Second Edition

OWN IT! 4

IT'S YOUR WORLD

Student's Book

WITH DIGITAL PACK

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CAMBRIDGE

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Starter

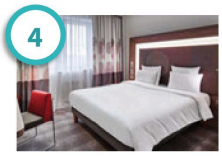
Welcome!

Vocabulary

Travel

S.01 **1** **Match the words in the box with the photos. Listen, check and repeat.**

☐ accommodation	☐ backpacking
☐ holiday resort	1 sightseeing
☐ tourist attractions	☐ trip



S.02 **2** **Complete the comments with the words in Exercise 1. Listen and check.**

Where did you go on holiday this summer?

London. It's a great city for [1] *sightseeing* because there are so many [2] _____. My favourite was Big Ben.

To a [3] _____ in Greece. The [4] _____ was amazing – a beautiful hotel right next to the beach.

I went [5] _____ in Mexico this summer – just me, my bag and a paper map. It was the best [6] _____ of my life.

Learn to learn

Personalising vocabulary

Writing sentences helps you to remember words.

Use it!

3 **Write true sentences about your holidays with the words in Exercise 1.**

_____

_____

_____

Music and theatre

S.03 **4** **Match the nouns in the box with the definitions. Listen, check and repeat.**

audience lines part ~~rehearsal~~ scene show

1 When people practise a play *rehearsal*
2 live performance in a theatre _____
3 the words actors say _____
4 a character in a play _____
5 the people who watch _____
6 a part of a play _____

Use it!

5 **Complete the questions with words in Exercise 4. Discuss the questions.**

1 Have you ever been in a *show* _____ at school? What _____ did you play? How did you learn your _____? Did you have any _____ before the show?
2 How is the _____ at the theatre and cinema different to one at a concert?
3 If you were in a film, would you like to appear all the way through the film, or be in one big, important _____?

Explore it!

Guess the correct answer.

What films do these lines come from?

a 'To infinity and beyond!'
b 'Just keep swimming.'

Write other famous lines from English films. Can your partner guess the film?

Now that we're back to school, everybody's talking about what they did in the summer. Some of you probably stayed in a holiday resort or went sightseeing with your family, and most of you probably spent time at the pool with friends. But not Joshua Wills. His summer was very different. Let's find out why.

Joshua, you didn't have a normal summer holiday this year, did you? What did you do?

No, I didn't. I took part in a theatre camp for teenagers. Our teachers were real actors from the theatre and TV. They taught us all about acting – you know, how to develop a character, how to project your voice and use your body. It was lots of fun.

Did you put on a show?

We put on a musical about a detective. I played the part of the detective's assistant. We had one rehearsal every day for a week, and then three performances. Lots of my friends and family came.

How did it go?

It was great, but on the first night, in the final scene, I forgot my lines. Everything was going really well and then suddenly I couldn't remember anything! Everyone in the audience was looking at me, thinking, 'What's wrong? He's not speaking. He's not even moving!'

Were you panicking?

I wasn't panicking. I was just frozen! But in the end I remembered the lines and it was all OK.

Do you want to do more theatre?

Definitely! I don't want to stop. In fact, I'm writing a play. It's more difficult than I expected, but I'm really enjoying it. I want to put it on at school.

Are you looking for any actors?

Of course! Why? Do you want to join us?

Maybe! It sounds like fun!

Reading

An interview in a school magazine

S.04 **1** **Look at the photo. What do you think the boy is doing? Read the interview and check your answer.**

2 **Read the interview again and answer the questions.**

1 Why was Joshua's summer holiday unusual?

_____

2 What did the theatre camp participants learn?

_____

3 How often did the group practise their play?

_____

4 What problem did Joshua have?

_____

5 How did the audience react to the problem?

_____

6 Why is Joshua looking for actors now?

_____

3 **Find words in the interview that mean:**

1 speak loudly and clearly (phrase) _____

2 somebody who helps someone do their job (n) _____

3 unable to move (adj) _____

4 100% yes! (adv) _____

Voice it!

4 **Discuss the questions.**

1 Joshua's teachers were real actors. What is good about this?

2 Have you ever acted or spoken in front of a big group of people? How was it?

Language in action

Present and past simple and continuous

Watch video S.1
What did he do every day?
What's he doing now?

	Present simple	Present continuous	Past simple	Past continuous
+	Your teacher **asks** you to write an essay.	I'**m playing** on the school team now.	I **played** every day.	My friend Matt **was teaching** kayaking.
-	I **can't** remember.	I'**m not doing** that now, though.	I **didn't go** on an exciting trip.	I **wasn't leading** the kayak tours.
?	**Does** this **happen** to you?	**Is** he **teaching** kayaking?	What **did** you **do** last summer?	**Was** he **working** on his vlog?

1 **Look at the table. Complete the sentences (1–4) with the correct tenses. Then match the uses with the examples (a–d).**

1 We use the present simple to talk about facts, habits and routines. b
2 We use the _____ to talk about actions in progress at the time of speaking. ___
3 We use the _____ to talk about actions completed in the past. ___
4 We use the _____ to talk about continuous actions at a moment in the past. ___

a It's raining outside, so I'm doing my homework now.
b My alarm goes off at 6.30 every morning.
c Paulo and Raul were rehearsing last night.
d Marta didn't go to school yesterday.

S.05 **2** **Complete the sentences with the correct form of the verbs in brackets. Listen and check.**

1 Mike goes _____ (go) sightseeing every year.
2 Amalia _____ (not learn) her lines until the night before the first show.
3 A Where's Harry? B He _____ (read) in his room.
4 You didn't like the play, did you, Emir? You _____ (sleep) during it!
5 I'm so happy we _____ (not stay) in that holiday resort last week when the terrible storm came.
6 Ana's not at the rehearsal because she _____ (not feel) well right now.

3 **Complete Esma's blog with the correct form of the verbs in the box.**

begin do get up go ~~have~~ not finish not forget practise start think

Hi, everyone. Yesterday we [1]had___ our last rehearsal for the musical. I [2]_____ practising until 11 pm, and when I [3]_____ to bed, some of the others [4]_____ still _____. The first show [5]_____ at 7.30 tonight. I didn't feel nervous when I [6]_____ this morning, but I [7]_____ to feel nervous now – I hope I [8]_____ my lines. But I [9]_____ it's going to be a great night. [10]_____ you _____ anything this weekend?

Grammar tutor p124

Use it!

4 **Write the questions. Then ask and answer.**

1 what / you / do / at nine o'clock last night
What were you doing at nine o'clock last night?
2 what time / you / get up / today
_____
3 speak English to anyone / last week
_____
4 what / you / wear / at the moment
_____

What were you doing at nine o'clock last night?

I was watching some videos online.

Vocabulary

Ways of communicating

S.06 **1** Match the verbs in the box with the emoticons 1–9. Listen, check and repeat.

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

S.07 **2** Listen to the dialogues and circle the correct words in Exercise 1.

1 whisper / shake hands
2 translate / smile
3 post / shout
4 greet / translate
5 wave / describe

3 Do we express the verbs in Exercise 1 with actions or words? Complete the table.

Actions	Words
shake hands	*describe*

Learn to learn

Describing words you don't know with other words or a gesture

When you don't know a word, use words you do know to describe it or use gestures to express what you mean.

4 Express or explain the words in the box with other words or gestures.

accommodation cry dance film
frozen sing stand up tourist attraction

It's a place where you can stay.

Accommodation?

Use it!

5 Use gestures or tell your partner *I do this when ....* Can they guess the verb?

I do this when I ...

You wave!

Vocabulary and listening

Ways of communicating

describe	shake hands	translate
greet	shout	wave
post	smile	whisper

1 **Circle the correct words.**

1 At the beginning of the trip, we were *posted* / *greeted* / *waved* by our tour guide.
2 I think he enjoyed the show because he was *shouting* / *waving* / *smiling*.
3 Alfonso will *describe* / *translate* / *whisper* all the tourist attractions we are going to see.
4 She plays the part of an angry teacher who *shouts* / *posts* / *smiles* at her students a lot.
5 In the first scene, two actors meet and *translate* / *shake hands* / *describe*.

Learn to learn

Personalising vocabulary

Writing personalised sentences helps you to learn new words.

2 **Choose four verbs from the list above and write sentences that are true for you. Then tell your partner.**

1 _____
2 _____
3 _____
4 _____

Our teacher greets us every morning.

A talk

S.08 **3** **Listen to Mateo and tick (✓) the tips that helped him learn English.**

a Describe a word with other words ☐
b Do a language course ☐
c Don't worry about making mistakes ☐
d Listen to music ☐
e Talk as much as possible ☐
f Translate words and make them sound English ☐
g Watch TV ☐

S.08 **4** **Listen again and complete each sentence with one word.**

1 Mateo is studying _____ at university.
2 He didn't understand the family at first because they _____ so fast.
3 When he doesn't know a word, he describes it, _____ it or makes a word in English similar to the Spanish word.
4 Lots of things were different for him, but he liked the _____ best.

Voice it!

5 **Discuss the questions.**

1 Which of Mateo's tips do you use?
2 Which tips would you like to try?

Language in action

Present perfect and past simple

Watch video S.2
Where did she go last summer?
Which language has she never studied?

	Present perfect	Past simple
+	I**'ve studied** Spanish **for** a few years.	I **met** two girls at the camp from Türkiye.
-	I **haven't stopped** talking with my hands **since** I got back. I**'ve never** studied Turkish.	English **wasn't** their native language.
?	**Have** you **ever been** to Spain?	How **was** your summer?

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

We can use [1] *for* _____, [2] _____, [3] _____ and [4] _____ with the present [5] _____.
We use it for things that happened in the past in an unfinished time period, or when the exact time is not important.

We use the [6] _____ for things that happened in a finished time period, e.g. last summer.

2 **Circle the correct words.**

Bernard My cousin Alexia [1] *has lived* / *lived* in Bogota for two years. She loves it!
Laurie Oh, she's so lucky. I [2] *'ve never visited* / *visited* Colombia, but I want to go there one day.
Bernard Yes, she [3] *lived* / *has lived* there since she [4] *started* / *has started* university.
Laurie [5] *Have you ever visited* / *Did you visit* her?
Bernard No [6] *I didn't visit* / *haven't visited* her yet. But my uncle [7] *has been* / *went* last June.

3 **Complete the text with the past simple or present perfect.**

I [1] *have* never *been* (be) to Mexico, but last summer I [2] _____ (get) a job in a Mexican restaurant. I [3] _____ (meet) loads of people since I [4] _____ (start) working there and I [5] _____ (make) friends. At first they [6] _____ (speak) to me in Spanish, but I [7] _____ (not understand). Since then I [8] _____ (go) to Spanish classes and I [9] _____ (learn) lots. Our teacher [10] _____ (teach) us how to describe things when we don't know the exact word.

Get it right!

We don't use the present simple with *since*.
We ***'ve been*** *here* ***since*** *Tuesday.* ✓
~~*We are here since Tuesday.*~~ ✗

4 **Circle the correct options.**

1 Have you *ever* / *since* been camping?
2 We haven't heard from Maria *since* / *ever* she arrived in Caracas.
3 Adem has *never* / *ever* flown before. He's quite excited.
4 Isabelle has lived in Madrid *since* / *for* six years. Her Spanish is great.
5 Have you *ever* / *since* used your English on holiday?
6 My German has really improved *for* / *since* I stared using this language learning app.

Grammar tutor p124

Use it!

5 **Discuss the questions.**

1 How many cities in your country have you visited?
2 How long have you known your best friend?
3 Have you ever been to a concert?

I've been to three cities. I went to the capital last month, but there are some cities I've never been to.

1 Trendsetters

Learning outcomes

I can ...

- understand texts about fashion and sustainability
- give my opinion politely
- comment on a blog post
- understand how to use the present perfect simple and continuous, and modifiers
- talk about and describe clothes and shoes
- categorise adjectives, record new verbs, use spidergrams for associated words.

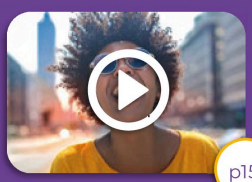
Start it!

1 Look at the photo. Do you like the clothes that the people are wearing? Why / Why not?
2 Before you watch, what does fashion mean to you?
3 Name three ways fashion changed in the 1960s. Watch and check.
4 What is your favourite fashion style?

Watch video 1.1

p13

Language in action 1.2



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Language in action 1.3

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Everyday English 1.4

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Globetrotters 1.5

Vocabulary

Describing clothes and shoes

1.01 **1** Match the adjectives in **bold** with the numbers in the photos. Listen, check and repeat.

- [ ] **baggy** trousers
- [ ] **checked** shirt
- [ ] **denim** skirt
- [ ] **flat** shoes
- [ ] **flowery** dress
- [ ] **high-heeled** boots
- [ ] **long-sleeved** dress
- [ ] **plain cotton** T-shirt
- [ ] **spotted** shoes
- [ ] **striped** T-shirt
- [1] **tight** jeans

1.02 **2** Juan and Rosa are shopping for clothes for a school party. Listen to the conversation. Which things in Exercise 1 do they buy?

_____

_____

Learn to learn

Categorising

When we use lots of adjectives to describe one thing, we use this order: shape, colour, pattern, material.

3 Complete the table with the adjectives in Exercise 1.

Shape	Pattern	Material

4 Write three sentences describing the clothes in Exercise 1. Use at least two adjectives in each sentence.

She's wearing a green cotton T-shirt.

1 _____

2 _____

3 _____

5 Read your sentences in Exercise 4. Can your partner guess which photo you are describing?

Use it!

6 Discuss the questions.

1 Which clothes in Exercise 1 do you have?
2 Can you describe the clothes you are wearing?
3 Which shapes, patterns and materials do you usually wear? Which do you never wear?

Explore it!

Guess the correct answer.

Some celebrities wear special 'anti-paparazzi' scarves. What do you think these scarves do?

a make their faces more beautiful
b make the photos go black
c make the celebrities look ugly

Find out about a clothes designer. Write a question for your partner to answer.

Thrifting: the future of fashion?

Thrifting in shops

Fast fashion

1 Hi there! Regular readers will know I've been trying to reduce my carbon footprint. Travel, cooking, holidays – I want to do them all in a greener way! But what about clothes? This week I bought a denim skirt from a well-known high-street **chain**. It's lovely, but did I really need it? Maybe not. Since then, I've been looking into ways to dress well without feeling guilty.

2 We've all known for years that fast fashion is an environmental disaster. The big fashion chains have been selling us cheap clothes, but they haven't been thinking about the planet. They just want us to keep buying. One day flowery shirts are the latest trend. The next day it's spotted ones. I've read that one **online retailer** lists 6,000 new styles on its website every day!

3 But there are alternatives, such as thrifting. My friend Claudio buys all his clothes from thrift shops and he always looks fashionable. He likes to mix retro styles from the 1990s with more modern clothes. And he's found some great **bargains**. For instance, the baggy jeans he was wearing yesterday were made by a famous designer, but he got them second-hand for almost nothing!

4 My friend Aida loves thrifting too, and she makes money from it! She's been selling **second-hand** clothes online for six months. She's already made enough money to buy herself an electric piano (second-hand, of course!). She even made a few sales using an app on her phone while we were chatting!

5 Experts say that the second-hand clothes business will soon be worth $300 billion. But the more popular thrifting gets, the more expensive second-hand clothes become. Then, people on low **incomes** can't afford to go thrifting anymore. So they have to go back to fast fashion!

Have you ever bought second-hand clothes? Have you been thinking about it? Post your thoughts!

Alev

Selling second-hand clothes online

Reading
A blog post

1.03 **1** **Read the blog post. Put the topics below in the order that they are mentioned in the text.**

A recent shopping experience ___
A stylish shopper ___
The economics of thrifting ___
The problems with fast fashion 2
An entrepreneur ___

2 **Find words in the blog that mean:**

1 a group of shops owned by the same company (paragraph 1) chain
2 a business that sells products on the Internet (paragraph 2) _____
3 items that are a low price and good value (paragraph 3) _____
4 owned or used before (paragraph 4) _____
5 the money that you earn (paragraph 5) _____

3 **Read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say).**

1 Alev's blog is all about new fashion trends. F
2 Alev's skirt was cheap. ___
3 Alev doesn't agree with fast fashion. ___
4 Claudio never buys brand-new clothes. ___
5 Aida uses a computer to sell her clothes. ___
6 Alev thinks everyone can afford second-hand clothes. ___

Voice it!

4 **Discuss the questions.**

1 Do you think buying second-hand clothes is a good idea? Why / Why not?
2 What other things do people buy second-hand?
3 How does shopping damage the environment? Do you think thrifting helps?

Language in action

Present perfect simple and present perfect continuous

Watch video 1.2
How long has Tara been knitting?
How many people have bought Patrick's shoes?

	Present perfect simple	Present perfect continuous
+	She **has knitted** over twenty scarves.	She**'s been knitting** for three hours.
-	People **haven't bought** any of his shoes yet.	He **hasn't been designing** for long.
?	**Have** you ever **read** the newspaper?	How long **have** you **been knitting**?

1 **Look at the table. Complete the rules with *simple* or *continuous*.**

1 We use the present perfect _____ to focus on the **result** of an activity.

2 We use the present perfect _____ to focus on **how long** the activity is.

2 **Put the words in the correct order to make sentences. Then decide if the examples are present perfect simple (*S*) or present perfect continuous (*C*).**

1 lots of / I've / blog posts / written
I've written lots of blog posts. _____ S

2 since / a fashion blog / writing / She's been / January _____ ☐

3 made / Have you / your own clothes / ever / ?
_____ ☐

4 been / He's / two years / designing / for / clothes
_____ ☐

1.04 **3** **Complete the text with the present perfect continuous form of the verbs in the box. Listen and check.**

help make not practise ~~try~~ watch work

Recently I [1]'ve been trying to learn how to knit. It's really difficult! I [2]_____ lots of videos online, but I [3]_____ very much. I [4]_____ a scarf for a few days now, but it's full of holes and looks awful. My mum [5]_____ me too, but she [6]_____ all week and hasn't really got much free time.

1.05 **4** **Complete the sentences with the present perfect simple or continuous form of the verbs in brackets. Listen, check and repeat.**

1 How long has he been designing clothes? (design)

2 _____ you ever _____ to knit? (learn)

3 She _____ never _____ high-heeled shoes. (wear)

4 I _____ in these shoes all morning and my feet really hurt! (walk).

Grammar tutor p125

Use it!

5 **Imagine you are a fashion designer. Make questions with the present perfect simple or continuous. Then think of your answers.**

1 What / designed?
_____

2 Who / worn your designs?
_____

3 How long / designing clothes?
_____

6 **Ask and answer the questions. Which designer makes the most interesting clothes? Why?**

I've designed a coat which changes colour when it gets wet!

Vocabulary and listening

Verbs related to clothes and shoes

1.06 **1** **Read the fashion forum and match the verbs in bold with the definitions. Listen, check and repeat.**

Are You A Follower of Fashion?

Maria I don't buy many clothes because they **go out of fashion** so quickly. I usually buy things that **go with** other clothes I already have. I like wearing green clothes because they **match** my eyes!

Gisela I'm really tall so it's difficult to find clothes that **fit** me, especially jeans! I wear jeans so much they **wear out**! Lots of clothes don't **suit** me, because they haven't been designed for tall people.

Edu I love fashion and I work in a clothes store on Saturdays. It's great because I get to try on loads of clothes. The worst part is the changing rooms. People leave clothes on the floor and I have to **hang up** the jackets and trousers and **fold** all the T-shirts. It takes forever!

Irina Today I had a complete fashion disaster. I was trying on a dress in a shop. I managed to **do up** the zip! But when I tried to take the dress off, I couldn't **undo** it. How embarrassing!

1 be the right size fit
2 not popular any longer _____
3 wear something so much it looks old _____
4 make someone look good _____
5 look good together _____
6 be similar or the same colour/type _____
7 close buttons or zips on clothes _____
8 open buttons or zips on clothes _____
9 put clothes on a coat hanger _____
10 bend clothes so that one part lies on another part _____

Learn to learn

Recording new verbs

Make sentences with new verbs so that you can remember how to use them.

2 **Complete the sentences with the correct form of the verbs in the box and the words in brackets.**

do up | hang up | not go with | suit | ~~wear out~~

1 You never wear out your shoes. They always look new. (your shoes)
2 That colour _____. It looks good. (you)
3 This top _____. They're different styles. (my skirt)
4 _____ on your jacket. It's cold. (the zip)

Get it right!

The word ***clothes*** is always plural.

Your new clothes look great!

Use it!

3 **Discuss the questions.**

1 Which clothes fit you well?
2 Which ones suit you?
3 Which ones have you worn out?

An interview

1.07 **4** **Listen to an interview with Carla. Where does she get her clothes from?**

1.07 **5** **Listen again and complete the text.**

Carla started looking at fashion designs online when she was [1] 12. She enjoys upcycling – creating [2] _____ from something that exists. She also decorates [3] _____ T-shirts and tops with her own designs. She knows that people buy fast fashion because the clothes are [4] _____ and that ethical fashion is [5] _____ than fast fashion but ethical fashion thinks about the people who [6] _____.

Pronunciation p118

Language in action
Modifiers

1 **Look at the table. Which modifiers (a–d) do we use before …**

1 comparative adjectives to show a big difference? a
2 comparative adjectives or nouns to show a small difference? ___
3 adjectives to mean *much*? ___
4 adjectives to mean more than *a little* but less than *very*? ___

2 **Complete the sentences with a colour: *black*, *blue*, *white* or *pink*.**

1 The pink _____ t-shirt is *extremely* expensive.
2 The _____ t-shirt is *fairly* expensive, but not as expensive as the pink one.
3 The _____ t-shirt is *a little* cheaper than the black t-shirt, but *a lot* more expensive than the white one.
4 The _____ t-shirt is *really* cheap.

1.10 **3** **Circle the correct words. Listen and check.**

Making materials like cotton or denim can be [1]*extremely* / *a lot* damaging for the environment. That's why it's [2]*absolutely* / *far* essential we create new materials from natural products that are [3]*fairly* / *a lot* better for the planet. Some materials like bamboo have been [4]*fairly* / *a little* successful. Others are still being developed, like a material from the rice plant, which is [5]*quite* / *a bit* similar to cotton, and one made from chicken feathers, which is [6]*pretty* / *a bit* warm, like wool. Technology has also made it [7]*really* / *far* easier to recycle materials like plastic bottles into clothes such as leggings and T-shirts, which is [8]*really* / *a lot* good news for the environment!

Watch video 1.3
What are the top three fashion mistakes?
What's the problem if your bedroom is totally messy?

Modifiers

Your bedroom is **totally** messy!	**a** *extremely, absolutely, totally, really*
This problem is **quite** common.	**b** *quite, rather, fairly, pretty*
Try to add **a little** colour.	**c** *a bit, a little*
His look is **a lot** better than mine.	**d** *a lot, far*

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

1 I feel quite _____ tired today. I need to sleep well otherwise I'll be extremely _____ tired tomorrow. (extremely / quite)
2 The shopping centre in our town is _____ good, but the one outside town is _____ better. (far / quite)
3 He creates _____ amazing designs, which are _____ more fun than ours. (a lot / totally)
4 I'm _____ good at art, but there are people in my class who are _____ more talented than me. (far / fairly)
5 This coat is _____ beautiful and it's only _____ more expensive than the other one. (a bit / absolutely)

Grammar tutor p125

Use it!

5 **Complete the sentences so they are true for you.**

1 I am pretty good at _____.
2 I feel quite sad when _____.
3 A subject I find a lot easier than before is _____ _____.
4 I'm a bit more interested in _____ _____ than before.
5 I think it's absolutely amazing that _____ _____.

6 **Guess what your partner wrote in their sentences. Score one point for each correct guess.**

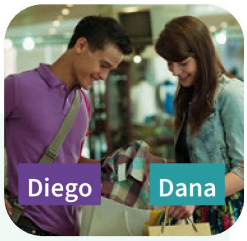
Did you say, 'I am pretty good at English'?

No, I didn't. I said, 'I'm pretty good at art'.

Speaking

Giving your opinion politely

1 1.11 **Listen to the conversation. Does Diego like the things?**



Diego Hey, Dana. How's it going?
Dana Hi Diego. I've been shopping all morning. I've bought some great stuff. Do you want to see?
Diego Yeah, sure.
Dana I got this striped jacket from Zaps, that new store they've just opened.
Diego Oh right. Wow! [1] That's … er … different!
Dana I know! It's totally out there!
Diego Mmm, [2] _____ yellow and blue together, but the blue matches the colour of your eyes.
Dana Thanks! And check out these trousers.
Diego Flowery trousers! Wow! Very retro!
Dana I know! They fit really well. What do you think?
Diego Well, [3] _____, but I can see why you like them.
Dana Do you think they suit me?
Diego Yes, I guess so.
Dana I think I might wear them to go out later, with the jacket.
Diego Mmm, [4] _____ I'd wear them together. [5] _____ the trousers would go better with a plain top.
Dana No, patterns are totally in this year.
Diego You're such a fashion victim, Dana!

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

Useful language

I don't know if … I'm not a huge fan of …
I think maybe … That's … er … different!
They're not exactly my style.

Watch video 1.4
Everyday English

check out fashion victim in out there

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

1 someone who follows fashion _____
2 fashionable _____
3 different _____
4 look at _____

Plan

4 **Write about the clothes in the photo:**

What clothes are they?
Who bought them and why?
What do they look like?
Why do you like or not like them?

Speak

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

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

Check

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

Who bought them and why? _____

_____

What do they look like? _____

_____

Do the other pair like them? _____

_____

Four steps

to reduce your fashion footprint

Here are some ideas you can try!

- Have a clothes swap party. Swap clothes you don't want with your friends.
- Save energy. Wash clothes less often, dry clothes naturally, don't iron!
- Give old clothes to second-hand shops. Don't throw them away!
- Buy fewer, better quality new clothes.

Comments

Great post! It got me thinking about how to reduce my fashion footprint. I talked to my parents and we decided to try and reduce the amount of energy we use on our clothes. Usually we wash all our clothes every time we wear them, even when they're still pretty clean, but this month we've been washing clothes less often, and we haven't ironed anything. My parents have saved money and I've been much better at hanging up my clothes! **Carlos**

Thanks for sharing! I had no idea that I throw so many clothes away! I had a clothes swap party last week. I got a great denim jacket that I absolutely love! I also got two long-sleeved tops and some cool boots for free! I was absolutely amazed that we swapped everything! Since reading your post I've decided to buy far fewer new clothes in the future. **Amie**

Writing

A blog comment

1 **Look at the blog post. How can people reduce their fashion footprint?**

Useful language

Great post!	We decided to …
I had no idea that …	Since reading your post I've …
It got me thinking about …	Thanks for sharing!

2 **Find the phrases from the *Useful language* box in the blog comments. Which phrases can you use when you …**

1 enjoy reading a post?

_____

2 learn something new from the post?

_____

3 change your behaviour because of the post?

_____

3 **Complete the sentences with a word or phrase from the *Useful language* box.**

1 Great _____ post! You've got so many good ideas here.
2 _____ your post I've persuaded my friends to change their shopping habits.
3 I had _____ that fashion was so bad for the environment.
4 It _____ about other ways to be more green.
5 This is a brilliant idea. Thanks _____!
6 We _____ make our clothes last longer.

Imagine you have tried one of the ideas mentioned in the blog post. Write your own comment about the post and about your experience.

Plan

4 **Look again at the ideas in the blog post and make notes about:**

- why you liked the blog post generally
- which idea you have tried and why
- if the idea has been working for you

Write

5 **Write your blog comment. Remember to include:**

- the present perfect simple and continuous
- modifiers
- vocabulary from this unit
- phrases from the *Useful language* box

Check

6 **Do you …**

- explain why an idea might or might not work well?
- explain what you would like to try in the future?

Around the world

Reading
A travel guide

1.12 **1** **Are the sentences about the kilt true or false? Read the travel guide and check your answers.**

1 Kilts are only worn by men. ___
2 Kilts have not always been made of tartan. ___
3 Tartans today indicate where people live. ___
4 Scottish dress is different for men and women. ___
5 Tartan patterns are popular outside Scotland. ___

Globetrotters

Watch video 1.5
What we wear and why

- Why do we wear clothes and what do they show about us?
- What is a *deel* and why do Mongolian people wear it?
- What do the colours blue, white, green, yellow and orange represent for the Masai people?

Traditional Scottish dress

You have probably seen photos of Scotland's most famous piece of clothing, the kilt. But did you know that Scottish men have been wearing kilts for centuries? A kilt used to be an extremely long piece of heavy plain or checked material that men from the Scottish Highlands wore every day. They wrapped the material around their waist and over one shoulder or their head to protect them from the cold wind or rain. Nowadays, the design of the kilt is totally different. It is knee-length and made from wool, with a pattern of vertical and horizontal stripes in different colours called tartan. Tartan designs used to indicate the area where people lived and were far less colourful than they are today. Since the 18th century, people have been wearing tartan designs that represent their family name or clan (group of families) and today there are over 4,500 designs! The kilt forms part of the traditional Highland dress, which is quite different for men and women.

Highland dress is extremely popular in Scotland for special occasions such as weddings, funerals or parties, particularly for men. Women often wear kilts to do traditional Scottish dancing at sports and cultural events. Nowadays, tartan isn't just used for traditional dress in Scotland. Fashion designers around the world use tartan to create modern designs such as tartan trousers or tartan shoes and celebrities from Rihanna to Shawn Mendes have been photographed wearing tartan. Even though people have worn tartan for centuries, it is still popular today and looks like it's not going to go out of fashion any time soon.

2 Use the travel guide to complete the table.

Kilts in the 18th century	Kilts in the 21st century
One long piece of cloth worn around waist and over shoulder	
Highland dress for men	Highland dress for women
Who wears traditional tartan clothes?	Who wears modern tartan clothes?

Men:
- tartan kilt and a kilt pin
- leather belt
- sporran – a small leather or fur bag that hangs from the belt. There are no pockets in a kilt!
- plain or tartan socks
- kilt knife – a small knife kept in one sock
- ghillies – plain, flat leather shoes with long laces

Women:
- long or knee-length tartan kilt
- tartan shawl – a piece of material worn over your shoulders
- plain or tartan socks
- ghillies

3 Find the nouns and match them with the definitions.

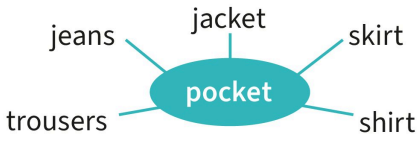
dress funeral laces pin shawl

1 a ceremony when a person dies _____
2 a combination of clothes worn together for a particular situation _____
3 a small piece of metal to attach clothes _____
4 a large piece of cloth worn over your shoulders or head _____
5 string used to fasten shoes _____

Learn to learn

Using spidergrams

Spidergrams can help you remember words that have a link with other words.



4 Make a spidergram of clothes and shoes which have laces, a zip, buttons or sleeves.

5 Which words did you both write? Add any new words to your spidergrams.

Voice it!

6 Discuss the questions.

1 What is traditional dress in your country?
2 When do people wear it?

Explore it!

Guess the correct answer.

It was illegal to wear tartan in the middle of the 18th century in Scotland. True or false?

a true b false

Find another fact about traditional Scottish dress. Write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to … write different kinds of example sentences

You can write different kinds of example sentences to help you understand and remember new words.

1 Read Ela's blog. Why does she recommend using the different kinds of example sentences to remember new words?

Ela's English learning blog

Today's tip: example sentences

Hi everyone! Today we're looking at a great way to learn vocabulary: example sentences. When I learn new words, I often use them in sentences to help me learn and remember them. There are different types of example sentences you can use. They're all good for different reasons.

a sentences about you, your family or your friends – when you use words in sentences about things people you know have done, the words are easier to remember

b funny sentences – a funny image can help the word stay in your memory

c sentences that explain the word – these make the meaning clear, like the examples in dictionaries

Here are some of my latest examples. Can you guess which types they are?

1 I prefer **plain** T-shirts to ones with writing or pictures on them.

2 Your skin gets **sweaty** when you're hot or exercise a lot.

3 My baby brother always wipes his nose on his **sleeve**.

4 The giraffe couldn't **do up** the zip on his jacket because it was too long!

5 A **checked** pattern is a pattern of squares of different colours.

6 I thought I saw a zebra – but it was a horse in a black and white **striped** T-shirt.

So ... that's all from me today. Don't forget to share some example sentences of your own. You can post them below!

2 Match Ela's examples 1–6 with types a–c.

1 _____ 4 _____

2 _____ 5 _____

3 _____ 6 _____

OWN IT!

3 Choose five words from the box and write an example sentence for each one. Use all of Ela's types a–c at least once.

baggy	charge
fashion victim	flat
hang up	high-heeled
laces	not go with
spotted	updates

1 _____

_____

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____

4 Tell your partner your sentences from Exercise 3. Which types a–c are they? Which sentences are your favourites and why?

Search online for an English corpus. Use it to find examples to understand and remember new vocabulary. Share your findings with your classmates.

1 Review

Vocabulary

1 **Circle the odd word out.**

1	baggy	tight	spotted
2	cotton	long-sleeved	denim
3	flowery	flat	plain
4	cotton	striped	checked
5	plain	flat	high-heeled

2 **Match 1–5 with a–e.**

1 **Hang up** your clothes, ☐
2 I can't **undo** my jacket, ☐
3 These jeans are **worn out** ☐
4 This T-shirt **doesn't fit** me anymore, ☐
5 Your glasses really **suit** you, ☐

a because I've had them for ages.
b it's too small.
c the zip's broken.
d they look great!
e they're all over the floor.

Language in action

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

Moziah Bridges [1]_____ (design) ties since he was nine. His grandmother taught him to make bow ties and since then he [2]_____ (own) his own business. The designer [3]_____ (appear) in magazines and on TV and [4]_____ (make) a collection of ties for basketball teams in the USA. Mo is still at school but [5]_____ (work) in the evenings. It [6]_____ (not be) easy, but his mum helps him and he [7]_____ (employ) more people as his business [8]_____ (grow). Mo often gives talks to other people who [9]_____ (think) about starting a business.

4 **Circle the correct modifier to complete the sentences.**

1 It takes *a little* / *quite* longer to fold your clothes, but then you don't have to iron them.
2 Where did you get that jacket? I *far* / *absolutely* love it!
3 The second film in the series was *a bit* / *pretty* better than the first one, but not much.
4 I speak *a lot* / *fairly* good Chinese, but I can't write it.
5 I'm *far* / *totally* confused by his explanation. I don't understand it at all.
6 Have you seen this video? It's *really* / *a lot* funny.
7 That T-shirt is *far* / *really* nicer than the other one, but it's *quite* / *a lot* expensive.

Self-assessment

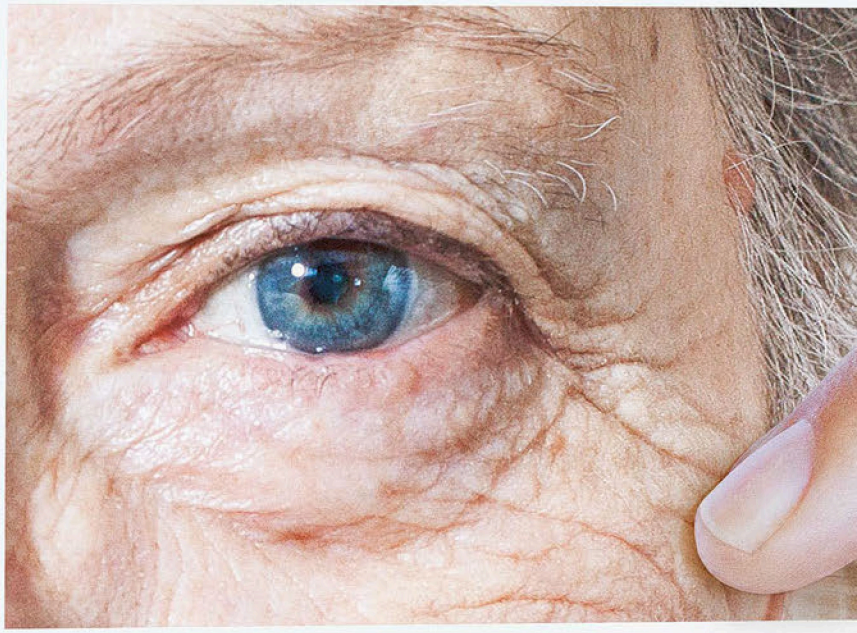
I can use words to describe clothes and shoes.	😕	😐	🙂
I can use verbs to talk about clothes and shoes.	😕	😐	🙂
I can use the *present perfect simple* and *present perfect continuous*.	😕	😐	🙂
I can use modifiers.	😕	😐	🙂

2 Changes

Learning outcomes

I can ...

