In my view* and *Personally*. We do this:

- to make it clear to the reader that we are saying what we think or believe
- to show that we know that the reader might have a different opinion

We don't use these phrases when we state facts.

1 Read the sentences. Decide which ones are giving an opinion (*O*) and which are stating a fact (*F*). Underline the phrases used to give an opinion.

1 <u>For me</u>, it's more interesting to listen to podcasts than read magazines. *O*
2 In my country, the most popular podcasts are about celebrities. ___
3 It wouldn't be good to be famous and have lots of people recognising you, in my opinion. ___
4 Personally, I don't think all celebrities are talented or inspiring people. ___
5 Becoming good at something, like sport or a musical instrument, can take several years. ___
6 In my view, everyone has their own special talent. ___
7 When someone is ambitious, they can achieve a lot. ___
8 I don't think I have the skills needed to be a teacher, personally. ___

2 Read the paragraph. Add phrases that make it clear which sentences are opinions, not facts.

What is a hero?

We all have different answers to this question. A lot of people probably get their ideas from the superheroes they see in films, fighting bad guys in amazing ways. For [1]_____, a hero doesn't need to be especially strong or powerful. A hero is someone who knows what the right thing to do is and will spend time and effort doing it, in [2]_____. There are lots of reasons why we do difficult things and put other people first. Some of us might do these things because we want a reward – to be rich or famous. Personally, [3]_____ true heroes are never looking for a reward. In [4]_____, these people just want to make the world a better place.

Explaining opinions

Sometimes we can provide more detail to explain our opinion. This helps the reader to understand our point of view. Imagine the reader asking 'Why?' and try to answer that question.

For me, it wasn't a very entertaining film.

Why?

What I didn't like about it was that it repeated lots of ideas from the first film in the series.

3 Rewrite each opinion and explanation so that they are positive (+) or negative (-).

1 I didn't enjoy the TV series very much. Personally, I thought it took too long for the main story to start. (+)

I really enjoyed the TV series. Personally, I thought it was exciting from the beginning.

2 In my view, it was a very interesting film. I've never seen anything like it before. (-)

3 Overall, it's a disappointing exhibition. I don't recommend it because it's quite expensive and there aren't many things to see. (+)

4 Personally, I think it was an entertaining dance performance. What I liked about it was that the dancers managed to tell a story, just by moving. (-)



Writing tutor

Using questions to engage your reader

When we write a blog, a forum post or an article that gives a lot of information, we can include questions to catch the readers' attention and encourage them to keep reading.

1 Read paragraph A and underline the questions. Then read the sentences and decide if they are *T* (true) or *F* (false).

1 The questions are expecting a response. *T* / (*F*)
2 The questions ask for information the reader wants to know. *T* / *F*
3 They make it sound like the writer wants to communicate directly with the reader. *T* / *F*
4 The questions have no answers. *T* / *F*

2 Complete paragraph B with your own ideas for questions.

B **Just_me** | 1 week ago

I've got a technique which I use a lot. [1] *How does it work* ? Well, imagine you have a big homework task to do. First, you get a timer. [2] _____ Well, there's one on your phone. Or there might be one in your kitchen! Sit down with your task and start the timer. [3] _____ I think 30 minutes is a good amount of time. Work – and do nothing else – for 30 minutes. Then take a break for 10 minutes. Then repeat: study again for 30 minutes, break for 10. Do this for two hours and then take a longer rest. [4] _____ I think it does! It makes me really concentrate, and then I get a nice break. Try it for yourself!

Using imperatives as headings

We can use imperatives (short commands) as headings when we give advice. This tells the reader the main idea of each paragraph.

A **Vikk_toria2008** | 2 weeks ago



We all know what it's like to have a lot of homework. Have you ever felt that it's difficult to do, or that it takes too long? There are many reasons for feeling this way. What are the main reasons? Well, one is that some of us don't really concentrate when we're studying. We might have music on, or our phone next to us. That means that it might take longer to finish our work. So, what can we do about this? I recommend learning techniques that can help us use our time better. We need to choose the ones that work best for us.

