Second Edition

OWN IT! 4

IT'S YOUR WORLD



Workbook

WITH DIGITAL PACK

Emma Heyderman, Eoin Higgins
and Philip Wood

CAMBRIDGE

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Starter

Welcome!

Vocabulary and reading

Travel

1 ☆ **Match the words with the definitions.**

accommodation backpacking
holiday resort sightseeing
tourist attractions ~~trip~~

1 a journey where you visit a place for a short time and then come back again ~~trip~~
2 visiting places that are interesting because they are historical, famous, etc. _____
3 travelling or walking, carrying your things in a bag on your back _____
4 monuments or places that people on holiday like to visit _____
5 a town or place where people go on holiday, very often next to the sea _____
6 a place where you live or stay _____

2 ☆ **Complete the sentences so they are true for you. (See the *Learn to learn* tip in the Student's Book, p4.)**

1 _____ is a famous tourist attraction in my country.
2 For our accommodation on our last holiday, we stayed in _____.
3 _____ is a popular holiday resort in my country.
4 The last trip I went on was to _____.
5 In my opinion, going backpacking is a _____ way to spend your holiday.
6 I would like to go sightseeing in _____.

Music and theatre

3 ☆☆ **Complete the text. The first letter of each word is given.**

I was quite surprised when Ms Bayliss gave me the biggest [1]p~~art~~ in the school musical. It wasn't easy to learn all my [2]l_____ but, after several [3]r_____, I knew them perfectly. I was nervous on the day of the [4]s_____ because all my family were in the [5]a_____. But everything went well, and after the final [6]s_____, everyone stood up and clapped!

An interview

4 ☆ **Read the interview. What did Jed do on holiday? Choose the correct photo.**





Mia So, where did you go on holiday, Jed?
Jed Italy – it was a fantastic trip!
Mia Did you stay at a holiday resort?
Jed No, it was a hotel. We did a lot of sightseeing. We went to some famous tourist attractions, like the Colosseum in Rome. It was amazing!
Mia So, what was the best part of your trip?
Jed Oh, that was when we saw an opera: *The Barber of Seville* in the Teatro Argentina – it's almost three hundred years old! It's an amazing place – so beautiful!
Mia But wasn't the opera in Italian?
Jed Yes, it was, and most of the audience was Italian, but there were subtitles.

5 ☆☆ **Read the interview again and answer the questions.**

1 Where did Jed stay?
_____
2 What did Jed think of the Colosseum?
_____
3 What did Jed do in Rome?
_____
4 Why could Jed understand the opera?
_____

Language in action and vocabulary

Present and past simple and continuous

1 ☆☆ **Write the sentences in the past.**

1 Dan is reading the paper.
Dan was reading the paper.

2 They aren't listening to music.

3 Am I making a lot of noise?

4 Beth usually plays football on Saturday.

5 They don't live in a flat.

6 Does Michael eat meat?

2 ☆☆ **Complete the conversation with the verbs in the box in the correct tense.**

~~be~~ do enjoy have help visit

A How [1] *was* your trip to Paris?
B Great, thanks! I [2] _____ it a lot!
A What [3] _____ (you) _____ there?
B We [4] _____ lots of tourist attractions!
A You're so lucky! While you [5] _____ a great time in Paris, I [6] _____ my dad to paint the house!



3 ☆☆☆ **Answer the questions with true information.**

1 What did you do last weekend?

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

3 What does your dad do?

4 What's your mum probably doing at the moment?

Ways of communicating

4 ☆ **Circle eight more communication verbs in the word snake.**

postshoutwhisperdescribesmiletranslateshakehandsgreetwave

5 ☆☆ **Complete the table with the verbs from Exercise 4. Some verbs go in both columns.**

You can use your hands to do this	You can use your mouth to do this
post	5
1	6
2	7
3	8
4	9
	10

6 ☆☆ **Complete the sentences with the verbs from Exercise 4.**

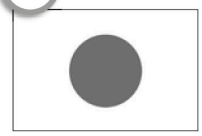
1 Do you know anyone who can *translate* from English into Chinese?
2 Could you _____ this letter for me?
3 Please don't _____ ! I can hear you!
4 How would you _____ your personality?
5 When you _____ , you feel happier.
6 If you don't know the answer when the teacher asks you, I'll _____ it to you very quietly.
7 When film stars arrive at the Oscars, they often _____ to the crowd.
8 When I have my interview tomorrow, how should I _____ the person who is interviewing me? Should I _____ with them?

Listening and language in action

A conversation

a 

b 

c 

1 ☆☆ **Match the flags (a–c) with the countries (1–3).**

1 Spain ___ 2 Japan ___ 3 the USA ___

S.01 **2** ☆ **Listen to the conversation. Which of the countries in Exercise 1 does the girl's dad sometimes go to?**

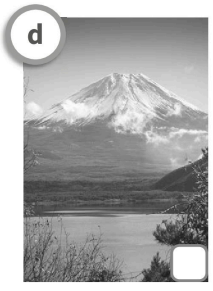
_____

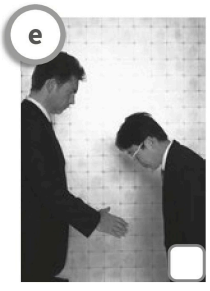
S.01 **3** ☆☆ **Listen again. Put the pictures (a–f) in the order that they are mentioned.**

a 

b 

c 

d 

e 

f 

4 ☆☆☆ **Answer the questions.**

1 Which country would you like to visit? Why?

_____

2 Would you like to travel a lot for your job? Why?

_____

3 Do you think people smile a lot in your country? Give a reason for your answer.

_____

Present perfect and past simple

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

at ever for from ~~have~~ never 's since

1 ___Have___ you finished the book?
2 We've been here _____ four o'clock.
3 Have you _____ been to Japan?
4 John's studied French _____ three years.
5 I've _____ seen snow before.
6 Beth _____ sent me a message.

6 ☆☆ **Circle the correct options.**

1 Last year I (*went*) / *'ve been* to London.
2 *Did you ever climb* / *Have you ever climbed* a mountain?
3 My sister *liked* / *'s liked* chocolate since she was a baby.
4 I *didn't do* / *haven't done* my homework. I'm going to start now!
5 I *phoned* / *'ve phoned* you just a minute ago!
6 We *were* / *'ve been* at the shops for three hours now!

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

To: Aidan From: Katie

Hi Aidan,

I [1] *'ve been* (be) in Rome for almost a week now. I [2] _____ (arrive) last Friday. My Italian [3] _____ (not get) much better, which isn't very surprising, really. I need more time. I [4] _____ (do) lots of sightseeing! Yesterday I [5] _____ (go) to the Vatican. The museum is incredible! I [6] _____ (eat) some very good food because the lady I'm staying with is a great cook. Last night she [7] _____ (make) cannelloni al ragù. Tomorrow, I start at the language school. I [8] _____ (not feel) so happy or excited for a long time!

Katie

Review

Language in action

1 **Underline and correct one mistake in each sentence.**

1 Please turn off the TV. You don't watch it.

_____

2 Last year we stay in a beautiful holiday resort.

_____

3 It was raining at 3 o'clock so we weren't going sightseeing.

_____

4 During the show, a man in the audience was starting to shout.

_____

5 Are you usually believing everything you read online?

_____

2 **Complete the interview with *ever*, *never*, *since* or *for*.**

Interviewer How long have you been an actor?

Actor I've been an actor [1]_____ years!

Interviewer Wow! And have you [2]_____ done a different job?

Actor I once worked at a holiday resort.

Interviewer Really! Have you been in this play [3]_____ it began?

Actor No, I've only been in this play [4]_____ a week.

Interviewer And have you [5]_____ forgotten your lines?

Actor No! I've [6]_____ forgotten my lines, but I've forgotten to come on stage for a scene.

Interviewer Oh no! What happened?

Actor The stage manager told me to get on stage!

3 **Complete the blog post with the correct present perfect or past simple form of the verbs in the box.**

arrive be go (x3) not realise not watch see

Barcelona – an incredible city!

We [1]_____ here three days ago and there is so much to see. I [2]_____ that Barcelona was so beautiful. We [3]_____ on a sightseeing tour yesterday – the guide [4]_____ amazing. We [5]_____ so many amazing things since we arrived but sadly, we [6]_____ a football match in the stadium! Perhaps another time? I don't think I [7]_____ ever _____ to such an incredible place. [8]_____ you ever _____ there?



Vocabulary

4 **Write the travel words.**





1 _____



2 _____



3 _____



4 _____



5 _____

6 _____

5 **Match the sentence beginnings (1-6) with the endings (a-f).**

1 It's polite in some countries to shake ☐
2 I whispered the answer because ☐
3 Please don't shout in here ☐
4 My brother waved ☐
5 Our coach is smiling because ☐
6 Don't forget to greet the audience ☐

a before you begin your presentation.
b hands with people you don't know.
c I didn't want the others to hear.
d to us before his band started playing.
e we played very well.
f your little sister is asleep.

1 Trendsetters

Vocabulary

Describing clothes and shoes

1 ☆ Circle the correct adjectives to describe the clothes.

1 

a *cotton* / (*denim*) skirt

2 

a *tight* / *baggy* jumper

3 

a *plain* / *checked* shirt

4 

flat / *high-heeled* shoes

5 

a *striped* / *flowery* T-shirt

6 

a *long-sleeved* / *spotted* dress

2 ☆☆ Complete the conversations with the words in the box. There are two extra words.

cotton	checked	denim	flat	flowery
high-heeled	long-sleeved	~~tight~~		

1 A Are those shorts OK?
B No, I need a bigger size. They're very ~~tight~~ !
2 A Do you want a plain or a checked T-shirt?
B No, I want something really different! That _____ one is nice!
3 A What do you usually wear in the summer?
B Cool clothes made of _____ !
4 A Do you like my new black and white _____ shirt?
B Not really! It looks like a chess board!
5 A Are you going to pack some jeans for your trip to Córdoba?
B Are you joking? It's 40°C there at the moment! I don't want to wear anything made of _____ !
6 A How often do you wear _____ shoes?
B Not often. Only when I go to a party or formal dinner.

3 ☆ Circle the odd word out. Use the categories in brackets to help you. (See the *Learn to learn* tip in the Student's book, p11.)

1	baggy	(flat)	tight (size)
2	checked	striped	cotton (pattern)
3	denim	flowery	cotton (material)
4	high-heeled	spotted	flat (shape)
5	long-sleeved	plain	checked (pattern)

4 ☆☆ Write the words in the correct order.

1 a / checked / red and green / shirt
~~a red and green checked shirt~~
2 a / skirt / denim / plain
_____
3 trousers / cotton / tight / white
_____
4 jacket / denim / red / baggy / a
_____
5 striped / brown and blue / T-shirt / a / tight / cotton
_____
6 brown and white / shoes / leather / spotted / flat
_____

5 ☆☆☆ Write four sentences about clothes that you like / don't like to wear. Use the adjectives in Exercise 1.

_____
_____
_____
_____

Explore it!

Guess the correct answer. In what decade did miniskirts become popular?

a the 1950s b the 1960s c the 1970s

Find out about popular fashion in a past decade. Then send a question in an email to a classmate or ask them in the next class.

Reading

A blog post

1 ☆ **Look at the text quickly and circle the correct answers.**

1 The text is a *newspaper article* / *blog post*.

2 It's about *how often to wash jeans* / *what jeans to buy*.

2 ☆☆ **Read the blog post. Check the meaning of the words in the box in a dictionary. Then complete the sentences.**

brand claim harm ~~reckon~~ research turn out

1 I *reckon* that you paid too much for that belt.

2 Don't wash that shirt in very hot water. It will definitely _____ the material!

3 I'm going to do some _____ before I buy a new phone.

4 I like these jeans, but I don't know this _____. Is it good?

5 Some people _____ that shopping online is 100% safe, but I'm not so sure.

6 I'm making a dress, but I have a feeling that it's not going to _____ well.

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

1 In the writer's opinion, the question of how often to wash jeans is very important.

F It's not the most important topic in the world.

2 The writer agrees with her friend about how often to wash jeans.

3 In the writer's opinion, an important person in the clothes industry has a strange idea.

4 Freezing jeans is a good way to clean them.

5 It's best not to wash your jeans too often.

6 The experts make a good recommendation.

4 ☆☆☆ **Do you think the information in the blog post is useful and interesting? Why / Why not?**

London calling! Blog Shop | About me | Contact me

To wash or not to wash jeans? That is the question!



I haven't written a post recently because I've been doing exams all week! Have you missed me? Today, I want to talk about a very important subject: how often to wash denim jeans! OK, maybe it's not the most important topic in the world, but people have very different ideas about it. One of my friends even reckons that you should never wash jeans because it harms them. I don't know about that! Imagine wearing a pair of tight jeans that you haven't washed for over a year! So, anyway, I decided to do some research online about how often you should actually wash jeans. One thing I read really surprised me: the head of a company that makes a very well-known brand of jeans says that he hardly ever washes his. He just puts them in the freezer. He claims that this keeps them clean! Speaking personally, I wouldn't want to put my jeans next to a packet of frozen peas! And it turns out that the 'freezer theory' isn't correct. After you wear your jeans just once, they're covered in bacteria, skin cells and the natural oils from your body. And freezing them won't eliminate these things. According to the experts, there is one good reason for not washing your jeans very often: they get a little baggier every time you wash them. And most of us don't want to wear baggy jeans! Experts actually say there's no specific recommended frequency for washing jeans – but you should definitely wash them when they start to smell! That sounds like good advice to me!

Language in action

Present perfect simple and present perfect continuous

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

1 I've done [b]
2 Jack's been playing football [ ]
3 Have they had [ ]
4 You've been wearing [ ]
5 Bethany hasn't been going [ ]
6 Has your dad finished working [ ]

a that jumper all week!
b all my homework.
c in his study?
d for three hours!
e lunch yet?
f to the gym recently.

2 ☆☆ **Complete the sentences with the verbs in brackets. Use the present perfect simple (PPS) or present perfect continuous (PPC).**

1 We *haven't made* (not make) lunch yet. (PPS)
2 I _____ (do) a lot of clothes shopping recently. (PPC)
3 Ana _____ (visit) a fashion show. (PPC)
4 _____ (they / finish) the game? (PPS)
5 Clara _____ (not speak) to me all day. (PPC)
6 My aunt _____ (have) lots of different jobs. (PPS)

3 ☆☆ **Circle the correct options.**

1 I've *felt* / *been feeling* very tired recently.
2 John hasn't *answered* / *been answering* my last email.
3 Rachel isn't here. Has she *gone* / *been going* shopping?
4 Our neighbours have *made* / *been making* a lot of noise.
5 Why have *you bought* / *you been buying* three baggy jumpers?
6 *Did you revise* / *Have you been revising* for your exams all week?

4 ☆☆ **Write sentences in the present perfect simple or continuous.**

1 what / you do / recently?
What have you been doing recently?
2 finally / I / finish / my school project!
_____
3 Nick / wear / the same clothes / all week!
_____
4 you / ever/ be / to France?
_____
5 I / try / to contact you / all day!
_____
6 Jan / not decide / what to do
_____

5 ☆☆☆ **Complete the messages with the correct form of the verbs in the box.**

find | go shopping | ~~look for~~ | not buy | try on | wait

You [1] *'ve been looking for* a dress for the party for a long time! [2] _____ (you) anything yet? Maxine

No! And I [3] _____ for hours! I [4] _____ six different dresses, but I [5] _____ anything yet! Sarah

Well, I [6] _____ for you in the café for too long! I'm going! Maxine

6 **Write a sentence about things that you have/haven't done before and a sentence about things that you have/haven't been doing recently.**



I've never been to London.
I've been playing a lot of video games recently.

Vocabulary and listening

Verbs related to clothes and shoes

1 ☆ **Circle the correct options.**

1 These trousers are very tight. They don't (*fit*) / *suit* me.
2 Can you please *hang* / *fit* up the trousers over there?
3 Please could you help me *undo* / *fold* the zip on my dress. I want to take it off.
4 People will still wear jeans in 100 years. They will never *wear out* / *go out of fashion*.
5 Do you think these shoes *go with* / *suit* this dress?
6 You look great with those earrings. They really *match* / *suit* you!

2 ☆☆ **Complete the text with the words and phrases from Exercise 1.**

How to look good!

- Some styles [1] *go out of fashion* quickly! So, don't wear something that was popular last year!
- Your clothes must [2] _____ you perfectly! Don't buy something that you really like if it isn't the right size!
- Buy clothes with 'easy' colours that [3] _____ lots of other colours.
- Know what kinds of clothes [4] _____ you! Some people look great in bright colours – but do you?
- Don't [5] _____ your clothes and put them in drawers. It's much better if you [6] _____ them _____.

3 ☆☆☆ **Write sentences that are true for you. (See the *Learn to learn* tip in the Student's Book, p14.)**

1 How quickly do you wear out your clothes?

_____

2 Do all your clothes fit you well? Why don't they fit?

_____

3 What colours suit you and why?

_____

4 Do you ever wear clothes that have gone out of fashion? Why?

_____



An interview

4 1.01 ☆ **Listen to Caitlin talking about her job as a shop assistant. Put the things she talks about in the correct order.**

a The bad points of the job ☐
b The good points of the job ☐
c Why she wanted to work as a shop assistant ☐

5 1.01 ☆☆ **Listen again and circle the correct options.**

1 Why did Caitlin decide to work as a shop assistant in a clothes shop?
   a She wants to work as a clothes designer.
   (b) She's very interested in clothes.
   c She likes helping people.
2 What are Caitlin's co-workers like?
   a They're nice.
   b Some are nice, some aren't.
   c She really likes her boss.
3 What happens every one or two months?
   a She buys clothes with a discount.
   b She helps with window displays.
   c New clothes arrive at the shop.
4 How much of a discount does Caitlin get?
   a 15%
   b 50%
   c It depends on the clothes.
5 What are two negative aspects of the job?
   a Some of the jobs are a bit boring and the pay isn't very good.
   b Some of the customers can be rude and you're standing up all the time.
   c Some customers aren't polite and not all the jobs are interesting.

Language in action

Modifiers

1 ☆ **Read the phrases and circle the options that have the same meaning.**

1 absolutely wrong
- a totally wrong
- b a little wrong

2 fairly nice
- a extremely nice
- b quite nice

3 a lot more difficult
- a a bit more difficult
- b far more difficult

4 a bit bigger
- a a little bigger
- b far bigger

5 extremely tired
- a quite tired
- b really tired

6 pretty far
- a rather far
- b extremely far

2 ☆☆ **Look at the information from a price comparison website. Are the sentences *T* (true) or *F* (false)?**



1 Exclu jeans are extremely expensive. ___T___
2 Wright Brothers jeans are rather cheap. _____
3 Exclu jeans are far more expensive than Basic Co jeans. _____
4 Basic Co jeans aren't really cheap. _____
5 Wright Brothers jeans are a bit cheaper than Exclu jeans. _____
6 Basic Co jeans are quite expensive. _____

3 ☆☆ **Circle the correct options.**

1 These trousers aren't 'quite' baggy. They're *rather* / *extremely* baggy!
2 Your watch was a bit more expensive than mine, but it's *a little* / *far* better! It's fantastic!
3 I'm *quite* / *really* hungry but I'm not very hungry.
4 The weather was a *bit* / *far* hotter than we imagined. It was a big surprise.
5 Mike's *quite* / *really* generous. I think he's the most generous person I know.
6 I'm *fairly* / *totally* sure that the shop's closed today, but perhaps I'm wrong.