- understand texts about international exchanges and a mystery object
- explain how to use something
- write an opinion essay
- understand how to use *used to* and *would* for past habits, the past simple and the past perfect with *never*, *already*, *by (then, the time)*
- talk about changes and parts of objects
- practise learning new words by using them in different situations and identifying key words to understand audio texts
- make a fact file.



Start it!

1 Look at the photo. What changes can you see?
2 Before you watch, how do you think cities change over time?
3 Which two events changed the city of Seoul? Watch and check.
4 How has your town or city changed?

Watch video 2.1

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Language in action 2.2

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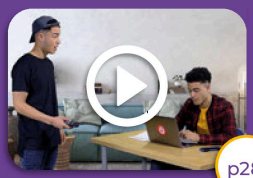
Language in action 2.3



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Everyday English 2.4

p30

One world, one culture? 2.5

Vocabulary

Phrasal verbs: changes

1 **Which of the phrases a–l describes picture 1? Which phrase describes picture 2?**

a **settle down** in a new school
b **look forward to** the weekend
c **sign up** for French lessons
d **try out** a new restaurant
e **turn out** well
f **move out** of a house
g **move to** a new school
h **go back** to the beginning
i **end up** in the wrong place
j **go through** a hard time
k **do without** the Internet
l **turn down** an invitation

2 2.01 **Match definitions 1–12 with the phrasal verbs a–l in Exercise 1. Listen, check and repeat.**

1 feel happy about something in the future [b]
2 not have something
3 finally be in a place/situation
4 experience
5 stop living in a particular place
6 try something new
7 start to feel happy in a new place/situation
8 return
9 join an organised activity
10 say no to something
11 have a particular result
12 change to

3 2.02 **Listen to six conversations and complete the sentences using the phrases in Exercise 1.**

1 Mr Smith decides to _____ for French classes.
2 Molly _____ the baseball game. Ben _____ to the game.
3 Tom is _____ at the moment. He _____ new school.
4 Jo asks Ed to _____ the beginning.
5 The girls are going to _____ restaurant.
6 In the end, Leila's party _____.

Learn to learn

Using words in different situations

Using new words in different situations helps you to remember them.

4 **Think of different situations for the phrasal verbs in Exercise 1.**

What can you look forward to?

A party … the end of exams …

Use it!

5 **Think of questions using the phrasal verbs in Exercise 1. Ask and answer.**

Have you tried out a new restaurant recently?

Yes. We went to a great Italian restaurant last week.

Explore it!

Guess the correct answer.

Where do most international students come from?

a USA b China c India

Find out a fact about students in your country. Write a question for your partner.

Ace exchanges

Discover a new world and a new you!

Student testimonials

Lucy

I love school here – it's so different to the USA. Students have almost no homework and very few exams. At my school, we don't even have school subjects. We study topics and do projects instead. It's a great way to learn.

This experience has really helped me to become more confident. I didn't use to be **adventurous**, but I've tried lots of new things since I arrived here eight months ago. For example, I went on a reindeer safari on my birthday, and I've been going ice-swimming every Saturday. Plus, I've made lots of friends. Finns are very cool people.

It hasn't all been easy. Winter is very hard because it's really dark – there are only three or four hours of light every day. The good thing is that you can see the beautiful Northern Lights.

If you get the opportunity to study abroad don't turn it down, especially not if you can come to Finland!

Ben

Last year I spent six wonderful months in Mexico. I used to dream about living in a different country, so when I discovered Ace Exchanges I signed up immediately. It was an absolutely incredible experience. I loved the mix of **local**, European and African cultures, and the people were really **outgoing**.

Of course, I went through some **ups and downs** at first, especially dealing with a different school system. For example, many Mexican schools have two timetables. Some students start school at 7.30 am and some – like me – start at 2 pm. We would finish at 8 pm! Also, I didn't speak much Spanish when I arrived, so it was quite difficult to follow lessons. But my classmates would always help me, and I improved a lot.

I felt a bit **homesick** from time to time, but now I feel like I have two homes. In fact, I've decided to go to university there. I'm really looking forward to going back.

Reading

A brochure

1 **Look at the photos. Which show Finland? Which show Mexico? What do you think it is like to live there?**

2.03 **2** **Read the brochure. Write *L* (Lucy) or *B* (Ben).**

Which person …

1 has been abroad for more than half a year? ___
2 found the country's education system difficult? ___
3 has changed in a positive way? ___
4 found part of the year difficult because of the light? ___
5 likes the variety of cultures? ___
6 can do something better than they used to do? ___

3 **Find words in the brochure that mean:**

1 happy to try new things (Lucy) _____
2 from the nearby area (Ben) _____
3 friendly and sociable (Ben) _____
4 a mix of good and bad experiences (Ben) _____
5 missing your family (Ben) _____

4 **Read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say).**

1 In Finland, students never do exams. F
2 Students have long breaks in Finland. ___
3 Lucy has been ice-swimming more than once. ___
4 Ben never wanted to leave the USA. ___
5 Mexican students don't all finish school at the same time. ___
6 Ben wants to go back home soon. ___

Voice it!

5 **Discuss the questions.**

1 Can you think of a country you would like to go on an exchange to?
2 Why would you like to visit that country?
3 What do you think would be difficult about living there?

Language in action

used to, would and past simple

Watch video 2.2
What did her grandmother use to write on?
What did she use to do outdoors?

	used to / would	Past simple
+	My grandmother **used to write** on a typewriter!	One time, she **had** to retype a whole report.
-	Phones **didn't use to do** anything special.	She **didn't make** that mistake again.
?	**Did** you **use to watch** TV a lot?	**Did** she **make** a mistake?
Would	Her sister **would listen** to her conversations.	

Pronunciation p118

1 **Look at the table. Match the sentences 1–5 with the descriptions a–e.**

1 When I was younger, I **would** always **go** for a walk in the park after dinner. d
2 Luca **didn't use to like** maths, but now he loves it. ___
3 When I was at school, we **would have** English lessons twice a week. ___
4 Izel **moved** to Finland two years ago. ___
5 As a boy, my grandfather **never used to have** many toys. ___

a something that happened regularly in the past
b a state in the past that's no longer the same
c something that happened only once in the past
d a past habit
e something that was not experienced in the past

2 **Complete the rules with *used to*/*would* or *the past simple*.**

1 We use _____ to talk about situations that continued and actions that happened more than once in the past.
2 We use _____ to talk about things that happened only once.

3 **Circle the correct words. Sometimes both are possible.**

1 More people *would* / *used to* live in the countryside than in cities. Now it's the opposite.
2 In the past, TV channels *would* / *used to* stop at night.
3 Some people *didn't use to* / *wouldn't* smile in photos because their teeth were bad.
4 Many people *would* / *used to* think that the Earth was flat.

4 **Complete the sentences with *used to*, *didn't use to* or the past simple and the verbs in brackets.**

1 For his birthday, Manolo got (get) a new bike. He loved it.
2 Amalia _____ (like) apples very much, but now she does.
3 I _____ (end up) in the wrong place yesterday because I didn't read my friend's text properly.
4 When Ender was younger, he _____ (turn down) invitations all the time because he was too shy.

Grammar tutor p126

Use it!

5 **Write questions for a partner about their parents' lives with *used to* or the past simple.**

1 what toys / play with _____
2 study English / at school _____
3 how / meet _____

6 **Ask and answer questions.**

What toys did your grandparents used to play with?

I think they used to play with wooden toys, and they often played outside.

Vocabulary and listening

Parts of objects

1 **Look at the photos. Which objects do you recognise?**

2.08 **2** **Match the words in the box with parts of the objects 1–10. Listen, check and repeat.**

☐ button	☐ cable	☐ cover	☐ display	☐ handle
☐ key	☑ 1 lens	☐ lid	☐ plug	☐ strap

2.09 **3** **Circle the correct words. Listen and check.**

1 When you carry a backpack, do you use one *strap* / *cable* or both? Why?
2 Do you always put the *handle* / *lid* back on the toothpaste after using it?
3 How often do you clean the *key* / *lens* of the camera on your phone?
4 Without looking, can you remember what is on the *cover* / *display* of this book?
5 Can you name six objects that have an on/off *plug* / *button*?
6 Do you take your phone charger *cable* / *display* with you when you go out?

Use it!

4 **Ask and answer the questions in Exercise 3. Are your answers similar or different?**

A quiz show

2.10 **5** **Listen to a quiz show about retro objects. Which three objects in Exercise 1 are mentioned?**

Learn to learn

Identifying key words

Identifying key words before you listen can help you understand what you hear.

6 **Read the questions and options, and underline the key words.**

1 Joey pushes the buzzer too early because he …
   a can't wait to play.
   b doesn't understand the rules.
2 Nicola guesses the first object correctly because she …
   a has seen one before.
   b has heard of it before.
3 People had fax machines …
   a in their houses.
   b in their workplaces.
4 People used lava lamps …
   a instead of lightbulbs.
   b because they were attractive.

2.10 **7** **Listen again and answer the questions in Exercise 6.**

Voice it!

8 **Discuss the questions.**

1 Do you know any retro objects that have come back into fashion?
2 What do you think of them?

Language in action

Past perfect with *never, ever, already, by (then, the time)*

Watch video 2.3
Where did she go last week?
When were 3D printers first developed?

+	They **had already been** around for years **by the time** I was born. That was before **I had ever heard** of 3D printers! I'd heard of 3D printing before, but **I had never seen** a 3D printer.
-	I **hadn't visited** a science lab before.
?	**Had** she **ever seen** a 3D printer?

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

1 The past perfect shows that an action happened *before* / *after* another in the past.
2 The main verb usually comes *before* / *after* the words *already*, *never* or *ever*.
3 *By the time* means *before* / *after* something happened.
4 *Ever* is used to express all the time *before* / *after* the past perfect action.

2 **Answer the questions with the past perfect.**

1 How did you know what would happen in the film? (already / read / the book)
Because I had already read the book.
2 Why did you get lost? (never / be / there before)
_____
3 Did you get a ticket for the concert? No, (by the time / I went online / they / sell out)
_____
4 How was the party? (already / finish / when we got there)
_____

3 2.11 **Complete the text with the past simple or the past perfect. Listen and check.**

Last year, I [1]*went* (go) on an exchange to Helsinki. I [2]_____ (never / travel) alone before, so I [3]_____ (feel) nervous at first. Before I [4]_____ (go), I [5]_____ (already / learn) to read Finnish, although I [6]_____ (not practise) speaking it. By the time I [7]_____ (leave), I [8]_____ (improve) a lot. Everybody in Helsinki [9]_____ (be) really kind and friendly, but it [10]_____ (not be) easy to deal with the cold weather. I [11]_____ (not pack) enough warm clothes, so I had to buy some after I [12]_____ (arrive). Anyway, I can't wait to go back. I [13]_____ (not expect) to enjoy it much before I actually [14]_____ (get) there, but in the end, I really [15]_____ (do)!

Grammar tutor p126

Use it!

4 **Ask and answer the questions about the topics below. Use the past perfect.**

1 hear of / fast fashion?
2 see / a picture of traditional Scottish dress?
3 hear of / ice-swimming?
4 see / a picture of the Northern Lights?

Before you started using this book, had you ever heard of fast fashion?

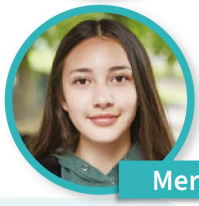
No, I'd never heard of it, but now I want to know more! / Yes, I had. I'd already read about it online.

Speaking

Explaining how to use something

2.12 **1** **Listen to the conversation. Which of the things in the box does the typewriter have?**

cable display ink keys plug speaker



Yusuf What's that? [1]Is it some kind of computer?
Meri No, it's my grandad's old typewriter.
Yusuf Where's the display?
Meri There isn't one, and there's no plug or cable.
Yusuf That's so old-school! How did it work?
Meri The paper would move as you typed. [2]_____ press the keys hard, but not too fast or they get stuck. Try it out!
Yusuf [3]_____
Meri That's it. Just imagine – people used to type books on these things!
Yusuf No way! I can't even find the letters I want.
Meri You need to sign up for typing classes! They're in the same place as an ordinary keyboard.
Yusuf Oh no! [4]_____ How do I go back? There's no 'delete' key.
Meri [5]_____ start all over again.
Yusuf No, thanks! Anyway, how come your grandad had this?
Meri He used to need it for work, but after a while he ended up buying a computer.
Yusuf I'm not surprised! I'm glad they'd invented computers by the time I started school! I'd hate to do my homework on this!

2.12 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Is it some kind of …?
Like this, you mean?
You'll have to …
I've messed it up.
What you do is, you …

Watch video 2.4
Everyday English

all over again
I'm not surprised.
old-school That's it.

3 **Complete the sentences with the phrases in the *Everyday English* box.**

1 Barry's not here yet. _____ – he's always late.
2 A Do I press this button here?
B _____
3 Your new jacket's so _____. My dad used to have one like that.
4 Oh no! I've lost my homework! I'll have to do it _____.

Plan

4 **Choose one of the objects on page 26. Make notes on how to use it.**

Speak

5 **Practise the explanation with your partner. Remember to use:**

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

Check

6 **Work with another pair. Listen to their explanation and make notes.**

How does the object work?

Do you understand how to use it?

Writing

An opinion essay

1 In what ways has life changed for teenagers in the last 30 years?

2 Read the essay. Does it mention any of your ideas in Exercise 1?

Are teenagers today more or less stressed than previous generations?

The world has changed a great deal in the last few decades, especially for teenagers, and not always in a positive way. In particular, people of my generation are a lot more stressed than teenagers in the past.

Firstly, we are under enormous pressure to do well in exams. This means that we spend a lot of time studying. Young people didn't use to study as much because it wasn't always necessary to go to university. Therefore, they had more time to relax and hang out with friends.

Secondly, previous generations didn't have online profiles to worry about. In fact, young people 20 or 30 years ago hadn't even heard of 'followers' and 'likes' because social media hadn't been invented yet. For people of my age, it is almost impossible to do without social media. In addition, it can become extremely addictive.

In conclusion, I would say that teenagers today have more stressful lives than our parents did.

3 Complete the table with the linkers from the *Useful language* box. Look at the linkers in the essay to help you.

Order of ideas	Connection between ideas
firstly	

Useful language

firstly in addition in conclusion secondly
therefore this means that

4 Complete the essay with the linkers from the *Useful language* box. Do you agree with the writer? Sometimes there is more than one possible answer.

Some people think that online games are worse for you than traditional games, because they are addictive and don't involve physical exercise, but is this always true?

In my opinion, online games have many good points. [1]Firstly, they improve your memory and your problem-solving skills.

[2]_____, you can make friends. [3]_____, you play with people from around the world.

[4]_____ you often have to communicate in English and [5]_____ your English improves. However, it's important to spend time with your friends offline.

[6]_____, online games can be unhealthy, but only if you spend all your time playing them.

Write an opinion essay.

Plan

5 Look at the statement. Do you agree or disagree?

> Teenagers today have more freedom than in the past.

- Think of two reasons for your opinion.
- Make notes for each of the four paragraphs: introduction, two reasons and conclusion.

Write

6 Write your opinion essay. Remember to include:

- *used to* and *didn't use to*
- the past simple and past perfect
- phrases from the *Useful language* box

Check

7 Do you …

- introduce the topic in the first paragraph?
- give reasons for your opinion and examples?
- summarise your opinion in the conclusion?

Social responsibility

Evaluating the contribution immigrants make to their host countries

1 **In what ways do immigrants make a positive difference to the society they become a part of? Discuss in pairs. Use these ideas to help you.**

- The economy
- Arts and culture
- Food
- Life in their community

2.13 2 **Read the texts. In what ways has each of the people contributed to the place they now live? Match the people with the ideas in Exercise 1. (There may be more than one answer.)**

Watch video 2.5
One world, one culture?

What makes cultures different from one another?

Circle the aspects of a culture that appear or are mentioned in the video: art, clothes, dance, food, literature, music.

Do you think it's important to keep a culture's traditions? Why / Why not?

Migrants
making a difference

1

Before the war started in Syria, Imad Alarnab had been a **successful** chef. He used to run three of his own restaurants. Then he lost everything and became a **refugee**. He moved to the UK, and started to rebuild his life. Soon, he had opened his first restaurant in London. His delicious Syrian **cuisine** has been a huge success. What's more, for every customer he serves, Imad gives £1 to a charity that helps others who arrive in Europe as **asylum seekers** – just as he had done years earlier.

2

When Miguel Amaro from Portugal was an **overseas student** in the UK, he had a hard time finding accommodation. The flats he rented would often be in a terrible condition or extremely expensive. Later he helped start a company called Uniplaces. It's now a multi-million-dollar business with over 100 employees and helps students all over Europe find a good place to live.

3

The Oriental Music Academy of Mannheim, Germany allows the children of **immigrant** families to experience music that brings together styles such as Turkish folk, North African and Indian **traditions**, and western violin music. It also shines a light on the huge diversity of musical **cultures** in the city, where people from over 170 different nations live. The Academy works with local orchestras and other schools of music in the city to perform in concerts and shows.

4

Betty Kwan Chinn was a small child when her family lost their home in China and her mother went to prison. For four years she and her sisters used to live on the streets and would have to find food in rubbish bins. Much later, they managed to escape China and **emigrated** to California. There, Betty set up an organisation which has provided jobs and a safe place to stay for thousands of people without homes. In 2010, President Obama gave her an award for her great work.

Vocabulary extra

3 **Complete the sentences using words in the box.**

asylum seekers cuisine culture
emigrated immigrants overseas students
~~refugee~~ tradition

1 During the Second World War, my grandfather came to the UK as child refugee from Austria.
2 Celine's family _____ to Chile from France in the 19th century.
3 Singing songs and eating special foods during holidays is a _____ in many countries around the world.
4 In the 1950s and 1960s lots of _____ arrived in Britain to find work.
5 Mediterranean _____ uses a lot of olive oil.
6 Every _____ has its own customs.
7 My university has got a lot of _____. Some are from China, South America or even Australia!
8 The fighting has forced thousands of people to leave their home to become _____ in other countries.

4 **Answer the questions.**

1 Work in pairs. How has migration influenced the culture of the place where you live? Think about:
   - language
   - music
   - architecture
   - food
2 Why is it important for immigrants to continue the traditions and hold onto the culture of the place they came from?

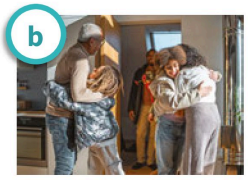
CLIL: Social studies

Immigration: push and pull factors

5 **Match the photos with the reasons people migrate from one place (push factors) and come to a new country (pull factors).**

- [f] education
- [ ] natural disasters
- [ ] wars or other conflicts
- [ ] joining family
- [ ] poverty
- [ ] work opportunities

a


b

c

d

e

f

Voice it!

6 **Work in pairs and discuss the questions.**

1 Which reasons from Exercise 5 are 'push factors' (reasons to leave a place) and which are 'pull factors' (reasons to come to a different place)?
2 Why have people immigrated to the place where you live?
3 Can you think of any more push and pull factors?

Project: a fact file

Step 1: Plan

Work in groups. Make a fact file about immigration to the place where you live or another place.

- Research immigration to the place you chose. Find out:
  - how numbers of immigrants have changed over time
  - where the immigrants come from
  - the push and pull factors
  - how immigrants contribute to culture and society
- Choose the most important facts to include.
- Use charts and photos to illustrate your fact file

OWN IT! Project: a fact file p120

Learn to … help your partner improve their writing

When you write something, ask your partner to check it. You can improve your writing this way.

1 Read the instructions for the writing task. Correct Edison's mistakes to help him improve.

Writing task

Write about a favourite toy or game from your childhood.

- Write between 100 and 130 words.
- Use language from this unit.

Don't forget to use punctuation and check your spelling!

When I was little, I [1]~~use~~ **used** to play with Lego® bricks all the time. I would [2]building _____ all kinds of things – cars, [3]airplaynes _____, houses. I even built a computer with keys and a display. After I finished one thing, I would keep it and then try out something else, but I once [4]used to build _____ a ship that I kept for weeks. [5]I've _____ never built anything like it before. However, I remember my mum [6]would be _____ really angry with me one day because I played with it in the bathroom and ended up damaging the sides of the bath. I've still got a photo of it somewhere [7]_____.

Number of words: 107

2 Answer the questions in the checklist. Has Edison completed the task in Exercise 1?

Checklist	Edison	Your partner
Has he/she …		
1 written about the topic?	Yes / No	Yes / No
2 written between 100 and 130 words?	Yes / No	Yes / No
3 used phrasal verbs for changes and words for parts of objects?	Yes / No	Yes / No
4 added details to make it interesting?	Yes / No	Yes / No
How well has he/she used …		
5 the past simple?	😟 😐 🙂	😟 😐 🙂
6 *used to* and *would*?	😟 😐 🙂	😟 😐 🙂
7 the past perfect?	😟 😐 🙂	😟 😐 🙂
8 punctuation?	😟 😐 🙂	😟 😐 🙂
9 correct spelling?	😟 😐 🙂	😟 😐 🙂
Other comments?	*I enjoyed the part about your mum being angry!*	

OWN IT!

3 Do the writing task in Exercise 1.

4 Answer the questions in the checklist for your partner's writing.

5 Tell your partner what you like and what they can improve.

Find an online, interactive and collaborative platform. Use it to share your feedback after checking your partner's writing. Share your findings with your classmates.

2 Review

Vocabulary

1 **Complete the conversation with the correct form of a phrasal verb.**

A How was your bike trip? Where did you go?

B Well, we wanted to [1]_____ a new route. We were planning to cycle to this old village near the sea, but we got lost and [2]_____ on a farm!

A Didn't you have a map with you?

B No, but the farmer helped us, so it [3]_____ OK in the end. We found the village!

A Was it nice there?

B Beautiful. I'd love to [4]_____ one day. How was your weekend?

A Not great. I was sick. My friends wanted me to go a concert. I'd said yes, and I [5]_____ to it, but in the end I had to [6]_____ them _____.

2 **Circle the correct words.**

Did you know ... ?

- The [1]*lids* / *covers* of plastic water bottles are made from a different plastic to the bottle.
- If you change the [2]*lens* / *display* on your phone to black and white, it can become less addictive.
- On old trains, you couldn't open the doors with a [3]*button* / *plug*. You had to use a [4]*strap* / *handle*, like a normal door.
- Every second, 6 million people around the world press the space [5]*cable* / *key* when they're on a computer.

Language in action

3 **Complete the text with *used to*, *would* or the past simple and the verbs in brackets. Sometimes there is more than one possible answer.**

My dad's a writer now, although he [1]_____ (not be). He [2]_____ (be) a diplomat, so when I was small, my family [3]_____ (move) countries all the time. Once, we [4]_____ (live) in three different countries in two years! I remember when I [5]_____ (move) to the school where I am now, in Rio de Janeiro. I [6]_____ (not know) any Portuguese at first, so the first week [7]_____ (be) difficult. I used to take my lunch to the playground and then I [8]_____ (eat) it alone. However, Brazilian people are really friendly, so after a few days my classmates [9]_____ (start) to invite me to eat with them and I quickly [10]_____ (make) lots of friends. We've been living here for many years now, and I'm really happy.

4 **Complete Ben's message to Tom with the past perfect.**

Tom, I'm so sorry I missed the wedding! I decided to take the car to the airport, but because I [1]_____ (never / drive) there before, I got lost. Just the night before, I [2]_____ (think), 'I must fix the GPS!', but then I completely forgot! Anyway, I got to the airport around two o'clock. The plane [3]_____ (not taken off), but by the time I finished checking in, the gate [4]_____ (close). I tried to buy a ticket for the next flight, but they [5]_____ (already / sell out)!

Self-assessment

I can use phrasal verbs to talk about changes. 😕 😐 🙂

I can use words to talk about parts of objects. 😕 😐 🙂

I can use *used to*, *would* and the past simple. 😕 😐 🙂

I can use the past perfect with *never*, *already*, *by (then*, *the time)*. 😕 😐 🙂

3 Food for thought

Learning outcomes

I can ...

- understand texts from an online forum and a cooking show
- give cooking instructions
- write a listicle
- understand how to use different future forms
- talk about cooking and quantities
- make adjectives from verbs, use diagrams and understand words from context by using the rest of the text.

Start it!

1 Look at the photo. Would you like to eat this food? Why / Why not?
2 Before you watch, how do you think food has changed in the last 100 years?
3 What two foods will we eat more of in the future? Watch and check.
4 Are there other ways that our eating habits may change in the future?

Watch video 3.1

p37

Language in action 3.2

p39

Language in action 3.3

p40

Everyday English 3.4

p42

Globetrotters 3.5

Vocabulary

Cooking verbs

3.01 **1** **Match the verbs in the box with photos 1–12. Listen, check and repeat.**

1	bake	☐	chop	☐	fry
☐	grate	☐	grill	☐	heat
☐	overcook	☐	peel	☐	roast
☐	season	☐	slice	☐	spread

3.02 **2** **Circle the correct verbs to complete the instructions to make a homemade pizza. Listen and check.**

[1]*Spread* / (*Peel*) the tomatoes and [2]*chop* / *overcook* them. Then [3]*bake* / *heat* them in a pan and [4]*slice* / *season* with salt and pepper. [5]*Grill* / *Roast* some bread. Then [6]*fry* / *spread* the tomatoes on the bread and [7]*grate* / *season* some cheese on top. [8]*Fry* / *Bake* in the oven, but only for a few minutes – you don't want to [9]*overcook* / *slice* it!

3 **Circle the verb which does not go with each food.**

1	pepper:	chop	fry	spread
2	bread:	bake	roast	slice
3	chicken:	heat	overcook	grate
4	fish:	peel	grill	season

Learn to learn

Wordbuilding: adjectives from verbs

Learn the adjective form of new verbs. Sometimes the form is similar, for example *bake* (v) *baked* (adj).

4 **Write the adjective form of the verbs in Exercise 1.**

bake	*baked*	overcook	_____
chop	_____	peel	_____
fry	_____	roast	_____
grate	_____	season	_____
grill	_____	slice	_____
heat	_____	spread	_____

5 **Which verbs in Exercise 1 usually go with the foods in the box?**

apple	bread	cheese	chicken	chocolate
egg	jam	meat	tomato	pepper

Grate … You can have grated apple, cheese, chocolate, egg, tomato and pepper.

Use it!

6 **Discuss the questions.**

1. Do you usually eat grilled, fried, baked or roast foods? Which are your favourites?
2. What can you cook?
3. Is it important to know how to cook? Why?

Explore it!

Guess the correct answer.

During the Chinese mid-autumn festival, people traditionally bake mooncakes. Which ingredient is baked inside them to symbolise the moon?

a chicken egg **b** ostrich egg **c** duck egg

Find another fact about a traditional food. Write a question for your partner.

Pronunciation p118

Reading
An online forum

1 What types of food can you see in the photos? Which ones would you eat?

3.05 **2** Read the forum and match comments 1–5 with photos a–e.

1 _____ 3 _____ 5 _____
2 _____ 4 _____

3 Read the forum again and match the future food solutions 1–5 with the reasons a–e.

Future food solution	Why it solves the problem
1 Jellyfish	a cheap and already eaten in many parts of the world
2 Lab food	b can make new food from old
3 Smart fridges	c better for the environment
4 3D printers	d help us use the food we already have so we don't buy food we don't need
5 Insects	e a new food and we need to find more of these

4 Match the words in **bold** in the forum with the meanings.

1 another possibility _____
2 the taste of something _____
3 not real _____
4 something special and good to eat _____
5 cooking instructions _____

Voice it!

5 Discuss the questions.

1 Which of the ideas in Exercise 3 are your most and least favourite? Why?
2 What other future food solutions can you think of?

Class 4C Study room

Read the article about future food and add your comments. Professor Jones is coming to Friday's class and we're going to discuss your ideas.

1 There isn't going to be enough food for everyone in the future because the population is growing, so we're going to need to be more adventurous and find new foods. I read that we could actually eat jellyfish, although many people won't like the idea. Jellyfish probably doesn't have much **flavour**, but if you season it and roast it, it might be quite tasty! **Ezra**

2 We may eat **artificial** fish or meat grown in a laboratory in the future. I think the idea sounds interesting, especially because scientists say it will be better for the planet. I'm definitely going to try lab burgers! **Ben**

3 We throw away far too much food, often because we buy more than we need. I read about these cool apps that will tell us what's in the fridge and suggest **recipes** with the food we already have so we don't waste so much. I think they'll be really popular. **Dana**

4 One thing I'm not sure about is 3D printed food. The idea that a printer will produce our food is a bit strange. But people say we'll be able to print snacks from food we're going to throw away, so 3D printers might help reduce food waste. **Marco**

5 Experts say that meat will be far more expensive in the future, so we're going to have to eat **alternative** types of food. Insects are cheaper than farm animals, so they may be a solution. Grilled grasshoppers are a popular snack in Mexico and fried tarantulas are a **delicacy** in Cambodia. In fact, lots of cultures eat bugs, so why can't we? **Emma**

Language in action

Future tenses

Watch video 3.2
What's happening this Saturday? Which workshop might he go to?

Future plans and intentions	
present simple	They all **start** at the same time.
present continuous	Our school **is having** a food festival this Saturday.
be going to	There **are going to be** three interesting workshops.

1 **Look at the table and read the sentences below. Circle the correct category a–c for each example.**

a Timetabled events. These often happen repeatedly at regular times.

b A future event that has been planned, perhaps only once.

c Something that someone intends to do in the future.

1 Daris **isn't going to come** with us tomorrow. He doesn't like picnics. a (b) c

2 Gabriela's parents **are taking** us out for dinner tonight. a b c

3 Hurry! The bus **arrives** in five minutes. a b c

4 I've decided I**'m going to stop** eating meat. a b c

5 My cookery class **starts** at ten. a b c

6 We**'re having** a barbecue on Saturday. a b c

Future predictions	
be going to	You**'re going** to think about cooking in a new way!
will	In the future, meat **will** be more expensive.
may / might	It **may** rain tomorrow. I **might** go to the science of cooking workshop.

2 **Read the text. Complete the dialogue with the present simple, present continuous, *be going to*, *will* or *may/might* form of the verbs.**

Come and have dinner in total darkness Tuesday to Saturday 8–10 pm. Use your other senses to taste the food. Try new, unknown foods and guess what you're eating.

Lucas Hey Milena, [1] *are* you *coming* (come) to Abi's birthday tomorrow?

Milena Where [2] _____ you _____ (go)?

Lucas To 'Dining in the Dark'. We [3] _____ (have) dinner in darkness!

Milena That's strange. Abi [4] _____ (not like) it!

Lucas I'm sure she [5] _____ (love) it! It [6] _____ (be) different to anything she's done before.

Milena But you [7] _____ (not be able to) see the food. You [8] _____ (eat) something you don't like.

Lucas I know! We [9] _____ (have to) guess what we're eating!

Milena What time [10] _____ it _____ (start)?

Lucas At eight o'clock.

Milena I'm not sure. I [11] _____ (come). I [12] _____ (tell) you later.

Grammar tutor p127

Use it!

3 **Write the questions. Use future tenses. Ask and answer.**

1 What / you / do / tomorrow?

_____

2 How old / you / be / in 2050?

_____

3 What foods / we / eat / in the future?

_____

4 When / your next class / start?

_____

What are you going to do tomorrow?

I'm not sure. I might go to the beach.

Listening and vocabulary

Quantities

3.06 **1** Read the recipe and choose the correct photo 1–3. Listen and repeat.

How to make your own fruity cereal

Mix the following ingredients in a bowl:

- **a cup of** cereal, like oats
- some **pieces of** strawberry
- some **slices of** banana
- some **chunks of** pineapple
- **a handful of** blueberries
- **a packet of** nuts
- **a pinch of** cinnamon
- **a sprinkle of** brown sugar

Serve with a spoonful of yoghurt or a splash of milk.

Nutritious and delicious!

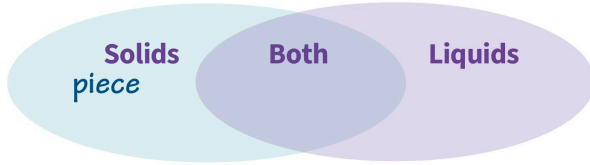
2 Complete the sentences with quantities in Exercise 1 in the singular or plural form.

1 I have two *slices* toast for breakfast and _____ coffee with _____ milk.
2 If your throat hurts, have _____ honey.
3 Season the pasta sauce with _____ salt and pepper.
4 I'm going to have a _____ crisps for lunch.
5 I love cookies with big _____ chocolate!
6 I make the best Greek salad. I put in _____ olives, some _____ feta cheese and _____ oregano on top.

Learn to learn

Using diagrams

Use diagrams to help remember new phrases.



3 Add quantities in Exercise 1 to the diagram.

Use it!

4 Think of a food you like and tell your partner the ingredients.

A pancake … You need two cups of flour …

A recipe

3.07 **5** Listen to the cooking show and write the quantities.

Pear smoothie	Ant tacos
1 _____ orange juice	6 _____ ant larvae
2 _____ chopped pear	7 _____ chopped tomatoes
3 _____ cricket flour	8 _____ chopped chillies
4 _____ mango and pineapple	9 _____ salt and pepper
5 _____ lime juice	10 _____ chopped coriander

3.07 **6** Listen again and circle the correct answers.

1 Both of Anton's dishes ….
a contain insects b are spicy
c are Mexican
2 By 2030 there will be … billion people in the world.
a 5.5 b 6.5 c 8.5
3 Cricket flour will add … to the smoothie.
a fruit flavour b vitamins c protein
4 Anton is going to … the ant larvae.
a fry b heat c roast

Language in action

Future continuous and future perfect

Watch video 3.3
Who will be making our food in the future? What food was invented by accident?

	Future continuous	Future perfect
+	My robot **will be making** me a chicken pie!	We**'ll have programmed** robots to be great cooks.
-	We **won't be cooking** our own meals.	We **won't have visited** Pluto by 2050.
?	What **will** we **be eating** by 2050?	**Will** the food we eat **have changed** a lot by 2050?

1 **Look at the table and read the sentences below. Which sentence …**

1 describes an action in progress in the future? (future continuous) ___

2 describes an action completed before a certain time? (future perfect) ___

a I'll be watching the football match tomorrow evening.

b Five years from now, I'll have left school.

2 **Complete the sentences with the future continuous form of the verbs in the box.**

eat go not see ~~sleep~~

1 Don't ring me at 8.30. I'll be sleeping.

2 Where _____ they _____ on holiday?

3 I've got exams next week. I _____ my friends.

4 _____ we _____ ants in 30 years' time?

3 **Complete the sentences with the future perfect.**

1 I think scientists _____ (find) life on other planets by 2060.

2 I _____ (not finish) my exams in May.

3 They _____ (not start) yet. It's only 7.30.

3.08 **4** **Complete the conversation with the future continuous or perfect form of the verbs. Listen and check.**

Zoe How [1]will restaurants have changed (change) by 2040?