3 Use imperatives or questions to write a short heading for each paragraph.

[1] *Don't try to do too much*

Maybe you haven't exercised for a long time, but want to start. What's the best thing to do? Well, you might join a gym, download some health apps and change some unhealthy habits. However, you'll probably get very tired if you try to change everything! It's best to start slowly, with one small change at a time.

[2] _____

Make a list of your goals and how you want to feel in a month's time, three months' time, etc. Then think about what you can do to achieve these goals.

[3] _____

After you start to develop healthier habits, you might sometimes want to go back to your old ones. You shouldn't feel bad about it. We all need days off sometimes – even from healthy living!

Using exclamation marks for emphasis

In writing, we can use exclamation marks (!) to emphasise how we feel or what we think.

4 Tick (✓) the sentences that use exclamation marks correctly.

1 My brother learned a lot of English in just one year. I think that's amazing! ☑
2 I'm going to the shop! Do you need me to buy anything? ☐
3 Thanks for your message. It's great to hear from you! ☐
4 My friend never listens to me. It's so annoying! ☐

Writing tutor

Making suggestions or recommendations

We can use suggestions or recommendations to communicate directly with the reader. We use:

- *you* and *I* to communicate with the reader in a friendly way: *You could always …* *I recommend …*
- questions to engage the reader's interest and make them think: *Have you tried … -ing? Why don't you …?*

If necessary, give an explanation to make it clear *why* you are suggesting or recommending something: *That way, you could…*

1 Rewrite the suggestions for learning English so that they sound more personal, as if you were writing to a friend. Use the words in brackets.

1 Watch English-language TV shows.
I recommend watching English-language TV shows. (recommend)

2 Go onto online forums for English learners.
_____? (tried)

3 Download a language-learning app on your phone.
_____. (could)

4 Read a book in English that you've already read in your own language.
_____? (why)

Opinion essay phrases

We use a more formal style when we write essays because we are not writing about ourselves. We can use formal phrases to introduce:

- opinions: *In my opinion, … Some people say …*
- a new idea: *Also, …,*
- a contrasting idea: *But, … However, …*
- a conclusion: *Finally, … To sum up, …*

2 Read the sentences. Rewrite each underlined word or phrase using the more formal language in the box. Then decide what the word or phrase in each sentence introduces: a *conclusion*, a *contrast*, a *new idea* or an *opinion*.

however	in addition to this	in my view
~~furthermore~~	some people believe that	to sum up



1 For a long time, the problem of plastic pollution has been well-known. [a]And ~~furthermore,~~ it is a problem that is growing. a new idea

2 Now, European countries have a solution – a law that all plastic tops must stay attached to the bottle. This makes it possible to collect all plastic bottle tops, reducing waste. [b]Also, _____ it helps to make sure that the tops do not reach the seas and rivers where they could hurt animals. _____

3 Many people think this is a simple and effective idea. [c]But, _____ not everyone agrees. _____

4 The new bottle tops actually use more plastic than before. [d]Some people say _____ they are worse than the old style. _____

5 Some customers find it more difficult to drink from these bottles. [e]If you ask me, _____ this is not a big problem compared to the effects of plastic pollution. _____

6 [f]Finally, _____ this is a new law and we do not really know the effects yet. Although some people might be unhappy, it is worth doing everything we can to protect the environment. _____

Using commas

When we speak, we often add short pauses after phrases (e.g. *To sum up …*) or after an idea in the middle of a long sentence. When we write, we use commas to show the pauses.

3 Add commas to the sentences.

1 In my opinion , we can all do more to reduce pollution.
2 If we make our roads safer people will cycle more.
3 Clearly we need to protect the environment.
4 To sum up there are many solutions we can choose from.

Writing tutor

The order of adjectives

We use adjectives when we describe something or someone. This helps the reader:

- get a clear picture of what someone or something is like.
- understand our opinion of someone or something.