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

A How was your holiday in San Sebastian?
B Only [1] _____ good, I'm afraid.
A So, not [2] _____ fantastic?
B No. The weather was [3] _____ terrible. It rained all the time!
A Oh dear! What about the food? I've heard it's fantastic over there – [4] _____ better than the food in the UK!
B Yes, it was [5] _____ delicious! I think it was [6] _____ more expensive than the UK, but my dad said the prices weren't too bad.

1	a totally	b fairly	c far
2	a a lot	b quite	c absolutely
3	a really	b a bit	c rather
4	a totally	b far	c a little
5	a absolutely	b pretty	c a lot
6	a far	b quite	c a bit

5 ☆☆☆ **Complete the sentences so they are true for you. Use the modifiers from this page.**

1 Living in my home town is _____.
2 My family is _____.
3 For me, buying clothes is _____.
4 When I compare English and maths, I think English is _____.
5 In my opinion, football is _____.
6 When I compare drinking water or cola, I think _____.

Writing

Blog post comments

Do you really need brand new clothes? Before you buy...

- ♻ Go through your wardrobe! Maybe you already have enough.
- ♻ Fix clothes which have worn out.
- ♻ Make clothes fashionable again by adding zips or pockets. Upcycle!
- ♻ Swap clothes with friends!
- ♻ Go to second-hand clothes shops.
- ♻ And if the answer is still 'yes', buy sustainable brands that will last a long time!



Great post! Thanks for sharing! TBH, my family has been swapping clothes for years. However, I've thrown away lots of clothes because they were worn out. I thought it was hard to fix them, but I was totally wrong! Since reading your post, I've watched some videos online. I've already repaired a hole in my checked shirt, and I've been mending a T-shirt this morning. I'm going to repair all my clothes in the future and also upcycle them when they go out of fashion. **Aidan**

Your post really got me thinking about how we should all make greener choices when shopping. IMO going to second-hand shops is FAR BETTER for the environment! Second-hand shops help reduce waste. And I had no idea that they had such great vintage stuff! I've already bought a cool flowery dress from the 1970s. I've decided to get all my clothes from second-hand shops in the future! The clothes are often a lot more original, and it helps to protect our planet. **Sonya**

1 ☆☆ **Read the blog post and the comments and answer the questions.**

1 What is the blog post about? _____

2 Which ideas from the post have Sonya and Aidan used?

_____

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

1 What do TBH and IMO mean? _____

2 Why does Aidan use an exclamation mark in: *I was totally wrong!*?

3 Why does Sonya use capital letters in: *IMO going to second-hand shops is FAR BETTER for the environment!*?

3 ☆☆ **Complete the *Useful language* phrases with one word. Look at the underlined phrases in the blog for help.**

1 You have really ___got___ me thinking about the planet.

2 I've _____ to swap clothes with my sister more often.

3 Great! Thanks for _____!

4 I had no _____ that repairing clothes was so simple!

5 _____ reading your post, I've started upcycling.

> Writing tutor p80

Write your own blog post comment.

Plan

4 ☆☆ **Choose one of the ideas in Exercise 1 and make notes about these things.**

Did it go well? Why / Why not? _____

_____

Which other ideas would you like to try in the future?

_____

Write

5 ☆☆☆ **Write your comment. Remember to use:**

- the present perfect simple and continuous
- modifiers
- vocabulary from this unit
- phrases from the *Useful language* box (see Student's Book, p17).

Check

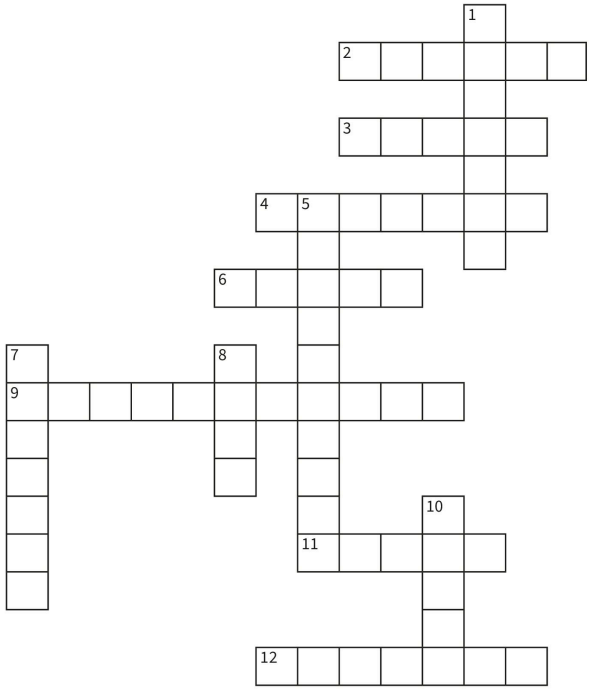
6 **Do you …**

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

1 Review

Vocabulary

1 Complete the crossword. Use the clues.



Across →

2 _____ T-shirt
3 _____ jumper
4 _____ scarf
6 _____ trousers
9 _____-_____ dress
11 _____ shirt
12 _____ top

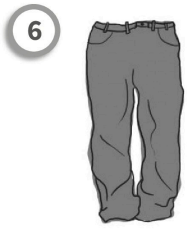
Down ↓

1 _____ shirt
5 _____-_____ shoes
7 _____ skirt
8 _____ shoes
10 _____ jeans













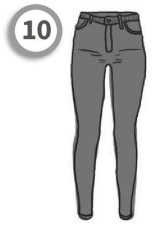












2 Complete the sentences with the words in the box.

do up	fit	fold	go out of fashion	go with
hang up	match	suit	undo	wear out	

1 I don't think these shoes will _____ soon. Trainers are always popular.
2 You need to _____ the zip on your coat. It's very cold!
3 These shorts don't _____ me now, but they weren't too small last year!
4 Do you think these earrings _____ the colour of my eyes?
5 I never wear brown. It doesn't _____ me.
6 I only _____ shirts when I pack a bag. I always _____ them _____ at home.
7 That shirt doesn't _____ those trousers. They look terrible together!
8 You can _____ the zip on the tent. It isn't raining any more.
9 Those are nice shoes, so please don't play football in them. You'll _____ them _____ very quickly!

Language in action

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

1 I _____ (not see) that film. Is it good?
2 Chloe _____ (try) to book tickets all afternoon!
3 Oh, no! I _____ (lose) my earring!
4 Dan _____ (never / play) chess.
5 I _____ (finish)! I'm sorry you _____ (wait) so long.
6 _____ (we / buy) everything we need?

4 **Read the conversations and circle the correct options.**

1 A How was the party?
  B It was *really* / *pretty* good, but not amazing.
2 A Did you enjoy the film?
  B Yes, it was *fairly* / *absolutely* brilliant!
3 A How are you feeling?
  B Only *a little* / *a lot* better.
4 A Did you do well in your exams?
  B My results were *extremely* / *quite* good, but they weren't fantastic.
5 A This school project is hard!
  B Yes, it is! It's *fairly* / *far* harder than Ms Taylor said!
6 A I'm the best player in the team!
  B I'm sorry, but you're *rather* / *totally* wrong about that!

Cumulative language

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

Hi Amy,

How are you? I'm sorry that I [1]_____ for a while. I've got lots of news! I [2]_____ a course in fashion design and it [3]_____ really well! I [4]_____ on a dress with a flowery design all week. I [5]_____ it because it's [6]_____ hard work. But I love it! I [7]_____ that I want to work as a fashion designer in the future. I think it would be a [8]_____ brilliant job – and [9]_____ more interesting than working in an office! How about you? [10]_____ life in Chile? Your Spanish must be [11]_____ fantastic now because it was [12]_____ good before!

Anyway, speak soon!

Zoe

1	**a** haven't written	**b** haven't been writing	**c** don't write
2	**a** 've been starting	**b** start	**c** 've started
3	**a** 's gone	**b** goes	**c** 's been going
4	**a** work	**b** 've been working	**c** 've worked
5	**a** haven't finished	**b** don't finish	**c** haven't been finishing
6	**a** far	**b** a little	**c** really
7	**a** decide	**b** 've decided	**c** 've been deciding
8	**a** fairly	**b** far	**c** totally
9	**a** far	**b** quite	**c** a bit
10	**a** Do you enjoy	**b** Have you been enjoying	**c** Have you enjoyed
11	**a** rather	**b** a lot	**c** absolutely
12	**a** pretty	**b** well	**c** a lot

2 Changes

Vocabulary

Phrasal verbs: changes

1 ☆☆ **Circle the correct options.**

1 Max has settled *down* / *up* well at his new school.
2 I'm really *looking* / *seeing* forward to next weekend.
3 I'm going to sign *up* / *down* for yoga classes.
4 Let's *try* / *do* out the new skate park.
5 I'm *having* / *going* through a hard time at the moment.
6 Are you going to turn *up* / *down* Jack's invitation?

2 ☆☆ **Complete the sentences with the phrasal verbs in the box.**

do without	end up	go back
move out	~~sign up~~	turn out

1 Did you ~~sign up~~ for the school trip?
2 The party didn't _____ very well in the end. Not many people came.
3 My sister wants to _____ and be more independent.
4 I don't think I could _____ chocolate! I love it!
5 I probably won't _____ to my home town when I finish university.



3 ☆☆☆ **Complete the personality questionnaire with the correct form of the verbs in the box and the correct prepositions.**

do	go	look forward	~~move~~	move	sign	try	turn

Are you a positive person?



1 Would you like to ~~move out~~ of your family's home?
2 In your life, do things usually _____ well?
3 When you are _____ a hard time, do you look for solutions?
4 Do you _____ for lots of optional activities at school?
5 Do you like to _____ new ways of doing things?
6 When you get up, do you always _____ everything you will do in the day?
7 Would you like to _____ a new country?
8 Could you _____ the Internet for a week?

4 ☆ **Answer *Yes* or *No* to the questions in Exercise 3. How positive are you?**

7–8 *yes* answers: very positive!

5–6 *yes* answers: quite positive!

Less than 5 *yes* answers: not very positive!

5 ☆☆☆ **Write four sentences with phrasal verbs about what kind of person you are. (See the *Learn to learn* tip in the Student's Book, p23.)**

_____

_____

_____

_____

Explore it!

Guess the correct answer. What is the minimum age when you can start working in the UK without your parents' permission?

Find out about when you can legally do something for the first time in your country or in the UK. Then email a question to a classmate or ask them in the next class.

Reading

A blog post

1 ☆ **Look at the blog post quickly. Why is Chloe's life new? Tick (✓) the correct answer.**

a She's just got married. ☐
b She's at university now. ☐
c She's just finished university. ☐

2 ☆☆ **Read the blog post and check the meaning of the words in the box in a dictionary. Then complete the sentences.**

~~disappointed~~	keen	lecture
law	plenty of	surrounded

1 I did badly in my exams. I'm really *~~disappointed~~* !
2 I'm very _____ to move out, but I haven't got the money now!
3 The campsite was _____ by trees, so it was very beautiful.
4 My cousin's studying _____. He says it's lots of work.
5 I know _____ people, but do I have any real friends?
6 I've just been to a really interesting _____.

3 ☆☆ **Read the first paragraph of the blog post and answer the questions. Write 'no information' if there is no answer in the text.**

1 Which university is Chloe going to?

2 What does Chloe mean when she says that you 'have to start from zero'?

3 Why are things turning out well?

4 ☆☆ **Read the second paragraph of the blog post and complete the table.**

	Studying at school	Studying at university
1	*classes in small groups*	
2		
3		

5 ☆☆☆ **Do you think it's a good idea to study away from home? Write three or four sentences.**

Chloe's corner

Blog About FAQs

A new life!

Have you ever had a really special time in your life? Well, I'm having one now because I've just started university! I was really looking forward to it and, so far, I haven't been disappointed! My principal worry before coming was: would it be easy to make new friends? It's a good question because, when you go to uni, you have to start from zero. The old friends you used to see at home aren't there anymore, so you need to create a completely new social life. Well, I'm glad to say that things are turning out really well. I'm living in a hall of residence, which is a special building just for students. It's the ideal place to be in your first year because you're surrounded by new faces! And everyone's keen to make new friends.

Studying at university feels very different from how things used to be at school. Although there were a lot of students at school, there are over 100 students at my lectures. At school, we would have the chance to ask questions and to discuss things with our teachers. Now you just sit down and take notes! Another big difference is that I only have 12 hours of lectures per week (I'm studying law). The rest of the time I spend studying alone. That can be quite difficult because you need a lot of discipline! And there are plenty of other, more interesting things to do!



I've settled down really well to university life. There's just one 'small' problem: I need to study more!

Language in action

used to, *would* and past simple

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

1 I *used to hate* (hate) going to the dentist.
2 My dad _____ (have) more hair.
3 I _____ (not like) carrots.
4 My mum _____ (not go) to the gym.
5 _____ (you / play) the violin?
6 _____ (Matt / be) your best friend?

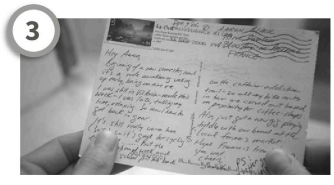
2 ☆☆ **Rewrite the sentences with *used to* when it is possible.**

1 I went to bed at ten o'clock last night.
not possible
2 In the past, did your granddad ride a bike to work?
3 People went to the cinema more often before the Internet.
4 Clothes didn't wear out so quickly before.
5 Oh, no! Did you leave the keys at home?
6 Was there a castle in this town before?

3 ☆☆☆ **Write four sentences about what people *used to* / *didn't use to* do. Use the photos for ideas.**



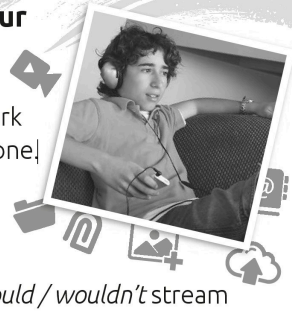






4 ☆ **Circle the correct options.**

Technology has improved our lives a lot! Do you agree?



I [1]*would* / *wouldn't* do my homework on a laptop because I didn't have one!

My cousin [2]*would* / *wouldn't* make CDs for me but now she creates playlists online.

We didn't have internet so we [3]*would* / *wouldn't* stream a TV series.

Most of my family live far away so we [4]*would* / *wouldn't* rarely speak to them. Now we video call them whenever we like.

My parents [5]*would* / *wouldn't* send letters to celebrities, but now we comment on their social media posts.

Now I order a takeaway on an app but in the past, I [6]*would* / *wouldn't* be sent out to get it.

5 ☆☆ **Rewrite the underlined part of the sentences with *would*. If it isn't possible, rewrite the sentences with *used to*.**

1 We lived in the country before.
We used to live in the country before.
2 I often arrived late for school when I was younger.
3 Did you wear glasses before?
4 My grandma always went for a walk after breakfast.
5 My dad often swam in the sea when he lived in Cádiz.
6 My mum was a nurse before.

6 ☆☆ **Circle the correct option OR options.**

A [1]*Did you have* / *Did you use to have* tennis lessons?
B Yes, I did.
A So, why [2]*did* / *would* you stop?
B My teacher [3]*would* / *used to* criticise me all the time. So, one day I [4]*decided* / *used to decide*, 'No more tennis lessons!'
A Really? I [5]*didn't* / *didn't use to* know anything about that! Who [6]*did you* / *did you use to* have lessons with?
B My dad!

Vocabulary and listening

Parts of objects

1 ☆ **Find nine more parts of objects in the word search.**

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

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

1 Oh no! A *strap* on my backpack has broken.
2 There's a problem with the _____ on my phone. It's very dark.
3 These photos have turned out badly because the _____ on my camera was dirty.
4 Let's carry this bag together. You take one _____ and I'll take the other.
5 Where's the _____ for the saucepan?
6 Is this the _____ for your mobile phone's cable?
7 This _____ on my laptop is for changing the audio volume.
8 The _____ of this book looks really great, but the book wasn't very interesting!
9 You need to attach this _____ to the printer.

3 ☆☆☆ **Write a description of a 'mystery object'. Use at least four of the words from Exercise 1. Send your description in an email to a classmate or ask them to guess the object in the next class.**

It's got a display and it's got one or two buttons, but it hasn't got a plug. It hasn't got a handle, but it's got a strap. What is it?

A conversation

4 2.01 ☆ **Listen to a conversation about the past between Katie and her gran. Tick (✓) the things they mention.**



1 a plug ✓



2 a calculator ☐



3 a video cassette ☐



4 a TV ☐



5 a camera ☐



6 a PowerPoint presentation ☐

5 ☆ **Underline the key words in the sentences. (See the *Learn to learn* tip in the Student's Book, p26.)**

1 Katie is going to work on a history project. F
2 Her gran thinks that young people spend too much time using 'technological things'. ___
3 Katie's gran didn't use a calculator at school. ___
4 There weren't many programmes on TV before. ___
5 Katie thinks that life before sounds fun. ___
6 When her gran was at school, each student had a small blackboard to write on. ___

6 2.01 ☆☆ **Listen again. Are the sentences in Exercise 5 *T* (true) or *F* (false)?**

7 ☆☆☆ **What three modern inventions couldn't you do without?**

Language in action

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

1 ☆ **Read the sentences and underline the action that happened first.**

1 I had already had lunch when my sister arrived.
2 My cousin had already got married by the time he was 20.
3 Dan wasn't happy because I had turned down his invitation.
4 By the time the match finished, we had scored five goals!
5 We had walked a very long way by the time we found the river.

2 ☆☆ **Match the beginnings of the sentences (1–5) with the ends (a–e).**

1 I had never seen snow [c]
2 We had only been at the hotel a few minutes when [ ]
3 Had you ever run more than 5 km [ ]
4 By the time my granddad settled in England, [ ]
5 We had already been to six different shops [ ]

a by the time Clara decided to buy something.
b before today?
c before I went to Sierra Nevada.
d he'd lived in six different countries.
e the storm started.

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

1 car / seen / had / the / already
I had already seen the car.
2 had / then / back / by / come
Jack _____
3 rang / woken up / you / I / when / already / ?
Had _____
4 abroad / never / year / had / last / been / I
Before _____
5 then / a snake / ever / you / before / seen / ?
Had _____

4 ☆☆ **Complete the sentences with the past simple or the past perfect.**

1 Pablo *had never had* (never / have) guitar lessons before he *gave* (give) his first concert.
2 _____ (Sean / ever make) lasagne before today?
3 School _____ (already / start) when I _____ (arrive).
4 By the time Sara _____ (leave) England, she _____ (learn) to speak English very well.
5 I _____ (never / feel) real terror until I _____ (see) that film!
6 _____ (everyone / already / go) to bed by the time the fire _____ (start)?

5 ☆☆☆ **Complete the text with the past simple or the past perfect.**

Emma [1] *moved* (move) to a new school last year. By the time she [2] _____ (be) there a couple of weeks, she [3] _____ (already / settle) down very well. And now things are going even better! Last week she [4] _____ (become) the captain of the school football team.

She [5] _____ (be) very happy about this because she [6] _____ (always / want) to be the team captain. And yesterday she [7] _____ (receive) her exam results. More good news! She [8] _____ (never / get) all top marks before!