Sam I think they [2]_____ (become) more automatic. Instead of human chefs, machines [3]_____ (cook) your food and human waiters [4]_____ (not serve) the tables, robots will.

Zoe So humans [5]_____ (not work) in restaurants?

Sam That's right, but I think we [6]_____ (design) robots that look like humans by then.

Grammar tutor p127

Use it!

5 **Write sentences about your future. Use the future continuous or perfect.**

In one year's time …
In 2050 …
On my 21st birthday …
By the end of this year …
By 2035 …
By the time I'm 25 …

In 2050 I'll be living in my own house.

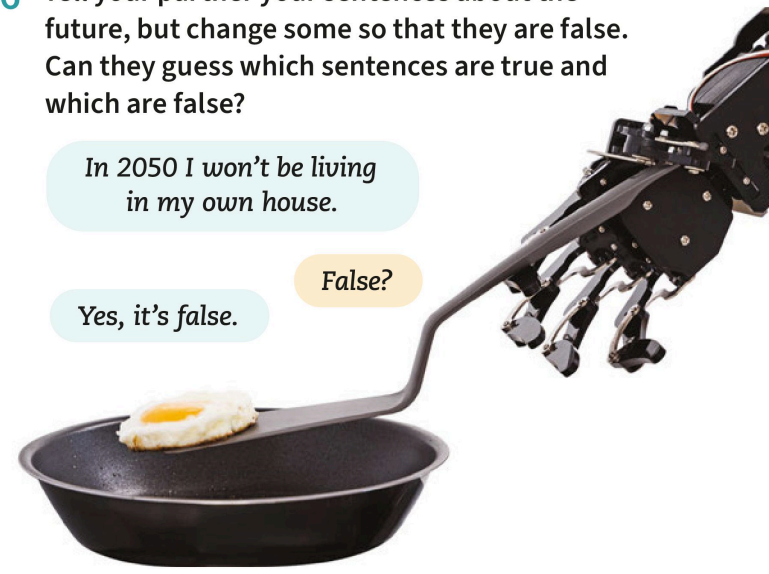
By the time I'm 25 I'll have learned how to drive.

6 **Tell your partner your sentences about the future, but change some so that they are false. Can they guess which sentences are true and which are false?**

In 2050 I won't be living in my own house.

False?

Yes, it's false.



Speaking

Giving instructions

1 3.09 **What can you see in the photo? What ingredients do you need to make it? Listen and check your answers.**

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

Rob

Eva

Rob Can you give me the recipe for your yummy Spanish omelette? I'm going to make it for the picnic tomorrow. It won't take ages, will it?

Eva No, it's a piece of cake! [1] *You'll need* half a kilogramme of potatoes, five eggs, salt, oil and an onion.

Rob OK. Is that it?

Eva Yep, so [2] _____ peeling and slicing the potatoes. [3] _____, chop the onion.

Rob OK. Then what?

Eva Heat a cup of oil in a pan and fry the potatoes and onions.

Rob That's a fair amount of oil!

Eva Yeah, I know! [4] _____ frying, mix the eggs in a bowl. Then put everything together and add a pinch of salt. Heat a spoonful of oil in a smaller pan and pour in the mixture. Once the bottom part has cooked, [5] _____ flip the omelette with a plate and cook the other side.

Rob OK, I'll try.

Eva It's delicious! Your friends will all be asking for the recipe! Will you still be there at four?

Rob Yeah, but we'll have finished the omelette by then!

Watch video 3.4
Everyday English

a fair amount ages a piece of cake
Is that it? yummy

Useful language

Don't forget to … (+ verb)
Once that's done, …
Start by … (+ *-ing*)
While that's … (+ *-ing*)
You'll need …

3 **Match the phrases in the conversation with the meanings. How do you say these in your language?**

1 something that's easy _____
2 delicious _____
3 Is that everything? _____
4 quite a lot _____
5 a long time _____

Plan

4 **Write about a recipe and the ingredients you need.**

_____
_____
_____

Speak

5 **Practise explaining the recipe to your partner. Remember to use:**

- future tenses
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

What was the recipe for? _____

What ingredients do you need?

Would you like to eat this food?

Writing
A listicle

1 **What food can you see in the photos? Read Megan's listicle. Which of her predictions do you agree with?**

2 **The following are features of a good listicle. Which ones are in Megan's listicle?**

1 an interesting title
2 a number in the title
3 short texts about the title, one for each number
4 some interesting predictions
5 photos

Five foods we'll all be eating in 2070!

1 **If there's one thing we'll still be eating in 50 years' time, it's pizza!**
We've been eating pizza since the 19th century, so we're not going to stop now! In the future toppings will change for sure, but pizza isn't going anywhere!

2 **Tasty meat alternatives**
With more humans on the planet, we'll need alternative sources of protein such as insects. What could be tastier than a sprinkle of roast ants on your salad?

3 **Classics that will never die out!**
Some classic British dishes, like fish and chips, will be around forever, although instead of fish, we will probably eat plant-based banana blossom. They already sell this in some places!

4 **Printed snacks**
By 2070 we'll be printing most snacks with a 3D printer. Impossible? Watch this space ...

5 **Veggies and vegans**
Vegetarian food is here to stay! In 2070 being veggie or vegan, and avoiding eggs, milk and cheese, will be even more common!

3 **Complete the *Useful language* phrases with the words in the box. Check in Megan's listicle.**

anywhere forever norm space stay

Useful language

is here to [1]_____
isn't going [2]_____
Watch this [3]_____
will be around [4]_____
will be the [5]_____

4 **Circle the correct words to complete the sentences.**

1 Fast food isn't going **nowhere** / **anywhere**.
2 I don't think the huge fast-food chains will be around **always** / **forever**.
3 Meat created in the laboratory will be the **norm** / **normal** in thirty years' time.
4 The next generation of restaurants is going to be much more eco-friendly. Watch this **space** / **place**!
5 There's no doubt that the Brazilian feijoada pizza with black beans is **there** / **here** to stay.

Write your own listicle about the future of food.

Plan

5 **Think about the questions and make notes.**

- What will people still be eating in 50 years' time?
- What new foods might we start eating in the future?
- In what new ways might we be buying, cooking and serving food?
- Choose 3 to 5 of your ideas to include in the listicle.

Write

6 **Write a listicle about your future food predictions. Remember to include:**

- future tenses
- vocabulary from this unit
- phrases from the *Useful language* box

Check

7 **Do you ...**

- explain what we will or might be eating in the future?
- explain what will be normal in the future?
- make any other predictions?

Globetrotters

Watch video 3.5
Food in Japan

- What food is usually associated with your country or culture?
- Can you explain what *kaiseki* and *wagashi* are?
- How is Western food influencing Japanese food traditions?

Reading
An article

3.10 **1** **Look at the photos. What can you see? What do they tell you about food in Australia? Read the article and check your ideas.**

A taste of Australia

A country's food is influenced by its inhabitants, geography, climate and wildlife, and Australia is no exception.

Traditional Australia

For thousands of years, Aboriginal and Torres Strait Islander peoples have eaten plants and animals from the land or sea. Traditional Aboriginal food, or 'bush tucker', includes crocodile, emu and snake. Examples that are still eaten today include kangaroo, macadamia nuts and witchetty grubs. These tasty insect larvae are roasted on the fire or grilled on the barbecue!

Multicultural Australia

Since the first Europeans arrived in Australia over 200 years ago, people have been moving to the country from all over the world. As a result, Australian cuisine is multicultural and includes British, Italian, Greek and Asian food. Popular dishes are fish and chips, roast lamb and dim sum as well as traditional favourites such as kangaroo, seafood pizza and fried shark. The warm, sunny climate means plenty of fresh fruit and vegetables, and barbecues to grill meat or fish outside.

Tomorrow's Australia

Desert food

Australia has built the first farm in the world that can grow fruit and veg in a desert. The enormous solar-powered greenhouse only needs sunshine and seawater to work and Australia has plenty of both. The solar panels create enough energy to transform the salt water into fresh water which is used to water the tomato plants. It's strange to think that in the future we might be eating food which is grown in the desert.

Ugly food

Around a quarter of fruit and vegetables around the world is thrown away before it gets to the supermarkets because people believe it's too 'ugly' to sell. However, some Australian supermarkets are trying to sell this food. They tell their customers that even though the food looks odd, it tastes exactly the same as perfectly formed fruit and veg. There are lots of advantages to eating this ugly food. It's cheaper for customers, farmers sell more of their produce and we reduce food waste.

Learn to learn

Understanding words from context

When you see new words, use the rest of the sentence to help you understand them. Guess what the new word means and then check it in a dictionary.

2 **Find the words in the article and guess the meaning. Check in a dictionary or with your teacher.**

New word	What the other words tell me	What I think it means
1 peoples	It's a noun that describes a culture or nation who have lived in Australia for a long time.	original, first
2 witchetty grubs		
3 multicultural		
4 shark		
5 solar-powered		
6 greenhouse		

3 **Read the article again and find examples of how these things influence Australia's food.**

Aboriginal and Torres Strait Islander peoples

They have always eaten food from the land and sea and some is still eaten today, e.g. macadamia nuts and witchetty grubs.

Wildlife

People from other cultures

Climate

Food waste

4 **Find words in the article that mean:**

1 something not included in a group (introduction) _____
2 delicious (traditional Australia) _____
3 cooking (multicultural Australia) _____
4 a short word for vegetable (desert food) _____
5 strange (ugly food) _____

Voice it!

5 **Discuss the questions.**

1 Which foods from other cultures have become popular in your country?
2 Australia is adapting to changes by eating 'ugly' food. How else can we adapt what we eat or drink?

Explore it!

Guess the correct answer.

What will you not find on a pizza in Australia?

a emu b kangaroo c koala d crocodile

Find a fact about Australian food. Write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to learn

Learn to … set and achieve learning goals

When you know what your English learning goals are, you can take steps to achieve them.

1 What is Ada's learning goal? Has she achieved it?

In three weeks' time I'm going to New Zealand with my brother. He doesn't speak English so I'll need to book the hotels, order food and ask directions. My goal is to learn enough travel English to do this. I've bought a book with useful phrases for tourists, and I've downloaded episodes of a podcast about New Zealand. I'm going to listen to one episode every week. I'm also going to learn one useful phrase from the book every day. Piece of cake!

2 Write Ada's answers to questions 2–4.

Action plan		Name: Ada
1	What do I want to do?	learn enough travel English to book hotels, order food and ask directions
2	How much time do I have?	
3	How am I going to do it?	a b
4	How often am I going to do the things in 3?	a b
5	What's my goal in one sentence?	By the time we go to New Zealand, I'll have learned enough travel English.

3 Read what Enzo says about his learning goal. Write his answers to questions 1 and 2.

One month from now we've got a speaking exam. I want to get a good grade, but I'm not great at speaking – not like my sister. She speaks English really well!

Name: Enzo	
1	
2	
3	a b
4	a b
5	

4 Whose advice should Enzo take?

Why don't you practise with your sister? Ten minutes a day would help. – **Ela**

I'd study lots of vocabulary the night before. And don't sleep! – **Hamid**

Look at the Everyday English phrases in our book. Use three of them every day. – **Olga**

5 Use your answers to complete Enzo's action plan. Write one sentence about his goal for question 5.

OWN IT!

6 Tell your partner about your English learning goal. What are your answers to questions 1 to 5?

Search online for a digital mind mapping tool to set English learning goals. Share your findings with your classmates.

3 Review

Vocabulary

1 **Circle the correct verbs.**

1 *Season* / *Peel* the orange before you eat it.
2 Is there any butter to *spread* / *grate* on my toast?
3 Let's *roast* / *fry* a chicken in the oven.
4 Can I borrow a knife to *grill* / *slice* the tomato?
5 Sam *bakes* / *chops* his own bread. It's great!

2 **Match the quantities with the photos. Then think of another example for each quantity.**

chunk	☐ _____	cup	☐ _____
handful	☐ _____	packet	☐ _____
piece	☐ _____	pinch	☐ _____
slice	☐ _____	splash	☐ _____
spoonful	☐ _____	sprinkle	☐ _____

Language in action

3 **Circle the correct words to complete the conversation.**

Ivan What [1]*do you* / *are you going* to do this afternoon?
Andrea We [2]*'re going* / *will go* to the cinema. Juan and Ali [3]*come* / *are coming* too.
Ivan What film [4]*are you going to* / *will you* see?
Andrea *The Scream Factor.*
Ivan But you hate horror films!
Andrea I know! [5]*I'm not enjoying* / *I'm not going to enjoy* the film, but Ali wants to see it.
Ivan It [6]*might be* / *is* OK. Who knows, you [7]*won't* / *may* enjoy it.
Andrea We'll see. Anyway, I have to go. It [8]*will start* / *starts* in 45 minutes.

4 **Complete the predictions with the future continuous or perfect of the verbs in brackets. Which predictions do you agree / disagree with?**

In 10 years' time …

1 African cuisine _____ (become) extremely popular.
2 most people _____ (stop) eating meat.
3 we _____ (not buy) 'ugly' fruit and veg.
4 we _____ (not go out) to restaurants. We _____ (order) food online to eat at home.

Self-assessment

I can use verbs to talk about food. 😕 😐 🙂
I can use words to talk about quantities. 😕 😐 🙂
I can use future tenses and *may/might*. 😕 😐 🙂
I can use the future continuous and future perfect. 😕 😐 🙂

4 Sense and sensitivity

Learning outcomes

I can ...

- understand texts about facing fears and artists who make sound effects
- make guesses and give clues about unfamiliar objects
- write an encyclopaedia entry
- make deductions and express obligation, prohibition, necessity and advice
- talk about senses and describe how things look, sound and feel, etc.
- brainstorm and use visual clues when listening
- create a proposal.

Start it!

1 Look at the photo. What different senses do you use when you enjoy nature?
2 Before you watch, what do you think bats, dolphins and submarines have in common?
3 Which animal has the best hearing and how does that help them? Watch and check.
4 Can you think of any other animals which have special senses?

Watch video 4.1

p49

Language in action 4.2

p51

Language in action 4.3

p52

Everyday English 4.4

p54

Feel the music 4.5

Vocabulary

The five senses

1 **Match the words in bold with photos A–E. Answer the questions.**

Have you ever...

1 seen a **durian**? ☐
2 touched a **snake**? ☐
3 played football on **artificial grass**? ☐
4 heard a **koala**? ☐
5 eaten a **knickerbocker glory**? ☐

2 **Match the questions in Exercise 1 with statements a–e. Which things did you already know?**

a They **look like** friendly teddy bears but when they cry they **sound** really angry. 4
b It's made of plastic but it can often **feel like** the real thing. ☐
c It doesn't **sound like** a food but it is! They **taste** really sweet and look really colourful. ☐
d They **look** wet and slimy but when you **touch** their skin they **feel** cold and dry. ☐
e They **smell** terrible. In fact, they **smell like** dirty old socks and they don't **taste like** fruit, but many people say they're delicious. ☐

Learn to learn

Brainstorming

Brainstorming word groups can help you make vocabulary connections.

3 **Complete each line with the words in bold in Exercise 2. Add three or more words or phrases that you associate with them.**

a The ears: *sound, sound like, hear, listen to, music*
b The eyes: _____
c The hands: _____
d The nose: _____
e The tongue: _____

4 **Choose one group of words in Exercise 3. Say your extra words to your partner. Can they guess which group they belong to?**

5 **Complete the sentences with the correct form of the words in bold in Exercise 2.**

1 When my dad sleeps, he snores so much he *sounds like* a trumpet!
2 I tried some crocodile meat once. It _____ chicken.
3 The milk _____ bad and _____ a bit yellow, so she didn't taste it.
4 I love wearing my new winter coat. It _____ so soft and warm.
5 A It _____ a painting by Picasso.
B No, but it is.
6 Please _____ the wall. I've just painted it.

Use it!

6 **Talk about the things in the box with the words in Exercise 2. Compare with another pair. Do you have the same descriptions?**

fast food graffiti mobile phones
new clothes rap music

Explore it!

Guess the correct answer.

Which human sense is the weakest?

a sight b hearing c touch
d taste e smell

Find another interesting fact about the human senses. Write a question for your partner to answer.

Reading

A magazine article

1 Look at the photo and the title of the magazine article. What do you think connects them?

4.01 **2** Skim the article and check your ideas.

Facing **real fears** in a **virtual world**

The role of computer technology in mental health therapy

By Cansu Kaya, Technology editor

If you're into gaming like me, you must know about virtual reality (VR) headsets. You might even have one of your own. With one of these headsets on, you can **convince yourself** that you're flying a plane, riding a rollercoaster or even swimming with sharks. As you move your arms about and scream, anyone watching you will wonder what is happening. But for you, the experience – and the **sensation** of fear – is real. Now the same technology is helping people with **mental health problems**.

Exposure **Therapy** (ET) is a well-known method used by psychotherapists – people who treat mental health conditions. It's based on a simple idea: the more often you face the thing that scares you, the less scary it becomes. But it can be difficult to get real '**exposure**'. That's where VRET (Virtual Reality Exposure Therapy) can help. Dr Helen Phelps from the *Calm Minds* **clinic** has been using VRET with her patients for the last year. 'One of my patients, David, has an extreme fear of spiders,' explains Dr Phelps. 'As you can imagine, it can't be easy for David to sit in room full of real spiders for hours. However, using a VR headset, David can be exposed to 'virtual' spiders while he sits in the safe space of the therapy room.'

Latif went to Dr Phelps because of his great fear of wasps. 'Just the sound of a wasp makes me panic,' he says. 'But the VRET sessions have really helped.' With the headset on, Dr Phelps can put a 'virtual' wasp on Latif's arm. It doesn't really touch him, of course, but it looks like a wasp and it sounds like one. 'At first the virtual wasps filled me with fear, but I'm slowly getting better,' says Latif.

Abbie is a brilliant pianist but performing to an audience gives her **anxiety**. During her VRET sessions, Abbie plays while Dr Phelps controls the size of the virtual audience. She can even make the audience walk out halfway through – which must be every performer's worst nightmare! But VRET is helping to reduce Abbie's anxiety levels. 'My confidence is growing,' she says. And *that's* for real!

3 Look at the words in bold in the text. Which word means:

1 a place that offers treatment *clinic*
2 make yourself believe _____
3 be in contact with something _____
4 feeling _____
5 a strong feeling of worry _____
6 conditions that affect mood, thinking and behaviour _____
7 a treatment that helps someone feel better _____

4 Read the magazine article again. Write *T* (true), *F* (false) or *DS* (doesn't say).

1 Cansu Kaya likes gaming T
2 Cansu owns a VR headset. ___
3 Exposure Therapy is not a new idea. ___
4 ET and VRET are the same thing. ___
5 *Calm Minds* clinic treats people with mental health problems. ___
6 Latif is afraid of all insects. ___
7 Latif isn't afraid of wasps anymore. ___
8 Dr Phelps can control the behaviour of the 'virtual' audience. ___

Voice it!

5 Discuss these questions with a partner.

1 Why do people enjoy using virtual reality headsets?
2 What other anxieties or phobias do you think virtual reality therapy might help with?

Language in action

Deduction and possibility

Watch video 4.2
What did Andy lose when he was 17? How does he know when he's near the edge of the pool?

100% certain	That **must be** very hard.
Possible	It **might sound** strange to some people. He **could call** you back. He **may come** by bus.
100% impossible	It **can't be** easy to swim as a blind person.

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

can't could/may/might ~~infinitive~~ must

1 We follow *must*, *might*, *could*, *may* and *can't* with the infinitive (without *to*).
2 We use _____ when we're not sure about something.
3 We use _____ when we're sure something isn't true.
4 We use _____ when we're sure something is true.

4.02 **2** **Circle the correct words. Listen and check.**

1 This drink (must) / *can't* have lots of sugar in it. It tastes really sweet.
2 Don't touch that snake! It *might* / *can't* be poisonous.
3 This milk *must* / *can't* be really old. It smells disgusting.
4 It looks like a painting by Monet, but it *may* / *can't* be. It was painted after he died.
5 A What instrument is that? It sounds like a violin.
B Maybe, or it *can't* / *could* be a viola.
6 This jacket *must* / *can't* be very warm in winter. It feels like a blanket!

4.03 **3** **Complete the dialogue with *must*, *can't* or *might*. Listen and check.**

Omer What are you listening to? It's so loud!
Briony It's Beethoven. I think it's beautiful.
Omer You [1] must be joking! I thought you hated classical music.
Briony Well, that's because I hadn't really listened to any before. Did you know Beethoven became deaf when he was still quite young?
Omer Wow, that [2] _____ be easy for anyone, but it [3] _____ be absolutely terrible for a musician. You should turn it down, though. The neighbours [4] _____ be home.
Briony They [5] _____ be. The lights are off and their car's not there. Anyway, I'm sure they'd prefer Beethoven to the heavy metal you always play. They [6] _____ hate that! Every time you put it on they start banging on the wall.

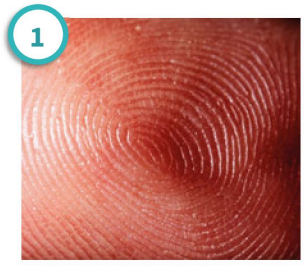
Grammar tutor p128

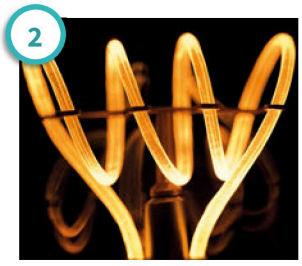
Use it!

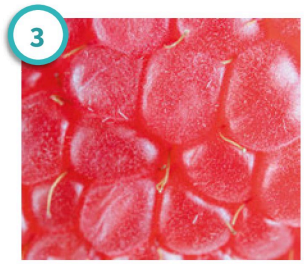
4 **Look at the photos. What do you think they are?**

It could/might/can't/must be …

It looks like (a) …







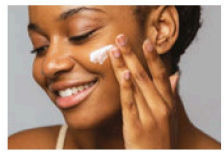
Vocabulary and listening

Describing texture, sound, taste, etc.

1 a sharp knife

2 a _____ umbrella

3 a _____ chameleon



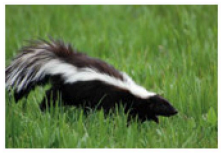
4 _____ skin

5 a _____ chili

6 a _____ road

7 a _____ grapefruit

8 _____ balloons



9 a _____ skunk

10 a _____ heartbeat

4.04 **1** **Complete the photo labels with the words in the box. Listen, check and repeat.**

colourful faint rough ~~sharp~~ shiny
smelly smooth sour spicy transparent

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

Feel	Look	Smell	Sound	Taste
rough				

Use it!

3 **Use the words in Exercise 1 to describe the things in the box. Can your partner guess the item?**

a cat's tongue a concrete wall a curry
a new coin a pencil a whisper lemons stars

It's shiny and gold. *A new coin!*

An interview

4 **Foley artists create sound effects for films. What sound effects do you think these items make?**

a two coconut halves
b shredded newspaper and a plastic bag
c cellophane
d celery
e rice and a metal tray

I think the coconut halves could be the sound of …

4.05 **5** **Listen to the interview with James Ford, a Foley artist. Check your answers to Exercise 4.**

4.05 **6** **Listen again and circle the correct words.**

1 It's important to *never* / *sometimes* have total silence in a movie.
2 The interviewer thinks the second effect is made with *newspaper* / *grass*.
3 Foley artists used to make *more* / *fewer* sounds.
4 James *made some* / *didn't make any* of the explosion sounds in his last movie.
5 To become a Foley artist, formal training is *necessary* / *unnecessary*.

Learn to learn

Using visual clues when listening

Use pictures, instructions, etc., to help you understand what you are hearing.

Voice it!

7 **Do you think the job of a Foley artist will disappear in the future? Why / Why not?**

Language in action

Obligation, prohibition, necessity and advice

Watch video 4.3
What is she giving advice about? What three things do you need to do?

Obligation (present)	Necessity (present)	Prohibition	Advice
You **must** remember to bring your camera. We **don't have to** keep any bad photos these days! Do you **have to** take a selfie?	Here's what you **need to** do to take a great selfie. Now, we **don't need to** take selfies.	You **mustn't** hold the camera low.	You **should** hold the camera high. You **shouldn't** ignore the background. We **ought to** know how to pose for them.

Pronunciation p118

1 **Look at the examples. Write *O* (obligation), *N* (necessity), *P* (prohibition) or *A* (advice).**

1 You must ask for permission before taking photos of other people. *O*
2 You should save all your photos online so that you don't lose them. ___
3 You mustn't use your flash when you take photos in a gallery or museum. ___
4 You don't need to use your flash outside on a sunny day. ___

2 **Circle the correct words.**

6 tips for looking after your eyes

1 Most of us [1]*mustn't* / *need to* use computers every day but too much screen time can be bad for your eyes.
2 You [2]*ought to* / *shouldn't* spend more than about 20 minutes looking at a screen without taking a break.
3 You [3]*should* / *shouldn't* avoid using your phone in the dark. If you want to read, you [4]*ought to* / *have to* read a book.
4 Some people [5]*don't have to* / *mustn't* wear glasses, but if you do, you [6]*should* / *ought not to* clean the lenses.
5 Buy a good pair of sunglasses: everybody [7]*needs to* / *mustn't* protect their eyes from bright sunlight.
6 Finally, everybody [8]*doesn't have to* / *should* have an eye test once a year.

Get it right!

We don't use *must* in the past, only ***had to***.

Past obligation	
+	They **had to** read books to do research.
-	They **didn't have to** know how to use the Internet.
?	**Did** they **have to** look up words in a dictionary?

3 4.08 **Match 1–5 with a–e. Listen and check.**

1 She didn't have to study hard for the exam
2 I didn't have to wear a uniform at my last school
3 Billy didn't have to get up early this morning
4 Mia had to go to the dentist
5 I got all the answers wrong

a because it's a holiday.
b so I had to do the exercise again.
c because she had toothache.
d because she's really good at English.
e but I do at the one I go to now.

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Use it!

4 **Make notes and compare with a partner.**

- something you had to do in the past
- something you ought to do soon

What did you have to do?

I had to visit the dentist last week!

Speaking

Making guesses and giving clues

1 4.09 **Look at the picture. What are *tabi*? Listen and find out.**

2 4.09 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Guess again.
Guess what it is / they are.
I guess they must be …
Perhaps it's something (+ *adjective*)
They're definitely some kind of …

Aidan Hey, do you want to see something cool?
Zoe Sure, why not? Wow! What are those?
Aidan They're called *tabi*. They're from Japan. [1]*Guess what they are.*
Zoe Well, they're [2]_____ of clothing. They look like gloves, but they can't be, can they?
Aidan Nope. They're definitely not gloves.
Zoe They're in the shape of an 'L', so I guess [3]_____ socks.
Aidan Bingo!
Zoe But why is the big toe separate from the other toes?
Aidan I'm not telling you. Try and work it out yourself.
Zoe Hmm. Perhaps [4]_____ traditional. Maybe Japanese people wear rings on their big toes?
Aidan No, that's not it. [5]_____ again.
Zoe No, I give up!
Aidan It's so that they can wear them with sandals with straps. The strap goes between the big toe and the others.
Zoe Oh, that's a clever idea! They must be nice and warm to wear.
Aidan I guess so. I haven't tried them on yet.

Watch video 4.4
Everyday English

Bingo! I give up! I guess so.
nice and warm/hot, etc. Sure, why not?

3 **Complete the dialogues with the phrases in the *Everyday English* box.**

1 **A** Shall we watch a movie? **B** _____
2 It's _____ today. Let's have a picnic!
3 **A** Is the answer 23? **B** _____
4 **A** Chinese must be hard to learn. **B** _____
5 **A** One more guess? **B** No – _____

Plan

4 **Write about something from your country that might be new or strange to a foreigner, for example a food or an item of clothing. How would you describe it?**

_____

_____

Speak

5 **Practise describing something from your country to your partner. Remember to use:**

- modals
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

What did you hear about? _____

_____

How was it described? _____

_____

1 ☐ **Neil Harbisson**, 27 July 1984

2 ☐ Neil Harbisson is known as the world's first cyborg artist. He has been colour blind since birth and has a special antenna connected to his skull that lets him 'hear' colours as different vibrations in his head.

3 ☐ Neil was born in Belfast in 1984 and grew up in Barcelona. At the age of 16, he started to make black and white art. In 2004, scientists developed his special camera and attached it to his head. With the camera, Neil can 'hear' 360 colours, including some which are invisible to the human eye. In 2004, when he had to get a new passport, the UK passport office said no at first because he didn't look like a human. However, they finally accepted his application. He must be the only official cyborg in the world.

4 ☐ Neil now makes colourful art, including 'sound portraits' of famous people and geometric paintings. He has had exhibitions all around the world.

5 ☐ According to Neil, all human skin sounds orange.

Writing

An encyclopaedia entry

1 **Look at the pictures. What is attached to the man's head? Read the encyclopaedia entry and find out.**

2 **Match titles a–e with paragraphs 1–5.**

a Artwork
b Other information
c Introduction
d Name and date of birth
e Life

3 **Complete the phrases in the *Useful language* box with words from the text.**

Useful language

including	… is known [3] ____
According [1] to ____	… was born [4] ____
At the age [2] ____	and grew [5] ____ in …

4 **Complete the sentences with the phrases from the *Useful language* box.**

1 Stefani Joanne Angelina Germanotta _____ Lady Gaga.
2 She _____ 28 March 1986 _____ New York City.
3 _____ four she began to learn to play the piano.
4 She makes energetic pop music, _____ songs like *Bad Romance* and *Rain on Me*.
5 _____ Lady Gaga, you can teach yourself art.

Write an encyclopaedia entry.

Plan

5 **Choose one of the artists below to research.**

- poet Amanda Gorman
- filmmaker Jason DaSilva
- cyborg artist Moon Ribas

Make notes about the following:

- their date of birth
- what they are mostly famous for
- their early life and education or training
- their most important achievements

Write

6 **Write your encyclopaedia entry. Remember to include:**

- five paragraphs
- modal verbs
- vocabulary from this unit
- phrases from the *Useful language* box

Check

7 **Do you …**

- include information about the person's life?
- include information about the person's artwork?

Emotional development

Understanding other people's perspectives and feelings

4.10 **1** **Work with a partner and answer the questions. Read the text and check your ideas.**

- How might deaf or hard of hearing people use their other senses to help them 'hear'?
- How could people with hearing loss enjoy a live music event?

Watch video 4.5
Feel the music

How do you feel when you listen to music?

What different kinds of music do you enjoy?

Feeling the *sound*

How live events are becoming accessible

There can't be a culture in the world that is completely without music. Like language, music is part of what makes us human; it's something we need to have in our lives. The excitement in the **crowd** at any music **festival** shows this must be true. Which is why music **venues** have to make their concerts accessible for everyone, including music lovers who are deaf or hard of hearing. Here are a few of the ways this is happening.

Augmented reality glasses: These glasses allow deaf or hard-of-hearing **fans** to read the **lyrics** and see what's happening on **stage** at the same time. What's more, the words appear in 'real time' over a wi-fi connection, so if a rapper **improvises**, or a singer-songwriter like Taylor Swift jokes with the crowd, no one needs to miss a word.

Haptic vests: For years, deaf music lovers have enjoyed gigs by feeling the **vibrations** coming from the huge speakers near the stage. Haptic vests take this idea further. When you wear one, the 24 'touch points' react to the music and send vibrations all over your body. As well as repeating the **rhythm** of the music, the vibrations change with the **pitch** of the different instruments. So a **solo** on **the lead guitar** feels quite different to one on the **bass**! Hearing fans don't have to wear vests to enjoy a gig, but the experience is so good that some of them have been wearing them, too.

Signsong: Sign language interpreters, like the UK's Fletch@ or Amber Galloway in the US, sign the music at **rock** and **rap** concerts. This is sometimes known as 'Signsong'. These signers don't just interpret the words – they also have to communicate the feel of the music. While they can't sign a song's **melody**, they are skilled at communicating the emotions it suggests. They are incredible performers too and are changing the way we *all* experience music.

Vocabulary extra

2 **Complete the sentences using the words in bold in the text.**

1 When things are easy to use for everyone, they are *accessible* to more people.
2 Every time he plays the piano, he _____ and creates something new. It's amazing!
3 I can't get that _____ out of my head. I've been singing it all day!
4 The guitarist played an incredible _____ at the end of the song.
5 The music was so loud, I could feel the _____ in my chest.
6 This song has a really strong _____ that makes you want to tap your feet!
7 What do you think the _____ of this song mean?
8 Bats make sounds at a very high _____ that most people cannot hear.

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

1 In what other ways can events be made more accessible to people with disabilities?
2 Would you like to try wearing a haptic vest to a concert? Why / Why not?

CLIL: Music

Accessible music events

4 **Complete the table with the words in the box. Can you think of more music words for each column?**

bass crowd festival lead guitar music lover rapper drums ~~singer-songwriter~~ stage venue

People	Places	Instruments
singer-songwriter		

5 **Read the texts and complete with the correct names.**

1 *Gaspar* is partially sighted.
2 _____ is a wheelchair user.
3 _____ is hard-of-hearing.
4 _____ is neurodivergent.

I went to my first gig last week, but I didn't enjoy it. The crowd was so big and the music was too loud. I love music, but the experience caused me a lot of anxiety. **Tatiana**

Last night's concert was wonderful, and the venue had a lift, so I didn't have to use stairs to get to my seat. The corridor was wide enough for me to get through, too. **Rauf**

My favourite rapper was at the concert, but the sound wasn't so good for me. I could only hear the bass and the drums, but not her words. **Manuela**

I went to the opera and the show was audio-described. I wore an earpiece and a voice described what the performers were doing on stage. It was brilliant! **Gaspar**

6 **Discuss the questions with a partner.**

1 Why didn't Tatiana and Manuela enjoy the concert they went to?
2 What did Rauf and Gaspar enjoy?

Project: a proposal

Organising an inclusive event

Step 1: Plan

Write a proposal on how your school or a local venue can make concerts more accessible.

- Choose one of the following areas to focus on:
  - hearing
  - mobility
  - sight
  - neurodiversity
- Go online to research the difficulties some people face and how venues can help.
- Think of practical suggestions and solutions and their costs for your school or local venue.
- Use sections, headings, and images or diagrams in your proposal.

OWN IT! Project: a proposal p121

Learn to … plan your homework

When you have a lot of homework to do, it's important to decide what order to do it in and when to do it.

1 Ask and answer questions 1–4 in the leaflet with a partner. Are your answers similar or different?

Feeling **stressed** about homework?

With our useful advice, you don't need to panic!

How often have you …

1 forgotten what you had to do for homework?
2 handed in a piece of homework late because you didn't start it until too late?
3 not started until you're too tired?
4 done the quick or easy homework first and then not had time for more difficult things?

If you answered 'often' or 'always', then you really need our help!

a Decide when you need to start your homework and give yourself enough time.
b When you ought to start but don't want to, tell yourself, 'I'll just do five minutes'. Once you start, it's easy to continue.
c You should think about how difficult a piece of homework is or how much time it needs.
d When you get your homework, write it down immediately and always in the same place.

Now use our homework planner and start planning!

2 Match advice a–d with the problems in questions 1–4.

1 _____ 2 _____ 3 _____ 4 _____

3 Helen is planning her homework. What should she do first and last on Saturday? Why?

Homework Planner **Student's name:** Helen

1 What is the subject and homework task?	2 When do I have to hand the homework in?	3 From 1–5, how easy/difficult is it? 1= very easy, 5= very difficult	4 How much time do I need to do it?	5 What day am I going to do it?	6 On each day, what am I going to do first, second etc.?
Maths, p38 Exercises 6–9	Monday	3	45 minutes	Saturday	[redacted]
History, essay	Monday	5	1 1/2 hours	Saturday	[redacted]
Science, p67 Exercises 3 and 4	Monday	4	1 hour	Saturday	[redacted]
Geography, project	Wednesday	4	2 1/2 hours	Sunday	

OWN IT!