*She's a **funny** and **talented** person.* *He's a **tall, good-looking** actor.*

When we use two or more adjectives together, there is a specific order they follow. Note that we don't usually use more than two adjectives in one description.

Quality / opinion	→	Size	→	Age	→	Shape	→	Colour	→	Material
strong		*large*		*old*		*round*		*blue*		*plastic*

*It's a **clear, glass** jar* ✓ ~~*This is a **leather, brown** bag.*~~ ✗

1 Complete the table with the adjectives in the box. Then add your own ideas to the table.

ancient cardboard curly enormous helpful huge great modern pink purple silk soft square stone waterproof

Quality / opinion	Size	Age	Shape	Colour	Material
helpful					

2 Rewrite the sentences using the adjectives in brackets.

1 It's an invention. (interesting + new)
It's an interesting, new invention.

2 We've got some candles (red + thin)
We've _____

3 This is a bag. (dirty + old)
This _____

4 I've got some boxes. (metal + heavy)
I've _____

5 Have you seen my jacket? (black + denim)
Have _____

Responding to an essay question

When writing an essay about the advantages and disadvantages of a topic, follow this structure:

- **Paragraph 1:** introduce the topic
- **Paragraph 2:** discuss the advantages
- **Paragraph 3:** discuss the disadvantages
- **Paragraph 4:** give a conclusion with your opinion

3 Read the essay question and the ideas (a–e). Match each idea with the correct paragraph (1–4). Then write one more advantage and disadvantage to answer the question.

The internet makes it very easy to search for information on almost any subject. What are the advantages and disadvantages of this?

a Explain that, overall, you think the internet is a very useful tool if it is used properly. 4

b A lot of information on the internet is free and you can access it from anywhere. ___

c Tell the reader briefly what you have discussed in your essay. ___

d Tell the reader briefly what you are going to do in your essay. ___

e Sometimes, the information you find on the internet is old or not true. ___

f _____

g _____

Writing tutor

Structuring an email

Remember that we usually write emails in a certain order.

Greeting and thanks

↓

Main body of your email, on the topic you want to write about

↓

Goodbye and request for a reply

The beginning and end of emails are usually short. We use informal phrases when writing to friends and family. We use formal phrases when we need to be polite.

1 Put the words in order to make sentences for an email.

At the start of an email

1 great to / your / hear / email. It was / Thanks for / from you.

Thanks for your email. It was great to hear from you.

2 got / to write! / message. It / I just / your / was / of you / nice

At the end of an email

3 go / hope / I must / to hear / from / now. I / you soon.

4 back / Anyway, that's / soon. / me. Write / all from

Formal and informal emails

Remember that you should not write in a very friendly way in every situation. Sometimes, you may want to sound serious or polite. For example, we often write in a formal style when emailing teachers, older people, or important people in companies or organisations.



2 Look at the email greetings and goodbyes. Decide they are used in a formal or an informal email. Two are not used in emails.

Greetings

1 Hi Emma, *formal / informal*

2 Dear Mr Carter, *formal / informal*

3 Hello Anda, *formal / informal*

4 Good afternoon, *formal / informal*

Goodbyes

5 Bye for now, *formal / informal*

6 Lots of love, *formal / informal*

7 Best wishes, *formal / informal*

8 Kind regards, *formal / informal*

9 I'll be in touch later. *formal / informal*

10 Yours sincerely, *formal / informal*

3 Read the sentences from different emails. Decide if they are formal (*f*) or informal (*i*).

1 You can help me, right? i

2 I am writing to introduce myself as I am hoping to find a weekend job. ☐

3 Thank you very much for your help. ☐

4 Thanks a lot for reading all of this. ☐

5 I really hope you write back to me! ☐

6 I am looking forward to hearing from you soon. ☐

4 In your notebook, rewrite the underlined parts of the email to sound more formal.

[1] Hi Mrs Grant,

[2] I just wanted to tell you about me as I am going to stay with you at your home next month in Portland. My name is Sara. I'm 15 years old and I'm from Ancona in Italy. [3] You know this part of Italy, right?