6 ☆☆☆ **Complete the sentences with your own ideas. Use the past perfect.**

1 Before this year, I _____
2 We didn't win the match because we _____
_____
3 I signed up for karate lessons because _____
_____
4 By the time Ella finished university, _____
_____
5 Max was going through a hard time because _____
_____

Writing

An opinion essay

1 ☆ **Look at the essay quickly. Does the writer think that we take more care of the environment than before?**

_____

2 ☆☆ **Read the essay and answer the questions. Tick (✓) and circle the correct answers.**

1 In which TWO paragraphs does the writer give ideas to support their opinion?

A ☐ B ☐ C ☐ D ☐

2 In paragraph A, the writer *asks a question* / *gives their opinion*.

3 In paragraph D, the writer *repeats their opinion* / *asks the reader a question.*

3 ☆☆ **Complete the essay with the *Useful language* phrases in the box.**

~~firstly~~	in addition	in conclusion
secondly	therefore	
this means that		

4 ☆☆ **What different words or expressions does the writer use to avoid repeating items 1–4 below?**

1 take care (paragraph A)

_____

2 before (paragraph B) _____

3 a lot (paragraph C and D)

_____

4 in my opinion (paragraph D)

_____

5 ☆☆ **Complete the sentence.**

In paragraphs B and C, to describe life in the past, the writer uses the past simple, _____ and _____.

> Writing tutor p80



Do we take more care of the environment than before?

A Recent research shows that we think a lot more about the environment now than in the past. In my opinion, we also look after it more.

B [1] ___Firstly___, let's look at plastic pollution. Until recently, we would do our shopping and expect the assistant to give us a plastic bag. Before going back home we would stop for a fizzy drink and ask for a plastic straw. Fortunately, our attitudes have changed a lot since then and some countries now don't allow single-use plastic! [2] _____ many of us now take our own bags to go shopping and paper is replacing plastic.

C [3] _____, I remember when we would hang out in the park, and someone would forget to throw away their rubbish. This happens far less often now. [4] _____, there didn't use to be bins for recycling. [5] _____ we can talk about huge change in two very important areas.

D [6] _____, in my view, we are doing more to protect the planet. However, if we really want to make a difference, everyone needs to do a great deal more.

Write an opinion essay.

Plan

6 ☆☆ **Look at the statement. In your notebook, write down three reasons why you agree or disagree with it.**

> It's more important to speak English today than in the past.

Write

7 ☆☆☆ **Write your opinion essay. Remember to include:**

- four paragraphs
- *used to*, *would*, the past simple and past perfect
- the *Useful language* phrases from Exercise 2.

Check

8 **Do you …**

- give your opinion?
- give reasons for your opinion?
- summarise your opinion?

2 Review

Language in action

1 **Rewrite the second sentence so that it has a similar meaning to the first. Use the phrasal verbs in the box.**

do without	go back	go through	look forward to	move to	settle down	try out	turn down

1 Let's return to the bus station.
Let's _____ the bus station.

2 I'm very excited about the concert on Saturday.
I'm _____ the concert on Saturday.

3 I have to have a shower.
I can't _____ every morning.

4 I'm sorry, but I can't accept your invitation.
I'm sorry, but I have to _____.

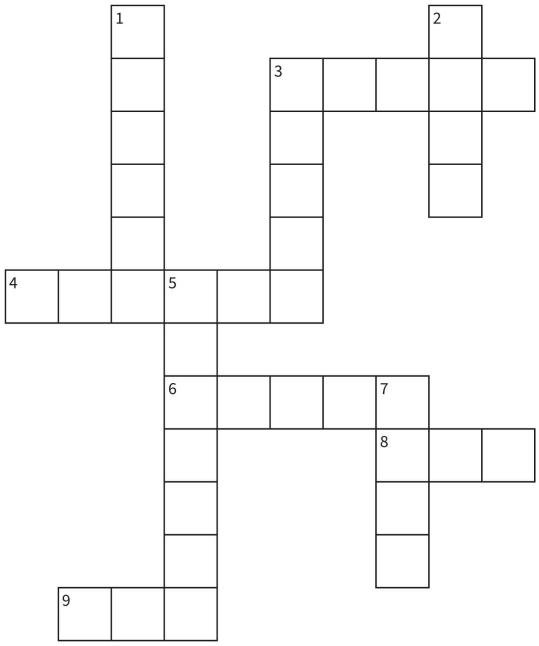
5 Mike's adapting well to life in Milan.
Mike's _____ in Milan.

6 Bethany isn't enjoying life at all at the moment.
Bethany is _____ a hard time at the moment.

7 Jack used to live in London, but he went to live in Manchester.
Jack _____ Manchester.

8 Let's see what this new video game is like!
Let's _____ video game!

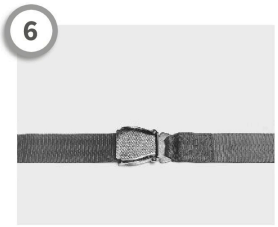
2 **Complete the crossword. Use the picture clues.**



Across →

3


4


6


8


9

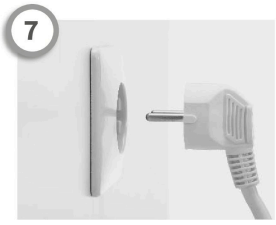

Down ↓

1


2


3


5


7




Language in action

3 **Complete the text with *used to*, *would* or the past simple of the words in brackets.**

When my mum was ten, she [1]_____ (get) a cat for her birthday. She loved the cat and it [2]_____ (follow) her everywhere. The cat [3]_____ (explore) other people's gardens and he [4]_____ (fight) with other cats from time to time. Then one day, the cat [5]_____ (not come) home. Mum [6]_____ (be) so sad – she [7]_____ (put up) posters to try and find him. Finally, he came home five days later. Mum was very happy!

4 **Circle the sentence (A or B) that has a similar meaning to the first.**

1 The train had already left when we got to the station.
- A When we got to the station, the train left.
- B We arrived at the station late, so we missed the train.

2 Before we went to Türkiye last year, I'd never been there.
- A Last year was the first time I was in Türkiye.
- B I didn't visit Türkiye last year.

3 By the time I learned to drive, I'd spent lots of money on driving lessons.
- A I spent a lot of money before I could drive.
- B I learned to drive before I spent a lot of money.

4 Amy hadn't finished her homework when Aidan came.
- A Aidan arrived and Amy finished her homework.
- B When Aidan came, Amy was still doing her homework.

5 Ryan had never seen a lion before he went to the zoo last week.
- A Ryan didn't see a lion at the zoo.
- B Before his trip to the zoo last week, Ryan hadn't seen a lion.

6 We had taken lots of photos by the time our holiday was over.
- A We took a lot of photos on holiday.
- B When our holiday finished, we took lots of photos.

Cumulative language

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

Joe said, 'I [1]_____ to this new school a month ago, but I [2]_____ down to life here very well.' '[3]_____ through a hard time?' I asked him. 'Yes, I [4]_____,' he said. 'It's been [5]_____ difficult. At my old school, I [6]_____ lots of friends. And I [7]_____ them very often after school. Before I came here, I [8]_____ that it would be so hard to make new friends. It's been [9]_____ harder than I thought.' '[10]_____ up for any school clubs?' I asked. 'Yes, I [11]_____ to two or three different ones,' Joe replied. 'You know, I [12]_____ quite popular at my old school,' he continued. 'Nothing like this [13]_____ to me before.'

1	a moved	b had moved	c used to move
2	a didn't settle	b haven't settled	c hadn't settled
3	a Did you go	b Had you gone	c Have you been going
4	a did	b have	c been
5	a far	b absolutely	c really
6	a would have	b used to have	c have had
7	a had seen	b have been seeing	c would see
8	a hadn't expected	b haven't expected	c wouldn't expect
9	a pretty	b totally	c far
10	a Did you sign	b Have you signed	c Had you signed
11	a 've been going	b had gone	c would go
12	a used to be	b would be	c 've been
13	a had happened	b has happened	c has been happening

3 Food for thought

Vocabulary

Cooking verbs

1 ☆ **Find 11 more verbs for cooking in the word search.**





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

2 ☆ **Circle the verb that goes with the food.**

1 *grate* / *peel* cheese
2 *bake* / *heat* milk
3 *peel* / *season* an apple
4 *grate* / *roast* a chicken
5 *spread* / *roast* butter
6 *chop* / *slice* bread
7 *grate* / *fry* eggs
8 *peel* / *overcook* fish

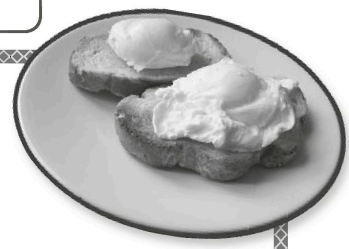
3 ☆☆ **Complete the sentences with the words in the box.**

bake chop grill ~~overcook~~ season spread

1 Please don't *overcook* the meat. One or two minutes is enough.
2 _____ the onions into small pieces.
3 Do you often _____ bread in the oven?
4 When you barbecue, you _____ meat over a fire.
5 _____ the dish with salt and pepper.
6 Have you got a knife to _____ the jam?

4 ☆☆ **Complete the recipe with the words in the box.**

fry grate heat overcook season ~~slice~~ spread



A fantastic snack

1 *Slice* some bread and toast it. Take some paté and 2 _____ it on the bread. 3 _____ some cheese and put it on the paté. In a pan, 4 _____ some oil. Then, put an egg in the pan and 5 _____ it for only one or two minutes. Don't 6 _____ it! Put the egg on the bread. 7 _____ with black pepper. It's ready to eat!

5 ☆☆☆ **Write how to make something simple (e.g. an omelette, a milkshake, your favourite sandwich).**

6 ☆☆ **Write the adjective form of the verbs in Exercise 2 in the table. (See the *Learn to learn* tip in the Student's Book, p35.)**

-ed ending	other
grated,	

Explore it!



Guess the correct answer.

What is the main ingredient of this dish called Bombay Duck?

a duck b horse meat c fish

Find the answers to the questions:

1 What is bubble and squeak?
2 When do people in England have it?

Reading

An online forum

1 ☆ **Match the photos (1–4) with the four comments on the online forum (A–D).**

2 ☆☆ **Read the text and check the meaning of the words in the box in a dictionary. Then complete the sentences.**

~~costume~~	freezing	highlight
hiking	melt	sensible

1 What ***costume*** are you going to wear to the fancy-dress party?

2 Riding your bike at night without lights is not _____ at all.

3 Eat your ice cream quickly or it'll _____!

4 My friend Mia goes _____ even in the middle of winter!

5 It's _____ outside, so put on a warm coat.

6 The _____ of the meal was when they brought out my birthday cake.

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

a The food was OK

b and they read some poems

c because it's so incredibly beautiful

d My sister doesn't eat meat

e ~~The highlight of the trip was when we went to an undersea restaurant~~

f in the summer

4 ☆☆☆ **Which of the four places would you most like to eat at? Why? Write three or four sentences.**

_____

_____

_____

_____

_____

_____

_____



Ask it!

Home ⌄ Answer ⌄ Notifications ⌄ Search

Where's the most memorable place you've ever eaten?

A

My dad won £100,000 on the lottery and he decided to do something very sensible with it: he took all of us on holiday to the Maldive Islands! (They're about 400 miles south-west of India.) [1] ___*e*___. Beautiful tropical fish swam past as we ate! It was an experience that I'll never forget! [2] _____, but nothing special.

Sam, London

B

In the north of Finland, there's a fantastic snow hotel with a restaurant made of ice! It's only open in the winter. Perhaps it melts [3] _____! You need to wear warm clothes or you're going to be freezing because you sit on ice chairs all the time! We had grilled salmon (very good!), but the roast meat for the main course was a bit overcooked. Oh well, nowhere's perfect!

Oona, Helsinki

C

When we were on holiday in Ireland, we went for a medieval dinner at Bunratty Castle. It was a lot of fun! They had actors in traditional costumes, [4] _____. There was also Irish music. The food was good, but we didn't eat with our hands like in Medieval times! They did vegetarian food, too. [5] _____ and she loved the baked carrots with grated cheese.

Charlotte, Bristol

D

The most memorable place I've eaten was Pulpit Rock in Norway. The meal wasn't exactly spectacular – a sandwich, an energy bar and an apple! But the view *was* spectacular! You could see for miles! And the food didn't taste bad after hiking for a couple of hours! It's not easy to get to Pulpit Rock from Ireland. But I might go back a second time [6] _____!

Conor, Dublin

Language in action

Future tenses

1 ☆ **Match the verbs in sentences 1–6 with the uses (a–c).**

1 We're meeting at six o'clock. c
2 The bus leaves at 10 am.
3 I'm going to study more this year.
4 Are you and Jack playing tennis tonight?
5 The restaurant opens at 7 pm.
6 Zoe's going to try to make lasagne.

a To talk about future plans and intentions
b To talk about scheduled or timetabled events
c To talk about fixed arrangements in the future

2 ☆☆ **Circle the correct options.**

1 What *do you do* / *are you doing* tonight?
2 The match *starts* / *is starting* in five minutes!
3 My sister *learns* / *is going to learn* to drive next year.
4 We *meet* / *'re meeting* in the park at six o'clock.
5 I *make* / *'m going to make* dinner in a few minutes.
6 Joel *has* / *is going to have* a piano lesson in a few minutes.
7 I *'m getting* / *'m going to get* my green belt in judo this year. It's my big goal for the year.
8 We *go* / *'re going* skateboarding this weekend.

3 ☆☆☆ **Write about two fixed future arrangements that you have / haven't made and two future intentions that you have / don't have.**

_____

_____

_____

_____



4 ☆ **Match the underlined verbs in sentences 1–3 with the uses (a–c).**

1 Those biscuits smell amazing. And I'm sure they're going to taste delicious!
2 More people will become vegetarians in the future.
3 I might want some more pizza. Let me finish this first!

a a future prediction that we don't feel sure about
b a future prediction based on evidence in the present
c a future prediction that we feel sure about

5 ☆☆ **Complete the predictions with *be going to*, *will* or *may*/*might* and the verbs in the box.**

come have love ~~miss~~ not cost not finish

1 Oh, no! It's 5.59! We *'re going to miss* the six o'clock train!
2 John _____ to the party. Let's wait and see!
3 I'm sure Deborah _____ the present you chose for her. You have great taste.
4 This meal _____ a lot! Prices are cheap!
5 Some experts say that one day everyone in the world _____ enough food to eat.
6 I _____ this book tonight, but I'm going to try.

6 ☆☆☆ **Complete the conversation with the correct form of the verbs in brackets. Use the present simple, present continuous, *be going to*, *will* or *may*/*might*.**

A I [1] *'m never going to cook* (never / cook) a big meal again!
B Why? It wasn't so bad. And I'm sure your cooking [2] _____ (get) better in the future.
A Hmm … I suppose I [3] _____ (make) some progress.
B Don't be so negative! Anyway, what [4] _____ (you / do) after lunch?
A I [5] _____ (go) to the cinema with Will. The film [6] _____ (start) at 5 pm.

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

1 In ten years' time, I might _____ _____.
2 In 100 years, everyone will _____ _____.
3 I might _____ _____.

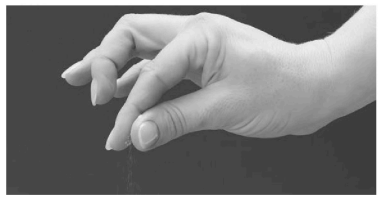
Vocabulary and listening

Quantities

1 ☆ **Circle the correct expression of quantity to describe each photo.**



1 (a *splash*) / *cup* of milk



2 a *packet* / *pinch* of salt



3 a *spoonful* / *packet* of sugar



4 a *slice* / *piece* of bread



5 a *sprinkle* / *handful* of sugar



6 *slices* / *chunks* of pineapple

2 ☆☆ **Complete the table with the quantities in the box. (see the *Learn to learn* tip in the Student's Book, p38.)**

a cup of a handful of a packet of a piece of
a pinch of a slice of a splash of a spoonful of
a sprinkle of ~~chunks of~~

sugar	milk	cheese
		chunks of

3 ☆☆☆ **Write about three things you like to eat or drink. Use the expressions of quantity in Exercise 2.**

I love two slices of toast and jam for breakfast.

An interview

4 3.01 ☆ **Listen to a man talking about his job. Are the sentences *T* (true) or *F* (false)?**

1 James has got his own food shop. ___
2 James works a lot. ___
3 His job has got several good points. ___
4 He never has time to eat the food that he cooks. ___

5 3.01 ☆☆☆ **Listen again and complete the sentences with ONE word from the interview.**

1 James works in the city of *London* .
2 In the restaurant there can be _____ people eating at the same time.
3 The food needs to arrive at customers' tables quickly and the dishes need to be _____ quality.
4 James doesn't _____ down very often while he's working.
5 It's a profession for people who are _____ .
6 It's very different from an _____ job.
7 The opinion of the _____ is important to James.
8 It's important to _____ the food.

6 ☆☆☆ **Would you like to do James' job? Why / Why not? Write three or four sentences.**

Language in action

Future continuous and future perfect

1 ☆ **Complete the sentences with the verbs in brackets in the future continuous.**

1 I *'ll be reading* (read) this book all evening.
2 He _____ (listen) to the podcast later.
3 I _____ (not lie) on the sofa all afternoon!
4 My parents _____ (not work) this time tomorrow.
5 _____ (we / eat) at two o'clock?
6 _____ (Aidan / cook) for a long time?

2 ☆☆ **Look at Chloe's diary. Complete the sentences with the correct future continuous form of the verbs in brackets and short or long answers.**

Monday	Tuesday	Wednesday
tennis (5 pm)	homework (morning)	dance class (6 pm)

1 She *'ll be playing* (play) tennis at 5 pm on Monday.
2 She _____ (not do) homework on Tuesday afternoon.
3 She _____ (start) her dance class at 6 pm on Wednesday.
4 A _____ (Chloe / play tennis) on Monday?
B _____
5 A What day _____ (she / have) her dance class?
B _____

3 ☆ **Circle the correct options.**

1 I'm going to bed very late tonight. I *'ll* / *won't* have gone to bed by 11 pm.
2 I hope that I *'ll* / *won't* have learned to drive in a few years' time. I think it would be fantastic!
3 My mum works abroad. By tomorrow, I *'ll* / *won't* have seen her for two months.
4 My dad often cooks for the family. He *'ll* / *won't* have cooked several meals for us by the end of this week.
5 A Will you have become a doctor by the time you're 20?
B That's impossible! *Yes, I will.* / *No, I won't.*

4 ☆☆ **Complete the conversation with the verbs in the box in the future perfect and short answers.**

arrive grill ~~make~~ not fry not have slice

A [1]*Will you have made* (you) lunch by one o'clock?
B No, [2]_____. Why?
A The guests [3]_____ by then!
B Oh, no! I [4]_____ the potatoes to make the chips, but I [5]_____ them.
A And [6]_____ (you) all the meat?
B No, [7]_____. I [8]_____ time!

5 ☆☆ **Circle the correct time expression.**

1 I'll be sleeping *in two hours' time* / *by the end of this week*.
2 Will you be sitting by the pool *this time tomorrow* / *by the time you're 18*?
3 We'll have finished all our exams *by the end of this month* / *for three hours*!
4 *Next Tuesday* / *By the end of this year,* we'll have visited Cambridge.
5 We'll be eating that roast chicken *in five minutes* / *by the time it's cooked*.

6 ☆☆☆ **Use the future continuous or future perfect to write about things that you will do / you hope that you will do.**

1 By the end of this year, _____.
2 At nine o'clock tonight, _____.
3 Next weekend, _____.
4 By the time I'm 30, _____.

Writing

A listicle

1 ☆ **Look at the listicle quickly. What is it about?**

_____

2 ☆☆ **Read the listicle. Are the sentences *T* (true) or *F* (false)?**

1 Telling everyone about our new clothes will be even more popular. F
2 We will buy brand new clothes less often. ___
3 We will wear very different shoes from today. ___
4 We'll be less satisfied with the clothes we buy online. ___
5 Clothes will know how we're feeling. ___

3 ☆☆☆ **Rewrite the sentences with the underlined *Useful language phrases* in the listicle.**

1 More information here soon!
Watch this space!
_____
_____

2 Smart clothes will be the usual thing we wear.
_____
_____

3 I can't imagine anything more exciting than being a fashion designer.
_____
_____

4 T-shirts will always be popular. *(three expressions)*
_____
_____
_____

> Writing tutor p81

Five future fashion trends!