4 Think about the homework you have to do this week. Use the homework planner to plan it.

Use a digital portfolio and a digital sticky noteboard to organise your homework. Share your findings with your classmates.

4 Review

Vocabulary

1 Complete the sentences with the correct sense verbs.

1 A Do you _____ your mum or your dad?
B My mum – I've got the same eyes as her.
2 This coffee _____ incredibly sweet.
3 Your perfume _____ roses.
4 Your forehead _____ hot, Sam. You might have a fever.
5 Listen! Do you hear that noise? It _____ a mouse.
6 Ouch! I _____ a cactus!
7 I've just started to learn the guitar. I _____ very good yet, but one day I will.

2 Circle the correct words.

1 I don't like *spicy* / *smooth* food much – it burns my mouth.
2 I heard a very *transparent* / *faint* sound in the distance.
3 Are they new shoes? They're so *smelly* / *shiny* – I love them!
4 Be careful with that knife! It's really *sharp* / *faint*.
5 The pictures in that book are really *sour* / *colourful*.
6 These glasses are not completely *smelly* / *transparent*. You can't see the eyes of the person wearing them.

Language in action

3 Complete the dialogue with *must*, *might* or *can't* and a phrase in the box.

be doing that be right be studying be wrong
have football practice know the answer

a What did you answer for question 10? I put 65.5.
b I put 75.3. We [1] _____ both _____. One of us [2] _____.
a Shall we ask Tim? He [3] _____. He's good at maths.
b Sure, but where is he?
a I'm not sure. He [4] _____ in the library or he [5] _____.
b No, he [6] _____. Football practice is on Tuesday and today is Wednesday.
a OK, let's try and find him in the library then.

4 Match 1–5 with a–e. Complete the sentences with *have/has to*, *don't/doesn't have to*, *must/mustn't* or *had to/didn't have to*.

1 Eric got up early yesterday because he _____ ☐
2 This seat is reserved for older people so you _____ ☐
3 I've got lots to do tomorrow so I really _____ ☐
4 My friend had his car so we _____ ☐
5 Before visitors enter the exhibition, they _____ ☐

a sit there.
b start work at 7 am.
c take the bus.
d put their bags in a locker.
e go to bed soon.

Self-assessment

I can use verbs to talk about senses.	😕	😐	🙂
I can use adjectives to describe texture, sound, taste, etc.	😕	😐	🙂
I can use modals of deduction and possibility.	😕	😐	🙂
I can use modals of obligation, prohibition, necessity and advice.	😕	😐	🙂

5 Wonderful world

Learning outcomes

I can ...

- understand texts about 15-minute cities and a virtual reality tour
- express surprise and disbelief
- write a competition entry
- understand how to use the passive, question tags and questions with prepositions
- use verbs related to processes and extreme adjectives
- learn verbs with prepositions, listen for specific information and skim read to understand the general idea.

Start it!

1 Look at the photo of the Northern Lights. What does it look like?
2 Before you watch, can you think of any natural wonders?
3 What does a waterfall in Yosemite National Park look like? Watch and check.
4 Which is your favourite natural wonder? Why?

Watch video 5.1

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Language in action 5.2

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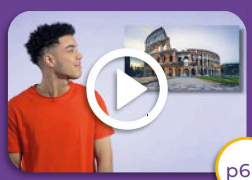
Language in action 5.3



p64

Everyday English 5.4

p66

Globetrotters 5.5

Vocabulary

Processes

5.01 **1** **Read about three amazing animals. Listen and repeat the words in bold.**

2 **Match the words in bold in the text with definitions a–l.**

a make something exist *create*
b make something come nearer _____
c get a new quality/ability _____
d take somewhere _____
e find the size _____
f join _____
g bring together _____
h make something _____
i give _____
j find the answer _____
k share information _____
l use too much _____

Bees **measure** distances between new flowers and their hive. They **communicate** this information by dancing for other bees, which then **collect** the nectar and **deliver** it to the hive. Nectar and pollen **supply** the nutrients bees need to live.

Spiders **create** webs to **attract** as well as catch insects. The silk they **produce** is five times as strong as steel, but they have to wait for the wind to **connect** the end of the first line to something nearby. Spiders don't **waste** any silk: they sometimes eat their webs when they have finished with them.

Crows **solve** problems to get food. In some cities they **develop** the ability to read traffic lights; they wait for the red light, place a walnut in the road, then fly up and wait for a car to drive over the nut and break it open.

Learn to learn

Learning verbs with prepositions

Learn verbs with the prepositions they take. This helps you to use them correctly.

3 **Complete each sentence with a preposition (*to* or *with*). Sometimes both are possible.**

1 Insects are **attracted** *to* spider webs.
2 Spiders **connect** their webs _____ something nearby.
3 Bees **communicate** _____ each other by dancing.
4 Bees collect nectar and **deliver** it _____ other bees.
5 Nectar **supplies** bees _____ nutrients.

4 **Circle the correct words.**

1 Which puzzle has six sides and is difficult to *solve* / *deliver*?
2 Which North American country *measures* / *supplies* length in inches and feet, not centimetres and metres?
3 Which country *produces* / *attracts* the most films every year?
4 What's the name of the tunnel that *wastes* / *connects* the UK with France?
5 How do dolphins *communicate* / *develop* with each other?
6 Which animals *create* / *collect* nuts for the winter?

Use it!

5 **Discuss the questions in Exercise 4.**

Explore it!

Guess the correct answer.

Bees beat their wings very fast, but how many times per second?

a 100 b 200 c 300

Find an interesting fact about birds or insects. Write a question for your partner to answer.

Reading

A webzine article

1 **Look at the photo and the title of the article and discuss the questions.**

1 What problem with modern cities does the photo show?

2 What solutions do you think the article might describe?

5.02 **2** **Read the article and check your ideas.**

3 **Match the headings a–e with paragraphs 1–5.**

a A brief history of cities ☐

b The benefits of 15-minute cities ☐

c What is a 15-minute city? ☐

d The problem with cities today 1

e Disadvantages of 15-minute cities ☐

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

1 areas of the city where people live, but not the centre suburbs

2 full of traffic _____

3 in the countryside, not the city _____

4 in the city, not the countryside _____

5 **Tick the statements that are mentioned in the article.**

1 Cities are responsible for most of the pollution in the world. ☐

2 It's not possible to fix city traffic. ☐

3 Most people used to live in the countryside. ☐

4 Rich people used to live in city centres. ☐

5 Some people disagree with the idea of 15-minute cities. ☐

Voice it!

6 **Discuss the questions.**

1 What benefits and possible problems of 15-minute cities does the article mention?

2 Do you think 15-minute cities are a good idea? Why / Why not?

15-minute cities

1 ☐ Each morning I travel from my home in the **suburbs** to my job in the city centre. The journey should only take twenty minutes. Instead, because the roads are so **congested**, it takes over an hour. This daily journey is a waste of my time, but I also think about the environment. Today, most of the world's pollution is produced in cities. How did cities become so bad for the planet, and can these problems be solved?

2 ☐ Two centuries ago, 90% of the world's population lived in **rural** areas. But as industries began to develop, people were attracted to **urban** centres for work. For many, this meant living in areas with poor, crowded accommodation. In the 20th century cities were re-designed – not for people, but for cars. The rich lived in the suburbs, but their jobs, shops and the entertainment venues they visited were in the city centre. The two 'zones' were connected by busy highways. The **residents** with less money lived in the districts in between. As well as poor quality accommodation, they now had pollution.

3 ☐ These problems of crowding and pollution remain today. One answer may be 15-minute cities, or 15-minute neighbourhoods. The idea was developed by the French scientist Carlos Moreno. He suggested that all residents' needs should be no more than 15 minutes from our homes. In a 15-minute city, your work, school, gym, shops or the cinema can all be reached by bike or on foot. In some 15-minute cities, cars aren't allowed at all.

4 ☐ However, not everyone likes the idea. Some people are worried that closing roads to cars will make it more difficult to travel to other parts of the city. They think residents will be stuck in one small neighbourhood. Others worry that 15-minute cities will be built only for the rich. People with less money will still live in crowded districts and have to travel even further.

5 ☐ Despite these doubts, the idea is already being tried in many cities around the world – and people like it. In Barcelona, Buenos Aires, Melbourne and Milan, for instance, neighbourhoods have changed. Where there used to be noisy roads and ugly car parks, now footpaths, bike lanes and green spaces are being created. The air is cleaner and residents get more exercise by walking or cycling everywhere. Maybe 15-minute cities are the future!

Language in action

The passive

Watch video 5.2
How did people listen to music in the past? How will our clothes be made in the future?

	Present	Past	Future
+	Clothes **are bought** online.	CD players **were used** every day.	Apparently, all of our clothing **will be 3D printed by** computer.
-	Cars **aren't driven by** people!	TV **wasn't streamed** like it is now.	Refrigerators **won't be delivered by** drones.
?	**Are** cars still **driven by** people?	When **were** CD players **used**?	**Will** everything **be delivered by** drones?

1 **Look at the table and read the sentences below. Which sentence …**

1 doesn't say who or what does the action? (passive) ___

2 says who or what does the action? (active) ___

a In a few years from now, drones will deliver all our shopping.

b The cities of the future will be designed for people, not cars.

2 **Look at the table again. Complete the sentences using the correct form of the passive and the verbs in brackets.**

1 Climate change *will be made* (make) worse in the future if we continue to travel everywhere by car.

2 Part of the city of Istanbul _____ (locate) in Europe, the other part is in Asia.

3 In the future, I think large cities _____ (divide) into 15-minute neighbourhoods.

4 The first city _____ (build) around 9,000 years ago.

5 London _____ (visit) by over 16 million tourists every year.

6 The first modern car engine _____ (invent) in Germany in the 19th century.

3 **Complete the text with the verbs in the box in the present, past or future passive.**

build bury lift make
place pull solve use ~~visit~~

The Pyramids of Giza in Egypt [1]*are visited* by millions of tourists every year. When they [2]_____, about 5,500 years ago, great kings called pharaohs [3]_____ inside them. What we don't know is how the Pyramids [4]_____. More than two million blocks of stone [5]_____ for each one, but nobody knows how each stone [6]_____ in the correct position. Clearly, they [7]_____ by hand, because they were too heavy. [8]_____ they _____ by ropes or did people push them by hand? Perhaps the mystery [9]_____ never _____!

Grammar tutor p129

Use it!

4 **Discuss the questions.**

1 Will all lessons be taught in English?

2 Will all shopping be done online?

Some lessons will be taught in English, but not all of them.

Listening and vocabulary

A virtual reality tour

1 Look at photos 1–3. Do you know where these places are?

2 5.03 Listen to the virtual tour and check your answers to Exercise 1.

Learn to learn

Listening for specific information

Knowing what kind of information we are listening for can help us to hear it.

3 Read the sentences and decide if the missing information is a year, a measurement or a number.

1 There are *seven* New Wonders of the Natural World. *a number*
2 A major sports event took place in South Africa in _____. _____
3 The top of Table Mountain is _____ wide. _____
4 The biggest Komodo dragons are _____ long. _____
5 There are approximately _____ Komodo dragons on Komodo Island. _____
6 _____ smaller waterfalls make up Iguazu Falls. _____
7 The water falls up to _____. _____

4 5.03 Listen again and complete the sentences in Exercise 3.

Extreme adjectives

5 5.04 Replace the underlined words in the text with the words in the box. Listen and check.

boiling deafening dreadful enormous fascinating freezing gorgeous marvellous ~~stunning~~ terrifying

The Sahara Desert looks [1]very beautiful *stunning*. I've been learning about it in class. It's [2]very interesting _____. At 9.2 million km², it's [3]very big _____. The sand dunes are [4]very beautiful _____. It would be [5]very good _____ to visit it one day, but it would be [6]very scary _____ to get lost there without water. During the day it's [7]very hot _____, but at night it can be [8]very cold _____. Sometimes there are sandstorms with [9]very loud _____ winds. It must be [10]very bad _____ to be caught in one.

Get it right!

We don't use *very* with extreme adjectives, but we can use ***really*** or ***absolutely***.

Use it!

6 Discuss the questions.

1 Where can you find stunning scenery in your country?
2 Which is worse, boiling hot or freezing cold weather? Why?
3 Would you prefer to live in a gorgeous, tiny house or an ugly, enormous house? Why?
4 What's the most fascinating school subject? Why?

There is an enormous waterfall in my country. The noise is deafening when you stand next to it.

Language in action

Question tags and questions with prepositions

Watch video 5.3
What is her vlog about? What was she most impressed by?

	Positive sentence + negative tag	Negative sentence + positive tag
to be	Her father **is** from Peru, **isn't** he?	You **weren't** in Colombia last summer, **were** you?
auxiliary *have*	She**'s** visited South America many times, **hasn't** she?	They **haven't** gone to Petra, **have** they?
model verbs	We **should** go to Petra next time, **shouldn't** we?	We **shouldn't** go to Machu Picchu again, **should** we?

1 **Look at the table. Match the sentences (1–5) with the question tags (a–e).**

1 Machu Picchu is in Peru, b
2 It was built in the 15th century, ___
3 The Incas built it, ___
4 No one can be sure how it was built, ___
5 Nothing quite like it will be built again, ___

a will it?
b isn't it?
c wasn't it?
d didn't they?
e can they?

5.05 **2** **Complete the dialogues by using a question tag and an adjective. Listen and check.**

deafening fascinating freezing marvellous ~~terrifying~~

A: It would be scary to see a spider above your head, [1] wouldn't it ?
B: Yes, it would be [2] terrifying .
A: Insects are interesting, [3] _____?
B: Yes, they're [4] _____.
A: The tour was very good, [5] _____?
B: It was [6] _____.
A: It's not very warm in here, [7] _____?
B: No, it's absolutely [8] _____.
A: You can't hear me very well, [9] _____?
B: No, the music is [10] _____.

Questions with prepositions
What am I vlogging about today?
What was it used for?
Who was it built by?

3 **Put the words in the correct order to make questions. Then circle the correct answers.**

1 made / what / Tutankhamen's mask / of / was / ?
a glass **b** gold **c** silver

2 to / Apollo 11 / where / did / go / ?
a Mars **b** the moon **c** The International Space Station

3 a compass / what / for / used / is / ?
a making holes **b** drawing circles **c** cutting paper

Grammar tutor p129

Use it!

4 **Discuss the questions.**

1 Who was the Internet invented by?
2 What is a traffic light used for?
3 What is glass made of?

Who was the Internet invented by?
It was invented by …, wasn't it?

Speaking

Expressing surprise and disbelief

1 5.06 **What do you know about the building in the picture? Listen to the conversation. What do you learn about it?**

2 5.06 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

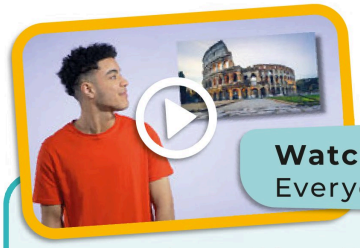
Angela So, Ryan, how was your trip to Rome?
Ryan Oh, man, you should go. It's absolutely stunning. There's so much history and so many amazing buildings there. I loved it.
Angela Where was your favourite place?
Ryan I'd say it was the Coliseum.
Angela That's where the gladiators used to fight, isn't it?
Ryan Got it in one. Sometimes they would fight with animals, too. Bears, lions, elephants.
Angela You [1]*can't be serious*. With animals?
Ryan Yep. On one occasion over 10,000 animals were killed in a single day.
Angela [2]_____ me? That's dreadful!
Ryan And they used to have sea battles there.
Angela I find [3]_____. How was that done?
Ryan They would fill the stadium with water from the aqueducts. There were real ships and everything.
Angela: [4]_____? That's fascinating.
Ryan Wanna see a photo of me dressed as a gladiator outside?
Angela OK, go on. Wow! Is that you? I can't [5]_____ wore that!
Ryan I look terrifying, don't I?
Angela Er, not exactly. You look sweaty. It must've been really hot there.
Ryan It was. It was boiling.

Useful language

Are you kidding me?	Seriously?
I can't believe you actually …	You can't be serious.
I find that hard to believe.	

3 **Complete the dialogues with the phrases in the *Everyday English* box.**

1 A What's the best place you've ever been to?
B _____ Iceland.
2 A How was the movie?
B _____, I loved it!
3 A The exam was easy, wasn't it?
B _____. I think it was quite hard.
4 A Jack's house is enormous, isn't it?
B I know! It's got a pool _____.
5 A _____ have a picnic tomorrow?
B I can't, sorry. I'm busy.



Watch video 5.4
Everyday English

… and everything Er, not exactly.
I'd say it was … Oh, man Wanna …?

Plan

4 **Write about an amazing place you have been to. Think of three interesting things about it.**

Speak

5 **Practise the conversation. Describe your amazing place and ask your partner about their place. Remember to use:**

- the passive and question tags
- questions with prepositions
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

What place did they talk about? _____

What was interesting about it? _____

Would you like to visit it? _____

1 I've been to lots of amazing places, but the one that impressed me the most was the Uyuni salt flat in Bolivia.

2 The Uyuni salt flat was formed thousands of years ago when the water from several ancient lakes disappeared. Now a thick layer of salt covers the whole area. This pure white desert stretches as far as you can see. Even the hotel we stayed in was built with salt!

3 A highlight of a visit to Uyuni is the 'train cemetery'. Here you can find many old trains that were brought to Uyuni over a hundred years ago. It's very strange. But what impressed me most was the 'world's largest mirror'. This isn't really a mirror, but water that is collected on the salt flat during rainy season. Without a doubt it's every photographer's dream landscape.

4 I'm absolutely certain that there can't be anywhere else like Uyuni. It deserves to win because it's one of the most beautiful places on the planet.

Writing

A competition entry

1 **Look at the photos. Where is this place? What do you think is special about it? Read and check.**

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

a The reason why the place should win 4

b Introduction ___

c Detailed description of some features of the place ___

d General description of the place ___

3 **Complete the phrases in the *Useful language* box with a word from the competition entry.**

Useful language

1 … deserves to win because …
2 I'm absolutely _____ that …
3 … a _____ of a visit to … is …
4 what _____ me the most …
5 Without a _____ …

4 **Match the phrases in the *Useful language* box (1–5) with other phrases (a–e) with a similar meaning.**

a The thing that amazed me most of all was … 4

b It's certain that … ☐

c I'm completely sure that … ☐

d … should win because… ☐

e When you go to … one of the best things is … ☐

Write a competition entry.

Plan

5 **Think of the most incredible place you have visited.**

- Using the Internet, find some interesting facts about the place and make notes.
- Write down two reasons why the place impressed you.

Write

6 **Write your competition entry. Remember to include:**

- the four paragraphs mentioned in Exercise 2
- extreme adjectives
- phrases from the *Useful language* box

Check

7 **Do you …**

- give a description of the place?
- say why it impressed you?
- explain why you think the place should win?

Pronunciation p119

Reading
A travel blog

Globetrotters

Watch video 5.5
Extreme homes

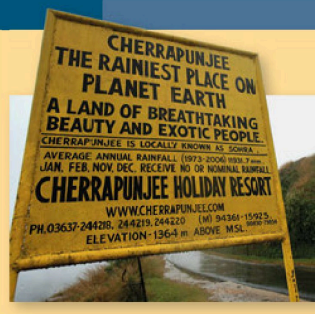
- What can make a place difficult to live in?
- Why is it difficult to live in these places: Atacama Desert, Siberia and Lake Titicaca?
- What's unusual about Matera?

1 Look at the pictures. Where do you think they were taken?

5.09 **2** Read Scott's blog for Day 1. Which activities that you can do in Meghalaya does he mention?

Scott the Explorer

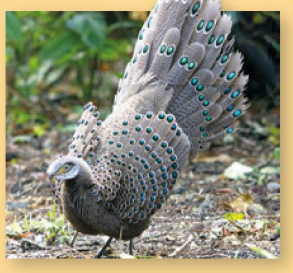
Blogging my way around India



Day 1

Hi, everyone! This week I'm in Meghalaya in northeast India, the wettest place on Earth. I've only been here for a day but I love the place already. It's really cloudy, but when the clouds lift the scenery is stunning: beautiful mountains covered by gorgeous green forests. The people are really friendly, and there are loads of things to do – you can go to festivals, explore caves, see waterfalls, visit a bird sanctuary, cross 'living root bridges', go trekking and so much more. I can't wait! This blog will be updated while I'm here so make sure you check out my posts!

Day 2



This morning I went to the marvellous Siju Bird Sanctuary, where lots of endangered birds are protected. I even saw one of the rare peacock pheasants. Check out the photo! After that I tried *jadoh*, a local dish of rice and meat. Rice is traditionally eaten several times a day here, and it was delicious. In the afternoon I wanted to explore the capital, Shillong, where I'm staying, but it started raining heavily, so I stayed inside and relaxed. Tomorrow I'm going to visit the Krem Lymput cave. I'm really excited – I've never been in a cave before!

Learn to learn
Skimming for gist

Often you want to understand the general idea of a text, not the details. To do this you can 'skim' the text, which means to read it very quickly.

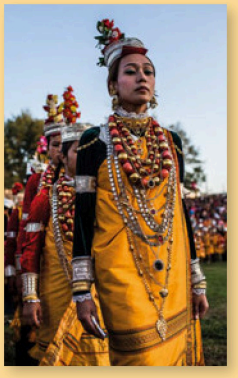
3 Skim the rest of the blog. Which of the activities that Scott mentions in Day 1 of his blog does he not do while he is in Meghalaya?

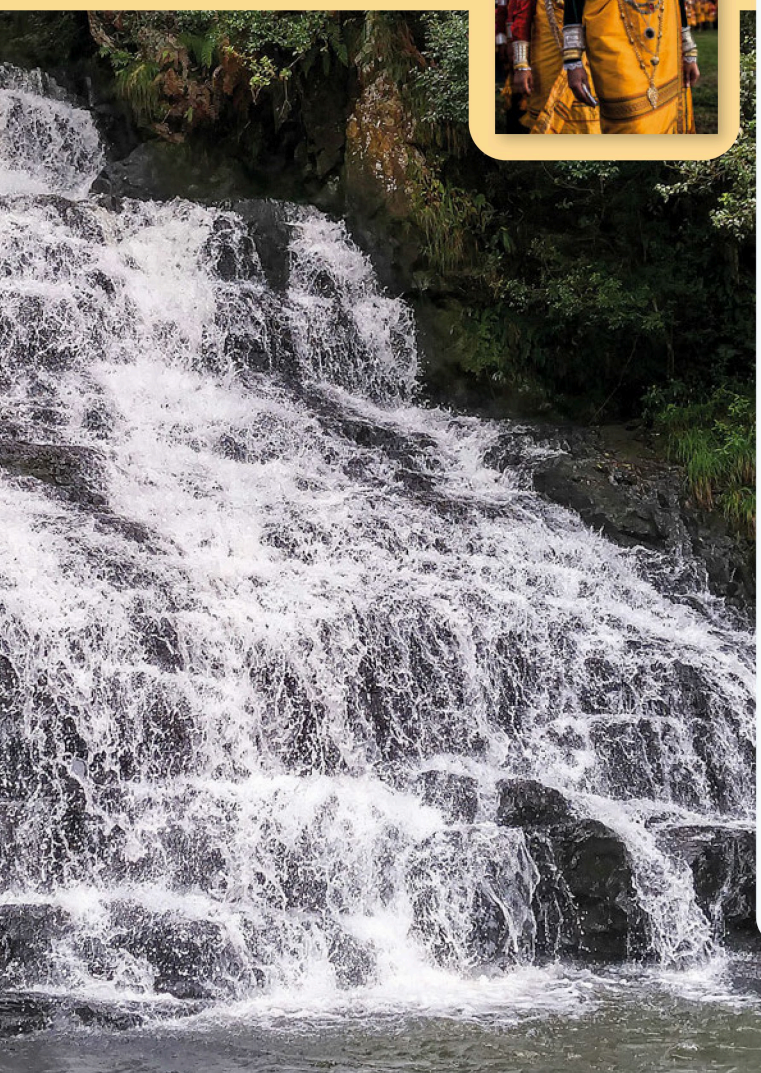
Day 3

OK, I've just got back from the cave tour. It wasn't my favourite experience! The guide was great. He explained everything really clearly – how old the cave is, how it was made and so on, and the cave was beautiful, but at times I was really scared. It's over six km long, with some enormous rooms, but most of it was narrow, dark and wet. I had to carry a torch and walk really carefully. It was terrifying! Anyway, I'm safely back in the hostel now. More from me tomorrow!

Day 4

Today I saw the Nongkrem dance festival. This colourful festival is celebrated by the Khasi people, who are one of the main groups of people in Meghalaya. They have an incredibly fascinating society. Women have a very important role in Meghalaya society. For example, the birth of a boy is not a special occasion but the birth of a girl is celebrated by everyone, children take their mother's surname, and when parents die, the youngest daughter gets their house. It's not the best place to be a boy. The sons don't really get anything!





Day 6

I'm back! I didn't write anything yesterday because I was trekking in the mountains overnight. I saw some incredible views and finally crossed one of the famous tree root bridges. These bridges are created by hand. People tie the roots of young trees together and help them to grow slowly across rivers. The process takes many years, but eventually the roots are strong enough for people to walk on. Check out the picture I took! Anyway, the time here has gone so fast. I'd love to stay longer but tomorrow I have to leave. Thanks for reading!

5.10 **4** **Now read the whole of Scott's blog. Discuss the questions.**

1 What problem did Scott have on Day 2?
2 Do you think Scott will visit any more caves in the future? Why / Why not?
3 What is unusual about births in Khasi society?
4 Why didn't Scott post anything on Day 5?
5 How are 'living root bridges' made?

5 **Find adverbs in the travel blog that mean:**

1 in a traditional way (day 2) _____
2 a lot (day 2) _____
3 in a way that is easy to understand (day 3) _____
4 absolutely (day 4) _____
5 in the end (day 6) _____

Voice it!

6 **Discuss the questions.**

1 Would you like to visit Meghalaya? Why / Why not?
2 Are boys and girls treated the same in your country?

Explore it!

Guess the correct answer.

Meghalaya is the wettest place on Earth, but where is the driest?

a in South America b in Africa c in Australia

Find another interesting fact about an extreme place on Earth. Write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to … use a presentation plan

A presentation plan can help you prepare a presentation and make it clear and easy for the listener to understand.

1 Read Kirill's presentation plan notes. What do you think his presentation is about? Circle a, b or c.

a a rainbow

b a total eclipse of the sun

c the aurora borealis

Presentation Plan

Introduce the presentation.		Today, I'm going to talk about …
1 *What is it?*		a very special event in the sky!
2 *How does it happen?*		the sun is hidden by the moon, parts of the Earth are covered by its shadow
3 *Where and when can you see it?*	**Where?**	You need to be in the area covered by the moon's shadow.
	When?	about once every year and a half
4 *What other information can I give you?*		Never look directly at it! It's dangerous.
5 *Have I ever seen one?*	**Where?**	yes, in Mexico
	When?	8 April, 2024
	What was it like?	absolutely stunning!

Search online for a digital portfolio. Use it to share short audio or video recordings of your presentations and learn from the feedback you receive. Share your findings with your classmates.

2 Read the beginning of Kirill's presentation. Complete the missing questions.

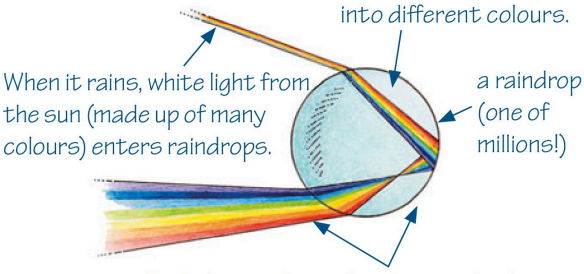
Good afternoon. Today, I'm going to talk about a total eclipse of the sun. Perhaps you've seen one. [1]What is it? Well, it's a very special event in the sky.
[2]_____ It happens when the sun is hidden by the moon and parts of the Earth are covered by its shadow.
[3]_____ Well, you can only see it …

3 Imagine you are doing Kirill's presentation together. Use the questions and the notes to do the complete presentation.

OWN IT!

4 Prepare a presentation on how a rainbow is formed. Use the information below to help you.

How is a rainbow formed?



- We see the coloured light from all the millions of raindrops as a rainbow.
- You can see rainbows in the sky opposite the sun.
- Rainbows are really circles, but we only see half.
- If you're lucky, you might see a double rainbow.

5 Listen to your partner's presentation and ask a question.

5 Review

Vocabulary

1 **Complete the sentences with the correct form of the verbs in the box.**

attract	collect	communicate	connect
create	deliver	develop	measure
produce	solve	supply	waste

1 The postman _____ seven letters to my house this morning.
2 The teacher _____ the students' homework next Monday.
3 Scientists _____ the Internet in the 1970s.
4 Most people _____ lots of plastic every day.
5 My car engine _____ a lot of heat.
6 Electric lights _____ different insects.
7 Walt Disney _____ some of the world's most famous cartoon characters.
8 A stopwatch _____ time.
9 A young mathematician _____ the most difficult equation in history a few years ago.
10 Three different companies _____ electricity to this city next year.
11 The Channel Tunnel _____ the United Kingdom with France.
12 Pilots on international flights use English _____ with each other.

2 **Complete the sentences with the adjectives in the box.**

boiling	deafening	dreadful	enormous
fascinating	freezing	terrifying	

1 Turn that music down – it's _____!
2 Can you open the window? It's _____ in here.
3 It was a bad movie – the actors were _____.
4 The Grand Canyon is 446 km long – it's _____.
5 Put your coat on. It's _____ today.
6 I'm scared of spiders. They're _____.
7 The book was _____. I read it twice!

Language in action

3 **Rewrite sentences 1-5 in Exercise 1 as passive sentences.**

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

4 **Complete the dialogue with the correct questions and question tags.**

a looking / you / what / for / are [1] _____?
b My phone charger. It was here somewhere.
a You haven't put it in your bag, [2] _____?
b No, I looked there. You don't have an extra one, [3] _____?
a Sorry, no. to / you / who / do / to / talk / need [4] _____?
b My brother. We're going to a rugby match. It starts in 15 minutes.
a He can just wait for you inside the stadium, [5] _____?
b No, because I've got the tickets!

Self-assessment

I can use verbs to talk about processes.	😕	😐	🙂
I can use extreme adjectives.	😕	😐	🙂
I can use the passive.	😕	😐	🙂
I can use question tags and questions with prepositions.	😕	😐	🙂

6 No limits

Learning outcomes

I can ...

- understand texts about taking risks and overcoming challenges
- encourage a friend to do something
- write a for and against essay
- understand how to use conditional tenses
- use verb collocations with *get*, *take* and *have*, and talk about inspirations and challenges
- use collocations in sentences, and practise listening and choosing options
- create a blog post.

Start it!

1 Look at the photo. Would you like to do a sport like this?
2 Before you watch, what extreme sports can you think of?
3 Why do people do extreme sports? Watch and check.
4 Are there any extreme sports you'd like to do? Which ones?

Watch video 6.1

p73

Language in action 6.2

p75

Language in action 6.3

p76

Everyday English 6.4

p78

Digital literacy 6.5

Vocabulary

Verb collocations with *get*, *take* and *have*

6.01 **1** Read the quiz. Match the phrases in **bold** with definitions a–l. Listen and repeat the phrases.

a annoy somebody a lot *get on my nerves*
b become unhappy because something is not interesting _____
c do something that might be dangerous _____
d enjoy yourself _____
e be interested in something _____
f feel unsure about something _____
g get enjoyment from something _____
h have the possibility to do something _____
i not know where you are _____
j get a good feeling from something _____
k spend time with somebody so you learn more about them _____
l use the good things from a situation _____

1
A I **get bored** when I watch a film I've seen before.
B I **take pleasure in** watching films a second or third time.

2
A I like **taking advantage** of being in unknown places by myself to explore.
B I never walk around new places by myself in case I **get lost**.

3
A I **get a lot out of** extreme sports like skiing or waterskiing.
B I don't like to **take risks** and would never do extreme sports.

4
A I try new foods whenever I **have the chance**.
B I **have doubts** about trying new foods I've never eaten before.

5
A I like **getting to know** people who are exciting and unpredictable.
B People who are unpredictable sometimes **get on my nerves**.

6
A I **take an interest in** all kinds of fun activities, like going on theme park rides.
B I don't **have fun** on theme park rides. They scare me!

Did you choose more As or more Bs?
More As – You enjoy taking risks and like to experience new, exciting situations.
More Bs – You prefer not to take lots of risks and enjoy being in a routine.

Pronunciation p119

2 Read the quiz again. Circle the answers that are true for you.

3 Read the results at the bottom of the page. Do you agree with them?

Learn to learn

Using collocations in sentences

Collocations with *get*, *take* and *have* have lots of meanings. Record these collocations in a sentence to remember the meaning.

4 Think of true sentences for the collocations in Exercise 1. Use *always*, *usually*, *sometimes*, *hardly ever*, *never*.

I sometimes get bored when I'm at home.

5 Compare your sentences with your partner. What other collocations do you know with *get*, *have* and *take*?

Use it!

6 Write questions with the collocations. Ask and answer the questions.

_____
_____
_____
_____
_____

Have you ever had the chance to try an extreme sport?

Yes, I had the chance to try waterskiing last summer. I had lots of fun!

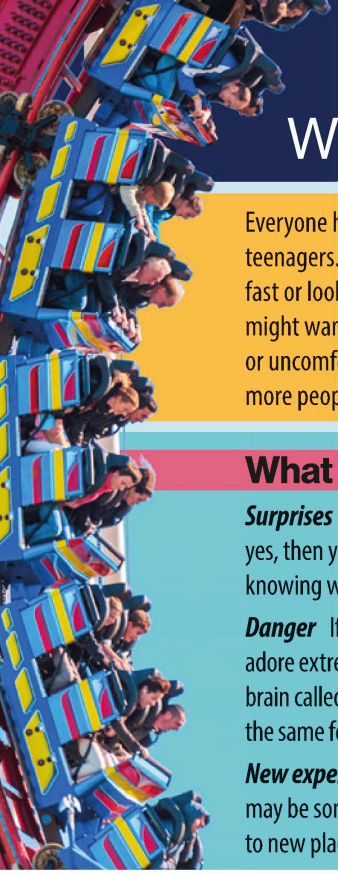
Explore it!

Guess the correct answer.

How old was the oldest person to skydive?

a 89 b 102 c 110

Find another fact about an extreme sport. Write a question for your partner to answer.



When **taking risks** is a **good thing**

Everyone has to take risks sometimes, but many people think risks are negative, especially for teenagers. They connect risk-taking with dangerous behaviour, such as riding a motorbike too fast or looking at your phone while crossing the street. If this sounds like your parents, you might want to explain this to them. Taking risks can also be positive. Sometimes feeling scared or uncomfortable can help us experience new things and learn how to make good decisions. If more people understood this, they might see why teenagers sometimes need to take risks.

What type of risks do you like?

Surprises Would you be happy if your friends planned a surprise party for you? If the answer is yes, then you may enjoy unpredictable things. You get bored very easily and take pleasure in not knowing what's going to happen next.

Danger If you take an interest in activities such as skiing or parkour, you might enjoy danger. If you adore extreme sports or theme park rides, it's because risky situations produce a chemical in the brain called dopamine. Dopamine makes you feel happy and want to repeat an activity again to get the same feeling. That's why you want to go back on a rollercoaster ride as soon as it's finished.

New experiences Alternatively, if you have fun trying new foods or discovering new places, you may be someone who gets a lot out of new experiences. This is important because if you didn't go to new places, you wouldn't learn new things about other cultures.