[4] Thanks a lot for allowing me to stay at your home. I am looking forward to seeing you and your family next month.

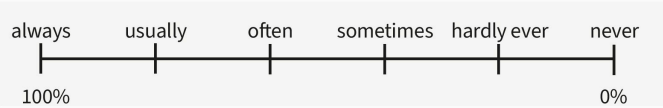
[5] Speak soon,

Sara

Grammar tables

Starter Unit

Adverbs of frequency



Expressions of frequency

every	day / week / weekend / year
once / twice / three times	a day / a week / a month / a year

Past simple regular and irregular verbs

	Affirmative	Negative
I / He / She / It / We / You / They	called me.	didn't call me.

Question		
Did	I / he / she /it / we / you / they	call you?

Short answers		
Yes / No	I / he / she /it / we / you / they	did / didn't.

Unit 1

Past continuous

	Affirmative	Negative
I / He / She / It	was crying.	wasn't crying.
We / You / They	were crying.	weren't crying.

Question		
Was	I / he / she / it	crying?
Were	we / you / they	

Short answers		
Yes,	I / he / she /it / we / you / they	was. were.
No,	I/ he / she we / you / they	wasn't weren't.

used to

	Affirmative	Negative
I / He / She / It / We / You / They	used to play football.	didn't use to play football.

Questions		
Did	I / you / he / she / it / we / you / they	used to be scared?

Short answers		
Yes,	I / you / he / she / it / we / you / they	did.
No,	I / you / he / she / it / we / you / they	didn't.

Unit 2

Present perfect: regular verbs

Affirmative / Negative				Questions	
I / We / You / They	have walked / haven't walked	to school.	Have	I / we / you / they	walked to school?
He / She / It	has walked / hasn't walked		Has	he / she / it	
Short answers Affirmative / Negative					
Yes,	I / we / you / they	have.	No,	I / we / you / they	haven't.
	he / she / it	has.		he / she / it	hasn't.

Grammar tables

Unit 3

can*, *could*, *will be able to

Affirmative	Negative
I / You / He / She / It / We / They can start a business.	I / You / He/ She / It / We / They cannot (can't) start a business.
I / You / He/ She / It / We / They could start a business.	I / You / He/ She / It / We / They could not (couldn't) start a business.
I / You / He/ She / It / We / They will be able to start a business.	I / You / He/ She / It / We / They will not (won't) be able to start a business.

Question	Short answer
Can I / he / she / it / we / they start a business?	Yes, I / he/ she / it / we / they can. No, I / he / she / it / we / they can't.
Could I / he / she / it / we / they start a business?	Yes, I / he/ she / it / we / they could. No, I / he / she / it / we / they couldn't.
Will I / he / she / it / we / they be able to start a business?	Yes, I / he/ she / it / we / they will. No, I / he / she / it / we / they won't.

Unit 4

Quantifiers

Countable	Uncountable
a few	a little
enough	enough
too many	too much

should/shouldn't/ought to

	Affirmative	Negative
I / He / She / It / We / You / They	should help.	shouldn't help.
Question		
Should	I / he / she / it / we / you / they	help?

Short answers Affirmative / Negative		
Yes / No	I / he / she / it / we / you / they	should / shouldn't.

Unit 5

First conditional

If- clause	Main clause
if + present simple	*will* / *won't*, *may* / *might* (*not*), *could* + *infinitive*
If I pass all my exams,	my parents might buy me a present.
If I don't pass all my exams, Unless I pass all my exams,	I won't go on holiday.

Main clause	*If*- clause
will /*won't*, *may*/*might* (*not*), *could*	*if* + present simple
My parents might buy me a present	if I pass my exams.
My parents won't buy me a present	if I don't pass all my exams. unless I pass all my exams.