1 Reduce, reuse and recycle!

Valuing our own clothes **will be the norm** as people become more environmentally aware. Posting about buying new clothes on social media will have gone completely out of fashion within a few years, and we'll all be talking about the clothes we've already got instead.

2 Second-hand clothing!



If I have to buy something, I always look for second-hand clothes. This market is growing rapidly so I expect everyone I know will soon be doing the same.

3 Trainers are here to stay!

People of all ages wear trainers nowadays and that isn't going to change. If you ask me, trainers **will be around forever**. Even more of them will be made of recycled materials, so **what could be better** news than that?

4 Virtual changing rooms!



No more returns! We'll all be able to try on clothes before we buy online and see if an item fits and suits us. **Watch this space!**

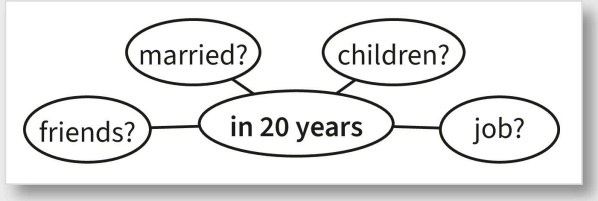
5 High-tech clothes!

We already have smart devices, and they **aren't going anywhere**. But soon we'll have smart clothes, too! They'll adapt to our body temperature and even to our size!

Write your own listicle.

Plan

4 ☆☆ **Make notes on the theme 'Five ways my life will be different in 20 years' time'. Use the mind map to generate ideas.**



Write

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

- future tenses
- vocabulary from this unit
- expressions from the *Useful language* box (see Student's Book, p41).

Check

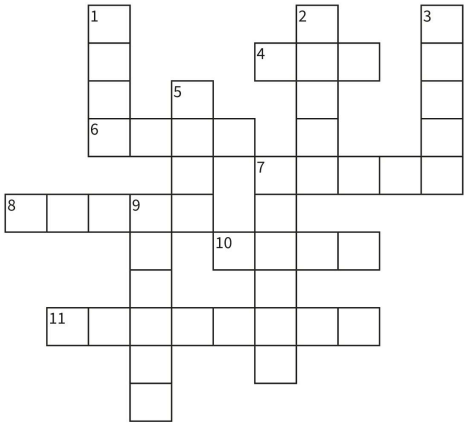
6 **Do you …**

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

3 Review

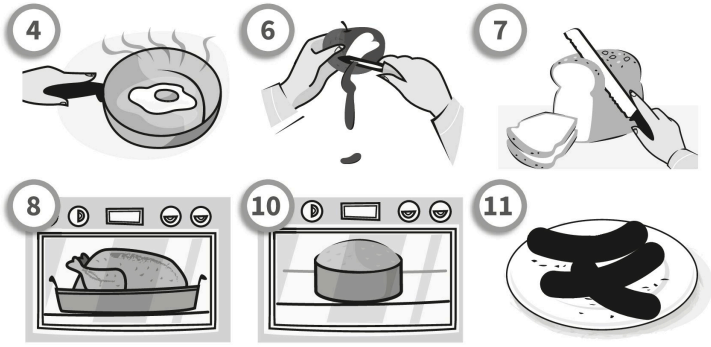
Vocabulary

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



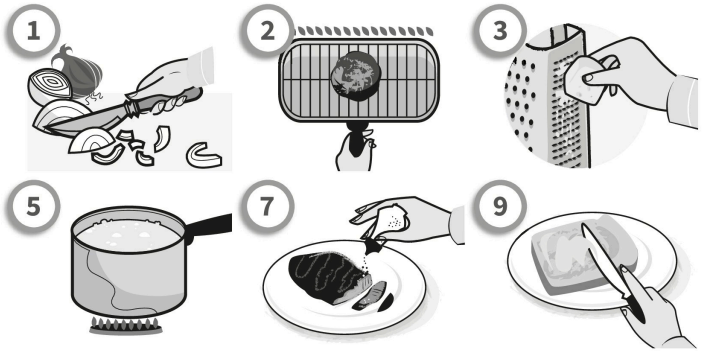
Across →

4 _____ an egg
6 _____ an apple
7 _____ bread
8 _____ chicken
10 _____ a cake
11 _____ sausages



Down ↓

1 _____ onions
2 _____ a veggie burger
3 _____ cheese
5 _____ water
7 _____ meat
9 _____ butter



2 **Circle the correct options.**

1 a cup of *sugar* / *fish*
2 a piece of *salt* / *chocolate*
3 a slice of *cake* / *milk*
4 some chunks of *yoghurt* / *cheese*
5 a handful of *nuts* / *milk*
6 a packet of *water* / *crisps*
7 a pinch of *pepper* / *chicken*
8 a sprinkle of *potatoes* / *grated cheese*
9 a spoonful of *apples* / *olive oil*
10 a splash of *vinegar* / *salt*

Language in action

3 **Circle the correct options.**

1 What time *does* / *will* the film start?
2 I *will* / *'m going to* make pizza for the first time next weekend.
3 *Do you go* / *Are you going* to the market with Sean this weekend?
4 Dad *might* / *will* be late for dinner tonight. It depends on when he finishes work.
5 I think that in the future people *will eat* / *are eating* less meat.
6 My cousin *will stay* / *is staying* at my house tonight.

4 **Complete the predictions with the verbs in brackets in the future perfect or future continuous.**

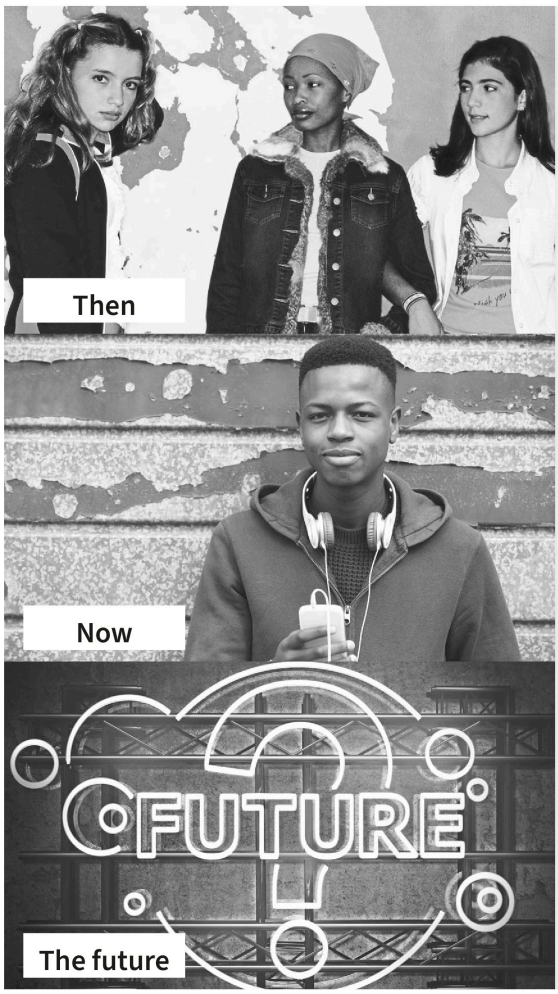
Space predictions

- In 20 years' time, scientists [1] _____ (discover) a new planet in our solar system.
- People [2] _____ (live) on Mars by the end of this century.
- A big asteroid [3] _____ (not hit) the Earth by the end of this millennium.
- People [4] _____ (go) to the moon for their holidays in 50 years' time.
- We [5] _____ (not find) intelligent life in the rest of the universe by the end of this century.
- Scientists [6] _____ (plan) journeys outside the solar system very soon.



Cumulative language

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



Teen fashion: past, present and future

Teenagers [1]_____ clothes especially designed for them for long. Before the 1950s, they [2]_____ their own fashion, and clothes companies [3]_____ about making special clothes for them. In the past, young teenagers [4]_____ children's clothes and teenagers that were [5]_____ older wore adult's clothes. Clothes for teenagers [6]_____ a lot since then! It's [7]_____ hard to predict what kind of clothes teenagers [8]_____ in the future because fashion changes very quickly. They [9]_____ wear high-tech clothes or perhaps they [10]_____ 1960s hippy-style clothes soon. Who knows? Two things are [11]_____ clear though – fashion designers [12]_____ very good at inventing new teen styles in the past and they [13]_____ to continue doing this in the future, too.

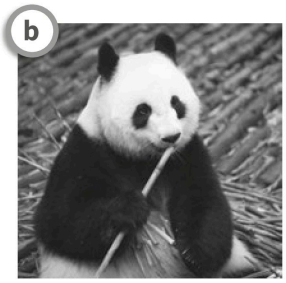
1	**a** weren't wearing	**b** haven't been wearing	**c** haven't worn
2	**a** didn't use to have	**b** wouldn't have	**c** weren't having
3	**a** have never thought	**b** would never think	**c** had never thought
4	**a** have been wearing	**b** would wear	**c** were wearing
5	**a** a bit	**b** really	**c** a far
6	**a** had changed	**b** have changed	**c** have been changing
7	**a** extremely	**b** a lot	**c** absolutely
8	**a** are wearing	**b** will have worn	**c** will be wearing
9	**a** will	**b** might	**c** 're going to
10	**a** wear	**b** 're wearing	**c** 'll be wearing
11	**a** pretty	**b** a lot	**c** far
12	**a** are	**b** have been	**c** had been
13	**a** are trying	**b** will have tried	**c** are going to try

4 Sense and sensitivity

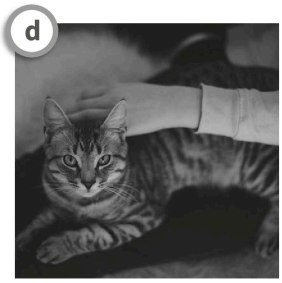
Vocabulary

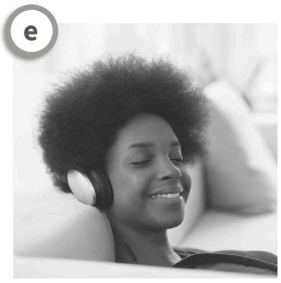
The five senses

a 

b 

c 

d 

e 

1 ☆ **Match the sentences (1–5) with the pictures (a–e).**

1 It sounds good. *e*
2 It looks amazing! ☐
3 It smells good. ☐
4 It feels nice. ☐
5 It tastes great. ☐

2 ☆☆ **Complete the sentences with the correct form of *feel*, *look*, *smell*, *sound* or *taste* and *like*, if necessary.**

1 That song *sounds* good. Who is it?
2 I love this ice cream. It _____ fantastic!
3 You _____ a film star in those sunglasses!
4 Can you give me a massage? Ah, that _____ so good!
5 Please open the window. It doesn't _____ good in here!
6 Do I _____ an English person when I speak English?
7 This bread _____ cardboard! It's very dry!
8 The sky _____ dark. I think it's going to rain.

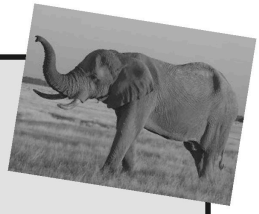
3 ☆☆ **Complete the table with your own ideas. Write three things for each column. (see the *Learn to learn* tip in the Student's Book, p47.)**

It feels good	It looks good	It smells good	It sounds good	It tastes good
A *cat's* fur				

4 ☆☆☆ **Write four sentences about what you experienced with your senses yesterday. Use *feel*, *look*, *smell*, *sound* or *taste* (*like*).**

My *new shoes looked good.*

Explore it!



Guess the correct answer.

How far away can elephants smell water?

a 5 km b 12 km c 19 km

Find another interesting fact about animal senses and email the question to a classmate or ask them in the next class.

The best job in the world?

Home | Stories | Photos



For most of us, eating chocolate is a pleasure. But for Alice Schaffer, it's much more than that – it's a full-time job! Alice, you see, works for an important food company and she eats their chocolate to see how it tastes. Before she worked there, she didn't have a **background** in food science. She was, in fact, working as a secretary. Then one day a neighbour told her that her company was looking for people to work as taste-testers. Alice immediately thought, 'That sounds like a great job! And I might be good at it because I love chocolate!' So she applied and ... they gave her the job! Of course, it isn't enough to like chocolate if you want to get a job tasting chocolate. You need to be able to identify and **accurately** describe different **flavours** and textures. And that's something you can't learn – you're either born with it or you aren't.

When Alice tells people what she **does for a living**, they often look surprised because they imagine that she must spend all day eating chocolate. But her job isn't really like that at all. When she tastes the chocolate from a bar, she just eats a little piece. You don't need to eat the whole bar to know what it tastes like! The hardest part of the job is when she tastes something that isn't 100% right. The **challenge** is to describe exactly what's wrong with the taste. The food technicians need this precise information so they can investigate the problem.

Alice is extremely **proud** of her job, and it's easy to see why: there can't be many people in the world whose job helps to give so much pleasure to others!

Reading

A magazine article

1 ☆ **Look at the text quickly. What is Alice Schaffer's job?**

a She makes chocolate.
b She checks the taste of chocolate.
c She works in a chocolate factory.

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

1 feeling pleasure because you've done something well *proud*
2 how food or drink tastes _____
3 someone's past situation _____
4 correctly, without making any mistakes _____
5 do to earn money _____
6 something that needs effort, that might be hard to do _____

3 ☆☆ **Read the text again. For each question, circle the correct option.**

1 What is the writer trying to do in this article?
a Explain how to get a job as a chocolate taster.
b Write a biography of Alice Schaffer.
c Describe what a chocolate taster does.
(d) Tell the reader about the professional life of Alice Schaffer.

2 What kind of useful experience had Alice had before?
a She had worked as a secretary.
b She had studied food science.
c She hadn't really had any experience.
d Her neighbour had taught her about the job.

3 What is the principal quality you need to be a chocolate taster?
a dedication b natural talent c to love chocolate d to write very well

4 What is the most difficult part of the job?
a Giving precise information when the quality isn't good.
b Not eating the chocolate.
c Some people don't think it's a serious job.
d Working with the food technicians.

5 What might Alice say to a friend about her job?
a It's an easy job.
b I love my job!
c There's often a lot of stress in my job.
d The chocolate is bad for me.

4 ☆☆☆ **Would you like to do Alice Schaffer's job? Why / Why not?**

_____

_____

_____

Language in action

Deduction and possibility

1 ☆ **Match the sentences (1–3) with their meanings (a–c).**

1 I'm sure it's nice to work as a chocolate taster. ☐
2 Perhaps it's nice to work as a chocolate taster. ☐
3 I'm sure it isn't nice to work as a chocolate taster. ☐

a It can't be nice to work as a chocolate taster.
b It must be nice to work as a chocolate taster.
c It might be nice to work as a chocolate taster.

2 ☆☆ **Look at the sentence *It might be nice to work as a chocolate taster*. Which two modal verbs with the same meaning can we use in place of *might*?**

_____

3 ☆ **Circle the correct options to describe the pictures.**

1

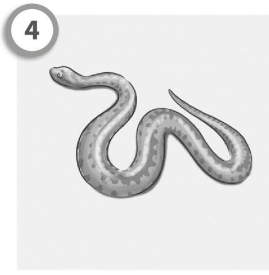
He *can't* / *must* be tired.

2

He *can't* / *must* feel relaxed.

3

That car *can't* / *must* be expensive!

4

Careful! It *might* / *must* be dangerous

5

It *can't* / *must* be raining.

6


They *might* / *can't* still have some good bargains.

4 ☆☆ **Complete the conversation about the photo with *must*, *might* or *can't*.**



A Look at this photo! What is it?
B It [1] *might* be a house!
A No, it [2] _____ be! How would you get in?
B It [3] _____ be a fake photo. You never know …
A No, the photo's real. I think it [4] _____ be art or something. There [5] _____ be another explanation. I'm sure the artist is famous.
B Perhaps …, you [6] _____ be right. The person who designed it [7] _____ be very creative!!

5 ☆☆☆ **Rewrite the sentences so that they have the same meaning. Use *must*, *might*, *could* or *can't*.**

1 Perhaps Nathan's still at school.
Nathan might/could still be at school.
2 I'm sure that isn't the right answer.
_____
3 I'm sure you need good exam results to do medicine at university.
_____
4 This is possibly the worst film I've seen!
_____
5 I'm sure it doesn't take a long time to make that dish.
_____

6 ☆☆☆ **Write deductions about these situations. Use *must*, *might* or *can't*.**

1 Matt is a professional footballer.
He must be very fit.
2 All the shops are closed.
_____
3 Your mobile phone isn't working.
_____
4 Everyone is looking at the sky.
_____

Vocabulary and listening

Describing texture, sound, taste, etc.

1 ☆ **Complete the adjectives.**

1 spic y
2 rou _ _
3 shin _
4 fain _
5 colour _ _ _
6 sou _
7 smoo _ _
8 shar _
9 smell _

2 ☆☆ **Write an appropriate adjective from Exercise 1 before the nouns.**

1 spicy curry
2 dirty, _____ socks
3 nice, _____ skin
4 _____ cream
5 _____, new scissors
6 _____ flowers

3 ☆☆ **Complete the sentences with adjectives from Exercise 1.**

1 A crocodile has got very sharp teeth.
2 This sauce is too _____ for me. My mouth's burning!
3 Can you pass the sugar? This yoghurt is very _____.
4 Does this cake have bananas in it? I can detect a _____ taste of them, but it's not very strong.
5 This cream is great! My hands feel so _____!
6 This metal box looks very _____ when it's in the sun.
7 Tom's chin felt _____ because he hadn't shaved.

4 ☆☆☆ **Write short descriptions of the items in the box. Use at least one adjective from Exercise 1 in each description. You can use affirmative or negative verbs.**

apple cats my favourite food snakes

1 _____
2 _____
3 _____
4 _____

An interview



5 4.01 ☆ **Listen to an interview about the senses. According to Simon Redding, which of our senses is the most important?**

a hearing ☐
b sight ☐
c smell ☐
d touch ☐

6 4.01 ☆☆ **Listen again. For each question, circle the correct option.**

1 Simon says that some people …
(a) can't smell very much.
b use sight and smell well.
c feel cold all the time.

2 What does Simon say about dreams?
a Some people open their eyes when they dream.
b It's good to have colourful images.
c Taste and smell are not usually part of dreams.

3 When we are communicating, we …
a shouldn't only be listening.
b need to smile.
c shouldn't be negative.

4 What has the biggest impact on us in a conversation?
a What the other person expresses without words.
b How the other person moves and looks at us.
c The language which the other person uses.

5 What would Simon Redding like people to do?
a To depend on their eyes to understand better
b To remember to use all of their senses
c To close their eyes and feel objects

7 ☆☆☆ **Think about what you have done today. When have you used each of the five senses?**

_____
_____
_____
_____

Language in action

Obligation, prohibition, necessity and advice

1 ☆☆ **Circle the correct options.**



How to use music to relax

- You [1]*should* / *don't need to* listen to calm music.
- You [2]*don't have to* / *mustn't* listen to heavy metal. It's not relaxing!
- You [3]*ought to* / *shouldn't* sit in a comfortable position.
- You [4]*need to* / *mustn't* concentrate on the music.
- To help you concentrate, you [5]*don't need to* / *should* close your eyes.
- You [6]*shouldn't* / *don't need to* be with other people when you listen to the music. It's far better if you are alone.
- You [7]*mustn't* / *don't need to* wear headphones, but it's better if you have them.