Healthy risks

How would you feel if you had an audition for the school show? Auditions, selection to get into a school sports team or facing a school bully are situations that might make you feel scared. However, they also help you develop important skills such as how to solve problems, make good decisions and become independent. Just think, you could be the world's best singer, lawyer or volleyball player. But unless you take some risks, you'll never know.

Reading

A fact sheet

6.04

1 How do the people in the photos feel? How would you feel? Read the fact sheet and check your ideas.

2 Read the fact sheet again and complete the table.

Types of risk taker	1 People who like unpredictable things. 2 People who like _____. 3 People who like _____.
Negative risks	
Positive risks	
Skills you develop when you take risks	

3 Read the fact sheet again. Write *T* (true), *F* (false) or *DS* (doesn't say).

1 All risks are dangerous. F
2 Most parents don't want teenagers to take risks. ___
3 Some people like not knowing what will happen. ___
4 You have more dopamine in your brain when you feel bored. ___
5 Taking risks can teach us about other cultures. ___
6 There are advantages to scary situations. ___
7 If you don't take risks, you won't solve problems. ___

4 Find words in the fact sheet that mean:

1 something that can change suddenly (adj) unpredictable
2 love (v) _____
3 if something bad could happen (adj) _____
4 another possibility (adv) _____
5 choosing someone from a group of people (n) _____

Voice it!

5 Discuss the questions.

1 What type of risk taker is most similar to you? Why?
2 What risky things have you done that aren't dangerous, e.g. having an audition?
3 Can taking risks help solve problems?

Language in action

First and second conditional

Watch video 6.2
What did he try last week?
Did he like it?

	First conditional	Second conditional
+	**If** you**'re** afraid of trying new things, you **may want** to listen to my story.	**If** you **tried** new things, you **could become** more adventurous.
-	**Unless** you **fall down** a few times, you**'ll** never **learn** to do anything new.	**If** I **didn't go** wakeboarding, I **wouldn't know** that falling is part of learning.
?	**Will** you **try** wakeboarding **if** we **go** to the lake for my birthday?	**Would** you **try** a new sport **if** your friends **did**?

1 **Read the sentences below and decide if the statements that follow are *T* (true) or *F* (false).**

1 Unless you fall sometimes, you'll never learn how to wakeboard.
   a You have to fall sometimes so that you can learn to wakeboard. T
   b You should never fall down when you are learning to wakeboard. ___
2 If Alex tried wakeboarding, he would really enjoy it.
   a Alex tried wakeboarding and he enjoyed it. ___
   b Alex has never tried wakeboarding but he should. ___

Get it right!

We can use ***unless*** to mean *except if*.
Use a positive verb with *unless*.
I'll go to the beach unless (except if) it rains.

2 **Look at the table. Put the words in the correct order to make first conditional sentences.**

1 from other cultures / if you / might / try it / enjoy food
   You might enjoy food from other cultures if you try it.
2 a lot / won't / at parkour / get better / you practise / unless
   You _____
3 today / the weather / we / to the beach / improves / won't go
   Unless _____

3 **Look at the table. Complete the second conditional sentences with the correct form of the verbs.**

1 Would you learn to fly a plane if you had the chance? (would / have / learn)
2 If we _____ crazy things from time to time, life _____ boring. (could / be / not do)
3 I _____ frightened if I _____ in a forest at night. (wouldn't / get lost / be)

4 **Complete the text with the first or second conditional.**

If you [1]had (have) the chance, would you risk your life to save someone? If you thought about it carefully, you probably [2]_____ (not put) yourself in danger, but scientists say it's a natural impulse. For example, if we [3]_____ (see) someone in the water who couldn't swim, we would save them. In an emergency, unless we [4]_____ (stop) and [5]_____ (think) about it, the human body will react automatically.

Grammar tutor p130

Use it!

5 **Make questions with *you*. Ask and answer.**

1 If / not meet / friends / later / might / feel?
   If you don't meet your friends later, how might you feel?
2 How / life / different / not have / social media?
   _____
3 What / do this weekend / have some free time?
   _____
4 Which extreme sport / try / could choose?
   _____

Vocabulary and listening

Inspiration and challenge

6.05 **1** **Read the nomination for an amazing athlete. Match the words in bold with definitions a–j.**

Send us your **nominations** for the **most amazing athlete you know** and we'll tell their story on **our podcast**.

- Which athlete [1]**inspires** you because they have [2]**overcome** an [3]**obstacle**?
- Did they show [4]**determination** and [5]**bravery**? How?
- How did friends or family [6]**support** and [7]**encourage** them to get on with their life?
- What was their biggest [8]**challenge**?
- What have they [9]**achieved**?
- Have they had any [10]**opportunities** to help other people?

a deal with a difficult situation successfully ☐
b finish something or reach an aim after a lot of hard work ☐
c give confidence to others and motivate them to do something ☐
d give emotional or practical help to others ☐
e make someone feel they want to do something and can do it 1
f no fear of dangerous or difficult things
g situations or chances ☐
h something which requires a lot of hard work to be done (successfully) ☐
i the ability to continue trying to do something difficult ☐
j something that stops an action or makes progress difficult or slow ☐

Use it!

2 **Discuss the questions.**

1 Who or what inspires you?
2 What's the biggest obstacle you or someone you know has overcome?
3 Who encourages you to do your homework?

A podcast

6.06 **3** **Listen to the podcast. What big challenge did Bethany Hamilton overcome?**

Learn to learn

Listening and choosing the correct option

Read all the options, check any unknown words and cross out any options you know are not correct.

6.06 **4** **Listen and circle the correct option.**

1 When she was 13 Bethany …
a learned to surf. b had an accident.
c gave up surfing.

- Check you understand *gave up* (past simple of *give up* – to stop something forever).
- Option a isn't correct as she learned to surf when she was a young child.
- Option c isn't correct as she returned to surfing soon after the accident.
- The correct answer is option b.

6.07 **5** **Listen and circle the correct options.**

1 Bethany lost her arm ….
a in the sea b in hospital
c three weeks after the accident
2 It was … decision to return to surfing.
a Bethany's b her family's c a bad
3 Bethany competes ….
a in special competitions
b only in the USA
c against other professional surfers
4 Her book and films ….
a are not true b teach people how to surf
c inspire people to overcome challenges

Voice it!

6 **What surprises you most about her story? What would you do in a similar situation?**

Language in action
Third conditional

Watch video 6.3
What is she thinking about?
Where would she have gone on holiday?

Imaginary situation in the past	Possible consequence
If I**'d lived** in Australia,	I **would have had** Christmas on the beach every year!
If I **had lived** in Australia,	I **would have gone** to Uluru.
Question	
How **would** your life **have been**	**if** you **had lived** in a different country?

1 **Read the sentences and decide if the statements that follow are *T* (true) or *F* (false).**

1 If Gaspar had grown up near the sea, he would have learned to surf.
- a Gasper grew up near the sea. F
- b Gasper doesn't know how to surf. ___

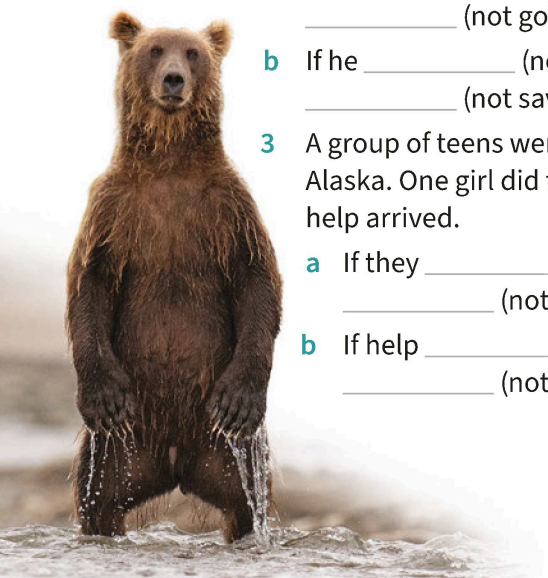
2 If Ada and Cemal hadn't taken so may risks, they wouldn't have had an accident.
- a Ada and Cemal didn't take risks. ___
- b Ada and Cemal had an accident. ___

6.08 **2** **Complete the third conditional sentences about stories 1–3. Use the verbs in brackets. Listen and check.**

1 A girl got stuck under a car and a high school baseball team lifted the car off the girl.
- a If the girl *hadn't got stuck* (not get stuck), the team *wouldn't have needed* (not need) to lift the car.
- b If the team _____ (not lift) the car, the girl _____ (not survive).

2 A 14-year-old saw a fire in his neighbour's home and went to help and saved a boy.
- a If he _____ (not see) the fire, he _____ (not go) to help.
- b If he _____ (not go) to help, he _____ (not save) the boy.

3 A group of teens were attacked by a bear in Alaska. One girl did first aid for nine hours until help arrived.
- a If they _____ (not go) to Alaska, they _____ (not be) attacked.
- b If help _____ (arrive) earlier, the girl _____ (not do) first aid for nine hours.



3 **Write a third conditional sentence for each situation.**

1 Alfie broke his leg when he went rock climbing.
If Alfie hadn't gone rock climbing, he wouldn't have broken his leg.

2 Four students got up late and missed the coach to France.
_____
_____

3 The school cook didn't make enough food and the students were hungry.
_____
_____

4 Class 4B went to Madrid and learned how to speak Spanish.
_____
_____

Grammar tutor p130

Use it!

4 **Complete the sentences about you.**

1 If I had been born in a different country
_____
_____.

2 If I hadn't gone to this school _____
_____.

3 If I hadn't met my best friend _____
_____.

Speaking

Encouraging a friend to do something

1 6.09 **Listen to Mia and Jack's conversation. Which activities do they discuss?**

2 6.09 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Mia Are you going to come whitewater rafting this weekend?
Jack I'm not sure. It looks a little scary to me.
Mia Oh, it's not really. I had so much fun when I went. [1] *You'll never know unless you try* , will you?
Jack But the water is so fast! It looks seriously deep and I'm not the world's best swimmer.
Mia Relax and [2] _____. The instructors will look after you. They don't take any risks.
Jack Mmm, I'm still not sure.
Mia Well what about paddle boarding? That's less risky.
Jack You've got to be joking! I wouldn't dare stand up on the board in the middle of the sea. [3] _____ I fell in?
Mia Come on! It's easy! [4] _____! If you fall in, you just get back on the board.
Jack [5] _____, but I'm not like you. Water sports are a real challenge for me.
Mia Well, what if I practised with you?
Jack Hmm. That might help. OK, I'll come.
Mia Good for you! I promise [6] _____ and you might even have fun! Let's go on Sunday.

Useful language

Encouraging

Don't worry, you'll be fine. You can do it!
You'll feel really proud afterwards.
You'll never know unless you try …

Responding

That's easy for you to say … What if … (+ past simple)?

Watch video 6.4
Everyday English

Come on! Good for you! not really
seriously You've got to be joking!

3 **Match the phrases in the *Everyday English* box with their meanings 1–5.**

1 extremely _____
2 not very _____
3 That's great! _____
4 to encourage someone to do something _____
5 You're not serious! _____

4 **How do you say these phrases in your language?**

Plan

5 **Make notes about something you want to encourage your partner to do. Use the ideas below or your own ideas.**

do an audition for a school show
try an extreme sport

Speak

6 **Practise trying to encourage your partner. Remember to use:**

- first, second and third conditionals
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

What did the other students encourage each other to do?

_____

Would you try the things in their conversation?

_____

Writing

A for and against essay

1 **Think about a time when something went wrong for you. How did you feel? What did you learn?**

2 **Read the for and against essay. Circle the best title.**

a Is it always bad when things go wrong?

b Should we try more new things?

1 There are times when things go wrong. For example, you might lose a sports match or fail an important exam. However, is it always negative when this happens?

2 On the one hand, when things go wrong we feel bad. For instance, if we fail a French exam, we might have doubts about our ability to speak the language and lose confidence. Furthermore, we might think we haven't got the skills to achieve our goals.

3 On the other hand, when we overcome a difficult situation, we feel good. If we think about what went wrong, we might solve the problem in the future, such as by preparing for our next exam in a different way.

4 In conclusion, although it can feel negative when things go wrong, I personally believe that this is not always bad if we can learn something new. When we look for an opportunity to overcome the problem, we'll soon feel good again.

3 **Complete the *Useful language* box with the phrases from the essay.**

Useful language

introducing a new idea: Furthermore …, [1] _____

introducing the opposite idea: However, [2] _____

giving an example: For example …, [3] _____, [4] _____

giving an opinion: [5] _____

introducing a conclusion: [6] _____

4 **Complete these sentences with words in the *Useful language* box.**

1 You can never be certain about the future. For instance, the weather can spoil your plans.

2 In _____, I think it's possible to have exciting experiences without putting yourself in danger.

3 Getting things wrong can be upsetting. On the other _____, you can learn from your mistakes.

4 I _____ believe that no one should take unnecessary risks.

5 It's sometimes good to take risks. _____, you shouldn't put yourself in danger.

Write your own for and against essay.

Plan

5 **Look at the essay title and make notes on your ideas and examples.**

Should we take risks?

Make notes about what to include in:

- An introduction
- Reasons for and against
  - Give an example for each.
- A conclusion
  - Give your personal view on the question.

Write

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

- four paragraphs
- conditional tenses
- vocabulary from this unit
- phrases from the *Useful language* box

Check

7 **Do you …**

- include an introduction?
- talk about the negatives and positives?
- have a conclusion?

Digital literacy

Safety and well-being online

1 **Look at the photos and the headings in the leaflet. What behaviours do you think might be discussed in each case study?**

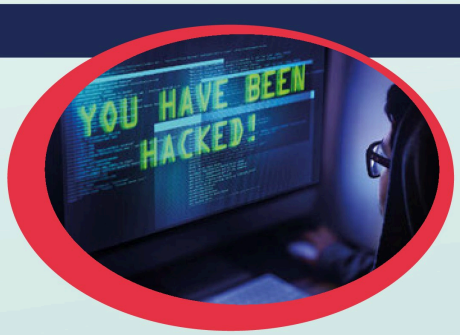
6.10 2 **Read the leaflet and check your ideas.**

Watch video 6.5
Digital literacy

1 Have you ever seen bad behaviour online?
2 How many different types of digital literacy are mentioned in the video?
3 Do you think you have good digital literacy? Why / Why not?

Digital citizenship
case studies

Today's digital world offers us opportunities but also brings responsibilities. When we take advantage of the Internet's benefits, we should remember that we are also 'digital citizens'. Digital citizenship is similar to traditional citizenship. It means you must be kind, you must obey the law and you must behave in a way that is safe for yourself and others. However, there are challenges today that we would never have faced if the Internet hadn't been invented. The case studies below show some of those challenges.



Case study 1
Staying safe online

For several hours every night, Aynur plays her favourite online games, usually with people she doesn't know. She often plays until after midnight and feels tired at school all day. Tonight, she logs in with her usual password, 'password123', and a threatening message pops up on the screen. It says her computer has been locked by hackers. If she wants it unlocked, she must pay a ransom. What would you have done differently if you had been Aynur?

Case study 2
Sharing responsibly

Tiago and his friends are having fun at the beach. He takes photos of the others and then posts them online without asking for permission. Milo, one of his friends, gets upset because he doesn't like the photos. Someone comments on how silly Milo looks in one of them. Soon, the photo of Milo has been shared on a social media app and people are making nasty comments. It's cyber-bullying, and Tiago feels responsible for it. If you were Tiago, what could you do?

Case study 3
Identifying fake news

Gloria receives a text from her friend that says, 'Hey! If you want to ace next week's English test, check out this story.' When Gloria clicks on the link, it goes to a page on a news website she's never seen before. The headline is 'Scientists prove grapes can improve your memory in 24 hours'. At the end of the story, there's an ad for an online store that sells 'memory boosting grape juice.' Gloria is so impressed she shares the link on her group chat. Would you have done the same thing if you'd found the article?

Vocabulary extra

3 **Complete the sentences using the highlighted words in the text.**

1 Protecting other people's information is one of the responsibilities we all have online.
2 If you don't _____, you'll get in trouble with the police.
3 The criminals who stole your information are asking for a _____ to be paid.
4 Look at this _____ text message. Whoever sent it is trying to frighten me.
5 You should ask people's _____ before you share photos of them online.
6 Computer _____ have attacked the bank's website and now it's not working.
7 I think this story about a dinosaur found in someone's garden is just _____.
8 If you see _____ happening on social media, you should tell your teacher about it.

4 **How would you answer the questions at the end of each case study? Discuss your ideas.**

CLIL: Digital citizenship

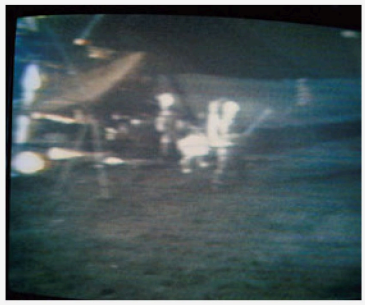
Identifying fake news

5 **Read the news stories and decide if they are real or fake news. Share your ideas with a partner.**

The Independent Times

Astronaut plays golf on moon

American astronaut Alan Shepard described how he played golf during a NASA mission to the moon.



Crazy News.Com

Mice grown in chicken eggs

Sientists at the University of Paris in the UK have groan mouse from a chickens egg.

6 **Look at the fake news checklist. Which of the things listed can you find in the fake news story from Exercise 5?**

1 The name of the website doesn't sound serious ☑
2 There are spelling mistakes or grammatical errors on the page. ☐
3 People's names are not given in the story. ☐
4 There are mistakes with facts in the story. ☐
5 Descriptions of photos don't match what's shown in the photos. ☐

Project: a blog post

How to be a good digital citizen

Step 1: Plan

Write a blog post with advice on how to behave responsibly in one of the following situations:

- posting on social media
- using a smartphone
- playing games online

- Decide what your blog post will be about.
- Research the topic.
- Make notes about what advice you could give on:
  - how to behave with respect for others
  - how to behave in ways that are safe for yourself and others
- Choose photos or other images for your post.

OWN IT! Project: a blog post p122

Learn to ... take responsibility for your learning

It's important to take responsibility for your own learning. This will help you to learn when you are outside your class as well.

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

Are you taking responsibility for your learning?

	Always	Sometimes	Never
1 When you're in class, how often do you ...			
a pay attention to the teacher's corrections?	☐	☐	☐
b try to help your partner speak and write better?	☐	☐	☐
c use spidergrams and presentation plans?	☐	☐	☐
2 When you want to learn new vocabulary, how often do you ...			
a write example sentences?	☐	☐	☐
b make and use flashcards?	☐	☐	☐
c use a monolingual (only English) dictionary?	☐	☐	☐
3 Outside class, how often do you ...			
a speak in English to other people?	☐	☐	☐
b watch TV series or films in English?	☐	☐	☐
c read books or articles in English online?	☐	☐	☐
4 Thinking about technology, how often do you ...			
a have English as the language on your phone and your apps?	☐	☐	☐
b use vocabulary learning apps?	☐	☐	☐
c listen to podcasts in English?	☐	☐	☐
5 If you were travelling in an English-speaking country, would you ...			
a speak English in shops and restaurants?	☐	☐	☐
b try to understand signs in English?	☐	☐	☐
c ask for directions in English if you got lost?	☐	☐	☐

Extra challenges!

- Write text messages to your friends in English.
- Send and receive voice messages with friends in English.
- Listen to music in English and look up the lyrics online.
- Read a 'graded reader' – a famous book made easier for learners.

Points: always = 2, sometimes = 1, never = 0.

0–3 points: You aren't taking much responsibility for your learning yet, but if you try more ideas from the quiz, you'll soon become a better learner!

4–7 points: You're taking some responsibility for your learning, but there's a lot more you could do if you tried. Take advantage of what you've learned in this quiz to think about how to improve.

8–10 points: You're taking lots of responsibility for your learning. That's great! Time for something new – try our extra challenges!

2 Look at the extra challenges. Which is the best idea? Write one more.

OWN IT!

3 Choose three ways to take more responsibility for your learning and tell your partner why you chose them.

I've chosen 'read a graded reader' because I love books. If I'd known about them before, I'd have started one already!

Use an online mind mapping tool to help you take responsibility for your own learning. Share your findings with your classmates.

6 Review

Vocabulary

1 **Circle the words which don't go with each verb.**

1 get *a lot out of something / risks / lost*
2 take *pleasure in something / advantage of something / doubts*
3 have *on someone's nerves / the chance to do something / fun*
4 get *bored / to know someone / an interest in something*

2 **Complete the sentences with the correct form of the words and phrases that don't go with the verbs in Exercise 1.**

1 I had _____ before I went rafting because I'm not a strong swimmer.
2 It can be positive to take _____ because we learn to make decisions.
3 My brother has started to take _____ photography.
4 My sister really gets _____. She's always taking my things.

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

achieved bravery determination
opportunity overcome supported

1 She was awarded a prize for her _____ in the fire.
2 My cousin finally _____ his ambition to learn how to windsurf.
3 Do students have the _____ to go to music classes at your school?
4 My parents _____ my decision to do a bungee jump for charity.
5 He passed his final exams after a lot of hard work and _____.
6 Since I started swimming I have _____ my fear of deep water.

Language in action

4 **Complete the sentences about parkour with the first or second conditional.**

1 How quickly _____ I _____ (learn) if I practised every day?
2 If you already _____ (do) regular sport or exercise, you may find it easy to learn.
3 If I _____ (watch) parkour videos online, will I learn some techniques?
4 If you _____ (train) every day for a month, you could learn to jump over walls.

5 **Join the two sentences to make one sentence in the third conditional.**

1 Mozart learned music as a young child. He wrote his first symphony when he was eight or nine.

_____

_____

2 Emma Watson studied drama as a child. She was Hermione in the Harry Potter films.

_____

_____

3 The artist van Gogh moved to Paris. Van Gogh met his friend Paul Gauguin in Paris.

_____

_____

4 J.R.R. Tolkien wrote *The Lord of the Rings*. Peter Jackson made a film trilogy of the book.

_____

_____

Self-assessment

I can use collocations with *get*, *take* and *have*.	😕	😐	🙂
I can use nouns and verbs for inspiration and challenge.	😕	😐	🙂
I can use the first and second conditional.	😕	😐	🙂
I can use the third conditional.	😕	😐	🙂

7 Keep calm!

Learning outcomes

I can ...

- understand texts about a growth mindset and reducing exam stress
- express sympathy and concern
- write an email reply
- understand gerunds and infinitives, and subject and object questions
- use adjectives that describe feelings and expressions with *heart* and *mind*
- personalise vocabulary, make gapped flashcards and learn synonyms and antonyms.

Start it!

1 Look at the photo. How is the girl feeling?
2 Before you watch, do you associate an emotion with these colours: red, grey, purple, yellow?
3 What colour can make you feel hungry? Watch and check.
4 What colours do you wear when you're happy and when you're sad?

Watch video 7.1

p85

Language in action 7.2

p87

Language in action 7.3

p88

Everyday English 7.4

p90

Globetrotters 7.5

Vocabulary

Feelings

1 Read the leaflet. Do you agree with it?

2 7.01 Match the words in **bold** in the leaflet with definitions 1–13. Listen, check and repeat.

1 [m] happy
2 [ ] angry
3 [ ] unhappy
4 [ ] very silly
5 [ ] feeling thanks
6 [ ] not confident
7 [ ] enthusiastic
8 [ ] quiet and calm
9 [ ] in emotional pain
10 [ ] extremely happy
11 [ ] finding something funny
12 [ ] positive about the future
13 [ ] pleased to achieve something

3 7.02 Listen and complete the sentences with one word.

1 Sally feels absolutely _____.
2 The boy feels _____.
3 Mark felt absolutely _____.
4 The girl feels really _____.
5 Monica is feeling a bit _____.

Learn to learn

Remembering adjectives

Think about your personal experiences to help you remember new adjectives.

4 Do Part 1 in the Stay happy! leaflet. Think of a sentence for each adjective.

I feel amused when I watch comedy films.

5 Say your sentences. Do you have similar or different ideas?

I feel satisfied when I score a goal in football.

Use it!

6 Now do Part 2 of the leaflet. Tell your partner your plans.

Stay happy!

For teenagers, life can be an emotional rollercoaster. Sometimes you're [a]**thrilled** to be alive, then you feel [b]**down** for no reason. You often feel [c]**insecure** about who you are, and [d]**annoyed** with every adult on the planet. You feel [e]**ridiculous** when you don't know something all your friends seem to know, and [f]**hurt** that nobody seems to care about what you're feeling. Of course, people do care, which is why we've created this exercise for developing positive emotions.

Part 1
For each word below (amused, etc.), think of a situation that helps you feel that emotion.

Part 2
Choose two positive emotions you want to practise. Do something which will increase those emotions every day for a week.

I feel ...	This week I will ...
[g]**amused** when my best friend tells me jokes.	ask him to tell me some every day.
[h]**hopeful** when I make a wish.	make three wishes about …
[i]**peaceful** when I walk on the beach.	
[j]**grateful** when people help me.	
[k]**eager** when I start a new art project.	
[l]**satisfied** when I've tidied my room.	
[m]**glad** when my friends are happy.	

Explore it!

Guess the correct answer.

Complete the expression *Laughter is the best …*

a communication. b exercise. c medicine.

Find out a fact about smiling. Write a question for your partner to answer.

Reading

A magazine interview

1 **Read and answer the question at the beginning of the interview.**

2 7.03 **Read the interview and match the interviewer's questions a–d with 1–4. Listen and check.**

a You had a fixed mindset?

b Malcolm, what exactly is a growth mindset?

c What advice would you give our readers?

d How can you develop a growth mindset?

3 **Read the interview again and circle the correct answers.**

1 Even if you have a fixed mindset, you …
- a never change.
- b are bad at maths.
- c can change.
- d like taking tests.

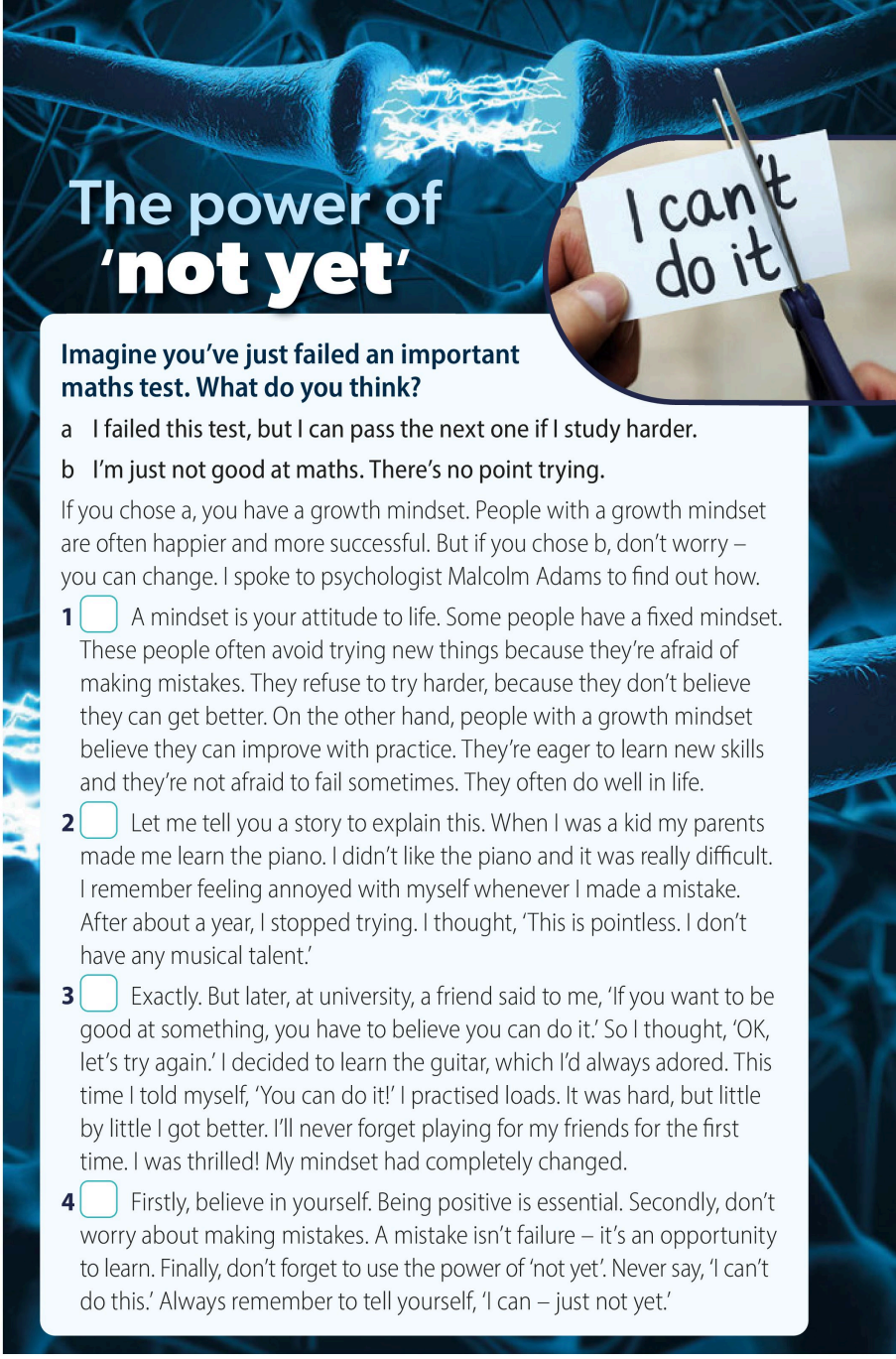
2 People with a growth mindset …
- a think they can get better.
- b are good at everything.
- c are scared of failing.
- d don't have to learn new skills.

3 Malcolm …
- a wanted to learn the piano.
- b played the piano for several years.
- c learned to play the guitar easily.
- d slowly improved his guitar playing.

4 Malcolm encourages readers to …
- a learn from their mistakes.
- b wait before trying new things.
- c ignore their mistakes.
- d try one thing at a time.

4 **Find words in the interview that mean:**

1 a feeling/opinion (question 1) _____
2 not changing (question 1) _____
3 without purpose (question 2) _____
4 necessary (question 4) _____
5 not a success (question 4) _____



The power of 'not yet'

Imagine you've just failed an important maths test. What do you think?

a I failed this test, but I can pass the next one if I study harder.

b I'm just not good at maths. There's no point trying.

If you chose a, you have a growth mindset. People with a growth mindset are often happier and more successful. But if you chose b, don't worry – you can change. I spoke to psychologist Malcolm Adams to find out how.

1 ☐ A mindset is your attitude to life. Some people have a fixed mindset. These people often avoid trying new things because they're afraid of making mistakes. They refuse to try harder, because they don't believe they can get better. On the other hand, people with a growth mindset believe they can improve with practice. They're eager to learn new skills and they're not afraid to fail sometimes. They often do well in life.

2 ☐ Let me tell you a story to explain this. When I was a kid my parents made me learn the piano. I didn't like the piano and it was really difficult. I remember feeling annoyed with myself whenever I made a mistake. After about a year, I stopped trying. I thought, 'This is pointless. I don't have any musical talent.'

3 ☐ Exactly. But later, at university, a friend said to me, 'If you want to be good at something, you have to believe you can do it.' So I thought, 'OK, let's try again.' I decided to learn the guitar, which I'd always adored. This time I told myself, 'You can do it!' I practised loads. It was hard, but little by little I got better. I'll never forget playing for my friends for the first time. I was thrilled! My mindset had completely changed.

4 ☐ Firstly, believe in yourself. Being positive is essential. Secondly, don't worry about making mistakes. A mistake isn't failure – it's an opportunity to learn. Finally, don't forget to use the power of 'not yet'. Never say, 'I can't do this.' Always remember to tell yourself, 'I can – just not yet.'

Voice it!

5 **Discuss the questions.**

1 Do you like to try new things? Why / Why not?

2 Where do you think you are on the scale for the activities in the box? Why? How can you change?

doing art doing sports
playing music and singing speaking English

1 ↑ fixed mindset
2
3 a mixture of both
4
5 ↓ growth mindset

Language in action

Gerunds and infinitives

Watch video 7.2
Why does Claire inspire him? What did he try last summer?

Gerunds		Infinitives (with *to*)	
As the subject of the sentence	**Trying** a new hobby is always fun.	To explain purpose	Fear is the energy you need **to do** something new.
After prepositions	She's never afraid **of making** mistakes.	After adjectives	She is always **eager to try** something new.
After certain verbs (e.g. *avoid*, *finish*, *enjoy*, *miss*, *suggest*)	She enjoys **learning** new things.	After certain verbs (e.g. *decide*, *hope*, *refuse*, *want*, *would like*)	She **refuses to let** fear stop her.

1 **Look at the table. Complete the sentences with the correct form of the verbs in brackets.**

1 Everyone feels good after *achieving* (achieve) something new.
2 _____ (believe) in yourself is the first step to success.
3 I'd like _____ (try) parkour. It looks like fun.
4 We worked all day without _____ (stop).
5 Sara didn't think this work would be so difficult _____ (do).
6 _____ (want) to succeed isn't enough. You also have to work hard.

You can use the Gerund vs. infinitive (with *to*) with *remember*, *forget*, *stop*, but this changes the meaning.

Gerunds	Infinitives (with *to*)
I **remember feeling** annoyed. *(= I have a memory of …)*	Always **remember to tell** yourself … *(= don't forget)*
I'll never **forget playing** for my friends for the first time. *(= I won't forget that memory)*	Don't **forget to use** the power of 'not yet'. *(= don't forget to do this in the future)*
I **stopped trying**. *(= I didn't do this anymore)*	I **stopped to rest** for a few minutes. *(= I stopped what I was doing for a while)*

2 **Complete the text with the gerund or infinitive form of the verbs in the box.**

develop feel help (x2)
increase ~~know~~ make say

Think positive

You'll be glad [1] *to know* there are steps you can take [2] _____ a positive mindset. Psychologists suggest [3] _____ a list of activities that make you feel good, and then doing one every day [4] _____ your positivity. [5] _____ others when they have a problem also makes us feel happier. Of course, it's important [6] _____ thank you to people for [7] _____ you. Try it! Everyone wants [8] _____ more satisfied in life.

3 **Complete the questions with the gerund or infinitive form of the verbs in brackets.**

1 Do you remember *meeting* (meet) your best friend?
2 When you're studying, how often do you stop _____ (take) a break?
3 What would happen if you forgot _____ (set) your alarm the night before an exam?
4 Would it be hard to stop _____ your phone?
5 What things do you have to remember _____ (do) this weekend?
6 Think of two people you'll never forget _____ (meet) on your first day at school. Who are they?

Grammar tutor p131

Use it!

4 **Ask and answer the questions in Exercise 3.**

Vocabulary and listening

Expressions with *heart* and *mind*

1 7.04 **Match the phrases in bold in the thought bubbles with definitions a–j. Listen, check and repeat.**

a	consider something important	10
b	make an effort to do something	
c	think of something	
d	make a decision	
e	memorise	
f	change a decision	
g	unable to decide between two options	
h	be worried about something	
i	make someone really sad	
j	be important to someone	

I have to [1]**learn by heart** so many facts for that exam but I don't have time!

What am I going to study at university? I have to [2]**make my mind up** soon.

I'm [3]**in two minds** about the party. I don't know many people there. Shall I go or just stay home?

[4]**I've got something on my mind** about school. Who should I talk to?

I want to become an actor, but what will Dad say? It'll [5]**break his heart** if I don't study science.

Education is a subject that's [6]**close to my heart**, but I don't know if I'd be a good teacher or not!

I need to choose my degree carefully. I can't [7]**change my mind** later.

I know if I [8]**put my heart into** this project, I'll do well, but I'm so tired!

It's just [9]**crossed my mind** that Dan might be at the party.

I must [10]**bear in mind** we can't use a pencil in the exam. I don't want to fail for something silly like that!