Second conditional

If- clause	Main clause
if + past simple	*would* / *could* / *might* + infinitive
If I studied a lot,	I would pass the exam.
If I didn't study a lot,	I wouldn't pass the exam.

Main clause	*If*- clause
would / *could* / *might* + infinitive	*if* + past simple
I would pass the exam	If I studied a lot.
I wouldn't pass the exam	if I didn't study a lot.

Grammar tables

Unit 6

Present simple passive

	Affirmative		Negative	
The bottle	is	made of plastic.	isn't	made of plastic.
These toys	are		aren't	

Questions			Short answers	
Is	this bottle	made of plastic?	Yes, it is.	No, it isn't.
Are	these toys		Yes, they are.	No, they aren't.

Past simple passive

	Affirmative		Negative	
The rubbish	was	thrown away.	wasn't	thrown away.
These old chairs	were		weren't	

Questions			Short answers	
Was	the rubbish	thrown away?	Yes, it was.	No, it wasn't.
Were	the old chairs		Yes, they were.	No, they weren't.

Unit 7

Past perfect

	Affirmative	Negative
I / You / He / She / It / We / You / They	had forgotten.	hadn't (had not) forgotten.

Questions			Short answers Affirmative / Negative	
Had	I / you / he / she / it / we / you / they	forgotten?	Yes, I / you / he / she / it / we / you / they	had.
			No, I / you / he / she / it / we / you / they	hadn't.

Reported statements

	Direct speech	Reported speech
Present simple	'I **want** some new jeans.'	He said (that) he **wanted** some new jeans.
Present continuous	'We'**re making** our own clothes.'	He said (that) they **were making** their own clothes.
Past simple	'I **had** a great time.'	She said (that) she'**d had** a great time.
Past continuous	'We'**ve just seen** a live concert.'	She said (that) they'**d just seen** a live concert.

Unit 8

can / can't, be allowed to

Affirmative / Negative	
I'm (not)	allowed to run.
You / We / They're ('re not)	
He / She / It ('s not)	

Questions			Short answers
Am	I	allowed to run?	Yes, I am. / No, I'm not.
Are	you / we / they		Yes, you / we / they are. No, you / we / they aren't.
Is	he / she /it		Yes, he / she /it is. No, he / she /it isn't.

must / mustn't

	Affirmative	Negative
I / He / She / It / We / You / They	must go.	mustn't go.

Grammar tables

need to / don't need to

Affirmative / Negative		Questions		
I / We / You / They	need to work / don't need to work.	Do	I / we / you / they	need to work?
He / She / It	needs to work / doesn't need to work.	Does	he / she / it	

Short answers Affirmative			Negative		
Yes,	I / we / you / they	do.	No,	I / we / you / they	don't.
	he / she / it	does.		he / she / it	don't.

have to / don't have to

Affirmative / Negative		Questions		
I / We / You / They	have to learn / don't have to learn.	Do	I / we / you / they	have to learn?
He / She / It	has to learn / doesn't have to learn.	Does	he / she / it	

Short answers Affirmative			Negative		
Yes,	I / we / you / they	do.	No,	I / we / you / they	don't.
	he / she / it	does.		he / she / it	don't.

Unit 9

***be going to* and present continuous**

Affirmative / Negative			Questions	
I	'm /'m not	going to tell him.	Am I	going to tell him?
He / She / It	's / isn't		Is he / she / it	
We / You / They	're / aren't		Are we / you / they	

Short answers			
Yes,	I am.	No,	I'm not.
	he / she / it is.		he / she / it isn't
	we / you / they are.		you / we / they aren't.

Future continuous

Affirmative / Negative		
I / You / He / She / It / We / You / They	will / won't	be lying on the beach this time next week.
	may / may not	
	might / might not	

Questions			Short answers
Will	I / you / he / she / it / we / you / they	be lying on the beach this time next week?	Yes, I / you / he / she / it / we / you / they will.
			No, I / you / he / she / it / we / you / they won't.