2 ☆☆ **Complete the interview with a perfume maker with the missing words. Circle the correct options.**



A [1]_____ study a lot before you became a perfume maker?

B Yes, I [2]_____ I [3]_____ study chemistry for four years.

A And I suppose that a perfume maker [4]_____ to have a good sense of smell!

B Yes, of course. You [5]_____ consider becoming a perfume maker without that! And you [6]_____ to be very patient because it takes a long time to create the right smell. And you [7]_____ copy other people. That's bad! You [8]_____ to be original!

1	a Must you	b Should you	(c) Did you have to
2	a must	b have	c did
3	a had to	b need to	c ought to
4	a must	b should	c needs
5	a should	b shouldn't	c don't have to
6	a must	b need	c don't have
7	a mustn't	b don't need to	c should
8	a must	b have	c should

3 ☆☆☆ **Rewrite the sentences with *must*, *should*, *need* or *have to*.**

1 I recommend that you see a doctor.
You should see a doctor.

2 It's not permitted to walk on the grass.

3 There's no obligation for us to watch the match.

4 Jack didn't have an obligation to give me a present.

5 It's necessary for us to contact him.

6 Being in the sun without a hat is not recommended.

4 ☆☆☆ **Answer the questions so they are true for you.**

1 What do you need to do today?

2 What did you have to do yesterday?

3 What mustn't you do at school?

4 What should you do but you sometimes don't?

Writing

An encyclopaedia entry

Marlee Matlin, 24 August 1965

1 Marlee Matlin is an actress. She is the first deaf actress to win an Oscar.

2 Marlee was born in 1965 and grew up in a small town near Chicago. At the age of 18 months, she lost almost all her hearing. She acted for the first time at the age of seven in a production of *The Wizard of Oz* with actors who were all deaf. In 1986, she won the Oscar for best actress at the age of only 21. In the film she didn't have to speak. She played the role of a deaf woman who refuses to speak because the rest of the world refuses to learn sign language.

3 Marlee has appeared in many films and TV shows, including *Sesame Street*. She isn't just famous as an actress; she is also known as an enthusiastic worker for many charities.

4 Marlee can speak quite well, and she doesn't always need to use an interpreter because she can read people's lips. According to her autobiography, she never planned to become an actress. She thought there wouldn't be any opportunities for deaf people.



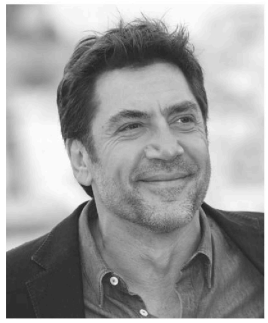
1 ☆☆ **Read the encyclopaedia entry. Which of Marlee's senses is affected?**

_____

2 ☆☆ **Complete the sentences with information from the encyclopaedia entry.**

1 She was born in 1965 .
2 When she was seven, _____.
3 In the film where she won an Oscar, her character was _____.
4 She is also famous as _____.
5 She can read people's lips, so _____.
6 When she was young, she used to think that _____.

3 ☆☆ **Complete the sentences with the underlined *Useful language* in the encyclopaedia entry.**



Javier Bardem [1] grew up in Madrid but he [2]_____ in Las Palmas in the Canary Islands. In his career he has acted in many movies [3]_____ *Skyfall*, a James Bond film. He actually appeared in his first film [4]_____ only six. [5]_____ Bardem, he originally wanted to be a painter, but he didn't have enough talent. Outside films, Bardem is [6]_____ a firm defender of ecological causes.

> Writing tutor p81

Write an encyclopaedia entry:

Plan

4 ☆☆ **Write notes in your notebook about your favourite actor, fictional character or sportsperson.**

- Name and date of birth
- A short general description
- Information about their life
- An interesting fact

Write

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

- four paragraphs
- modal verbs
- vocabulary from this unit
- expressions from the *Useful language* box (see Student's Book, p53).

Check

6 **Do you …**

- include a title?
- include information about the person's life and achievements?
- include an interesting fact?

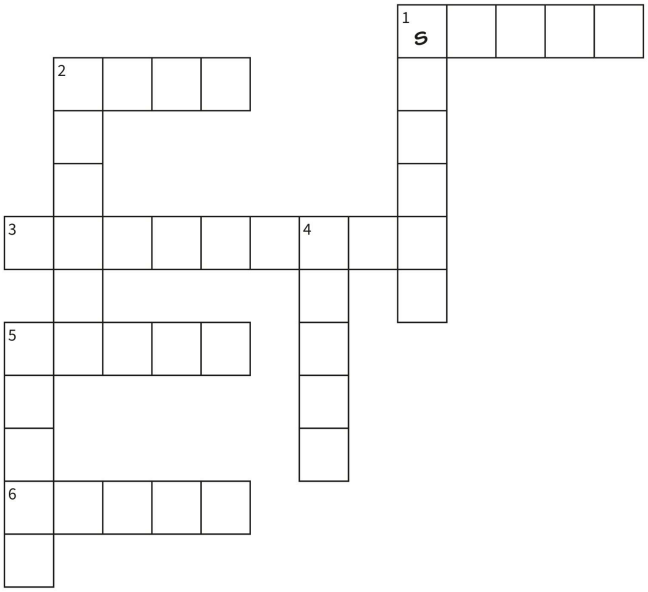
4 Review

Vocabulary

1 Complete the sentences with the correct form of *feel* (*like*), *look* (*like*), *smell* (*like*), *sound* (*like*) or *taste* (*like*).

1 It doesn't _____ very good in here. Please open the windows.
2 When you sing, you don't really _____ an angel!
3 Wow! That photo _____ a painting! It's so artistic!
4 A Do you want to go skateboarding?
B Yes, that _____ a good idea!
5 This perfume _____ roses and oranges. It's great!
6 It _____ an oven in here! Please put the air conditioning on!
7 This strawberry ice cream _____ great! Did you make it yourself?
8 These tomatoes _____ quite green and they _____ really hard. So, I don't think they're going to _____ very nice!

2 Complete the crossword. Use the clues.



Down ↓

1 That jumper is _____. You need to wash it.
2 I like the feel of this leather. It's very _____.
4 There's a _____ taste of lemon in this cake but it isn't very strong.
5 Be careful – it's very _____! Don't cut yourself!

Across →

1 If you have a stomach ache, you shouldn't eat _____ food.
2 I love Chinese food, especially sweet and _____ chicken.
3 That bird is very _____. It looks beautiful.
5 The metal buttons on your coat look very _____ under these lights.
6 A rhinoceros has hard, _____ skin.

Language in action

3 Complete the conversation with *might*, *must* or *can't*.

A Is the new *Mission Impossible* film good?
B I haven't seen it yet, but it [1]_____ be pretty good. It's got four stars in the newspaper.
A You never know, it [2]_____ be awful.
B You [3]_____ be serious! They spend a lot of money to make those films. So, it [4]_____ be fantastic!
A Hmm, you [5]_____ be right. But it [6]_____ be as good as the last one. That's the best film I've ever seen.
B You [7]_____ be surprised. David's seen it and he couldn't stop talking about it!
A Really? Then it [8]_____ be great! David and I always agree about films!

4 **Complete the sentences with the correct form of *must*, (*don't*) *need to*, *should* or (*don't*) *have to*.**

1 You _____ touch the paintings. It's not allowed!
2 We _____ get up early this morning because the train left at seven o'clock.
3 I don't think you _____ wear green with purple, but it's your decision.
4 I _____ borrow your bike, but thanks for the offer.
5 _____ (you) _____ wear a uniform at your old school?
6 I _____ tidy my bedroom tonight, but I'm not going to do it.
7 You _____ help me, but it'd be great if you could.
8 _____ (we) get a visa to travel to Türkiye?

Cumulative language

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

Chris What [1]_____ this weekend?

Tom I [2]_____ any plans yet.

Chris What about this new Sensorium exhibition? It [3]_____ be good. You never know.

Tom I [4]_____! It was so interesting that I [5]_____ about it all the time. It [6]_____ be the best exhibition I've ever been to. I'm [7]_____ sure of that. I [8]_____ that going to museums to look at paintings was boring. But this exhibition is different because you listen to music and smell things while you're looking at each painting. I [9]_____ that an exhibition could be like that! You [10]_____ go, Chris! You [11]_____ disappointed!

Chris Thanks! I [12]_____ miss it! By next Monday both of us [13]_____ it!



1	**a** do you do	**b** will you do	**c** are you doing
2	**a** didn't make	**b** haven't made	**c** haven't been making
3	**a** might	**b** must	**c** will
4	**a** 'd already been	**b** already went	**c** 've already been
5	**a** 've been thinking	**b** 've thought	**c** think
6	**a** can	**b** needs to	**c** must
7	**a** rather	**b** absolutely	**c** far
8	**a** would think	**b** used to think	**c** 've been thinking
9	**a** 've never imagined	**b** might never imagine	**c** 'd never imagined
10	**a** should	**b** don't have to	**c** 'll
11	**a** can't be	**b** won't be	**c** haven't been
12	**a** won't	**b** don't need to	**c** aren't going to
13	**a** will see	**b** will have seen	**c** will be seeing

5 Wonderful world

Vocabulary

Processes

1 ☆ **Find 11 more verbs in the word search. Write them below. You have the first letter of each verb.**

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

1 p roduce
2 m _____
3 s _____
4 d _____
5 c _____
6 a _____
7 w _____
8 c _____
9 c _____
10 d _____
11 c _____
12 s _____

2 ☆☆ **Circle the correct options. (See the *Learn to learn* tip in the Student's Book, p59.)**

1 The school supplied us _____ books and other materials for the project.
a with **b** for **c** on

2 Flowers attract bees and other insects _____ bright colours and nice smells.
a about **b** with **c** at

3 We measured the distance _____ the door to the window.
a between **b** with **c** from

3 ☆☆ **Complete the amazing facts with verbs from Exercise 1.**



1 The albatross, a type of seabird, has wings that measure almost 3.5 metres.
2 Some scientists say that trees in forests _____ with each other.
3 One cow can _____ around 12 litres of milk every day.
4 Europeans _____ an average of around 180 kilograms of food every year.



5 The man who _____ pizza to the 2014 Oscars ceremony got a tip of $1,000 from the actors.
6 The UK tea company Twinings have been _____ the British Royal family with tea since 1837.

4 ☆☆☆ **Find out some other amazing facts and write sentences about them. Use verbs from Exercise 1.**

The tallest building in the world is the Burj Khalifa in Dubai. It measures 828 metres.

Explore it!



Guess the correct answer.

True or false? Cats always land on their feet.

Find out a fact about an animal and write a true/false sentence about it.

- Write it on a piece of paper.
- Stick it to the wall in your classroom.
- Ask your classmates to choose the correct answer.
- Count how many students choose the correct answer.

Reading

A webzine article

1 ☆ **Read the article quickly. What colour is the Aurora Borealis normally? In what colour has it been seen in the south of Europe?**

2 ☆☆ **Match the underlined words in the article with the definitions 1–6.**

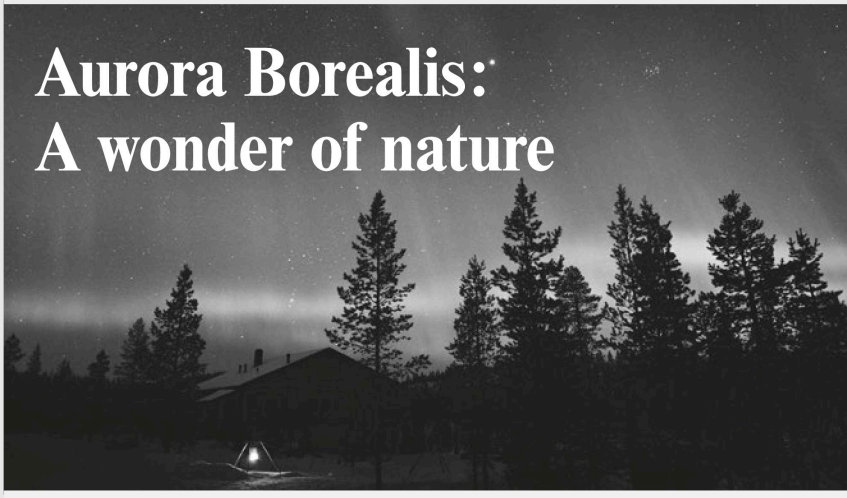
1 when the sun appears in the sky ___sunrise___
2 used physical force to win against someone _____
3 spirits of dead people _____
4 problems or difficulties _____
5 parts of a war, fights between two armies _____
6 the person who makes something _____

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

1 Aurora, Helios and Selene were all sisters.
F Helios was the brother of Aurora and Selene.
2 It is unusual to find stories about the Aurora Borealis in different cultures.
_____
3 The French Revolution happened after red lights were seen in the sky over England and Scotland.
_____
4 The Cree people in Canada believed the lights were a bad sign.
_____
5 The Vikings believed the lights helped dead soldiers to their resting place.
_____
6 Electrical energy from the sun produces the Aurora Borealis.
_____

4 ☆☆☆ **Write your answer to the question at the end of the article.**

_____
_____



Aurora Borealis: A wonder of nature

Origin of the name

The Aurora Borealis is an amazing natural light show around the Arctic Circle – a wonder of nature. The name comes from Ancient Greek – *aurora* meaning 'sunrise' and *boreas* meaning 'wind'. The Ancient Greeks believed that Aurora was the sister of Helios (the sun god) and Selene (the moon goddess). As the sun rose in the morning, Aurora flew across the sky to remind her brother and sister that a new day had arrived. Strange stories connected to the lights are found in many cultures.

Europe: bad signs

It was strange that the lights, normally green in colour, were seen in Greece. Scientists believe that the lights appeared red so far south. In 1789, red lights were seen by the inhabitants of England and Scotland. Shortly after this the French Revolution started, and many believed that the lights had been a sign of the trouble to come.

North America: other meanings

The Algonquin people in Canada believed the lights came from a fire that was built by Nanabozho, their creator. This fire was a sign that Nanabozho was watching over everyone. Their neighbours, the Cree people, on the other hand, thought that the lights were like ghosts who were trying to communicate with the living.

Viking women

Another ancient civilization – the Vikings – thought the lights were made by the Valkyrie, women who fought in their battles. This light delivered dead soldiers safely to Valhalla, where they could finally rest.

The scientific explanation

Now we know that the lights are created by the sun. Sometimes, scientists say, the sun sends huge amounts of electrical energy into space. When this energy reaches Earth, it produces these strange lights in the sky. … But which explanation do you prefer?

Language in action

The passive

1 ☆ Circle the correct options.



1 This coffee (is) / *are* produced in Kenya – try it.
2 The problem with my computer *was* / *were* solved by switching it off and then on again.
3 In the future, lots of diseases *are* / *will be* cured with technology.
4 We're going to recycle all the plastic bags so nothing will be *waste* / *wasted*.
5 Some people thought the Aurora Borealis *is* / *was* created by gods.
6 Was there a loud bang when all the cables *was* / *were* connected?

2 ☆☆ Complete the sentences with the correct form of the verbs in the box.

attract	build	collect	~~deliver~~	measure	use

1 These books ___will be delivered___ tomorrow morning to your house.
2 The church _____ in the 15th century, but now it's a library.
3 Huge rocks _____ to build Stonehenge in England.
4 The ingredients _____ carefully, but the cake still tasted strange.
5 Old clothes _____ at the school, and we'll give them all away to charity.
6 The picnic is terrible! These flies _____ to the food. They're everywhere!

3 ☆☆ Complete the conversation with the correct form of the verbs in brackets.

Chris Hey Alison, let's see if you can answer these questions.
Alison A quiz? OK.
Chris Right, first question. How many languages [1] ___are spoken___ (speak) in India?
Alison Em … it's a lot, I know that. 200?
Chris No, 400! Next one: When [2] _____ the first mobile phone app _____ (create)?
Alison I think it was 1998.
Chris Very good! What [3] _____ (measure) in megabits per second?
Alison That's easy! Your internet connection speed.
Chris And … where [4] _____ 5.6 million cars _____ (produce) in 2017?
Alison Em … France?
Chris No, it was in Germany. So, after all your hard work, would you like a pizza?
Alison Great idea. But first answer this question. What [5] _____ (deliver) by drones in the future?
Chris That's obvious … PIZZA!!

4 ☆☆☆ Write five passive sentences about mobile phones. Use these ideas.

1 What are they made of?
2 Where are they produced?
3 What year was an important model produced?
4 How are apps downloaded?
5 How will they be used in the future?



_____
_____
_____
_____
_____
_____

Vocabulary and listening

Extreme adjectives

1 ☆ **Circle the correct options.**

We visited New York in January. It's a [1]*stunning* / *dreadful* city, with its long straight avenues and [2]*boiling* / *marvellous* buildings. The weather in the city can be extreme: the heat in summer can be [3]*deafening* / *dreadful* and there can be very low temperatures in winter. It snowed while we were there, so Central Park was [4]*deafening* / *gorgeous* all covered in snow, but I had to buy a new hat and gloves because it was [5]*freezing* / *boiling*! We took the subway to Wall Street – the noise of the trains was [6]*deafening* / *enormous*, but it was [7]*stunning* / *fascinating* to see so many people from all around the world living together in this [8]*enormous* / *dreadful* city.



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

1 Can I borrow your gloves? My hands are *freezing*.
2 Turn down that music! It's _____.
3 I couldn't watch the end of that horror film. It was _____.
4 Mrs Griffin's a very interesting teacher and her history classes are _____.
5 I didn't realise the London Eye was really this big! It's _____!
6 When we were in Türkiye in July it was _____ – 39°C!!
7 Paul had a _____ holiday – he went to Sweden and Norway and he had a great time.
8 Ana's brother is a fashion model – he's totally _____!
9 The view from the top of the mountain was absolutely _____.

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

1 When it's boiling in summer, I _____.
2 When it's freezing in winter, I _____.
3 The most terrifying experience I've ever had was when I _____.
4 You can get a stunning view of my town / city if you go to _____.
5 A fascinating fact that I know is _____.

A virtual reality tour





4 5.01 ☆ **Listen to a virtual tour of the Eiffel Tower. Match the numbers (1–5) with what they refer to (a–e). (See the *Learn to learn* tip in the Student's Book, p62.)**

1 1889	c	a	pieces
2 1887		b	visitors
3 300		c	year of the World Fair
4 18,000		d	height in metres
5 7 million		e	year building was begun

5 5.01 ☆☆ **Listen again. Answer the questions with two to four words.**

1 What is the first image in the tour?
The original drawing
2 How long after the French Revolution did they build the Eiffel Tower?
_____
3 What were the professions of the men who helped Gustave Eiffel?
_____
4 Where were the pieces of the tower produced? _____
5 When it was finished, what did the Parisians call the Eiffel Tower?
_____

6 ☆☆☆ **Look up some facts about the Eiffel Tower. Write three things you found out about it.**

_____
_____
_____

Language in action

Question tags and questions with prepositions

1 ☆ **Match the sentences (1–6) with the question tags (a–f).**



1 It's freezing, [d]
2 You stayed at a hotel in London, [ ]
3 She won't waste any money, [ ]
4 Mark's got red hair, [ ]
5 You can't solve this maths problem, [ ]
6 This museum doesn't attract a lot of people, [ ]

a will she?
b can you?
c didn't you?
d isn't it?
e does it?
f hasn't he?