Learn to learn

Gapped flashcards

Flashcards can help you learn expressions.

2 **Make flashcards for some of the expressions in Exercise 1, leaving a gap for *heart* or *mind*(s). Write the missing word on the back. Then test your partner.**

be in two _____	minds

Use it!

3 **Choose six phrases in Exercise 1 and make sentences with the ideas in the box.**

clothes friends and family going out

When I go out in the evening, I have to bear in mind what time my parents want me to come home.

A conversation

4 **Which of these things do you think can reduce exam stress?**

1 studying late at night
2 studying with friends
3 drinking energy drinks
4 doing exercise
5 testing yourself
6 eating apples
7 making lists

5 7.05 **Listen to the conversation. Circle the things in Exercise 4 that the counsellor recommends.**

6 7.05 **Listen again and discuss the questions.**

1 Why is Gavin so stressed?
He's worried he's going to fail his exams.
2 Why does the counsellor suggest making a list?
3 Why does the counsellor recommend eating apples and nuts?
4 Why doesn't Gavin want to go to bed early?
5 Why is it important for Gavin to do well in every subject?
6 What is Gavin going to ask his sister tonight?
7 What was Gavin in two minds about earlier?

7 **Do you think the counsellor's suggestions are useful?**

Language in action

Subject and object questions

Watch video 7.3
What's good about keeping a journal? Who helped her today?

Subject questions	
What makes me happy?	**Learning new things** (makes me happy).
Who helped me today?	**My friend** (helped me today).
Object questions	
What can I do to make today great?	(I can do) **my new hobby**.
What did I learn today?	(I learned) **a new dance move**.

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

1 The words in red are *subjects* / *objects*. The ones in green are *subjects* / *objects*.
2 *Subject* / *Object* questions always use a form of *do*.

2 **Complete the present simple questions with subject or object question forms.**

1 What *do you do* (do / you) at the weekend?
2 Who _____ (teach) you maths?
3 Who _____ (send) you the most messages every day?
4 Which subjects _____ (put / you) your heart into?
5 Who _____ (help) you with your homework?
6 What _____ (happen) if you don't sleep enough?

3 **Complete the past simple questions with subject or object question forms.**

1 Who *taught* (teach) you English last year?
2 What _____ (eat / you) for breakfast?
3 Who _____ (give) you presents for your birthday?
4 What presents _____ (give / they) you?
5 Which TV shows _____ (watch / you) yesterday?

4 **Ask and answer the questions in Exercises 2 and 3.**

5 7.06 **Complete the dialogue with the correct subject or object question form. Listen and check.**

Olaf What's that?
Rosa It's a stress ball.
Olaf What [1] *does it do* (do / it)?
Rosa It helps you relax. Look, you squeeze it like this. It was a birthday present.
Olaf Wow, that feels great! Who [2] _____ (give) it to you?
Rosa My sister. She knows I get stressed out a lot so she thought it might help.
Olaf I want one.
Rosa You don't need one! You never get stressed.
Olaf That's not true. Who [3] _____ (tell) you that? I get stressed before exams.
Rosa Well, you could borrow this one if you like.
Olaf No, I'd prefer my own, thanks. Where [4] _____ (get / your sister) it?
Rosa Online, I think.
Olaf What site [5] _____ (use / she)? Do you know?
Rosa I'll ask her, but I'm sure you can get them in lots of places. They've been around for years.
Olaf Really? Who [6] _____ (invent) them?
Rosa No idea. Let's look it up!

Grammar tutor p131

Use it!

6 **Ask and answer the questions.**

1 Who did you call/visit/help yesterday?
2 Who called/visited/helped you yesterday?

Pronunciation p119

Speaking

Expressing sympathy and concern

1 **What problems do brothers and sisters usually have?**

2 7.10 **Listen to the conversation. What is Jerry's problem?**

Paula Hey, Jerry. What's [1] *the matter* ? You look really down.

Jerry I am. It's my brother. He's refusing to talk to me.

Paula Really? That's not [2] _____. Why?

Jerry His tablet has stopped working. He thinks I took it without asking and broke it, but I didn't, I swear. Now when I try to talk to him he just walks away.

Paula That's a little harsh, isn't it?

Jerry The thing is, he ought to know I wouldn't take his stuff without permission. I feel really hurt.

Paula I [3] _____. It's horrible when someone doesn't believe you. But bear in mind he's doing his final exams at the moment. He's probably really stressed out about everything.

Jerry I guess you're right, but I hope he calms down soon.

Paula Is there [4] _____? I have an old tablet I could lend him.

Jerry That's kind of you, but you don't need to do that.

Paula Don't mention it, but let me know if you change your mind. It'll [5] _____.

3 7.10 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

I can imagine.
That's not very nice.
Is there anything I can do to help?
What's the matter?
It'll all be OK, you'll see.

4 **Replace the phrases in bold with the *Everyday English* phrases in the box.**

1 Do I need help? No, **that's a nice thing to offer**, but I'm fine. _____

2 **I'm absolutely certain** my keys are here. I had them a few minutes ago. _____

3 Your teacher told you off for being two minutes late? That's **not fair**. _____

4 Of course you're **totally nervous and worried**. It's your final exams! _____

5 A Thanks for letting me use your desk.
B **No problem at all**. _____

Watch video 7.4
Everyday English

a little harsh Don't mention it. I swear
stressed out That's kind of you …

Plan

5 **Make notes about one of the problems you thought of in Exercise 1.**

_____

_____

Speak

6 **Practise talking about the problem with your partner. Remember to use:**

- gerunds or infinitives
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

What problem did they talk about? _____

_____

How sympathetic did the conversation sound?

_____

Writing
An email reply

1 **Look at the photo of a teenager and her mum. What do you think is the problem?**

2 **Read the email to a teenage magazine and the reply. Who is asking for advice? Who is giving it?**

Dear Abby,
I want to follow my daughter on social media because I'm worried about who she might become friends with, but she says I can't because it would be 'totally embarrassing' if I commented on her posts. I feel hurt by her reaction. You're a teenager – how can I change her mind?
Many thanks,
Janelle

Dear Janelle,
I'm glad you wrote. Firstly, this is a common problem, so don't feel down. However, your daughter's reaction isn't unusual. It doesn't mean she doesn't love you, but she needs space.
I would recommend telling her why you are worried. It would definitely help to talk. Why don't you suggest following her, but promise not to comment on her posts? If she isn't happy with that, it might be better not to follow her at all. Whatever you do, don't get annoyed with her and don't forget to tell her that you trust her.
Good luck, and let me know how it goes.
Abby

3 **How useful is Abby's advice?**

4 **Look at the *Useful language* box. Find and underline the phrases in Abby's email.**

5 **Complete the mini-dialogues with the phrases from the *Useful language* box.**

1 A So the party starts at seven, does it?
B Yes, but _____, don't tell Pablo. It's a surprise.

2 A My best friend is stressed about her exams.
B _____ joining a study group?

3 A Joe has to take his medicine.
B Yes, but _____ not to wake him. He needs to rest as well.

4 A What's a good way to get fit and have fun?
B _____ joining a football team.

5 A Felix isn't talking to me.
B Well, _____ say sorry.

Useful language

It might be better (not) to …
It would definitely help to …
I would recommend … (+ *-ing*)
Whatever you do, don't …
Why don't you suggest … (+ *-ing*)?

Write an email reply to a worried parent.

Plan

6 **Imagine you are Abby.**

- Choose one of the problems (A or B) below to reply to.
- Think of three pieces of advice that they should or shouldn't do.

A My son has become vegan. I'm worried that he won't get all the nutrients he needs, and I don't know what to cook.

B My teenage children refuse to help with the housework. They say they're too busy studying. How can I persuade them to help me?

Write

7 **Write your email reply. Remember to include:**

- three pieces of advice
- language from this unit
- phrases from the *Useful language* box

Check

8 **Do you …**

- say what the person should do?
- say what the person should not do?
- think the advice is useful?

Reading

A report about schools in Denmark

Globetrotters

Watch video 7.5
Happiness around the world

- What different things can make us happy?
- Are Costa Rica and Norway considered happy countries? Why?
- What do Ecuador and Bhutan have in common?

1 **What do you think is most important in making a school a happy place? Why?**

a lots of events
b a nice building
c student clubs and sports teams
d technology in the classroom

7.11 **2** **Read the report and put the paragraph titles in the correct place 1–5. Listen and check your answers.**

a Enjoying *hygge* is for everyone
b Conclusion
c Introduction
d Understanding other people
e Learning with others builds a better society

The happiest children in the world

a report

1 ☐

We have written this report to describe some of the reasons why Danish children are the happiest in the world. It is part of our school project 'Happier students, happier societies'.

2 ☐

One of the most important reasons Danish children are so happy is that they are taught empathy from a very young age. Empathy is the ability to imagine what it must be like to be another person. At preschool, Danish children learn to do this by studying facial expressions. They are shown pictures of the faces of other children showing anger, fear, sadness, etc. The preschool children say what they think the children in the pictures are feeling, and try to imagine being them. Schoolchildren never stop learning about empathy. Even 15- and 16-year-olds continue to have one hour a week of empathy as a compulsory subject.

3 ☐

Danish teenagers also have 'Class time'. This is a special time when students come together to talk about any individual or group problems they are having. This could be a personal issue between two students, or even something unrelated to school. During this time, everyone bears in mind the feelings of others and avoids criticising anyone. The group tries to find a solution together. They do this in a peaceful environment, with everyone glad to take part. 'Class time' is connected to *hygge*, a Danish word that is tricky to translate into English but which means relaxed and cosy.

4 ☐

In Danish schools students with different strengths and weaknesses study together in mixed groups. This helps to develop their empathy by showing them that everyone has strong points, talents and positive qualities. One student might find English difficult, for example, but be good at maths. Another might find English easy but find it difficult to understand maths. In a Danish school, these two students would help each other during lessons, and often between lessons as well. The system develops teamwork, respect and collaboration. These are essential qualities for a successful, happy life both at school and in the adult world.

5 ☐

In summary, the main reason that Danish children are so happy is very simple: they develop empathy, and empathy increases happiness by making everyone feel included and understood. They do this in a number of different but connected ways: learning to read the feelings of others, discussing problems together, and working in mixed groups. We believe that introducing any one of these methods into our own school would be straightforward and would improve our school life a great deal. Imagine what we could achieve if we tried all three!

3 **Read the report again and circle the correct answers.**

1 This report was written by …
   a teachers.
   b students.

2 Preschool Danish children look at pictures of …
   a their classmates.
   b children they don't know.

3 Danish teenagers …
   a can study empathy if they want to.
   b have to study empathy.

4 In 'Class time' students talk about …
   a all kinds of problems.
   b their individual problems.

5 In Danish schools, students with different abilities …
   a help each other in class.
   b help each other in and out of class.

6 To improve their own school, the writers suggest …
   a trying all the ideas in the report.
   b trying only one of the ideas.

Learn to learn

Synonyms and antonyms

Learning words with similar or opposite meanings can help you to increase your vocabulary quickly.

4 **Complete the table with words from the report.**

	Word(s) with a similar meaning	Word with the opposite meaning
joy	happiness	[1] *sadness*
[2]	obligatory	optional
[3]	single	[4]
related	[5]	[6]
difficult	[7]	easy
[8]	strong points	weaknesses
important	[9]	unimportant
simple	[10]	complicated

Voice it!

5 **Discuss the questions.**

1 Which of the ideas in the report do you think is best for developing empathy? Why?

2 Why is empathy important in life?

Explore it!

Guess the correct answer.

Which of these can make you happier?

a smelling flowers
b the colour yellow
c being outside

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

OWN IT! The Culture Project
Teacher's Resource Bank

Learn to learn

Learn to … give your partner useful feedback

You can help your partner to improve their speaking by giving useful feedback. When you work together, they can help you improve too.

1 Match 1–5 with a–e to complete advice about giving feedback.

Giving your partner feedback can help them speak, but there are some important things to bear in mind.

1 Being positive is important, so always tell your partner _____
2 You don't want your partner to feel hurt, so _____
3 Remember to focus on their English and avoid _____
4 Feedback should be useful, so don't forget _____
5 Be honest. Don't say something is _____

a talking about personal things.
b to give ideas for how your partner can improve.
c talk about anything negative in a friendly way.
d better or worse than it really is.
e what you liked and what they did well.

2 Look at the feedback that seven students have given Lars. Do they follow the advice in Exercise 1? Why / Why not?

1 *You didn't speak very clearly. You sounded like a robot!*
2 *I'm glad you used lots of the new vocabulary. That was nice!*
3 *You've got a gorgeous voice!*
4 *You repeated some words a lot. I would recommend using synonyms next time.*
5 *You made some grammar mistakes, but maybe because you were nervous.*
6 *That was absolutely the most dreadful presentation in history!*
7 *I think you'll sound more natural next time if you don't learn everything by heart.*

3 Prepare a talk about a topic in the box.

a happy memory
growth mindset
how to deal with exam stress
how to stay happy

OWN IT!

4 Take turns to give your talks. While your partner is speaking, think about these things.

- What do you like about their talk?
- What language do they use well?
- How can they improve next time?

5 Give your partner useful feedback using the advice in Exercise 1. Is your partner's feedback on your own talk useful? How?

Search online for a shared document tool. Use it to give feedback on your partner's speaking. Share your findings with your classmates.

7 Review

Vocabulary

1 **Circle the correct words.**

Hi Lee,

How's it going? I've been in Türkiye for a month. I'm [1]*glad* / *hopeful* I came to a town and not a city. It's more [2]*peaceful* / *grateful*. I've been practising Turkish a lot – you know me, I'm [3]*eager* / *insecure* to learn! I felt [4]*satisfied* / *ridiculous* at first, but I'm improving. I'm [5]*thrilled* / *annoyed* when people understand me, although sometimes people are [6]*hurt* / *amused* by my mistakes. Mehmet has introduced me to lots of people. I'm really [7]*grateful* / *down* to him.

Anyway, how are you? Write soon!

James

2 **Complete the sentences with an expression with *heart* or *mind*.**

1 I'm _____ about the party. Should I go or not?
2 Waiter! I've _____. I'll have pizza, not pasta.
3 My sister's great at _____ all sorts of facts and dates _____.
4 Pollution is an issue that's really _____. That's why I don't drive.
5 It takes me ages _____ what to wear in the morning. I'd prefer a school uniform!
6 Can I talk to you? I've got _____. It's about my best friend.

Language in action

3 **Complete the sentences with the gerund or infinitive with *to* form of the verbs in brackets.**

1 I'm not shy about _____ (give) presentations.
2 I was so glad _____ (see) my cousin at the party.
3 I remember _____ (feel) really insecure on my first day at school.
4 My baby brother is always amused at something. He never stops _____ (laugh).
5 _____ (keep) notes of new vocabulary is really important when you study.

4 **Complete the dialogue with the correct subject and object questions.**

Emma Happy birthday!
Yusuf Thanks, guys! This is amazing. Who [1]_____ (cook) the cake?
Tim Emma did.
Yusuf It's delicious. What [2]_____ (put / you) in it, Emma?
Emma Sorry – that's a secret! Anyway, what [3]_____ (think) of your birthday playlist?
Yusuf I love it. Who [4]_____ (make) it?
Tim Emma put it together.
Yusuf Who [5]_____ (choose) the song that's playing now? It's one of my favourites.
Tim That was me!
Emma So tell us – what presents [6]_____ (get / you)?
Yusuf Some clothes and this fidget spinner.
Tim Who [7]_____ (give) you that?
Yusuf My cousin. He knows I collect them.
Tim What [8]_____ (want / you) to drink? Some juice, some cola? We've got everything.

Self-assessment

I can use adjectives to talk about feelings.	😕	😐	🙂
I can use expressions with *heart* and *mind*.	😕	😐	🙂
I can use gerunds and infinitives.	😕	😐	🙂
I can use subject and object questions.	😕	😐	🙂

8 Advertising

Learning outcomes

I can ...

- understand texts about online advertising and social media influencers
- recommend an online tool
- write an online product review
- understand how to use defining and non-defining relative clauses, and indefinite, reflexive and reciprocal pronouns
- talk about advertising and use Internet verbs
- understand word building (nouns and verbs) and how to answer open-ended questions
- create an advert storyboard.

Start it!

1 Look at the photo. Is there a place where you live where you can see lots of adverts like this?
2 Before you watch, think of all the different places where you can see adverts.
3 What are the four important aspects of advertising? Watch and check.
4 What's your favourite advert? Why?

Watch video 8.1

p97

Language in action 8.2

p99

Language in action 8.3

p100

Everyday English 8.4

p102

How we sell 8.5

Vocabulary
Advertising

8.01 **1** **Read the story of an advert and put pictures A–F in the correct order. Listen and repeat the words in bold.**

1 ___ 2 ___ 3 ___
4 ___ 5 ___ 6 ___

8.02 **2** **Circle the correct words. Listen and check.**

1 I love watching funny *marketing companies* / *adverts* online or on TV.
2 My dad always buys the same *brand* / *product* of toothpaste.
3 Sometimes it's not easy for *sellers* / *buyers* to decide which product they want.
4 I always look at *ad blockers* / *reviews* before I buy something new.
5 That advert *advertised* / *influenced* my decision to buy a new tablet.
6 At school we have to draw a simple design for a *logo* / *slogan* competition.

Learn to learn

Wordbuilding: nouns and verbs

When you learn a noun, check the verb form and record them in a table.

3 **Complete the table.**

Noun	Verb
advert	[1] advertise
product	[2]
[3]	buy
review	[4]
[5]	block (an ad)
[6]	market
influencer	[7]
seller	[8]

4 **Close your books. One person says a noun from the table and the other says the matching verb.**

Advertising a product

First, a company makes something to sell. This is the **product**. Then, they create a **brand** to represent the product – this is a name and design that creates a product's identity. It is usually represented by a symbol or **logo**. There is often a **slogan** (a short phrase that is easy to remember) linked to a brand.

Next an **advert** is made to **advertise** the product. This could be a poster in the street or a short film on the television or online that shows what the product is like. It is made by a **marketing company** to encourage or **influence** people to buy the product.

When the product goes on sale the customer or **buyer** buys the product from a **seller**. Buyers sometimes write their opinions about the product in an online **review**. People who don't want to see online adverts use an **ad blocker**, a computer programme that stops adverts appearing on the screen.

Use it!

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

1 Do you think ad blockers are a good idea? Why?
2 Do online reviews influence people to buy a product?
3 Which brand slogans or logos can you remember?

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

Explore it!

Guess the correct answer.

When you see a glass of milk in an advert, it probably isn't milk. What is it?

a paint b glue c yoghurt

Find out some tricks that are used in adverts to make products look good. Write a question for your partner to answer.

Reading

A report

8.03 **1** **What can you see in the photo? What is the woman doing? Read the report and check your ideas.**

2 **Read the report again. What kinds of online advertising have you seen?**

3 **Use a dictionary to help you find the meanings of the words in bold in the text. Then choose the correct word to complete each sentence.**

1 It's so annoying when ads interrupt a YouTube video!
2 If you _____ you can see the product much better.
3 In this _____, James Bond drives a Rolls Royce car through Naples.
4 My favourite vlogger has got 1 million _____ on TikTok.
5 The way AI can create images from a simple description is very _____.
6 So many exciting adventures can be experienced online and _____ these days.

4 **Which type of advertising do the sentences refer to: *I* (Influencer), *PP* (Product placement) or *VR* (Virtual reality)? More than one answer may be possible.**

1 Famous people talk about products. I
2 Famous people are seen using products. ___
3 This helps buyers see or understand if a product is right for them. ___
4 This idea has been used for a long time. ___
5 This solves a problem with traditional advertising. ___
6 This uses the latest technology. ___

Voice it!

5 **Discuss the questions.**

1 Which social media influencers do you follow? Why are they popular?
2 Do you think traditional adverts are the best way to advertise a product? Why / Why not?

Online advertising

Social media influencers

One of the most successful types of advertising on social media is influencer advertising. Brands choose social media stars who have thousands, or even millions, of **followers** on their YouTube channel, TikTok or Instagram to advertise their products. The stars talk about the products in a natural, personal and positive way, which is different to the slogans in traditional adverts. They might talk about a beauty product, play a song or wear certain clothes. Many fans, who want to copy their favourite social media stars, go and buy the same products when they see them.

Product placement

People get pretty annoyed by ads that appear during online videos or that **interrupt** their favourite TV show. That's why so many people use ad blockers, or just message friends when the adverts come on! Product placement is a trick that brands use to solve this problem. Instead of using traditional ads, their products actually appear in the shows or the films. The product might be a car that an actor is driving, or a brand of coffee that another actor is drinking. The important thing is that the audience sees the logo in the scene. Product placement, which isn't a new idea, now has help from AI. The technology can place any product **'virtually'** into a **scene**. Soon AI will be able to place different products for different audiences. If you love fruit juice, for example, then you'll see the star of the show holding a bottle of juice. For other viewers, however, the star might be drinking a brand of milkshake!

Virtual reality (VR)

Tech is changing advertising in other ways, too. Virtual reality technology, for example, lets sellers show their products to shoppers on the screen before they buy. Customers can **zoom in** on a bicycle, for instance, and turn the product around to see it on all sides, which helps them decide if it's what they really want. If you have a VR headset, the technology is even more **impressive**. You can try cooking in a new kitchen, learn how to use a new tool or just try on a new shirt – all before you buy anything.

Pronunciation p119

Language in action

Defining and non-defining relative clauses

Watch video 8.2
What is he giving advice about?
What should you do with your phone?

Defining relative clauses
Maybe you're someone **who** (**that**) struggles with this.
Today's topic is one **which** (**that**) you've probably heard of.
This prevents access to sites **where** you can get distracted.
The girl **whose** name is Italian is Tom's friend.
Non-defining relative clauses
A website blocker, which (~~that~~) I find really useful, prevents you accessing distracting websites.

1 **Look the table and match the pronouns (1-4) with the uses (a-d).**

1	who	a	for objects and animals
2	which	b	to show possession, usually for people or animals.
3	that	c	for people, objects and animals (but only in defining clauses)
4	whose	d	for people

2 **Circle the correct relative pronouns.**

1 Most online advertisers prefer social media influencers *which* / (*who*) talk about their products in a natural and personal way.
2 Influencers *that* / *whose* channels have the most followers advertise lots of products.
3 Many fans buy the products *whose* / *which* the influencers they follow wear or use.
4 People sometimes ignore adverts *when* / *which* they see them online or on TV.
5 Virtual reality can show shoppers a new product in situations *where* / *when* they would be likely to use it.

3 **Complete the sentences with *when*, *which* or *whose* and your own ideas.**

1 A time _____ I feel happy is _____ _____.
2 Someone _____ videos I have watched is _____ _____.
3 The apps _____ I use most are _____ _____.

4 **Join the two sentences with a relative pronoun.**

1 Jo has got her own vlog. Jo is older than me. (who)
Jo, who's older than me, has got her own vlog.
2 We're going on holiday to the beach. Katia's family have got a house at the beach. (where)
_____
_____
3 My phone takes excellent photos. My phone is really old. (which)
_____
_____

Use it!

5 **Think of six quiz questions about facts you have read in this book. Use relative clauses. Then ask and answer.**
What was the name of the person who . . . ?

Vocabulary and listening

Internet verbs

1 8.06 **Match words 1–10 with definitions a–j. Listen and repeat the words in bold.**

- I [1]**subscribe to** a YouTube channel about parkour. They [2]**post** some awesome videos on it.
- If your Internet doesn't work, [3]**switch** it **off** and then [4]**switch** it **on** again.
- My sister didn't [5]**build up** many followers on Twitter so she [6]**shut down** her account.
- You should [7]**follow** Zoella. She [8]**vlog**s about loads of interesting things and I love her recipes.
- If people [9]**comment on** the post and it isn't very nice, we [10]**delete** it.

a choose to see the things someone uploads on social media [7]
b close or stop something
c increase the number of something
d make and share videos online
e put a message or image on social media
f remove something
g start something working
h stop something working
i write your opinion online
j agree to regularly receive an online service or information about it

Use it!

2 **Ask and answer questions. Find three things you have in common.**

commented on something | deleted something
followed someone | posted something
subscribed to a channel | vlogged about something

Have you ever followed someone on social media?

Yes, of course!

Who do you follow?

I follow all my friends and some celebrities online.

An interview

3 8.07 **Jerome is an influencer. Put the events in the order you think he did them. Listen to the interview and check your answers.**

a He tried out and reviewed products.
b He commented on other posts.
c He got 10,000 followers.
d He posted videos every day.
e He set up his own YouTube channel.

Learn to learn

Open-ended questions

Read open-ended questions before you listen and think of possible answers. As you listen, make notes of important words, (names, numbers, etc.).

4 **Discuss the questions in Exercise 5. Think of possible answers for each question.**

Jerome wanted to talk about a hobby, teach people about something or show people how to make something.

5 8.07 **Listen again and answer the questions.**

1 Why did Jerome start a YouTube channel?
Because he wanted to talk about gaming.
2 Why did he delete his videos at first?
3 What did his followers like about his vlogs?
4 Why did he nearly shut down his account?
5 How did he solve the problem?
6 When did companies send him new games?
7 What advice does he give?

6 **Would you like to be an influencer? Why / Why not?**

Language in action

Indefinite, reflexive and reciprocal pronouns

Indefinite pronouns
We're talking about **something** new in the field of influencer marketing.
No one can afford to buy what they're selling.
I don't know **anyone** who can relate to celebrities.
I'm sure **everybody** has heard of 'influencers'.
Reflexive pronouns
I've thought about becoming a micro-influencer **myself**.
We relate better to people like **ourselves**.
Reciprocal pronouns
We can talk to **one another** (each other).

1 **Look at the table. Read the sentences and decide if the statements that follow are *T* (true) or *F* (false).**

1 Everyone likes Marcelo.
Some people don't like Marcelo. F

2 Kadir cooked dinner by himself.
No one helped Kadir cook dinner. ___

3 Valeria took photos of herself.
Someone else took photos of Valeria. ___

4 Haydar and his friends like to help one another.
Haydar helps other people. ___

Get it right!

They looked at ***themselves*** *in the mirror.*
(Each person looked at himself/herself.)
They looked at ***each other.***
(They looked at the different people in the group.)

2 **Complete the sentences with reflexive pronouns.**

1 She taught _____ how to set up a website.
2 We really enjoyed _____ at the party.
3 I love taking selfies of _____.

Watch video 8.3
How many followers do micro-influencers have? Why are they better than celebrity influencers?

3 **Match 1–4 with a–d. Then make sentences with *each other* / *one another*.**

1 My brother lives in the USA so we talk to — a and argue all the time.
2 We talk a lot. We're always sending — b for ages.
3 We haven't seen — c messages.
4 They don't understand — d with a webcam.

1 My brother lives in the USA so we talk to each other / one another with a webcam.
2 _____
3 _____
4 _____

4 **Circle the correct words to complete the text. Listen and check.** 8.08

Ads are [1]*everywhere* / *anywhere*, but have you ever asked [2]*ourself* / *yourself* how advertising works? Marketing companies use techniques to make us buy things we don't even want. [3]*Everything* / *Nothing* is more effective than making us think that we are missing out on [4]*something* / *anything* that [5]*everyone* / *no one* else has and that we will be happier if we buy [6]*ourselves* / *themselves* something new. They also make us compare [7]*myself* / *ourselves* to others. For example, in a typical shampoo ad, two women look at [8]*themselves* / *each other*. One of them asks herself, 'Why is her hair so beautiful?' When they talk to [9]*one another* / *themselves* she discovers the secret: The incredible shampoo!

Use it!

5 **Complete the sentences so they are true for you.**

1 I have taught myself to _____.
2 I never go anywhere without _____.

Speaking

Recommending an online tool

8.09 **1** **Listen to the conversation. What problem does Niall have? What does Ginny recommend?**

8.09 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Ginny What's up, Niall?

Niall I've got to make a video for my technology project to advertise something and I don't have a clue what to do. [1]*I don't know where to start* ! Can you think of anything?

Ginny [2]_____ use a video creation tool. [3]_____ to make videos. I've used some great ones. There are loads of options online.

Niall That sounds like a plan. What do I need to know?

Ginny Well, a video creation tool [4]_____ because it would provide you with a ready-made template.

Niall [5]_____ ?

Ginny Yeah, you can teach yourself to do it, no problem.

Niall Excellent! So I add my own text and images, do I?

Ginny Well, you need to write your own text, but most video creation tools have a ready-made image bank, which is handy.

Niall Great, I can use their images.

Ginny Yep and you can add music and a voiceover. [6]_____ !

Niall Sounds like a no-brainer. I'll check out the options online. Thanks, Ginny!

Useful language

I can't recommend it/them enough!
I don't know where to start!
Is it easy to use?
It's the best thing …
(It) would be ideal …
You really ought to …

3 **Match the *Everyday English* phrases with the meanings 1–4. How do you say these phrases in your language?**

1 useful _____
2 I have no idea. _____
3 What's the matter? / How are you? _____
4 obviously the right choice _____

Watch video 8.4
Everyday English

handy I don't have a clue.
no-brainer What's up?

Plan

4 **Make notes about an online tool you want to recommend. Use the ideas below or your own ideas.**

an app a comic maker
a music video creator
a presentation tool

_____
_____
_____

Speak

5 **Practise recommending the tool to your partner. Remember to use:**

- the language from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

What tool did they talk about? _____

_____

Did they give a good recommendation?

_____

Product review

Home | Stories | Photos

Sounds Around ★★★★☆

1 **Sounds Around** is a great new product. If you're looking for a wireless speaker with a cool design, which is compact in size but big in sound quality, this is for you.

2 **Sounds Around** is designed to be used outside. You can take it everywhere, to the beach, camping or to a pool party. It has all the features you need, looks great and is extremely tough. One of its best features is that it's waterproof. It also allows you to connect two devices at the same time, so you can choose to play music from either of them. The charging cable is included, but the one thing that's missing is a microphone, so you can't record yourself. However, the battery lasts for 10 hours, which is more than other wireless speakers offered by other brands.

3 **Sounds Around** offers the buyer an excellent range of features at an amazing price. In my opinion it's one of the best low-cost speakers. I can't recommend it enough!

Writing

An online product review

1 **Look at the picture. Which of the features in the box do you think the speaker has? Read the review and check.**

compact size good price good sound
lightweight long-lasting battery
microphone waterproof wireless

2 **Match the titles a–c with paragraphs 1–3.**

a Opinion b Short description c Design and features

3 **Read the review again and complete the phrases in the *Useful language* box.**

Useful language

[1] _____ is included. It allows you to [2] _____
It is designed to be used [3] _____
One of its best features is [4] _____
The one thing that's missing is [5] _____

4 **Complete the sentences using a word or phrase from the *Useful language* box.**

1 One of its best features is a set of wheels that lets you pull it along behind you.
2 The one _____ is an instructions leaflet. You have to work out how to use it yourself.
3 This device _____ translate from any language.
4 This is _____ used when you're travelling.

Write your own online product review.

Plan

5 **Choose a product to review and make notes.**

- What is the product for?
- What special features does it have?
- What do you like most about it?
- Is there anything you don't like about it?
- Would you recommend the product?

Write

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

- three paragraphs
- language from this unit
- phrases from the *Useful language* box

Check

7 **Do you …**

- give a star rating?
- say what you like and don't like?
- say whether you would buy it?

Creative thinking

Using creative ideas to be persuasive

Watch video 8.5
How we sell

In what kinds of different places have you seen advertisements?

Watch the video. Were the places you thought of mentioned in the video?

Do you think there are too many ads? Why / Why not?

1 **The photos in this article show unusual ad campaigns. What do you think the campaigns are trying to persuade people to do?**

8.10 **2** **Read the text and check your ideas.**

Ads and the art of persuasion

What is an ad? You may think of TV adverts or the **billboards** that appear everywhere in our cities. But brands are always trying to find new ways to **grab people's attention**. Here are just a few.

Edible ads

Food is something that gets everyone's attention, but ads you can eat take this idea to another level. For example, a famous soft drink company **promoted** a new product with paper ads that people could remove and eat. The paper had the flavour of the new drink. Another company used a similar idea, but on a much bigger scale. They created a huge billboard made of chocolate. The company thought the billboard, which weighed over 300 kilos, would last a week. It was all eaten in five days!

Reverse graffiti

This **artform**, which is also known as 'clean graffiti', makes pictures from the dirt on city walls and pavements. Artists use a **stencil** and a power hose to 'clean' their art onto dirty surfaces. The technique produces beauty in unexpected places and has been used by brands to promote themselves. For example, an electric car maker asked the street artist Moose, who was one of the first to use the technique, to create a reverse graffiti **mural** on a wall in central London. The finished work is a beautiful image of the London skyline, which also brings attention to the pollution cars make.

Street marketing

Street marketing involves surprises in urban spaces, but the surprises aren't pictures. Instead, unusual things happen or strange things appear in familiar places. For example, an American clothes company once put giant T-shirts on some of New York's most famous statues. The World Wildlife Fund did something similar to communicate a more serious idea. They placed a 'flash mob' of 1,600 paper pandas in the centre of Paris, one for each real panda still alive. Parisians looked at the pandas, and at each other, in amazement. The paper pandas, which have since appeared in many other cities, brought people's attention to an important environmental message.

Vocabulary extra

3 **Complete the sentences using the words in bold in the text.**

1 Ads often try to *grab people's attention* by shocking them or making them laugh.
2 Next to the motorway there were _____ with ads for all sorts of products.
3 The artist used many different colours when she painted the _____ on the wall of our school.
4 Painting is a very different _____ to sculpture.
5 The artist first makes a _____, then paints over it to put the design on the wall.
6 We _____ our theatre show by putting ads on social media.
7 I can't _____ Harike to come with me to the gallery. She says she's not interested in art.

4 **Which of the ideas in the article do you think is the most persuasive form of advertising? Why?**

CLIL: Art and design

Designing an advert

5 **Advertisers sometime use the 'AIDA' model to design their ads. Match what the people say to each stage of the model.**

A	Attention	1 c
I	Interest	2 ___
D	Desire	3 ___
A	Action	4 ___

a) Oh look! It's some people advertising a new brand of trainers. Shall we go and take a look?

b) They're not so expensive and the company has got an online store. I'm going to buy myself a pair!

c) Hey! Do you hear something? I think that music's coming from over there where all those people are.

d) These are really nice! I'd love to have a pair of those. I wonder how much they are.

6 **Here are some more techniques that advertisers use. Write your own example for each.**

Technique	Example	Your example
Make people feel that action is urgent.	Hurry! Sale ends this Friday!	
Ask the audience questions.	Need help with that English homework?	
Exaggerate or overstate.	This is 110% the best chocolate you'll ever taste!	
Use the rule of three.	They look great, are made to last and don't cost a fortune!	

Project: a storyboard

Designing an online ad

Step 1: Plan

Work in groups. Make a storyboard for a video advertising a product or service.

- Think of a product or service (real or imaginary) you want to advertise.
- Make notes about why people should buy the product or service.
- Your storyboard should include 4 scenes, one for each step in the AIDA method in Exercise 6:
  - Attention / Interest / Desire / Action
- Include some of the advertising techniques in Exercise 7.
- For each scene, find or draw an image and write a short script.

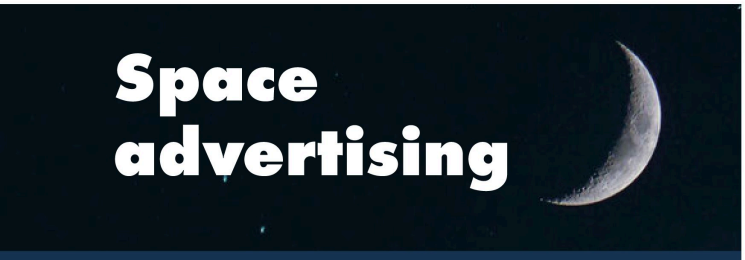
OWN IT! Project: a storyboard p123

Learn to learn

Learn to … work out the meaning of new words

You can work out the meaning of new words and phrases by using clues from the rest of the text.