2 ☆☆ **Complete the sentences with the correct question tags.**

1 We don't have to go to school tomorrow, *do we* ?
2 Pat and Tim have got tickets for us too, _____ ?
3 Clara listens to a lot of music, _____ ?
4 You'll send me a message when you get there, _____ ?
5 Laura can speak Spanish, _____ ?
6 Ahmed has never been to London before, _____ ?

3 ☆ **Complete the questions with the prepositions in the box.**

about for from ~~like~~ of to

1 Who does your brother look *like* ?
2 What is the film *The Avengers* _____ ?
3 Who did they deliver the pizzas _____ ?
4 What will this information be used _____ ?
5 What are spiders' webs made _____ ?
6 Where did all this sand come _____ ?

4 ☆☆ **Complete the questions with the correct words.**

1 Don't worry. What are you scared *of* ?
2 He can't be serious, _____ he?
3 The food _____ be collected later, won't it?
4 What's wrong? What are you looking _____ ?
5 Euan clearly doesn't like Fiona, _____ he?
6 Who were these beautiful pictures created _____ ?

5 ☆☆☆ **Use the prompts to write questions with question tags or with prepositions.**

1 A Hi Tomás. call / you / Tom / ?
I can call you Tom, can't I?
B Yes, of course. Everyone calls me Tom.
2 A I'm sorry, my English isn't very good.
B where / you / come / ?
_____
3 A That's a gorgeous bag. what / made / ?
_____
B It's wool. It's a traditional Peruvian bag. I bought it last year.
4 A We're going out for a pizza after class. you / come with us / ?
_____
B Yes, of course. See you later.

6 ☆☆☆ **Write four sentences with question tags you could use to start a conversation with a person you've just met for the first time.**

_____
_____
_____
_____

Writing

A competition entry

1 ☆ **Read the competition entry. Which of these topics is not mentioned?**

1 Origins of the city ☐
2 Population ☐
3 Famous places to visit ☐
4 The food ☐

The best city I've ever visited



London attracts millions of visitors and on my last visit I understood why. It's a fascinating city and it has many marvellous places to visit.

The first town was built there by the Romans around 2,000 years ago on the River Thames. The city grew and now has a population of almost 9 million people! London is enormous – this is the fact that impressed me most and you are reminded of it when you fly into one of its airports.

There are lots of places to visit in the city, but the highlight of any visit to London is the London Eye. This huge Ferris wheel was opened in 2000 and is located next to the Thames, near Westminster Bridge. It moves around very slowly, but when you finally get to the top you are 135 metres high, and the views from the top are stunning.

I'm absolutely certain that London deserves to win because it has so many incredible places to visit! Without a doubt, London is the best city in the world to visit!

2 ☆☆ **Read the entry again and answer the questions.**

1 How old is London?
Over 2,000 years old .

2 What impressed the writer about the city?
_____

3 Where is the London Eye?
_____

4 How tall is it?
_____

5 Why does London deserve to win the competition?
_____

3 ☆☆ **How does the writer express these ideas? Find the *Useful language* phrases in the text.**

1 What was most amazing
this is the fact that impressed me the most

2 the best part of a visit
_____

3 it should win
_____

4 I'm sure
_____

5 It is certain
_____

> Writing tutor p82

Write a competition entry.

Plan

4 ☆☆ **Think of the best city you have ever visited. Make notes in your notebook about these things.**

- A short introduction to the city
- General facts about the place
- A detailed description of something that impressed you
- Why the place should win

Write

5 ☆☆☆ **Write your competition entry. Remember to include:**

- four paragraphs
- extreme adjectives
- expressions from the *Useful language* box (see Student's Book, p65).

Check

6 **Do you …**

- give an introduction?
- describe its highlights?
- explain why you think the place should win?

5 Review

Vocabulary

1 Match the words in the box with the definitions (1–8). There are two words you don't need.

boiling	create	deafening	dreadful
enormous	freezing	gorgeous	
measure	solve	waste	

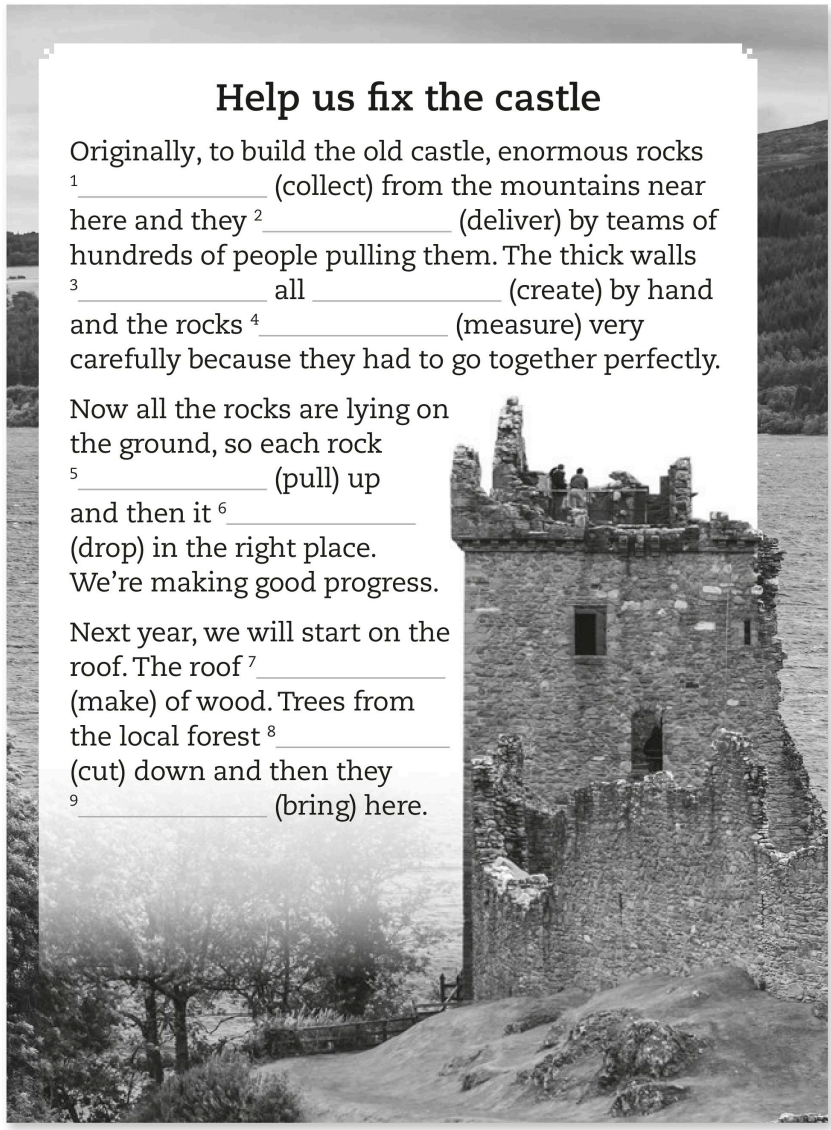
1 very cold _____
2 make something new _____
3 to use too much of something _____
4 very loud _____
5 find the answer to _____
6 find out the size of something _____
7 very bad _____
8 very beautiful _____

2 Circle the correct options.

1 My phone is *connected* / *communicated* to the wi-fi, but the video's not playing.
2 Alison thought the film was *fascinating* / *boiling*, but I fell asleep after 20 minutes.
3 Some of the scenes in the horror film were *gorgeous* / *terrifying* – I couldn't watch.
4 What time will my new computer be *solved* / *delivered* tomorrow?
5 Olives are *collected* / *supplied* by shaking the tree really hard so that they all fall on the ground.
6 The wedding was *deafening* / *marvellous*, and the bride's dress was *stunning* / *terrifying*.
7 Lots of insects were *developed* / *attracted* by the smell of the food.
8 Several *enormous* / *freezing* rocks fell from the side of the mountain.

Language in action

3 Complete the text with correct passive form of the verbs in brackets.



Help us fix the castle

Originally, to build the old castle, enormous rocks [1] _____ (collect) from the mountains near here and they [2] _____ (deliver) by teams of hundreds of people pulling them. The thick walls [3] _____ all _____ (create) by hand and the rocks [4] _____ (measure) very carefully because they had to go together perfectly.

Now all the rocks are lying on the ground, so each rock [5] _____ (pull) up and then it [6] _____ (drop) in the right place. We're making good progress.

Next year, we will start on the roof. The roof [7] _____ (make) of wood. Trees from the local forest [8] _____ (cut) down and then they [9] _____ (bring) here.

4 Complete the sentences with question tags.

1 It's a gorgeous day, _____?
2 We can't connect the printer, _____?
3 Emily hasn't worked out the answers, _____?
4 Dennis didn't collect the book, _____?
5 These problems will be solved, _____?
6 Rosanna doesn't waste any time, _____?
7 All the pieces of the table have been measured, _____?
8 Bees produce honey, _____?

Cumulative language

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



Emilia What [1]_____ to do for the physics presentation next week?

George I'm not sure. I [2]_____ do something about the tallest buildings.

Emilia That's … err … different. I mean … doing something about the stars and planets is easier, [3]_____?

George Well, I [4]_____ this documentary about the Jeddah Tower yesterday – it's in Saudi Arabia. When it's finished, it's going to be the tallest building they'll [5]_____.

Emilia How tall is the one in Dubai?

George The Burj Khalifa? That's only 828 metres tall. This one will be [6]_____ bigger! They [7]_____ to make it a mile high – that's 1.6 kilometres, but there were too many problems with that. They think it'll be over one kilometre.

Emilia Seriously? That's [8]_____ enormous. But what do you mean 'they think'?

George Well, it could be [9]_____ taller than one kilometre. They're not sure yet.

Emilia I [10]_____ believe they actually don't know. Someone [11]_____ know.

George Well, of course but it's a secret, I think.

Emilia So when are they going to finish it?

George Well, [12]_____ on it since 2013 and they [13]_____ it for around fifteen years.

Emilia That's amazing, isn't it?

George Yeah … and to think the tallest thing in the world [14]_____ the Eiffel Tower.

Emilia Anyway, so what does all this have to do with the physics presentation?

1	**a** do you do	**b** you will do	**c** are you going	**d** may you do
2	**a** must	**b** should	**c** mustn't	**d** might
3	**a** it is	**b** doesn't it	**c** isn't it	**d** won't it
4	**a** had watched	**b** used to watch	**c** watched	**d** have watched
5	**a** have never built	**b** ever build	**c** have ever built	**d** already have built
6	**a** rather	**b** far	**c** really	**d** quite
7	**a** have planned	**b** had planned	**c** have been planning	**d** will have planned
8	**a** really	**b** extremely	**c** a lot	**d** a little
9	**a** pretty	**b** absolutely	**c** quite	**d** a bit
10	**a** mustn't	**b** don't have to	**c** shouldn't	**d** can't
11	**a** doesn't	**b** must	**c** can't	**d** may
12	**a** they've been working	**b** they're working	**c** they work	**d** they'll be working
13	**a** 'll build	**b** 're going to build	**c** 'll be building	**d** build
14	**a** would be	**b** is	**c** used to be	**d** had been

6 No limits

Vocabulary

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

1 ☆ **Complete the table with the words and phrases in the box.**

advantage of a lot out of
an interest in bored doubts fun
~~lost~~ on my nerves pleasure in risks
the chance to know

get	have	take
~~lost~~		

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

1 Oscar has really been getting [a]
2 Harry actually takes [ ]
3 How did you get [ ]
4 Osman really got [ ]
5 I had never taken [ ]
6 Chefs shouldn't take [ ]

a on my nerves lately.
b lost on your way to school?
c risks when they're chopping food – they might cut themselves!
d an interest in doing anything dangerous before.
e pleasure in eating really spicy food.
f a lot out of his time in Liverpool – his English is a lot better.

3 ☆☆ **Complete the conversation with one word in each gap.**



Mia What's the matter?

Rose It's Laura again. She's really [1] ~~getting~~ on my nerves.

Mia What's she done?

Rose Well, I'd just like her to take an interest [2] _____ the things I like doing. She just says she [3] _____ bored when she's with my friends.

Mia That's not fair. She should try getting to [4] _____ them. She [5] _____ the chance to join our group at the party on Friday and she didn't take advantage [6] _____ it. She just stood in the corner on her own!

Rose Exactly! When we go out with her friends, I always try to [7] _____ fun. I'm having [8] _____ about our friendship!

4 ☆☆☆ **Complete the sentences so they are true for you. (See the *Learn to learn* tip in the Student's Book, p71.)**

1 When I get lost I _____.
2 It really gets on my nerves when _____.
3 I always have fun when I _____.
4 I once had the chance to _____ but I didn't do it!

Explore it!

Guess the correct answer.

What is the most dangerous job in the world?





a a lumberjack (a person who cuts down trees)	b a firefighter	c an astronaut

Find out an interesting fact about dangerous jobs.

Reading

An article

1 ☆ **Look at the photos. Which extreme sport can you see in each one?**

coasteering rock climbing
white-water rafting zip-lining

2 ☆ **Read the article quickly. Which sport in Exercise 1 is <u>not</u> mentioned?**

3 ☆☆ **Look at the words in bold in the text. Use them to complete the sentences.**

1 The ___*crew*___ were waiting to welcome the passengers on board.
2 When I complete a task successfully on my own, it's _____.
3 I would love to go up in a hot air balloon. I hope I _____ my dream one day.
4 After winning our first match, we all felt more _____.
5 Being surrounded by nature is one of the many _____ of mountain biking.
6 That bridge isn't very strong. Unless they _____ it, it'll fall down.

4 ☆☆ **Read the text again and circle the correct options.**

1 What is the writer trying to do in this text?
  a Explain how she took an interest in extreme sports.
  b Give her opinion on the best extreme sport to try.
  c Show how easy it is to do an extreme sport.
  d Encourage others to take up an extreme sport.
2 The writer thinks ziplining is great for
  a losing your fear of heights.
  b worrying less about things.
  c getting others to notice you.
  d finding answers to your problems.
3 What does the writer advise us to do?
  a Learn to swim well before trying these sports.
  b Avoid doing anything risky if you're feeling stressed.
  c Find an activity which has benefits for your health.
  d Look for professional help before getting started.



The **benefits** of doing an extreme sport

Doing an extreme sport keeps us fit. But what else can we get out of it? Research suggests that with the support of a qualified instructor, taking risks can help us make better decisions and feel more **confident**. So, if you had the chance to try an extreme sport, which one would it be? Here are three of my very own suggestions.

White-water rafting is a great way to explore nature, have fun and work out at the same time! You'll have to work with others to keep control of your boat as it moves fast down the river. You'll get much better at making quick choices, communicating loudly and clearly, and you'll certainly get to know your **crew** really well.

And if flying through trees is your thing, think about ziplining. You'll need to pay careful attention from the moment you climb up the ladder. There'll be no time to get bored or think about anything else. From the moment you take off, the excitement will help reduce any feeling of stress. And when you reach the end, you'll be able to say, 'I've managed to **achieve** something.' And that will be amazing!

Coasteering allows you to mix your love for wild swimming with climbing and cliff jumping. Coasteering describes exploring a 'coast' while doing some mountaineering. Expect to go diving, swim across fast-moving water and then climb up rocks to dry land. Take advantage of the climbs to **strengthen** your muscles. The swimming will get your heart beating, and the jumping should improve your balance. And being surrounded by the sounds and smells of the sea will help you to relax!

Doing an extreme sport can be a **rewarding** experience but don't forget to find an official centre with well-trained instructors to keep yourself safe.

5 ☆☆☆ **In your opinion, what are the disadvantages of doing extreme sports? Write three answers.**

_____

_____

_____

Language in action

First and second conditional

1 ☆ **Match the beginnings of the sentences (1–5) with the ends (a–e).**

1 If you had the chance, [d]
2 We'll almost certainly get lost [ ]
3 Unless he pays attention, [ ]
4 Harry would work harder [ ]
5 If you had a blog, [ ]

a he won't get a lot out of Mr Smith's classes.
b I would read it.
c unless we stop and ask someone.
d would you fly in a helicopter?
e if you encouraged him more.

2 ☆☆ **Complete the second sentence so that it means the same as the first. Use no more than three words.**

1 In case of any doubts, you can call me.
If you *have* any doubts, you can call me.

2 Without taking risks, you'd get really bored.
You'd get really bored if you _____ _____ any risks.

3 You don't like Ali because you don't really know him.
You'd really like Ali if you _____ _____ to know him.

4 I'll put the cat out in the garden if it annoys you.
I'll put the cat out in the garden _____ _____ on your nerves.

5 You can get a lot out of playing team sports.
_____ team sports, you can get a lot of them.

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



Greta What are you doing, James?

James I'm making pizza. If you [1] *'re* (be) nice to me, I [2] _____ (give) you a slice.

Greta Great. But if you [3] _____ (put) pineapple on it, I [4] _____ (not eat) it.

James Well, if you [5] _____ (not like) pineapple, I think I [6] _____ (put) some extra chunks on it!

Greta Come on, James. If I [7] _____ (make) a pizza, I [8] _____ (not use) any ingredients you didn't like.

James That's true – but you don't cook! If you ever want to learn, I [9] _____ (help) you.

Greta Oh, please. You only know how to make pizza! If I [10] _____ (take) an interest in cooking, I [11] _____ (ask) Mum or Dad to help me.

James Right, that's it! Extra chunks of pineapple!

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

1 If I have a drone, I would fly it really fast. *had*
2 If you folded your clothes properly, your room won't be such a mess. _____
3 Will we get lost if we won't follow the map? _____
4 If I listen to classical music, it might be inspire me. _____
5 Unless you don't try it, you'll never know what it's like. _____
6 What you would do if you had doubts about your future? _____

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

1 If I knew how to cook well, _____.
2 If I had a blog, _____.
3 I would take more risks if _____.
4 Unless I fail all my exams, _____.
5 If I get a really good job, _____.
6 If I get bored later, _____.

Vocabulary and listening

Inspiration and challenge

1 ☆ **Find nine more words for challenges in the word search.**

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

2 ☆☆ **Match the words in Exercise 1 with the definitions.**

1 You'll need this in a dangerous situation. bravery

2 My parents do this so that I read more books. _____

3 You'll have to go around or over it. _____

4 Your family and friends will always do this. _____

5 An extraordinary person does this to other people. _____

6 You'll need to work hard when you have one. _____

7 When you keep trying and never give up, you have this. _____

8 You do this if you deal with something successfully. _____

9 If you're lucky, you have these. _____

10 When you reach your aim you do this. _____

3 ☆☆☆ **Write a paragraph about someone who acted with bravery. You can write a true story or invent one.**

_____

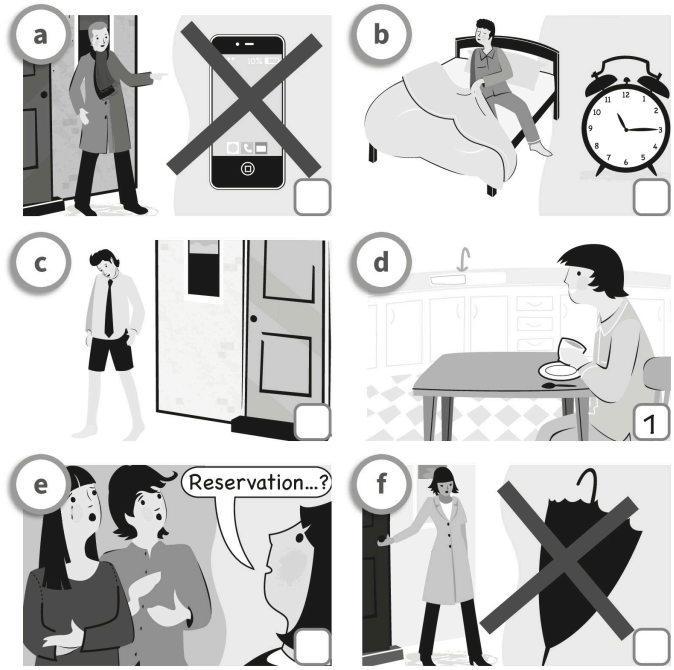
_____

_____

_____

A radio show

6.01 **4** ☆ **Listen to the radio show about what British people think is 'risky behaviour'. Put the pictures in the order you hear about them.**



6.01 **5** ☆☆ **Listen again and circle the correct options. (See the *Learn to learn* tip in the Student's Book, p74.)**

1 The number of people who took part in the survey was …
(a) 2,000. b over 2,000. c 40.

2 British people think it's risky to drink coffee or tea before …
a going out. b having breakfast. c going to bed.

3 What do British people think is risky when they go to a restaurant?
a Ordering foreign food.
b Going without booking a table.
c Booking a table after 11 pm.

4 What shouldn't you do with your mobile phone?
a Leave it charging for too long.
b Take it everywhere you go.
c Leave it at home.

5 British people also think it's risky to leave the house …
a with different shoes or socks.
b with wet hair.
c in their pyjamas.

Language in action

Third conditional

1 ☆ **Match the sentences (1–4) with the pictures (a–d).**

1 If Charlie had missed the bus, he wouldn't have met Hannah. [d]

2 If Charlie hadn't missed the bus, he wouldn't have arrived late. [ ]

3 If I hadn't gone to the party, I wouldn't have had so much fun. [ ]

4 I would have gone to the party if I hadn't agreed to watch a film with Suzy. [ ]

a



b



c



d



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

To: Aisha From: Amy

Hi Aisha,

I'm never going to have a party in my house again!! First of all, if I [1] *hadn't invited* (not invite) so many people, there [2] _____ (be) more food for everyone. Then, Carmen and Elsa [3] _____ (not get) lost if I [4] _____ (send) them a map. I don't think inviting Harry was a good idea either. If he [5] _____ (not jump) on the sofa, he [6] _____ (not break) the mirror in the living room.

There was one good thing. If Mira [7] _____ (not come), she [8] _____ (not bring) her friend Beatriz. She's from Türkiye, and she invited me to stay with her when I go travelling this summer!

Amy

3 ☆☆☆ **Complete the second sentence so that it means the same as the first. Use no more than three words.**

1 Holly didn't have the same opportunities as everyone else, so she didn't go to university.
If Holly *had had* the same opportunities as everyone else, she would have gone to university.

2 George didn't take any interest, so he failed the exam.
If George had taken an interest, he _____ failed the exam.

3 The fish didn't taste very nice because of the sauce.
The fish _____ better if it hadn't had that sauce.

4 My friend Mike went to hospital last week because he broke his leg playing football.
Mike wouldn't have gone to hospital if he _____ his leg playing football.

5 The party turned out really well because the music was amazing.
The party wouldn't _____ out so well if the music hadn't been so amazing.

4 ☆☆☆ **Answer the questions with your own ideas.**

1 What would you have done if you hadn't come to school today?

_____

2 If you'd been born 50 years ago, what would your childhood have been like?

_____

Writing

A for and against essay

1 ☆ **Read the essay. Is the writer in favour of or against taking risks?**

A life without risks is boring



A It's difficult to imagine a life without risk. [1] ___For___ example, we take risks every day when we leave the house. In fact, doctors say your home is the most dangerous place in the world!

B [2]_____ the one hand, some people take pleasure in dangerous situations. For [3]_____, they think that if they don't do something dangerous [4]_____ as climbing mountains, they'll get bored. Some people argue that they are overcoming obstacles with determination.

C On the [5]_____ hand, many people would rather have a quiet life. They don't need to challenge themselves every day. [6]_____, they say that you can get a lot out of life by having fun without taking risks.

D [7]_____ conclusion, it seems to me that if you live your life worrying about the dangers around you, you'll never be happy. However, I personally [8]_____ you shouldn't take too many risks. You only live once, they say. That could mean 'take risks because you've only got one life.' But it can also mean that you should stay alive if you can.

2 ☆☆ **Complete the essay with the *Useful language* phrases.**

believe ~~for~~ furthermore in instance on other such

3 ☆☆ **Read the essay again. Complete the sentences.**

1 Doctors say our homes are _____.
2 Some people get bored if they don't _____.
3 Many people would prefer _____.
4 'You only live once' can mean _____ or _____.

4 **Read the essay again. Which paragraph (A–D) …**

1 explains the reasons against the argument? ☐
2 summarises the writer's general opinion? ☐
3 introduces the argument ☐
4 explains the reasons for the argument? ☐

> Writing tutor p83

Write your own for and against essay.

Plan

5 ☆☆ **Look at the essay title and make notes on your arguments in favour of and against the statement.**

Life is just about having fun.

In favour:

_____
_____
_____

Against:

_____
_____
_____

6 ☆☆ **Decide what information to include in each paragraph. Use the information in Exercise 4 to help you.**

Write

7 ☆☆☆ **Remember to include:**

- four paragraphs
- conditional tenses
- vocabulary from this unit
- expressions from the *Useful language* box (see Student's Book, p77).

Check

8 **Do you …**

- include an introduction?
- talk about the arguments for and against?
- have a conclusion?

6 Review

Vocabulary

1 Complete the expressions with *get*, *have* or *take*.

1 _____ on my nerves
2 _____ advantage of
3 _____ fun
4 _____ risks
5 _____ bored
6 _____ doubts
7 _____ an interest in
8 _____ a lot out of
9 _____ pleasure in
10 _____ to know
11 _____ lost
12 _____ the chance

2 Complete the sentences with the words in the box.

achieve bravery challenge determination encouraged inspired obstacles opportunities overcome support

1 We went to the stadium on Saturday to _____ our football team.
2 When Paul moved to France, the biggest _____ was learning to speak French.
3 If you fail this test, they won't give you any more _____.
4 My parents _____ me to learn the piano and now I'm a professional musician.
5 Rescuing that dog from the river took a lot of _____.
6 We were losing 3–0, but our _____ helped us to come back and win 3–4.
7 Amy was _____ to write this song by things that happened when she was young.
8 Everyone has to _____ many _____ throughout their lives – that's life.
9 Hassan had to work very hard to _____ his dream of becoming a dancer.

Language in action

3 Put the words in the correct order to make first and second conditional sentences.

1 I / the teacher / the answer / I'd ask / If / didn't know

_____

2 have to / If / you / Peter / have / ask / you'll / any / doubts

_____

3 message / send / you / If / I / bored / get / I'll / a

_____

4 you / dreams / you'll / Unless / achieve / your / never / try harder

_____

5 risky / I / do / it / wouldn't / was / I / thought / it / If

_____

6 anything / this obstacle / You'll / you / never / overcome / unless / achieve

_____

4 Complete the third conditional sentences with the correct form of the verbs in brackets.

1 If I _____ (get) lost, I _____ (not arrive) on time.
2 He _____ (do) better in the race if you _____ (encourage) him more.
3 Steve _____ (not say) anything if you _____ (not get) on his nerves.
4 I _____ (not be) able to buy a new phone if I _____ (not save) all my pocket money for months!
5 If you _____ (not sit) at the back of the classroom, you _____ (hear) everything the teacher said.

Cumulative language

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

Interviewer So why did you decide to become a footballer?

Giulia I suppose it's like everyone. I [1]_____ love playing when I was a child. I always had fun playing football. But if I [2]_____ the support of my family, I would never [3]_____ a professional.

Interviewer [4]_____ hard for you up to now?

Giulia Yes, sometimes. When I was younger, I had doubts about my ability. But then my coach [5]_____ an interest in me and I [6]_____ to improve and to get [7]_____ better than I was. I knew I [8]_____ improve my skills if I wanted to achieve my dreams.

Interviewer You don't get bored with football, [9]_____?

Giulia No, I don't. [10]_____ pleasure in training and my teammates really inspire me. I wouldn't be happy [11]_____ I wasn't training and playing football and there are thousands of people there to support me every week. How [12]_____ I get bored?



1	**a** would	**b** used to	**c** could	**d** had to
2	**a** hadn't had	**b** hadn't	**c** haven't had	**d** haven't
3	**a** become	**b** became	**c** have become	**d** to become
4	**a** Is it	**b** Was it	**c** Has it been	**d** Had it been
5	**a** take	**b** took	**c** had taken	**d** might take
6	**a** was encouraged	**b** encouraged	**c** am encouraged	**d** encourages
7	**a** rather	**b** quite	**c** totally	**d** far
8	**a** must	**b** will have to	**c** would have needed	**d** would have to
9	**a** do you	**b** don't you	**c** are you	**d** were you
10	**a** I'm always taking	**b** I was always taking	**c** I've always taken	**d** I could always take
11	**a** if	**b** unless	**c** when	**d** after
12	**a** must	**b** could	**c** should	**d** may

7 Keep calm!

Vocabulary

Feelings

1 ☆ **Complete the adjectives with the correct vowels. Then, complete the table with the adjectives.**

1 r i d i c u l o u s
2 gr _ t _ f _ l
3 h _ rt
4 d _ wn
5 gl _ d
6 p _ _ c _ f _ l
7 _ ns _ c _ r _
8 _ m _ s _ d
9 _ _ g _ r
10 _ nn _ y _ d
11 h _ p _ f _ l
12 thr _ ll _ d
13 s _ t _ sf _ _ d

positive	negative

2 ☆☆ **Circle the correct options.**

1 Please don't post that photo. I look *peaceful* / *ridiculous*!
2 What have you done? Why is Emily so *annoyed* / *grateful* with you?
3 Paul needs your help. He's feeling *glad* / *insecure* about his class project.
4 If they knew it was raining, they wouldn't be so *amused* / *eager* to go out.
5 My maths teacher isn't *satisfied* / *hopeful* with my work. She thinks I can do better.
6 Chloe's *thrilled* / *down* because she's getting a new mobile phone.



3 ☆☆ **Complete the sentences with correct adjectives from Exercise 1.**

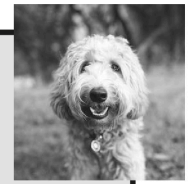
1 Lucas is hurt because you didn't invite him to the party. You should say sorry.
2 I'm so _____ you called because I wanted to ask you something.
3 I like studying in the garden because it's so _____ – all you can hear are the birds singing.
4 Liam's feeling _____ because his best friend has just moved to Germany.
5 The teacher wasn't very _____ by my joke, so she gave me extra homework.
6 We're taking a big risk, but we're all _____ that everything will turn out well.

4 ☆☆☆ **Write a sentence describing how you would feel if these things happened to you. Explain why. (See the *Learn to learn* tip in the Student's Book, p83.)**

How would you feel if …

1 you had to make dinner for your family?
2 one of your relatives gave you some money?
3 a friend of yours told you she was moving to another city?
4 your teacher told you that you had an exam tomorrow?
5 you remembered it was a holiday while waiting for the school bus?

Explore it!



Guess the correct answers (choose two options).

Dogs can recognise whether a human is angry or happy by …

a their facial expression. b the words they use.
c the tone of their voice.

Find out about other animals that can recognise human emotions.

Reading

A magazine interview

1 ☆ **Read the interview. Is this sentence true or false?**

Mindfulness doesn't help students with their exams.

2 ☆☆ **Match the underlined words in the interview with the definitions.**

1 I can't *concentrate* if you keep talking. You're getting on my nerves.

2 Humans have five _____: hearing, sight, taste, smell and touch.

3 Lucas improved his _____ in tennis with practice.

4 Dr Morgan has written many _____ about stress.

5 The doctor gave Maya a _____ painkiller after her accident.

6 The doctor told my dad that he has to _____ his weight.

3 ☆☆ **Read the interview again and circle the correct options.**

1 Jeremy Parker says that *concentration* / *mindfulness* can stop people having negative feelings.

2 Mindfulness teaches us to pay more attention to *the present* / *difficult situations*.

3 Meditation is used to *control our feelings* / *make us happy*.

4 When we're depressed, *we sometimes make ourselves* / *other people sometimes make us* feel even worse.

5 Cognitive psychology *studies how mindfulness works* / *can teach people to understand their feelings*.

6 Safari Walk is *not difficult to learn* / *especially good for children*.

4 ☆☆☆ **Answer the questions so they are true for you.**

1 What do you do when you feel down or insecure?

_____

2 Would you like to learn more about mindfulness? Why / Why not?

_____



Mindfulness for students

Sometimes you're worried and insecure about everything and you can't concentrate. These feelings affect your personal life and your school work and can sometimes get worse. The psychologist Jeremy Parker (and many other experts) suggests using mindfulness.

What is mindfulness?

Mindfulness is a very powerful tool or technique that helps people to concentrate more on here and now. It helps you to stay calm in difficult situations, which you often create for yourself. The technique teaches you to practise breathing and uses meditation to calm you down and understand your feelings and thoughts.

How does mindfulness help?

Everyone has times when they feel down or they feel hurt for some reason. Your mind is full of negative feelings, and there's a voice inside you telling you that you're a failure or that you're useless. Through meditation, you learn not to listen to that voice and after a time ... the voice stops. So, you stop worrying about things so much and you avoid thinking those negative thoughts.

What is the science behind mindfulness?

There's an area of psychology called 'cognitive therapy' which helps people to understand how they are thinking and to change it. Mindfulness is based on this, and many studies show that it works. One study, for example, showed that meditating before an exam helps you to get better marks. Another study shows that it can reduce stress and worry.

Can you give an example of a mindfulness activity?

There's a simple activity called 'Safari Walk'. It works for children, adolescents and adults, and it's very simple: you walk somewhere and while you're walking you notice everything. You listen to the sounds of birds singing, you look at the colours of things – you use all your senses to be in the moment. And you feel peaceful and happy.

Language in action

Gerunds and infinitives

1 ☆ **Circle the correct options.**

1 *Getting* / *To get* lost on the way to school is not normal.

2 It's important *taking* / *to take* advantage of the opportunities you are given.

3 George says he enjoys *cooking* / *to cook* but he doesn't have time.

4 I tasted the sauce *checking* / *to check* if it was too spicy.

5 She decided not *to wear* / *wearing* her new boots to the party.

6 I'm annoyed that we're about *to lose* / *losing* the game.



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

MAE [1] *Going* (go) to that mindfulness class was a great idea.

ISA Yes, it was. I'm eager [2]_____ (try) it. I'd like [3]_____ (learn) a few more of Dr Fraser's techniques.

MAE Well, first he told us to practise [4]_____ (breathe) … like this.

ISA Don't forget [5]_____ (hold) it for a few seconds.

MAE I feel a bit ridiculous, but after [6]_____ (do) it a few times I'll feel better.

ISA [7]_____ (learn) something new is always a bit strange at the beginning.

MAE I suppose it is. He suggested [8]_____ (try) it at home on our own before the next meeting.

ISA OK, I'm going home [9]_____ (practise). I'll send a message later [10]_____ (tell) you how I get on.

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

bring hear look ~~take~~ win write

1 After an hour of studying, I stopped *to take* a short break.

2 I'll never forget _____ the cup final last year – I was so thrilled.

3 I remember _____ a strange noise and then all the lights went out.

4 John didn't do his homework because he forgot _____ it down yesterday.

5 Rania stopped _____ at her mobile phone to listen to the news.

6 Did you remember _____ a sandwich to school today? We have an extra class.

4 ☆☆ **Match the sentences with the correct meanings.**

1 I stopped to talk to Matt.

2 I stopped talking to Matt.

3 I forgot to call Lisa.

4 I forgot I called Lisa.

a I stopped what I was doing to talk to Matt.

b I don't talk to Matt anymore.

c I don't remember calling Lisa.

d I didn't call Lisa.

5 ☆☆☆ **Answer the questions so they are true for you. Write full sentences.**

1 Do you enjoy swimming in the sea in summer? Why / Why not?

_____

2 What did you forget to do last week?

_____

3 Which sport would you be interested in learning to play?

_____

4 What do you hope to do when you leave school?

_____

5 What things have you stopped doing since you were a child?

_____

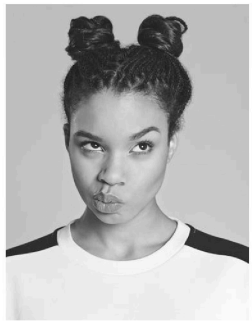
Vocabulary and listening

Expressions with *heart* and *mind*

1 ☆ **What word goes on the back of these flashcards? Write *heart* or *mind*. (See the *Learn to learn* tip in the Student's Book, p86.)**

1	put his _____ into it	heart
2	learn something by _____	
3	have something on your _____	
4	break someone's _____	
5	it crossed my _____	

2 ☆☆ **Complete the text with one word in each gap.**



Making decisions is the hardest thing in the world. I just can't [1] make my mind up whether I want this or that. And then when I've made a choice, I often have doubts – I'm [2] _____ two minds about whether I've made the right choice. Then, it suddenly [3] _____ my mind that the other one might be better, and I think maybe I should [4] _____ my mind. And when it's something that involves other people, I have to [5] _____ in mind what other people think. Maybe you should choose for me!

3 ☆☆☆ **Answer the questions so they are true for you.**

1 What was the last thing you had to learn by heart?

2 What do you do when you can't make your mind up about something?

3 Who do you talk to when you have something on your mind?

A conversation



7.01 **4** ☆ **Listen to the conversation between Jack, Amy and Valerie. What does Jack decide to do?**

7.01 **5** ☆☆ **Listen again and answer the questions.**

1 What will Jack have to do soon?
He'll have to do exams.

2 What does Valerie do after school?

3 Why does she do it?

4 What does Amy do?

5 How did she feel at the beginning?

6 Why don't Valerie and Amy support Jack's decision?

6 ☆☆☆ **Write about something you do after school. What do you do? Why did you decide to do it? What do you like about it?**

Language in action

Subject and object questions

1 ☆ **Complete the subject questions with *Who* or *What*.**

1 A ___Who___ decided to buy this ridiculous present for Harry?
B It was Flavia.
2 A _____ changed your mind about the T-shirt?
B The price.
3 A _____ produced such a deafening noise?
B It was thunder.
4 A _____ wants to learn all those names by heart?
B Nobody.
5 A _____ enjoyed the concert the most?
B Oscar did.

2 ☆☆ **Put the words in order to make questions.**

1 you / exams / do / about / feeling / How / avoid / nervous / ?
How do you avoid feeling nervous about exams?
2 the / crossed / when / mind / your / drone / you / What / saw / ?
_____
3 decide / to / shopping / did / with / you / go / Who / ?
_____
4 get / is / football / to / match / going / at / Who / bored / a / ?
_____
5 you / annoyed / with / did / get / What / so / ?
_____

3 ☆ **Match the answers (a–e) with the questions in Exercise 2.**

a My sister. She hates going to the stadium. ☐
b I thought it was a bird! ☐
c The computer because it stopped working. ☐
d Berat came with me. I bought these jeans. ☐
e Mindfulness helps me to avoid feeling nervous. 1

4 ☆☆☆ **Complete the interview. Write questions with *Who* or *What* and the words given.**



A discover / your amazing ability?
[1]*Who discovered your amazing ability?*
B My coach, Alison. She saw me playing one day and told me she'd like to be my coach.
A You used to play football, but now you play tennis. make / you / change / your mind / ?
[2]_____
B I enjoyed them both, but I had to make up my mind and I just loved playing tennis.
A It hasn't been easy for you. support / you in the difficult times / ? [3]_____
B My family – they're amazing.
A inspire / you / ? [4]_____
B I really admire Rafael Nadal.
A Now you're number one in your country. it / feel / like / ? [5]_____
B It's amazing. I'm thrilled.
A You always seem very calm. get / on / nerves / ?
[6]_____
B Lots of things, actually. I don't like doing interviews!!