1 Read the text quickly, ignoring the words in **bold** if you don't understand them. Do you think space advertising is a good idea?



Space advertising

Imagine this. It's 2035 and you're **gazing** up at the night sky. The stars are **twinkling** and the moon is bright, but these days they're **no longer** alone. They've been joined by lots of huge signs in the **darkness**, like the **billboards** you see at the sides of a road, advertising everything from soft drinks to holidays. This might sound like science fiction, but space adverts will be with us **sooner or later**. In fact, companies are already developing the technology to make it possible, and want to send up the first ads in the next few years.

They will be created by special **satellites**, like the ones that send and receive TV and internet signals, only smaller. These satellites, **arranged** in groups to make the shapes of words or logos, will **reflect** light from the sun and will be **visible** at night from anywhere on Earth. For companies eager to advertise their products to buyers **around the globe**, this might seem like a dream come true. But ask yourself this: shouldn't we keep somewhere free from advertising? After all, ad blockers won't work in space.

2 Three students are working out the meaning of the words in **bold**. Which ones are they talking about?

1 *OK, it's a noun. They must be a kind of advertising sign, because it says you see them at the sides of a road. What else? Well, I know 'board' from 'whiteboard'…*

_____

2 *I think this phrase must be about when the ads will be sent up. I know 'soon' and 'late'. They're both about time and they're opposites …*

_____

3 *It's a verb, something that stars do. I think it's connected to their light, because the sentence also says 'and the moon is bright'.*

_____

3 What do you think the words mean?

1 _____

2 _____

3 _____

OWN IT!

4 Choose five of the other words or phrases in **bold**. Answer the questions to try to work out their meaning.

1 What is it? A verb, a noun, an adjective or a phrase?
2 What does the rest of the sentence tell you about it?
3 Do you understand part(s) of the word or phrase?
4 What do you think it means?

5 Check the meanings in a dictionary or with your teacher. Were you correct? Did the questions in Exercise 4 help you?

Find an online English corpus. Use it to read new words in context to remember them. Share your findings with your classmates.

8 Review

Vocabulary

1 **Complete the advertising facts with the words in the box.**

ad blocker advert advertise brand
buyer influence logo marketing company
product review seller slogan

Advertising facts

An [1]_____ or ad is a short film, song or picture that tries to make you buy a [2]_____.

When you [3]_____ something, you tell people about it to try to sell it.

A [4]_____ is the name you call a product. It is often represented by a symbol or [5]_____.

A [6]_____ buys something from a [7]_____. They sometimes give their opinions about the product in a [8]_____.

When you [9]_____ someone, you change how they think about something.

An [10]_____ is a computer programme that stops adverts appearing on screen.

A [11]_____ is a business that encourages people to buy things.

A [12]_____ is a short phrase used in an advert that is easy to remember.

2 **Circle the correct words.**

1 Are you going to *post* / *vlog* those photos online?
2 If you don't like comments, you can *subscribe to* / *delete* them.
3 How many people do you *build up* / *follow* online?
4 We have to *switch off* / *shut down* our phones at school.

Language in action

3 **Join the sentences to make one sentence with a defining or non-defining relative clause.**

1 Pablo is Eva's cousin. Pablo does voiceovers.

_____

2 She lent me a book. It didn't have the last page.

_____

3 The film was about Corfu. We went to Corfu on holiday.

_____

4 Ali is a friend. His wife is an influencer.

_____

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

each other everyone everything
myself ourselves themselves

1 Sometimes images in ads make me feel bad about _____.
2 When we see an ad, we should tell _____ that it's not the real world.
3 _____ sees adverts, but that doesn't mean they believe _____ they see.
4 Many ads show people enjoying _____.
5 Some online ads encourage users to tell _____ about new products.

Self-assessment

I can use words to talk about advertising.
I can use verbs to talk about the Internet.
I can use defining and non-defining relative clauses.
I can use indefinite, reflexive and reciprocal pronouns.

9 Have you heard the news?

Learning outcomes

I can ...

- understand a newspaper story and a news report
- tell an anecdote
- write a news story
- understand how to use reported statements, commands and questions
- use reporting verbs and adverbs of time and manner
- tell stories to remember new verbs, compare notes to improve listening, learn irregular adjective and noun pairs, and practise summarising.

Start it!

1 Look at the photo. What do you think the children are telling each other?
2 Before you watch, why do people like stories?
3 How have Hollywood films and the Internet changed storytelling? Watch and check.
4 Do you like stories with a moral? Why / Why not?

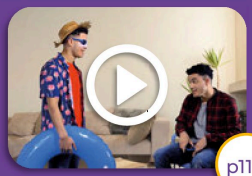
Watch video 9.1

p109

Language in action 9.2

p111

Language in action 9.3



p112

Everyday English 9.4

p114

Globetrotters 9.5

Vocabulary
Reporting verbs

1 Read news stories A–D. Which one is most interesting? Why?

2 9.01 Match the words in **bold** in the news stories with definitions (a–l). Listen, check and repeat.

A A woman in Georgia, USA [1]**claimed** that she had thrown away jewellery worth $100,000 into the rubbish. The rubbish collection company agreed to look through nearly ten tonnes of rubbish to try and find a black bag with the jewellery. After three hours, they [2]**announced** that they had found it.

a told people officially 2
b said something was true even if it might not be

B A curator at a university in Australia who [3]**insisted** that he should open an old box in a store room [4]**discovered** that it contained an Egyptian mummy that he believes is 2,500 years old. Experts [5]**have confirmed** that the body is an adult and [6]**suggest** that it might be an important woman from ancient Egyptian society.

c have shown that something is true
d found something, especially for the first time
e said something firmly
f mention an idea for others to consider

C A family [7]**have complained** that their neighbours have stolen their cat. However, the neighbours [8]**deny** that they stole the cat and say that it was homeless and hungry, so they gave it food and a home. The neighbours say that the family [9]**refuses** to believe that the cat prefers to live with them!

g say something is not true
h say you will not do something
i have told someone that something is wrong

D A school in the north of England [10]**has apologised** for leaving a teenage student in London after a school trip to the capital city. The school [11]**admitted** that they made a mistake and [12]**promised** that it will never happen again.

j agreed that something was true
k has said sorry for something someone has done
l told someone you will certainly do something

Learn to learn

Telling stories to remember new words

Use reporting verbs in stories to remember what they mean.

3 Work in pairs.

Student A: Tell your partner one of the stories in Exercise 1. Use reporting verbs, but change one fact.

Student B: Listen to your partner tell the story. What did they change?

Use it!

4 Read the options. Make notes on your answers.

Think of a time when you … something.

1 admitted to _____
2 denied _____
3 promised to do _____
4 apologised for _____
5 refused to do _____

5 Compare your answers. Which situations were the most difficult? Which were the easiest?

Explore it!

Guess the correct answer.

In 2014 a French family found a Caravaggio painting in their house. Experts suggested it could be worth … million.

a €20 b €80 c €120

Find an interesting fact about something famous or valuable. Write a question for your partner to answer.

Pronunciation p119

Reading

News article

9.04 **1** **Read the news article. Circle the best title.**

a A new menu for everyone in Tokyo
b Employer creates job opportunities for staff with disabilities
c The café with the best tea in town

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

1 Alone, without contact with other people isolated
2 People who provide care for others _____
3 Talking or doing things with other people _____
4 Away from a usual place or from a distance _____
5 To go somewhere with someone _____
6 Includes everybody _____
7 An illness, injury or medical condition that makes it difficult for a person to do certain activities _____

3 **Read the news article again and circle the correct answers.**

1 The unusual thing about the Dawn café is …
(a) the way the staff works.
b the customers.
c the menu.
d the design.

2 The robots are controlled by …
a artificial intelligence.
b staff who work inside the café.
c staff who work remotely.
d customers.

3 The idea for the café came from …
a someone who has a disability.
b a film called *Avatar*.
c a café manager.
d an expert in technology.

4 Maya had difficulty finding work because …
a she does not have good qualifications.
b she doesn't want to leave home.
c companies didn't allow caregivers to accompany her.
d she doesn't enjoy working with people.

Voice it!

4 **Discuss the questions.**

1 Would you like to visit the café described in the article? Why / Why not?
2 How does Ory's idea help to make his business more inclusive than other cafés?
3 In what other ways can technology help to create a more inclusive society?

I'm in the Dawn Avatar café in Tokyo enjoying an afternoon with friends. Other customers are sitting in small groups, chatting and drinking tea. The staff are moving between tables, talking to people. One who spoke to us suggested trying a special green tea. Another, at the next table, offered to bring the menu to a couple who just arrived. It's a very normal scene – except for one detail: All the staff are robots.

To be more accurate, the robots are 'avatars' who have real people or 'pilots' controlling them with their keyboards, speech or just moving their eyes. Through the robots, the pilots take orders, bring drinks and chat with customers. They are working **remotely** – for various reasons, such as physical disability, mental illness or being **caregivers** themselves.

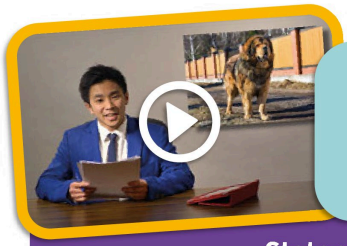
This amazing café is the idea of Ory Yoshifuji, a man who makes robots. Ory and his colleagues opened the café in 2021 as an experiment. He insisted that workplaces should be **inclusive** and that everyone should have a chance to do any job. The experiment went well and so they announced that they needed more pilots.

Maya Sakia is one of the people who applied for a job at the café. She has a **disability** which makes her very weak. She has the help of caregivers every day. Maya has a university degree but couldn't find work because employers refused to let her caregivers **accompany** her at work. She explained that she couldn't eat or have rest breaks without her caregiver, but employers still refused to give her a job. Instead, they suggested working from home would be better for her. But Maya worried that she would become **isolated**. She wanted a job that would allow her **interaction** with other people. A job serving customers at Ory's avatar cafés was the perfect solution. Maya passed the interview, and her life changed.

Now, the Dawn Avatar café is still going strong. A few minutes ago our robot waiter appeared again with our tea and the chocolate brownies we'd ordered. Masato, the pilot, apologised for the delay but promised that we wouldn't be disappointed with the tea. And we weren't!

Language in action

Reported statements and commands



Watch video 9.2
Why did the visitors to the zoo complain? What did the zoo claim?

Statements

They **said** (that) the zoo (**had**) **disguised** a dog as a lion.
They **claimed** (that) it **was** a zoo employee's dog they **had put** in the cage.
The zoo, however, **admitted** that the animal **was** a Tibetan Mastiff dog.

Orders / Commands

He **told** us to **listen** to the sound a lion makes.

1 **Look at the table and then read the sentences. What do you notice about the verb tense?**

1 'I **have** too much work to do!'
He complained that he **had** too much work to do.
2 'Ok, I**'m** lost and I **need** help.'
He admitted that he **was** lost and **needed** help.

2 **Circle the correct options.**

1 The manager promised she *made* / *would make* the restaurant better for people with disabilities.
2 The waiter admitted that he *makes* / *had made* a mistake with our order.
3 Hilal insisted that she *would pay* / *paying* for the meal.
4 Elias told me that he *is leaving* / *was leaving* the company, and two weeks later he did.
5 My friend claimed that he *had seen* / *have seen* Billie Eilish at the next table.
6 My sister promised she *would meet* / *had met* me the next day at our favourite café.

3 **Complete the reported statements and commands.**

1 'I'll do my homework when the film has finished.'
He explained that he …
would do his homework when the film had finished.
2 'I'm going to play your song.'
He promised me that he _____
3 'I didn't take my dad's tablet!'
She denied that she _____
4 'Don't watch this video!'
He told me _____

Reported suggestions and offers

Who **suggested putting** his dog into the lion's cage?
I wonder if the zoo **offered to pay back** the visitors.

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

go pay teach try

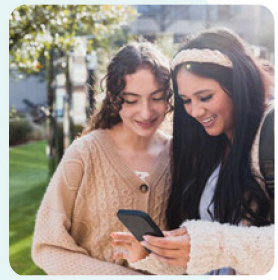
1 I suggested *going* to a new vegan restaurant.
2 My friend offered _____ for our food and drink.
3 The waiter suggested _____ a vegan cake.
4 After the dinner, my friend offered _____ me how to make a vegan meal.

Grammar tutor p133

Use it!

5 **Read the dialogue. Write offers and suggestions in reported speech. Tell your answers to a partner.**

Sofia Shall we go to the cinema?
Paula OK. Let me see what's on.
Sofia What about *Horror Fair*?
Paula Sounds good.
Sofia Shall we go at six o'clock?
Paula Sure. I can buy the tickets online.



Sofia suggested going to the cinema later.

Listening and vocabulary

A news report

1 **Look at headlines a–c. What do you think the stories are about?**

a Sock horror in girl's bedroom

b The bird that came back speaking another language

c Emergency in the kitchen!

2 9.05 **Listen and put the stories in Exercise 1 in the order you hear them.**

1 ___ 2 ___ 3 ___

Learn to learn

Collaborative listening

Talking about what you understood with a partner before listening a second time can help you find out what you missed.

3 **Tell your partner what you remember about each story. Do you remember the same information?**

4 9.05 **Listen again and answer the questions. Did talking to your partner in Exercise 3 help you?**

1 Where had the parrot been?

2 Why did Darren decide not to keep the parrot after he was found?

3 What mistake did the girls make?

4 What was the emergency?

5 Why did the English family make a phone call?

6 Why didn't the specialist touch the 'lizard' immediately?

Adverbs of time and manner

5 **Read the blog. Which of the two news stories in the blog do you think was invented?**

If you read my blog **regularly**, you'll know I **occasionally** write about 'unbelievable' news stories, like the one about the parrot that spoke Spanish **fluently**. **Nowadays**, there's so much information on the Internet that it's difficult to know if something is true or not. The other day, I was reading a story about a boy who had invented a robot to do his homework. It said he'd been **secretly** developing the technology in his bedroom, **patiently** trying out different designs. Cool idea, right? But the story got **gradually** more ridiculous. It said that one day the robot had offered to go to school, telling the boy he could stay in bed. **After a while**, I began to think, 'This can't be true.' **Eventually**, I realised it was a joke. It's **surprisingly** easy to believe 'fake news'!

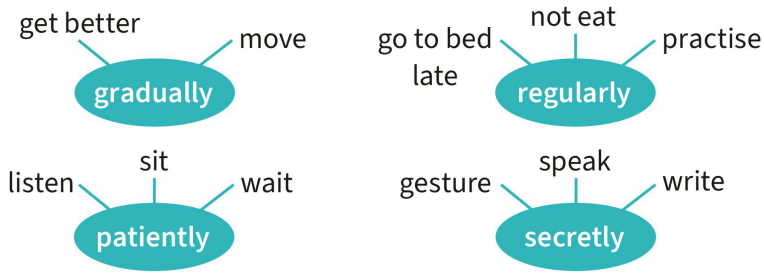
6 9.06 **Match the adverbs in bold in the blog with their definitions. Listen, check and repeat.**

1	little by little *gradually*	M
2	these days _____	
3	sometimes but not often _____	
4	in the end _____	
5	in an unexpected way _____	
6	without telling anyone _____	
7	often _____	
8	in a patient way _____	
9	easily and well _____	
10	after some time _____	

7 **Are the adverbs in Exercise 6 adverbs of time (*T*) or manner (*M*)?**

Use it!

8 **Think of situations when people do things in these ways. Can your partner guess the verb and adverb?**



This happens before you play an important football match.

You practise regularly?

Yes!

Language in action

Reported questions

Watch video 9.3
What did the two friends want to see? How did they get into the radio studio?

Direct questions	Reported questions
'How does the Internet work?' 'Who can you trust on the Internet?'	She asked us how the Internet **worked**. The vlogger asked us who we **could** trust on the Internet.
***Yes / No* questions**	
'Can I see your ID?' 'Have you ever used the Internet as a source for your homework?'	The security guard asked **if** he **could** see their IDs. The vlogger asked **if** we **had** ever used the Internet as a source for our homework.

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

1 For *Wh*- questions with the auxiliary verb *do*, we remove _____ in the reported question.
2 For reported *Wh*- questions, the subject comes _____ the verb.
3 For reported yes/no questions, we add _____ to the sentence.

9.07 **2** **Put the words in the correct order to make sentences. Listen and check.**

1 the boy / had / his homework / done / the teacher / if / asked / he
The teacher asked the boy if he had done his homework.
2 doing / Laura / what / she / Jack / later / asked / was
3 me / ended / asked / my sister / how / the story / had
4 left / the assistant / any tickets / were / I / there / asked / if

9.08 **3** **Rewrite the sentences as reported questions. Listen and check.**

1 'Who's the hero of the story?' Mikhail asked his sister.
Mikhail asked his sister who the hero of the story was.
2 'Do you prefer comedy or drama?' Elena asked me.
3 Ruben asked his friend, 'Where did you hear that?'
4 'Will it rain later?' she asked.
5 'Can we still get tickets?' I asked the receptionist.
6 'What are you reading?' Sally asked me.

Grammar tutor p133

Use it!

4 **Think of five questions someone asked you last week. Write the names and tell your partner the questions. Can they guess who asked what?**

my maths teacher, my dad, my best friend Rachel, my sister, my cousin.

This person asked me if I had cleaned my room.

Your dad asked you if you had cleaned your room.

No, try again!

Speaking

Telling an anecdote

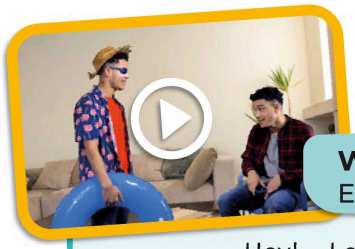
1 9.09 **Look at the photo. What happened at the bowling alley? Listen to the conversation and check.**

2 9.09 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Jamie [1] *You'll never guess what happened* to me last night.
Esma No, what? Tell me.
Jamie [2] _____ embarrassing! [3] _____ was, my new classmates asked me if I wanted to go bowling with them. I said yes and when we got there, they asked me how well I could bowl.
Esma You didn't say you were any good, did you?
Jamie Well, you know I'm a show-off! So I said, 'Just watch me!'
Esma But you're terrible at bowling! I've seen you.
Jamie Hey! I'm not that bad! So [4] _____, I picked up the ball, put my fingers in the holes, went to bowl …
Esma Let me guess. Your fingers got stuck.
Jamie Completely! I swung the ball back carefully and then swung it forward and just sort of went flying with it. The next [5] _____, I was flat on my back!
Esma What a fantastic first impression!
Jamie And to make matters worse, I couldn't get my fingers out.
Esma Oh, Jamie!

Useful language

Basically, what happened was …
It was so (+ *adjective*)
So anyway, …
The next thing I knew …
You'll never guess what happened …



Watch video 9.4
Everyday English

Hey! Let me guess.
show-off sort of to make matters worse

3 **Match the words in the *Everyday English* box with the words and phrases 1–5.**

1 I disagree! _____
2 to make the situation even more unpleasant _____
3 someone who tries to make other people look at them _____
4 in a way _____
5 I think I know what you're going to say. _____

Plan

4 **Make notes on something embarrassing, funny, etc. that has happened to you.**

- Introduce the anecdote
- Decide which details are the most important
- End the anecdote

Speak

5 **Practise telling the anecdote to your partner. Remember to use:**

- reported statements, commands and questions
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

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

What kind of anecdote was it? _____

What were the important details? _____

How did the anecdote end? _____

Free ice cream, anyone?

Most of us expect to receive presents on our birthday. However, Jimmy Teng is different. The ice cream man from Singapore regularly gives away free ice cream on his birthday. He started the tradition on his 70th birthday when he offered to give away 700 free ice creams.

This year Jimmy announced that he was going to give away 1,000 free ice creams. Surprisingly, some customers insisted that they would pay for the ice cream. When asked why he did it, Mr Teng explained that nowadays everyone in Singapore was stressed and he wanted to make them feel happy. He also admitted that sharing ice cream made him feel good too. 'I'm so happy,' he said. 'I wouldn't be this happy if I won the lottery!'

Jimmy, who has been an ice cream man for over 15 years, has lots of customers. When asked what his favourite flavour was, he answered 'Sweetcorn' and he explained that ice cream in Singapore was sometimes served with bread rather than a cone.

Writing

A news story

1 **Why would someone give away free ice cream? Read the news story and check.**

2 **Read the news story again and answer the questions.**

1 Who is the story about? _____

2 What happens? _____

3 When does it happen? _____

3 **Discuss the questions about the structure of the story.**

1 What does the headline tell us about the story? What doesn't it tell us?

2 What is the aim of the first sentence?

3 What do we learn in the first paragraph of the story?

4 When do we learn why the story happened?

5 Is the information in the third paragraph necessary or extra?

6 What effect does the direct speech have in the story?

4 **Complete the phrases in the *Useful language* box with details from the news story.**

Useful language

A man from [1] *Singapore regularly gives away free ice cream…*
He announced/explained/admitted that [2] _____

_____

[3] '_____,' he said.
Surprisingly/Nowadays etc., [4] _____

_____

When asked … he answered/explained/said [5] _____

_____

Write your own news story.

Plan

5 **Find an interesting or funny story in a newspaper or online. Make notes about the following:**

- Who or what is the story about?
- Are there any quotes in the story (direct or reported speech)?
- What will you include from the original story? What will you leave out?
- Follow a similar plan to the one used in the example story:
  - Paragraph 1: what happened?
  - Paragraph 2: why did it happen?
  - Paragraph 3: additional, interesting information

Write

6 **Write a news story about your idea in Exercise 5. Remember to include:**

- three paragraphs
- language from this unit
- phrases from the *Useful language* box

Check

7 **Do you …**

- include an interesting headline?
- include some extra details in the third paragraph?
- include some direct speech?

Around the world

Globetrotters

Watch video 9.5
Stories on stage

- Where do you think opera comes from? Where is it popular?
- What is *jingju* and what does it involve?
- What different skills do *jingju* performers need to have?

Reading
A story

1 **Look at pictures a-d. What is happening in each one? Put them in order to make a story.**

9.10 **2** **Were your ideas correct? Read the introduction about Maori storytelling and the story 'How Maui slowed the Sun'.**

3 **Read the introduction and the story again. Write *T* (true) or *F* (false).**

1 The Maori have always written down their stories. F
2 It was impossible for the villagers to finish their work each day. ☐
3 Maui had never done anything impressive before. ☐
4 Only Maui's brothers helped to make the ropes. ☐
5 The Sun saw Maui and his brothers coming closer. ☐
6 Maui hit the Sun more than once with the bone. ☐
7 The Sun stopped moving completely. ☐

Maori storytelling

Storytelling is an essential part of the culture of the Maori people, the first inhabitants of Aotearoa (New Zealand). They didn't use to have a written language, so they learned stories by heart to remember their history. The Maori people still tell their stories, often in a traditional meeting place called a marae. The stories are accompanied by dance, songs and chants. Here is one for you to enjoy.

How Maui slowed the Sun

Long ago, the Sun used to move so quickly across the sky that the days were too short for people in the village to do all their work. The villager Maui, however, had a plan. He gathered his four brothers and said, 'Why should the Sun control us? Let's catch him and make him go more slowly.'

The brothers were worried. They asked Maui if it was really possible to get safely near the Sun. 'The heat and flames will burn us!' they said. 'We might die!' Maui held his grandfather's bone high, and said, 'I have achieved many things which you thought were impossible. I have brought fire to the people, I have caught the greatest fish in the world. With this bone, and with your help, I will catch the Sun.'

Everyone agreed to help him. Over the next five days they made strong ropes to catch the Sun. When they were ready, the brothers set off to the east, where the Sun rises. They travelled during the night so that the Sun wouldn't see them approaching. Eventually, they arrived at an enormous deep hole in the ground. This was where the Sun slept.

While the Sun was still asleep, the brothers built a wall around the hole and hid behind it, waiting patiently. Maui told his brothers not to throw the ropes until he said so. After a while, the ground began to shake. The Sun was waking up! First came his burning hair, then his fiery eyes and his white-hot teeth.

'Now!' cried Maui. The brothers threw the ropes over the Sun. They tangled in his hair and trapped his huge, hot body. The men pulled on the ropes as strongly as they could.

'What are you doing?' the Sun cried angrily.

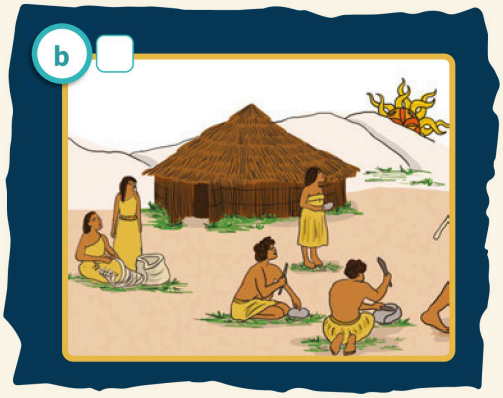
Maui jumped on the wall and lifted up his grandfather's bone. He smashed it with all his strength down on the head of the Sun, who screamed in pain.

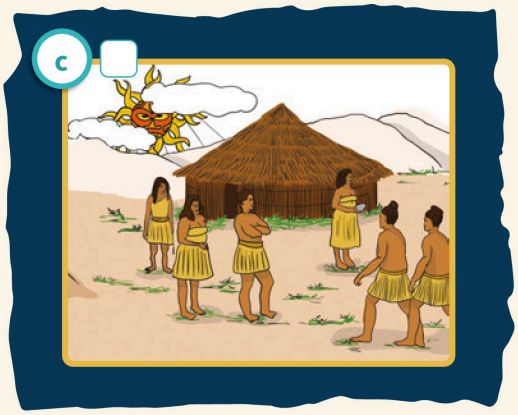
'Are you trying to kill me?'

'No, but you must go more slowly,' said Maui.

The Sun tried hard to escape, but again and again Maui hit him with the bone. The Sun gradually grew weaker, until at last he could only move slowly across the sky.

And that is why the days are now long enough for all our work, and why sometimes, if you look carefully, you can still see the ropes that connect the Sun to the Earth – shining through the clouds.





Learn to learn

Irregular adjective and noun pairs

Learn adjectives and their related nouns to increase your vocabulary.

4 **Complete the table with words from the story.**

Adjective	Noun
wide	width
1	height
hot	2
3	length
strong	4
5	depth

Summarising

Sometimes we need to tell a shorter version of a longer story. Summarising can help us to do this.

5 **Put the sentences in order to make a summary of the story.**

a The brothers travelled by night to where the Sun slept. ☐
b You can still see the ropes that hold the Sun to the Earth. ☐
c Maui hit the Sun with the bone. ☐
d Maui, his brothers, and the villagers made strong ropes. ☐
e People didn't use to have enough time to do everything because the Sun moved too quickly across the sky. 1
f The Sun eventually started to move more slowly. ☐
g When the Sun woke up, the brothers trapped him. ☐
h Maui had a plan to control the Sun. ☐

Voice it!

6 **Discuss the questions.**

1 Without Maui, could the brothers have trapped the Sun?
2 Talk about a story from your culture. What does it mean?

Explore it!

Guess the correct answer.

Aotearoa, the Maori name for New Zealand, means land of …

a the perfect sky.
b the long white cloud.
c the towering mountains.

OWN IT! The Culture Project Teacher's Resource Bank

Learn to learn

Learn to … ask for help when you don't understand

There are different ways to ask English speakers for help and check you understand what they've said.

1 **Read the problems people have understanding someone in English. Then discuss the questions.**

We asked six language learners what problems they'd had understanding people in English. This is what they told us.

1. For me, it's usually that the other person speaks too fast.
2. The worst thing is when people use lots of difficult words I don't know.
3. I usually understand more or less, but I don't understand all of the details.
4. Sometimes I think I've understood someone, but then I realise I haven't at all!
5. My problem is that when I don't understand I'm too shy to say it. I just say 'yes' a lot!

Have you had any of these problems? How did you solve them?

2 **Read the conversations. Match phrases 1–5 with phrases with similar meanings a–e.**

a Could you repeat from the beginning? ___
b I want to make sure I've understood correctly. ___
c What's the meaning of that word? ___
d I didn't hear the last thing you said. ___
e What were your instructions? ___

1

Ben Sorry, Miss. I didn't understand. [1]**What did you say I had to do?**
Teacher I told you to compare the two pictures and discuss how similar they are.
Ben [2]**What does 'similar' mean?**

2

Alison Excuse me, can you tell me how to get to the post office, please?
Man In Sure. Go straight until you see a big building. It's opposite that …
Alison [3]**I didn't catch that.** The big what?
Man In Building.

3

Giselle Bea thought Juan had promised he would bring the food, but he hadn't! After a while, someone said-
Jo Wait, wait, wait! [4]**Can you start again, please?** I'm lost!
Giselle Sorry, sorry. What happened was that …

4

Vlad Which bus do I need for Oxford Park?
Woman You need two, actually. Take the 147 from here to Austen Square, cross the road and then take the 29 from in front of the bank.
Vlad OK, [5]**let me check I've got this right.** First, I take 147 to Austen Square?
Woman That's right.

OWN IT!

3 **Student A: Choose one of the topics in the box and explain it to Student B.**
Student B: Use the phrases from the conversations in Exercise 2 to help you understand. Then swap roles.

how to get from your school to your house
the story of how Maui slowed the Sun
the rules of a sport

Search online for an interactive collaborative platform. Use it to ask for help when there's something you don't understand. Share your findings with your classmates.

9 Review

Vocabulary

1 **Match the reporting verbs in the box with the definitions.**

admit apologise complain deny discover promise

Which reporting verb do we use to …

1 say that something is not true? _____
2 tell someone you're sorry? _____
3 find out information for the first time? _____
4 agree that something is true? _____
5 tell someone formally something is wrong? _____
6 tell someone you will certainly do something? _____

2 **Complete the sentences with the adverbs in the box.**

eventually fluently gradually nowadays regularly secretly surprisingly

1 I _____ finished reading the book you recommended but it took me ages.
2 I speak French _____, mostly with my Canadian cousin – once a week.
3 Mike's family planned his birthday party _____. He was very surprised!
4 The exam was _____ easy. I finished it really quickly.
5 My best friend speaks English _____.
6 _____ I get on with my brother, but we didn't use to.
7 My English is improving _____ but I need to learn more vocabulary.

Language in action

3 **Complete the second sentences.**

1 'I'll help you with your homework.'
Ayaz offered _____
2 'Send me a message when you get there.'
Shaun told me _____
3 'Why don't we meet at the new café?'
Ada suggested _____
4 'I promise I'll give you a lift.'
She promised _____

4 **Rewrite the direct questions as reported questions.**

1 'Do you often read the news online?'
my sister asked me.
_____
_____
2 'How can I improve my English?'
Zehra asked her teacher.
_____
_____
3 'Have you seen what's happened in London?' Ian asked Jake.
_____
_____
4 'Will the museum be open tomorrow?' the tourist asked.
_____
_____

Self-assessment

I can use reporting verbs.	😕	😐	🙂
I can use adverbs of time and manner.	😕	😐	🙂
I can use reported statements and commands.	😕	😐	🙂
I can use reported questions.	😕	😐	🙂

Pronunciation

Unit 1
The letters *ea*

1.08 **1** **Listen and repeat.**

1 /eə/ wear 2 /e/ bread 3 /iː/ meat 4 /eɪ/ steak

2 **Put the words in the correct column according to the pronunciation of the letters *ea*.**

break clean great head heaven
peach ~~pear~~ please weather

/eə/	/e/	/iː/	/eɪ/
pear			

1.09 **3** **Listen, check and repeat.**

Unit 2
used to

2.04 **1** **Listen and repeat.**

1 He used to go out with his friends every weekend.
2 Did you use to like cats when you were younger?

2.05 **2** **Listen to the sentences. Are the words in bold pronounced the same in each sentence?**

1 She **used a** friend's phone to call her parents.
2 She **used to** have her mum's phone.

2.06 **3** **Listen and write the sentences.**

1 _____
2 _____
3 _____
4 _____

4 **Practise saying the sentences.**

1 She used to play football after school.
2 My dad used to listen to classical music.
3 Did you use to live here?

2.07 **5** **Listen and check.**

Unit 3
The letters *ch*

3.03 **1** **Listen and repeat.**

1 /ʃ/ machine 2 /tʃ/ cheese 3 /k/ school

2 **Put the words in the correct column according to the pronunciation of the letters *ch*.**

check **ch**emistry **ch**orus
head**ache** me**ch**anic ~~mous**tache**~~
para**ch**ute rea**ch** sear**ch** tou**ch**

/ʃ/	/tʃ/	/k/
moustache		

3.04 **3** **Listen, check and repeat.**

Unit 4
Weak form of *to*

4.06 **1** **Listen and repeat.**

1 He has to work late tonight.
2 I need to buy new shoes.
3 We ought to take an umbrella.

4.07 **2** **Listen and underline the stressed words.**

1 I'd like to know what time the film starts.
2 We have to leave early tomorrow.
3 You ought to study more for your exams.
4 Do you need to make a phone call?

4.07 **3** **Listen, check and repeat.**

4 **Practise saying the sentences with the correct pronunciation of *to*.**

1 Do you think we ought to tell him?
2 Erin needs to go food shopping.
3 I'd like to go to the party but my mum says I have to stay home.

Unit 5

The letters *mb* and *bt*

5.07 **1 Listen and repeat.**

1 She's a climber. 2 I doubt he's coming.

2 Circle the silent *b* in each sentence.

1 I saw a film about a bomb.
2 I haven't got any debts.
3 He hurt his thumb with a hammer.
4 I saw a sheep with two lambs.

5.08 **3 Listen, check and repeat.**

Unit 6

Stress in multi-syllable words

6.02 **1 Listen and repeat.**

1 temperature 2 different 3 comfortable

6.03 **2 Underline the stressed syllable in each word. Listen and check.**

1 interesting 4 category 7 vegetable
2 Wednesday 5 chocolate 8 memorable
3 business 6 secondary

3 Identify the syllables which are not pronounced.

1 interesting

4 Practise saying the words in Exercise 2.

Unit 7

Initial consonant clusters with *s*

7.07 **1 Listen and repeat.**

1 stress 3 strength
2 strong 4 straight

7.08 **2 Listen and repeat the tongue-twisters.**

1 **Strong** winds **spread** the sparks through the **streets**.
2 Stella's got **straight** hair and **stripes** on her skirt.
3 Stuart **sprayed** his phone with a **screen** cleaner.

7.09 **3 Listen, repeat and practise the words.**

Unit 8

The letters *-tion*

8.04 **1 Listen and repeat.**

1 /ʃən/ celebration 2 /tʃən/ suggestion

2 Look at the *-tion* ending in the words. Write *1* (/ʃən/) or *2* (/tʃən/).

1 position 1 5 connection ___
2 digestion ___ 6 question ___
3 contribution ___ 7 indigestion ___
4 vacation ___

8.05 **3 Listen, check and repeat.**

4 Answer the questions.

1 What's your idea of the perfect celebration?
2 What question would you like to ask your favourite celebrity?
3 Where would you go for your ideal vacation?

Unit 9

The letters *cia*

9.02 **1 Listen and repeat.**

1 social 3 musician 5 commercial
2 sociable 4 special

2 Practise saying the words.

1 magician 4 politician
2 beneficial 5 mathematician
3 artificial

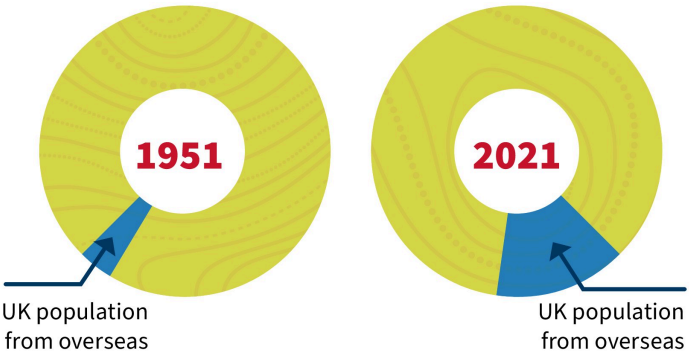
9.03 **3 Listen, check and repeat.**

4 Student A reads a definition. Student B says the correct word from Exercises 1 or 2.

1 When someone likes meeting new people.
2 Someone who likes numbers.
3 Something good and useful.
4 Someone who plays an instrument.
5 Not real or natural.
6 Someone who takes a rabbit out of a hat.

Unit 2 Project: a fact file

Migration to the UK in numbers



In 1951, 4.2% of the UK population used to be from overseas. These were migrants who had made the UK their home. By 2022, this figure had grown to 14.8%.

Reasons for migration

There are many reasons why people emigrate to the UK from their home countries. Important '**pull factors**' that encourage migration are work and education. '**Push factors**' include conflict and poverty.

Work

A recent survey found that **48%** of all immigrants to the UK had arrived for work. Many of these immigrants are doctors, nurses, transport workers and people in other essential occupations.

Education

The same survey found that **13%** of migrants to the UK had come to study. There are almost three quarters of a million overseas students at UK universities.

Refugees

In 2023, **14%** of all immigrants were refugees and asylum seekers. Escaping from conflict or poverty were the most common 'push factors' that had caused people to leave their countries and come to the UK.

Cultural diversity

Although migrants had left their homes, they would continue their traditions in clothes, music and cuisine all through their lives. As a result, immigration has made a huge contribution to the variety of cultural life in the UK.

The Windrush generation

In 1948 the first of many Caribbean migrants came to the UK to find work. They arrived on a ship called the *Empire Windrush*. They introduced musical styles such as ska and reggae, which had a big influence on the music scene in Britain and the rest of the world. The Caribbean community also gave us one of Europe's most popular summer events – the Notting Hill Carnival in London.

Step 2: Present

Present your fact file to the class. Remember to:

- say which place you chose for your fact file.
- explain any graphs or charts and numbers you included in your fact file.
- explain the important reasons why people migrated to this city or country.
- share how these immigrants have positively contributed to culture and society.

Step 3: Respond

Listen to your classmates' presentations. What did you learn from other groups' fact files? Write down two ideas or facts.

Unit 4 Project: a proposal

Proposal for making school concerts more accessible for wheelchair users.

The problem

Elmsdene High School welcomes all music lovers to our concerts. However, at the moment, the school is not accessible for wheelchair users. We must make some simple but important changes to improve the accessibility of the venue.

School entrance

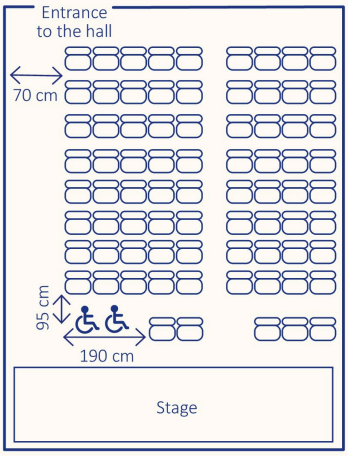
To get to the main entrance, visitors have to climb five steps. Wheelchair users need to have help getting up these steps. Instead, we should provide a ramp like the one in the photo. With a ramp, wheelchair users can be independent.

Toilets

Our concerts take place in the main hall on the ground floor, but there is only one toilet on this floor. This toilet should be for wheelchair users only. Non-disabled members of the audience ought to use the first-floor toilets. We need to put a sign on the ground-floor toilet, like the one in the photo.

The hall

The stage is quite low and when there is a large crowd, it must be difficult for wheelchair users to see the performers. For this reason, we propose leaving some spaces at the front of the hall for wheelchair users only. We should also make sure that there is enough room at the side of the seats for wheelchairs to pass easily. (See the diagram.)



Cost and timeline

The cost of the changes we are proposing is very low. We think that they could all be made in time for this year's end-of-year concert.

Step 2: Present

Present your proposal to the class. Remember to:

- say what area you decided to focus on in your proposal.
- explain how your chosen venue can make concerts and other events more accessible.
- mention the solutions you're proposing to improve accessibility and what it would cost.

Step 3: Respond

Listen to your classmates' proposals. Which was the most persuasive? Why?

Unit 6 Project: a blog post

Being a good digital citizen on social media

Hi!

I've been thinking recently about what it means to be a good digital citizen when you're using social media. I've made some big mistakes over the years. If someone had given me advice about how to behave online, I might not have made them. So here are my top tips.

Tip # 1:

Be careful what you do.

It's easy to share things on social media, but there are risks. If someone sends you a link, think before you click. Don't follow links unless you're sure they're safe. Remember that you don't have to share everything about yourself. Not everyone online obeys the law! If criminals have your personal information, they'll take advantage of it.

Tip # 2:

Look out for fake news.

Don't believe everything you read. If you have doubts about the truth of something, it may just be fake news – so don't share it with others. Use your common sense. If all your friends believed the moon was made of cheese, would you?

Tip # 3:

Be kind to others.

This isn't just about cyber-bullying. Sometimes we can hurt people's feelings by accident. How would you feel if someone wrote something about you that wasn't true? Or how would you feel if someone shared a photo of you that you didn't like? Always ask others for permission before sharing anything.

So those are my top tips. What are yours?

Isidora

Step 2: Present

Share your blog post with the rest of your class. Remember to:

- explain what your post will be about.
- share your advice on how to behave safely and with respect online.
- encourage your classmates to think about how to be a good digital citizen.

Step 3: Respond

Read the blogs that your classmates wrote. Write down the three pieces of advice that you found most useful.

Unit 8 Project: a storyboard

Storyboard for Peltit! sports shoes online ad

Scene 1: Attention

Visual

Script. We all have a dream race that we would like to win. What's your dream?

Scene 2: Interest

Visual

Script. Peltit! sports shoes, which are designed by scientists for maximum performance, are like no other. They look great, last for years and won't cost you a fortune. They're simply the best sports shoe you'll ever buy … and that's a fact!

Scene 3: Desire

Visual

Script. Once you've tried our high-quality footwear, you'll never go back to another brand. The Peltit! range has something for everyone: running shoes, tennis shoes, basketball, football … Whatever your game, Peltit's the name! Find out more at peltitshoes.co.com

Scene 4: Action

Visual

Script. What's more, with our Peltit! Summer Online Sale, you can now get the best sports shoes on the market for half price! So what are you waiting for? Treat yourself before it's too late – the Peltit Summer Online Sale **must end** in August. Peltit! Make your sporting dreams come true!

Step 2: Present

Present your storyboard to the class. Remember to:

- say what you're advertising and who your audience is.
- say how each scene works using the AIDA method.
- explain your choice of photos or pictures.

Finally, read or act out the script of your storyboard.

Step 3: Respond

Watch your classmates' presentations. What did you like about other groups' storyboards? Which did you find most persuasive? Why?

Present and past simple and continuous S.1

- We use the **present simple** to talk about things that are always true or that happen regularly.

  *My sister **likes** pizza. I **don't read** every day.*

- We use the **past simple** to talk about things that began and finished in the past, without any connection to the present.

  *I **translated** the text into Spanish for him.*

  *I **visited** Madrid three years ago.*

- We use the **present continuous** to talk about actions that are happening now.

  *That girl over there **is waving** at me.*

- We use the **past continuous** to talk about actions in progress in the past. We use *when*, *while* and *as* to mean 'during that time' or to connect two events happening at the same time.

  *Isabella **was wearing** a dress last night.*

  ***While I was looking** for the dog, **he was looking** for the ball.*

1 **Circle the correct options.**

1 I *cut* / *was cutting* my finger yesterday.
2 *Do you go* / *Are you going* to the supermarket now?
3 What *happens* / *is happening* when you push this button?
4 Mary *listened* / *was listening* to music when I *saw* / *was seeing* her.
5 You *don't need* / *aren't needing* to pack a lot of clothes.
6 *Did you buy* / *Were you buying* some bread for a sandwich?

Present perfect and past simple S.2

- We use the present perfect when something started or happened in the past and continues to be true until now.

  We can say how long something has been true, but not when it started.

  *I'**ve been** to Barcelona. They'**ve been** sightseeing.*

  *She'**s wanted** to shake your hand since she arrived.*

- We use the past simple when the moment in which something happened has ended. When it happened isn't always mentioned, usually because it is clear.

  *I **went** to Barcelona in June.*

  *They **went** sightseeing yesterday.*
  *She **wanted** to shake your hand.*

2 **Complete the sentences with the present perfect or past simple form of the verbs in the box.**

not meet | not play | paint | see | sing | tell

1 Have you seen Luisa? She's looking for you.
2 Ebru _____ very well at the concert today.
3 I _____ you a hundred times – please don't call me Timmy!
4 Don't touch the door. They _____ just _____ it.
5 Why _____ you _____ me at the bus station? I was waiting for you.
6 Lucas _____ football for a month. He's injured.

Present perfect with *for*, *since*, *ever* and *never*

We use *for* to describe an action or state that has not ended.

*I've known my best friend **for** ten years.*

We use *since* to describe when an event or state began.

*I've known my best friend **since** 2015.*

We usually use *ever* in questions to ask if something has happened 'at any time.'

*Have you **ever** seen snow?*

We use *never* in statements or questions to mean 'at no time' has something happened.

*No, I've **never** seen snow.*

3 **Complete the sentences with *for*, *since*, *ever* or *never*.**

1 I've been learning French for about three years.
2 Has your sister _____ been to Paris?
3 Enver's _____ had a piano lesson, but he's really good.
4 Filipa hasn't spoken to me _____ our argument yesterday.
5 Lana hasn't lived in Rio _____ two years.

1 Grammar tutor

Present perfect simple 1.2

We use the present perfect simple to talk about actions, experiences and facts in the past, when the exact time is not mentioned or important or when the action is recently completed.

*She **has been** to many different concerts.*

*Look! I've **made** a hat for winter.*

Affirmative: subject + *has* / *have* + past participle.

*I**'ve learned** ten new words today!*

Negative: subject + *has* / *have* + *not* + past participle.

*Anita **hasn't called** me yet.*

Questions: change the word order.

*Metin **has** finished his homework.* → ***Has** Metin finished his homework?*

Present perfect continuous

Affirmative: subject + *has* / *have* + *been* + *-ing*.

*I**'ve been** playing basketball since I was seven.*

Negative: subject + *has* / *have* + *not* + *been* + *-ing*.

*Diogo **hasn't been** studying hard enough.*

Questions: change the word order.

*Melek **has been** living here for a long time.* → ***Has** Melek **been** living here for a long time?*

We use the present perfect continuous to

- focus on the action rather than the result.

*Esra**'s been working** hard all morning.*

- focus on how long we have been doing something.

*I've **been going** to piano lessons for nine years.*

- emphasise that actions or events are still going on up to now.

*I've **been studying** for my English test all day.*

We don't use the present perfect continuous with stative verbs (e.g. *like*, *have* and *know*).

*Havva **has** known Daud since 2024.* ✓

~~*Havva has been knowing Daud since 2024.*~~ ✗

*We **have had** our cat since she was a kitten.*

1 Circle the correct options.

1. How many times have you *seen* / *been seeing* this film?
2. I've *tidied* / *been tidying* my room all morning and I'm nearly finished.
3. Have you *sent* / *been sending* the photos yet?
4. Dad's tired because he has *painted* / *been painting* all day.
5. Cemal hasn't *read* / *been reading* Elif's message yet, so don't tell him what she said.

2 Complete the conversation with the present perfect simple or continuous form of the verbs.

Paulo: Hi, Beatriz. I [1] haven't seen (not see) you all day. What [2] _____ (you / do)?

Beatriz: Oh, hi Paulo. I [3] _____ (study) for an exam. It's history. I [4] _____ (always / find) it hard to study history.

Paulo: Me too. I [5] _____ (even / not start) yet. I [6] _____ (try) to write that essay for English class. I [7] _____ (not finish) it yet though.

Beatriz: I have. Do you want to see it? I [8] _____ (write) about my last holiday.

Paulo: That's funny. I [9] _____ (do) the same thing. Maybe the teacher's going to think we [10] _____ (copy) each other!

Modifiers 1.3

We use modifiers with adjectives to show emphasis.

*He was **really** upset. I felt **extremely** sorry for him.*

*These rules are **quite** strict. They work **much too** hard.*

3 Circle the correct options.

1. I'm not buying these trousers. They're *absolutely* / *far* too big for me.
2. The film was really good and *a bit* / *quite* funny.
3. Lydia's dress was *totally* / *a lot* amazing, and her brother looked *rather* / *a little* handsome.
4. These jeans are *a bit* / *pretty* shorter than those.
5. Yusuf's photos are *totally* / *a lot* better than mine.
6. The food at the party was *pretty* / *a bit* good, but the music was *absolutely* / *far* terrible.

2 Grammar tutor

used to, *would* and past simple 2.2

We use *used to* and *would* to talk about past habits and actions that are now finished or are different today. We **don't use** *would* to talk about states or feelings.

*She **used to** play piano. Today, she just sings.*

*They **used to** run on Tuesdays, but now they run on Fridays.*

*Until I went to university, I **would** spend every summer with my family. ~~I would love it~~.*

For **negative** and **question** forms of *used to*, we use *did* and *use to* (without *d*).

*Maria **didn't use to** play football very well, but now she's brilliant.*

*Did your parents **use to** go to the same school? Yes, they **did**.*

For the **negative** form of *would*, we just add *not (n't)*.

*Anton **wouldn't** eat bananas when he was a baby.*

For the **question form** of *would*, we change the word order.

***Would** Anton only eat strawberries when he was a baby?*

We do not use *used to* or *would* to talk about things that happened only once, or to say how many times something happened. For that, we use the past simple.

*Rual **called** me three times yesterday.* ✓
~~Rual would call me three times yesterday~~. ✗

Get it right!

We don't use ***would*** with past situations, only repeated actions.

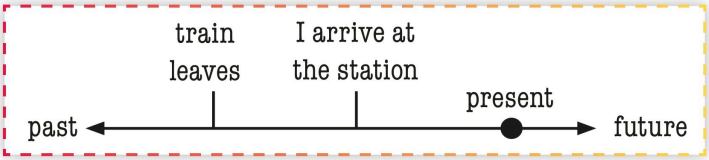
*We **used to** live in Murcia.* (✓) *~~We **would** live in Murcia.~~* (✗)

1 **Read the sentences. Are they correct (✓) or incorrect (✗)?**

1 a When she was younger, my aunt used to live in Madrid. ✓
b When she was younger, my aunt would live in Madrid. ✗
2 a I didn't use to like eggs when I was six. ☐
b I wouldn't like eggs when I was six. ☐
3 a My family used to live in this neighbourhood for five years. ☐
b My family lived in this neighbourhood for five years. ☐
4 a There used to be a lot more shops on this street. ☐
b There would be a lot more shops on this street. ☐

Past perfect with *never*, *already*, *by (then, the time)* and past simple 2.3

We use the past perfect with other past tenses to talk about something that happened before the main past action or state. The main past action or state is in the past simple.



By the time** I **arrived at (past simple) *the station my train **had already left*** (past perfect).

We use *already, ever, never, by the time* and *by then* with the past perfect. *Already, never* and *ever* come **before** the infinitive.

*We had **never** been to Bolivia until last year.*

*Had you **ever** been to an opera before last night?*

*I had **already** seen the film so I didn't go this time.*

2 **Circle the correct options.**

1 Yelda was excited because she'd (*never* / *already*) flown before.
2 Had the concert *already* / *ever* started when you arrived at the venue?
3 By *then* / *the time* the fire brigade arrived, it was too late to save the museum.
4 Had you *ever* / *never* been to Colombia before, or was it your first visit?
5 We arrived at the station at just after 3, but the train had left by *then* / *the time*.

3 **Complete the text with the words in the box.**

already by had already ~~never~~ then

I was very nervous. I'd [1] ***never*** played the guitar in front of people before. [2] _____ the time I'd picked up the guitar, my hands were shaking. They had turned the lights off, so I couldn't see much. I put the strap around my neck, but by [3] _____ the band had [4] _____ started playing the first song! I started to play … and there was no sound. Someone [5] _____ pulled the plug!

3 Grammar tutor

Future tenses 3.2

Present simple

We use the present simple to talk about events that are scheduled or timetabled.

*The lesson **starts** at 9.30 tomorrow instead of 10.30.*

Present continuous

We use the present continuous to talk about future arrangements when the time is fixed.

***She isn't coming** to the party on Saturday. **She's spending** the day with her cousins.*

be going to

We use *be going to* to talk about future plans and intentions, or to make predictions about the future based on present evidence.

*My sister is **going to** stay with my grandparents this summer.*

*It's **going to** rain – just look at those clouds!*

will

We use *will* to talk about predictions about things that are planned for the future, based on what we know now.

*I think Kemal **will** win the race tomorrow.*

may / might

We use *may (not)* or *might (not)* instead of *will (not)* to show that we feel less sure about a future action or event, but think it is probable.

*I **may** be late home for dinner, so please don't wait for me.*

1 Circle the correct options.

1 Mike's not sure yet, but he *'s going to get / might get* a new bike.
2 I heard on the weather forecast that it *might be / 's going to be* sunny tomorrow.
3 Enjoy the party. I'm sure you *'ll have / might have* a great time.
4 Luca's dad said that he *'s going to cook / will cook* dinner tonight.
5 The bus *may leave / leaves* at 6.00, so don't be late.
6 They've decided they *'re going to take / may take* a taxi so they arrive on time.
7 They say a new cinema *opens / may open* here in the summer. I hope so!

Future continuous 3.3

We use the future continuous to talk about actions we believe will be in progress at a future time or to talk about future plans.

*In five years, **he'll be living** in Istanbul and working as a teacher.*

***I'll be leaving** at 2pm. I'm picking up my little brother from school, so I can't be late.*

We put question words at the beginning of a question.

***What will you be doing** in 20 years' time?*

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

1 What will you be doing (you / do) this time tomorrow?
2 While you're in the science workshop, I _____ (enjoy) myself in cookery class.
3 Tomorrow is Liam's birthday, so we _____ (bake) a special cake!
4 In the end, María _____ (not come) with us on holiday. She's going with her parents instead.
5 Where do you think you _____ (live) five years from now?

Future perfect

We use the future perfect for actions completed before a certain time in the future.

*All our exams **will have finished** by the end of June.*

3 Complete the text with the future perfect form of the verbs in the box.

drink eat fly laugh see ~~sleep~~ spend

Have you ever thought about what humans do in one year? By this time next year, you [1]will have slept for 2,372 hours and you [2]_____ over 1,000 hours online. You [3]_____ probably _____ a lot of funny things on TV or the Internet, which means you [4]_____ for a total of 36.5 hours. If you're American, you [5]_____ around 46 slices of pizza and you [6]_____ probably _____ well over 800 litres of water.

4 Grammar tutor

Deduction and possibility 4.2

We often use *can, can't, could, may, might* and *must* to say how possible or probable we think an action or event is. They are all followed by the infinitive without *to.*

We use *may, might* or *could* when we think something is possible, but we're not certain.

*She's late. She **might** be stuck in traffic.*

We use *must* when we are certain something **is** true.

*You **must** be tired after your long trip.*

We use *can't* when we are certain something **isn't** true.

*That **can't** be Sara. She's in China!*

Obligation, prohibition, necessity and advice 4.3

We use *must* and *have to* when it is necessary to do something. *Must* and *have to* are followed by an infinitive without *to.*

*I **must** get my grandfather a present for his birthday. I forgot last year!*

*You **have to** answer all the questions in the exam.*

We use *don't have to* when it is not necessary to do something, but you can do it if you want.

*She **doesn't have to** get up early tomorrow.*

We use *can't* and *mustn't* to say something is prohibited by law or rules.

*I **can't** take my new phone to school – it's the rule.*

*You **mustn't** use your calculator in the exam.*

Past obligation or necessity

We use *had to* when it was necessary to do something in the past.

*I **had to** leave school early as I wasn't feeling well.*

Advice

We use *should('nt)* and *ought to* for advice. *Should('nt)* and *ought to* both mean 'I think it's (not) a good idea for someone to do this.'

*You **should** take the bus. It will be faster.*

*You **shouldn't** ride your bike so fast – you're going to have an accident.*

*We **ought to** pay attention. This might be in the exam.*

1 Match 1–7 with a–g to make sentences.

1 I'm not sure, but I think this gold … b
2 Reading in bed at night … ☐
3 I don't know what's in the box. It … ☐
4 Have a drink of water. You … ☐
5 When my parents went to school, they … ☐
6 Harry failed two exams. He … ☐
7 Have you got a toothache again? You really … ☐

a **could** be a present.
b **may not** be real.
c **shouldn't** eat so many sweets.
d **had to** wear a uniform.
e **can** help you fall asleep quicker.
f **must** be very thirsty after the match.
g **can't** be very happy.

2 Complete the second sentence so that it means the same as the first. Use no more than three words.

1 Don't shout. I can hear everything you're saying.
You *don't need* to shout because I can hear everything you say.
2 It's not a very good idea to call him now.
You probably _____ him now.
3 We had until last Friday to finish our music history project.
We _____ our music history project by last Friday.
4 There's no need to worry about making lunch.
You _____ to worry about making lunch.
5 No running in the corridors!
Students _____ in the corridors.
6 That car must be very expensive.
That car _____ very cheap.
7 I'm sure this painting is by Van Gogh.
This painting _____ by Van Gogh.
8 You look tired today. I think you should take a rest.
You look tired today. You _____ to take a rest.

5 Grammar tutor

The passive 5.2

We use the passive when we don't know, or are not interested in, who or what does the action.

To form the passive, we use *be* + past participle.

*Millions of emails **are sent** every day.*

We use *by* to show who or what was responsible for an action.

*The book **was written by** a marketing expert.*

To use the passive in different tenses, we change the form of *be*.

Present simple: *English **is** spoken in most hotels and tourist offices.*

Past simple: *The first video game console **was** made in 1972.*

Future: *Results **will be** emailed to students next week.*

To form *Yes / No* questions, we use *be* at the beginning + subject + past participle.

***Was** the cake baked by his father? Yes, it was. / No, it wasn't.*

We put *Wh-* question words before *be*.

***Where is** the most coffee drunk in the world?*

***When will** you **be** home this afternoon?*

1 Use the prompts to write questions in the passive. Use the tense in brackets.

1 When / the books / deliver / ? (past)
When were the books delivered?

2 Why / bees / attract / to flowers / ? (present)
_____

3 How / these images / create / ? (past)
_____

4 Where / new museum / build / ? (future)
_____

5 How / this dish / cook / ? (past)
_____

6 When / a time machine / invent / ? (future)
_____

2 Rewrite the sentences in the passive.

1 This farm supplies vegetables to our town.
Vegetables are supplied to our town by this farm.

2 They will send your grades to you in a week.
Your _____ in a week.

3 We measured the ingredients very carefully.
The ingredients _____ very carefully.

4 He made the pizza in a traditional oven.
The pizza _____ traditional oven.

5 They didn't break anything.
Nothing _____.

Question tags 5.3

We use question tags at the end of statements when we expect a response from the listener.

*A: You're an athlete, **aren't you?***

B: Yes, I am.

To create question tags, we use the main verb *be*, auxiliary verbs *do* or *have* or a modal verb, plus a subject. The subject is normally a pronoun.

Positive sentences have negative question tags and negative sentences have positive tags.

*The concert **was** really good, **wasn't** it?*

*This **isn't** your hat, **is** it?*

Questions with prepositions

We use prepositions at the end of questions when they refer to the *Wh-* word.

*Ronaldo is looking for someone. → Who is he looking **for**?*

*Ana and Dolores talked about many things. → What did they talk **about**?*

3 Complete the questions with a question tag or a preposition.

1 Everyone knows the answer, don't they ?
2 What's that music you're listening _____ ?
3 You weren't at school yesterday, _____ ?
4 How long were these biscuits baked _____ ?
5 You won't forget to call me, _____ ?
6 Who was this painted _____ ?

6 Grammar tutor

First conditional 6.2

We use first conditional sentences to talk about possible situations in the present or future and say what we think the result will be.

- We use *if* + present simple to describe the situation and *will*, *may* or *might* + infinitive for the result.

***If** I **finish** all my homework, I'**ll meet** you in the park.*

- We sometimes use *unless* + present simple instead of *if not* (or *if [you] don't*).

***Unless** we **hurry** up, we'll miss the bus. = If we don't hurry …*

- We use *will / won't* + infinitive when we are sure of the result.

*If we don't leave now, **we won't catch** the 8.30 train.*

- We use *may* or *might* + infinitive when we are less sure.

*If my uncle doesn't feel better, **he may not travel**.*

1 Match the sentence halves.

1 If we have the chance to visit Santiago,	a unless you enjoy rollercoasters.
2 If you get to know Mirta,	b we'll give you a call.
3 You won't have much fun here	c if they get away from the tourists.
4 Unless the weather changes,	d you'll see she's a very nice person.
5 Nafiz might have an accident	e if he hasn't done parkour before.
6 They'll get more out of their visit	f we might go to the mountains tomorrow.

Second conditional

We use second conditional sentences to talk about imaginary situations and the possible consequences.

- We use *if* + past simple to describe the imaginary situation and *would*, *could* or *might* + infinitive for the consequence.

***If** I didn't **have** a cat, I'**d** like **to have** a rabbit.*

- We use *would* (*not*) when we are sure of the consequence.

*He **would** do better in school if he didn't spend all his time playing basketball.*

- We use *could* (*not*) to express a possibility or ability as a consequence.

*If it was Friday night, we **could** go to the cinema.*

- We use *might* (*not*) to show we are less sure about the consequence.

*If I had more free time, I **might** take up the guitar.*

- We can use *was* or *were* in the *if* part of the sentence with *I*, *he/she* and *it*.

*If it **wasn't/weren't** so spicy, I could finish it.*

*I wouldn't say anything if I **were/was** you.*

2 Circle the correct options to make second conditional sentences.

1 If you *have* / *had* the chance to visit another country, where would you go?
2 I think Mike *will* / *would* enjoy life more if he took a few risks.
3 If Havva *thought* / *thinks* you couldn't succeed, she wouldn't encourage you to try.
4 What *would* / *will* you do if you were lost in the jungle?
5 If you *practised* / *practise* more often, you'd be brilliant at the piano.

Third conditional 6.3

We use the third conditional to talk about imaginary situations and consequences in the past.

- We use *if* + past perfect to describe an imaginary past situation and *would* (*not*) + *have* + past participle to describe the imaginary past result.

***If** I **hadn't missed** the shot, we **would have won** the game.*

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

1 If you had taken (take) more interest in the lessons, you wouldn't have failed (not fail) your exam.
2 James thinks we _____ (achieve) more if our team _____ (not argue) so much.
3 Mia _____ (not overcome) those obstacles if you _____ (not encourage) her.
4 Defne _____ (get) more out of her trip if she _____ (try) some new things.
5 If Santiago _____ (not share) those photos of me, I _____ (not be) so upset.

7 Grammar tutor

Gerunds and infinitives 7.2

Gerunds

We can use a gerund as a noun. Gerunds can be used as the subject or the object of the main verb in a sentence.

As subject: ***Running*** *is great exercise.*

As object: *My favourite free-time activity is* ***swimming****.*

We use the gerund after prepositions and after certain verbs and expressions. These include: *be good/bad at, can't stand, discuss, not mind, suggest, understand.*

They spend a lot of money ***on buying*** *clothes.*

I ***don't mind waiting*** *for you.*

Infinitives

We usually use the infinitive with *to* to explain purpose, or after adjectives and certain verbs, such as *ask, pay, promise, seem, wait,* etc.

Use this ***to buy*** *some ice creams.*

He was lucky ***to get*** *tickets for the show.*

Some verbs, such as *teach, invite, expect* **need** an object before the infinitive with *to*.

Subject	main verb	object	infinitive
My mum	taught	me	to ride a bike.

Some verbs **can** (but don't **need** to) have an object before the infinitive with *to*.

Subject	main verb	object	infinitive
They	asked	(us)	to turn the music down.

Gerund *or* infinitive

Some verbs can take the gerund **or** infinitive with no change in meaning. These include *like*, *love* and *start.*

I like ***reading*** *science fiction. = I like* ***to read*** *science fiction.*

1 Circle the correct options.

1 I don't remember you *to tell* / *telling* me that story before.
2 Have you forgotten *to do* / *doing* your homework again?
3 Gilberto can't stop *to listen* / *listening* to that song. He loves it.
4 We worked on the project all day and we only stopped *to eat* / *eating* lunch.
5 I've never forgotten *to win* / *winning* that art competition.

2 Complete the sentences with the correct form of the verbs in the box.

~~drive~~ feel show solve ~~take~~ use

1 Taking public transport in big cities is often quicker than driving.
2 Do you remember _____ excited on your first day of school?
3 Have you finished _____ my computer?
4 I'll be happy _____ you around my school.
5 This problem might be too complicated _____.

Subject and object questions 7.3

We use **subject questions** to find out information about the subject of the question. The *Wh-* word becomes the subject of the sentence.

	subject	main verb	object
Question:	**Who**	likes	apples?
Answer:	**Ela**	likes	apples.

We use **object questions** to find out information about the object of the question. We use an auxiliary verb (*do, does, did*) after the *Wh-* word.

	object	auxiliary verb	subject	main verb
Question:	**What fruit**	does	Ela	like?
	subject	**main verb**	**object**	
Answer:	Ela	likes	**apples.**	

3 Write subject or object questions for the answers.

1 Who decided not to go to the party?
Rufino decided not to go to the party.
2 _____?
Class 5A is going to the National Museum tomorrow.
3 _____?
A rock fell on my dad's car.
4 _____?
Toni loves Tina.
5 _____?
Defne sent Melek a message on her birthday.

8 Grammar tutor

Defining relative clauses 8.2

We use defining relative clauses to give essential information about a person, place or thing.

*My aunt has got a friend **who** makes great cookies.*

*This is the film **that** I told you about.*

We use relative pronouns (*who, which, that, where, whose*) at the beginning of relative clauses. We do not repeat the subject pronoun when the subject of the pronoun and following clause are the same.

*They know a lot of people **who/that** live in Istanbul. They know a lot of people **who/that ~~they~~** live in Istanbul.*

Non-defining relative clauses

We use non-defining relative clauses to give extra information about a person or thing.

Non-defining relative clauses are introduced by a relative pronoun, and we use commas around them.

*Ms Parker, **who studied in Italy,** is my teacher.*

1 Match the sentence halves.

1 Is that the film that [b]
2 This is the shop that [ ]
3 I have got a cousin who [ ]
4 This company has a logo that [ ]
5 That's the student whose [ ]

a has got lots of good online reviews.
b Eren wanted to see?
c looks like a lion's head.
d vlogs about Japanese comics and sweets.
e presentation made us laugh in class yesterday.

Indefinite pronouns 8.3

We use indefinite pronouns to refer to people, places or things in a general way. To create indefinite pronouns, we combine *any-, every-, no* and *some-* with *body, one, thing* or *where*. We write them as one single word, except for *no one*.

anybody – anyone

everybody – everyone

nobody – no one

*Is **something** wrong? Is **anything** wrong?*

Reflexive pronouns

We use reflexive pronouns when the subject and the object of a verb are the same.

*After some time, the light switched **itself** off.*

We can also use reflexive pronouns to mean that someone did something for their own benefit, or that someone did something alone, without help.

*Azra bought **herself** a new shirt.*

Reciprocal pronouns

We use *each other* when each of the two (or more) subjects do an action to the other subject(s).

Dave and Ellen sent each other presents. (Dave sent Ellen a present, and Ellen sent Dave a present.)

2 Complete the sentences with the correct indefinite pronouns.

1 I don't know anything about VR technology. Is it something people use to play games?
2 My sister's friends ate _____ in the fridge. There was _____ left at all!
3 Does _____ know where my phone is? I think I left it _____ in here.
4 The blogger wanted _____ to comment on his post, but _____ did.
5 Lana has looked _____ for her glasses but she can't find them _____.

3 Complete the conversation with the pronouns.

anything anywhere each other
~~everyone~~ himself nobody
someone themselves

Lana So how was Kaan's party?
Temel It was fun! [1]Everyone really enjoyed [2]_____. The food was delicious.
Lana Did Kaan make it all [2]_____?
Temel Yes, … well he says [4]_____ helped him, but I think his sister made the cake.
Lana So did [5]_____ interesting happen?
Temel Murat and Ceren had had an argument and weren't speaking to [6]_____. And Carmen lost her coat and she couldn't find it [7]_____. It turned out that [8]_____ had taken it home by mistake.

9 Grammar tutor

Reported statements 9.2

When we report someone's words, we often change the verb tense. The tense usually 'moves back'.

Direct speech	Reported speech
'**I'm happy**.' (present simple)	She said (that) she **was happy**. (past simple)
'**I'm reading** a book.' (present continuous)	He said (that) he **was reading** a book. (past continuous)
'**I went** home.' (past simple)	He said (that) **he'd gone** home. (past perfect)
'**I've finished** my homework.' (present perfect)	She said (that) **she'd finished** her homework. (past perfect)
'**I'd never seen** this film before.' (past perfect)	She said (that) **she'd never seen** this film before. (past perfect)
'**He can't** speak Spanish.' (can/can't)	They said (that) **he couldn't** speak Spanish. (could/couldn't)
'**We'll** be there soon.' (will)	They said (that) **they would** be here soon. (would)

Reporting verbs

Instead of *say* or *tell* we can use other verbs like *claim*, *admit*, *explain*, *announce*, *promise* or *insist* to express someone else's thoughts and ideas.

'I'll help you tomorrow.' - She promised (that) she would help tomorrow.

Reported commands

tell + someone + (*not*) *to* + infinitive

Direct speech: 'Stop talking, Bruno!'

Reported speech: The teacher **told Bruno to stop** talking.

Reported offers

offer + (*not*) *to* + infinitive

Direct speech: 'I can carry that bag for you.'

Reported speech: She **offered to carry** the bag for me.

Reported suggestions

suggest + (*not*) + *-ing*

Direct speech: 'Let's take the bus.'

Reported speech: He **suggested taking** the bus.

1 Report the sentences with two or three words.

1 'Write an essay about technology.'
The teacher told *us to write* an essay about technology.

2 'Please sit here, Mr Jones, and wait to be called.'
The manager told Mr Jones _____ wait to be called.

3 'Why don't we go ice skating this weekend?'
Leona _____ ice skating this weekend.

4 'Would you like me to wash the dishes?'
Halit offered _____ the dishes.

Reported questions 9.3

We don't add a question mark when we report questions.

Wh- questions with auxiliary verbs: We don't use the auxiliary verb or the word order used in questions.

'Where **did** you **go** after school?' Lara asked. - Lara asked me where I **had gone** after school.

Wh- questions with modal verbs: The tense of the modal verb 'moves back'.

'Who **will** help me carry this box?' - He asked who **would** help him carry that box.

Yes/No questions: We use *if* instead of the auxiliary verb. We don't use the word order used in questions.

Direct speech: 'Can I help you?' asked Nestor.

Reported speech: Nestor asked **if** he **could** help me.

2 Rewrite the questions in reported speech.

1 'Are you going to make the dinner?' Chloe asked Erol.
Chloe asked Erol if he was going to make the dinner.

2 'What colour will you paint your room?' Maria asked me.
_____

3 'Have you ever been to Mexico?' I asked Anna.
_____

4 'When is the next bus?' Juan asked the man beside him.
_____

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent

Infinitive	Past simple	Past participle
let	let	let
lie	lied	lied
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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