5 ☆☆☆ **Answer the questions so they are true for you. Write full sentences.**

1 What do you often get annoyed with?
_____
2 Who calls or send you messages every day?
_____
3 Among your friends, who plays a musical instrument?
_____
4 Who made dinner at home last night?
_____

Writing

An email reply

1 ☆ **Read the emails. Which piece of advice does Daniel <u>not</u> give?**

1 find a good teacher ☐
2 buy an expensive guitar ☐
3 borrow a guitar ☐
4 watch videos ☐

To: Daniel **From:** Monica

Hi Daniel

Jack told me that you took up the guitar this year. I'm hoping to learn how to play too, but I'm not sure. Is it very difficult? Any advice?

All the best

Monica

Send

To: Monica **From:** Daniel

Hi Monica

I'm so glad you wrote to me. Playing the guitar is fun so [1] ***I would recommend*** learning it. It's difficult at the beginning, so [2] _____ find a teacher. My teacher was really patient, and he never got annoyed with me when I did something silly.

Also, [3] _____ to borrow someone else's guitar for the first few weeks, until you're sure you enjoy it. [4] _____, don't go out and buy an expensive guitar and then change your mind. Who wants to waste money like that?

You're probably eager to start learning songs, but first try to learn basic things like where to put your fingers. When you find a teacher, [5] _____ taking classes more often at the beginning? I took three classes a week to get a good start.

Online videos were really helpful, and I'm grateful to my teacher for suggesting that I watch them.



Anyway, good luck!

All the best

Daniel

Send

2 ☆☆ **Complete the email with the *Useful language*.**

a Whatever you do
b it would definitely help to
c why don't you suggest
d ~~I would recommend~~
e it might be better

> Writing tutor p83

Write an email reply.

Plan

3 ☆☆ **Look at Laurie's email and think of pieces of advice.**

Hi

I'm really insecure about my exam, and I'm feeling very nervous. Have you got any advice?

Laurie

Send

Make notes on what you think she should and shouldn't do.

Do: _____

_____

Don't: _____

_____

Write

4 ☆☆☆ **Write your email reply. Remember to include:**

- the advice you thought of from Exercise 3
- *Useful language* for recommending and suggesting (see Student's Book, p89)
- reasons for your suggestions

Check

5 **Do you …**

- say what Laurie should do?
- say what Laurie should not do?
- think the advice is useful?

7 Review

Vocabulary

1 **Find 12 more feelings adjectives in the word search.**

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

2 **Complete the expressions.**

1 b _ _ _ _ my heart
2 c _ _ _ _ my mind
3 in t _ _ minds
4 c _ _ _ _ to my heart
5 m _ _ _ my mind up
6 l _ _ _ _ by heart
7 p _ _ my heart i _ _ _ it
8 h _ _ _ got something on my mind
9 b _ _ _ in mind
10 c _ _ _ _ _ my mind

Language in action

3 **Circle the correct options: gerund (G) or infinitive (I).**

1 After verbs like *decide*, *refuse*, *hope* G I
2 After prepositions G I
3 To explain purpose G I
4 After verbs like *avoid*, *enjoy*, *suggest* G I
5 As the subject of a sentence G I
6 After adjectives G I

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

feel go help learn see waste

1 I enjoy _____ things by heart sometimes.
2 Edward is eager _____ with the preparations for the party.
3 Mindfulness can help you to avoid _____ nervous.
4 I don't remember _____ to the hospital after the accident.
5 _____ time is very easy when you have a mobile phone in your hand.
6 I connected these two cables _____ what would happen.

5 **Complete the questions for the interview.**

Interviewer [1]When / you / start playing basketball / ?
_____
Matt When I was about seven years old.
Interviewer [2]Who / teach / you how to play / ?
_____
Matt My dad. He loves basketball.
Interviewer [3]Who / give / you your first basketball / ?
_____
Matt My coach, actually. Until then I'd always played with my dad's ball.
Interviewer [4]Who / be / your favourite player / ?
_____
Matt LeBron James. Of course.
Interviewer [5]What / make / you feel insecure / ?
_____
Matt Doing interviews. I never know what to say.
Interviewer [6]Where / you / practise / ?
_____
Matt At school. We have a very good gym.



Cumulative language

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

Birds come to town

A small town called Broken Hill in New South Wales, Australia, has a problem. A group of emus – large Australian birds that can't fly – have decided [1]_____ in the city. It [2]_____ in the region for many months, and vets believe the birds [3]_____ be looking for food and water. [4]_____ along the main street of the town is [5]_____ strange. You can see the emus stopping to eat in gardens. The vets in the area believe the birds [6]_____ food and water by local people and now, of course, the emus aren't very eager to leave town. Bruce Wilson, a police officer in Broken Hill, says, 'If it [7]_____, they wouldn't have come. But if people didn't give them food, they [8]_____. This isn't a natural place for them.' Local people are afraid some of the birds [9]_____ by dogs. 'What [10]_____ if an emu is killed by a car?' asked another neighbour.



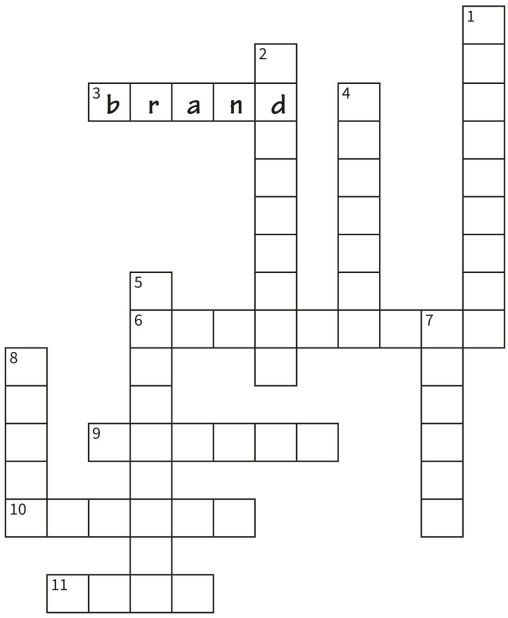
1	**a** living	**b** live	**c** lives	**d** to live
2	**a** doesn't rain	**b** hasn't rained	**c** hasn't been raining	**d** isn't raining
3	**a** might	**b** can	**c** should	**d** had to
4	**a** To walk	**b** Walk	**c** Walking	**d** Walks
5	**a** too	**b** a lot	**c** extremely	**d** absolutely
6	**a** have been giving	**b** have been given	**c** have given	**d** are giving
7	**a** rained	**b** has rained	**c** will rain	**d** had rained
8	**a** wouldn't stay	**b** won't stay	**c** don't stay	**d** hadn't stayed
9	**a** are attacked	**b** will be attacked	**c** might attack	**d** attacked
10	**a** will happen	**b** had happened	**c** happened	**d** does happen



8 Advertising

Vocabulary
Advertising

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



Across →

3 The name of a type of product.
6 Tell people about your product (on TV or online).
9 A person who is selling something.
10 You write this to give your opinion about a product.
11 A symbol that represents the product.

Down ↓

1 Change how someone thinks about something.
2 A program that stops adverts on your computer.
4 The object or service a company sells.
5 This type of company makes adverts.
7 A word or short phrase linked to a brand.
8 A person who buys something.

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

advertise	block	~~buy~~	market
not influence	produce	review	sell

1 I don't want ~~to buy~~ a new phone. This one's perfectly good.
2 A lot of the people who _____ the book online said they didn't like it.
3 I saw those drones _____ on TV – they look amazing.
4 Some products are very difficult _____ in other countries because of their names.
5 Do you know anyone who _____ a bike? I need a new one.
6 Most technological devices like phones and tablets _____ in Asian countries.
7 A lot of people say that advertising _____ them – but actually it does.
8 There are so many adverts on the Internet that sometimes I'd really like _____ them all.

3 ☆☆ **Look at the verbs in Exercise 2 again. What is their noun form? (See the *Learn to learn* tip in the Student's Book, p95.)**

1	buyer	5	
2		6	
3		7	
4		8	

Explore it!



Guess the correct answer.

It's not true that we don't like watching adverts. An advert for Samsung in India has got over _____ million views.

a 100 b 150 c 200

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

Reading

A report

1 ☆ **Read the report. In what ways can companies find out about our habits?**

_____

2 ☆☆ **Match the underlined words in the report with the definitions.**

1 open a webpage ___access___
2 looking through _____
3 collect _____
4 give someone the most recent information _____
5 information, especially facts and numbers _____
6 give or supply something for free _____

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

1 We only provide marketing companies with information when we want to.
F We also provide them with information without realising it.
2 GPS is used with social media to record where we are.
_____
3 A lot of data is gathered to give users recommendations.
_____
4 Public transport systems also gather data about their users.
_____
5 We don't generate much more data than we did over 20 years ago.
_____
6 Most of the figures in the last section show our internet activity in one minute.
_____

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

1 Do you think companies always use our data to provide us with better services and products?
_____
2 Do you think companies know too much about us?
_____



How do companies collect data?

As Internet and social media users, we give out lots of personal information about ourselves, which we often want to provide. But there's a lot of information which we don't even realise we're giving away and which marketing companies gather in different ways. When we click on an advert, companies know. They also know about things that we type into a search engine, or the people who we follow and whose photos we are looking at on social media. Through GPS, they also know where we are all the time. Every time you access your social media, your location is registered.

How do companies use our data?

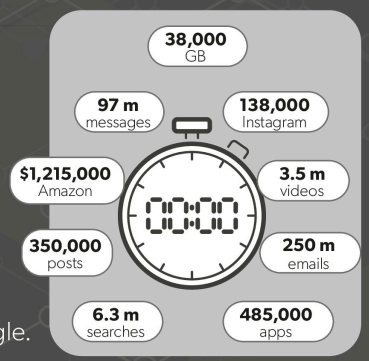
Every time you watch a video on YouTube, that information is used to recommend another video that you might like. The same thing happens with the songs that we listen to on Spotify or the products that we buy online. Brands use data to match buyers to products through advertising. But it's not just about selling things: in cities, data can update us on when the next bus or train is coming or where there's a traffic jam. Nowadays, a lot of people use technology to provide information about their health, which they can use to make important decisions about diet or visits to the doctor.

How much data do we generate?

More than 5 billion people use the Internet and we produce 38,000 GB of data every second! In 1992, that figure was 100 GB of data every day. We spend almost $1, 215,000 on Amazon and download 485,000 apps.

In one minute people ...

- watch 3.5 million videos on YouTube.
- send 250 million emails.
- send 97 million messages on WhatsApp.
- write 350,000 posts.



In one minute there are ...

- 6.3 million searches on Google.
- 138,000 people browsing photos and videos on Instagram.

Language in action

Defining and non-defining relative clauses

1 ☆ **Circle the correct options.**

1 The band *that* / *what* I listen to the most are called the 1975.
2 The logo *that* / *who* the company designed looked like a bird.
3 Tom and George became friends in Santiago *where* / *when* they are both learning Spanish.
4 They work for a company *whose* / *who* products are sold all around the world.
5 Lots of people buy products *when* / *which* they've seen the advert.

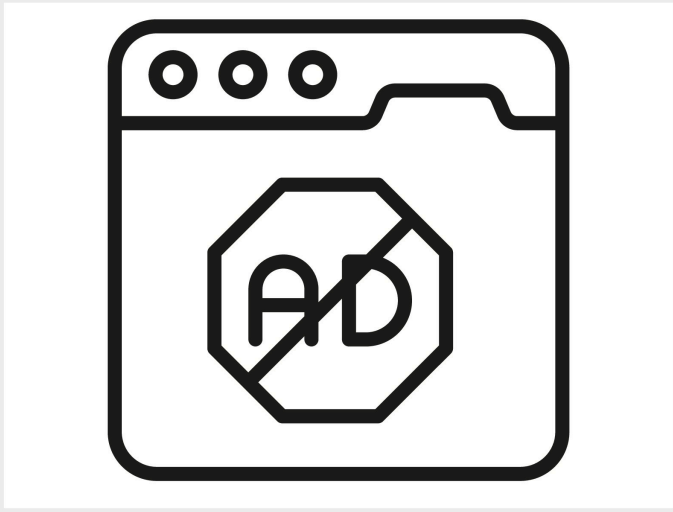
2 ☆☆ **Complete sentences 1–5 with the correct non-defining relative clauses (a–e).**

1 Sophie, __c__, is going to university next year.
2 These products, ___, are sold on beaches in the summer.
3 Freddie used to live at 30 Wilson Road, ___.
4 Our local football team, ___, have just won the league.
5 The advertising campaign, ___, will display the new logo.

a whose shirts are sponsored by my dad's company
b where a famous TV star lives now
c ~~who lives next door to us~~
d which come all the way from China
e which will run from September to December



3 ☆☆ **Complete the text with the correct relative pronouns.**



Ad blockers are software programs [1] __that__ stop adverts appearing on your screen. Many people [2] _____ use the Internet get annoyed with adverts [3] _____ pop up on the screen, but I don't mind them. I quite like seeing adverts from companies [4] _____ products I like. The Internet is a place [5] _____ marketing companies try to market their brands, [6] _____ you might or might not like. I don't remember a time [7] _____ there were no adverts on the Internet. Do you?

4 ☆☆ **Rewrite the sentences using relative pronouns.**

1 This is a product. This product sells in around 50 different countries.
This is a product that sells in around 50 different countries.
2 This advert is very funny. I've seen it about five times.
_____
3 Mr Cooper is very satisfied with our work. This means we'll pass the course.
_____
4 The girl in my class speaks French very well. Her sister lives in Paris.
_____
5 London has lots of interesting places to visit. I'm going there for Christmas.
_____
6 There's a boy in my chemistry class. He really gets on my nerves.
_____

Vocabulary and listening

Internet verbs

1 ☆ **Circle the correct options.**

1 Over 18 million people have subscribed *on* / *to* the Lego channel on YouTube.
2 If I like someone's post, I always comment *on* / *to* it and say something nice.
3 Emma Chamberlain vlogs *about* / *of* her daily life. She's got over 12 million followers.
4 Influencers say you have to work very hard to build *on* / *up* a large number of followers.
5 I tried Instagram for a while, but I take terrible photos, so I shut *up* / *down* my account.
6 The app sends you messages about new games, but you can switch *on* / *off* this option if you don't want to see them.

2 ☆☆ **Complete the email with the correct form of the verbs in the box.**

build up	comment on	delete	follow	post
shut down	~~subscribe~~	switch on	vlog about	

Dear subscriber,

Thank you for [1] subscribing to our YouTube channel. You can also [2] _____ us on Threads and Instagram. Over two years we have [3] _____ over one million followers thanks to you.

On this channel we will be [4] _____ our favourite video games. If you would like to [5] _____ the videos, we'd love to hear from you, and we'd love you to [6] _____ ideas for new vlogs. If you follow us on Threads, you can [7] _____ the option to receive new messages from us on your screen. Remember, rude posts will be [8] _____. If you continue to make rude comments, your account will be reported and it might be [9] _____.

An interview

3 ☆ **Guess which numbers in the box match the sentences.**

50 million	5 billion	over 1 billion
over 65 million	~~2005~~	

1 The year YouTube started. 2005
2 The number of YouTube users. _____
3 The number of people making videos. _____
4 The number of videos watched every day. _____

4 8.01 ☆☆ **Listen to an interview about the YouTube video channel. Check your answers to Exercise 3.**

5 8.01 ☆☆ **Listen again. Are the sentences *T* (true) or *F* (false)? Correct the false sentences**

1 Three young men started YouTube after an argument at a dinner party.
F They decided they wanted to share videos from a dinner party but found it difficult.
2 Janelle believes that young people watch YouTube more than TV.
3 Product review videos are not that popular.
4 People watch YouTube to find out how to do things or how good things are.



Language in action

Indefinite, reflexive and reciprocal pronouns

1 ☆ **Circle the correct options.**

1 *Someone* / *Anyone* posted this video about my village.
2 I don't know *nobody* / *anybody* who vlogs about video games.
3 I swear I didn't delete *anything* / *something* from your computer.
4 What's that noise? Is *anybody* / *nobody* there?
5 He's just joined Instagram, but *anyone* / *no one* follows him yet.
6 I switched the computer on, but *anything* / *nothing* happened.

2 ☆☆ **Complete the text with the words in the box.**

anything ~~nobody~~ nothing (x2)
someone (x2) something (x2)

Be careful with what you post on social media because [1] *nobody* likes rude comments. My gran used to say, 'If you have [2] _____ nice to say, don't say [3] _____.' If you disagree with [4] _____, tell them and explain why. There's nothing wrong with disagreeing about [5] _____, but you can really hurt [6] _____ if you're unkind. If you can't discuss [7] _____ politely, then say [8] _____.

3 ☆ **Circle the correct options.**

1 She might have hurt *himself* / *herself* when she fell.
2 You shouldn't get annoyed with *yourself* / *ourselves* for something like this.
3 How do I look? I'm going to take a photo of *myself* / *yourself*.
4 Paul and I met *ourselves* / *each other* at a party two years ago.
5 We really enjoyed *ourselves* / *themselves* on our holidays.
6 It was a difficult project, so they decided to help *themselves* / *one another*.

4 ☆☆ **Cross out and correct one mistake in each sentence.**

1 This sport is totally safe. ~~Anything~~ dangerous can happen to you. *Nothing*
2 Anna taught himself how to vlog about video games. _____
3 Phil and I are really good friends. We talk to ourselves about everything. _____
4 There isn't nothing you can do about adverts on TV except switch them off. _____
5 It's nothing serious – I just cut me with a knife. _____
6 I don't know no one at this party. Is there anyone you know here? _____

5 ☆☆ **Complete the text with the correct indefinite or reflexive pronouns or *each other*.**



My sister went to live in Canada last month to work at a big marketing company. We send messages to [1] *each other* almost every day and she tells me [2] _____ about her life there. She says she's enjoying [3] _____, but at first it was difficult because she didn't know [4] _____ in Toronto and she had to do everything [5] _____ without any help. She found a flat in the city centre, but there was [6] _____ in it – not even a bed! She lives with another girl now, but they hardly ever see [7] _____ because the other girl works at night. But at least she has [8] _____ to talk to sometimes. We all miss her!

Writing

An online product review

1 ☆ **Read the review of an app. What does the writer particularly like about it?**

_____

2 ☆ **Complete the *Useful language* phrases in the review with the words in the box.**

allows ~~designed~~ features included missing

App Reviews

Search

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Review: PhotoStar app

A PhotoStar is a new app for mobile phones. If you love taking photos with your phone but you think they're a bit boring, you should try this app.

B PhotoStar is [1] *designed* to be used on photos on your mobile phone or tablet. It [2] _____ you to add funny features to your photos like emoticons, animations and elements like glasses, beards or funny ears. One of its best [3] _____ is that you can add voice messages using the voice of someone famous. So, you can send a funny photo to your friend that has a message with your favourite celebrity's voice. I tried out all the different features and sent some photos to my friends. All of them wanted to know the name of the app. The one thing that's [4] _____ is a better text function so that you can also write funny messages or slogans on your photos. One is [5] _____ with the app, but it isn't very interesting.

C PhotoStar is free and it has no annoying adverts. It offers more features in the paid version, which is very cheap. I've recommended it to all my friends.

Star rating ★★★★☆



3 ☆☆ **Read the review again. In which paragraph (A–C) can you find the following?**

1 A negative point. B
2 A summary of the app. ☐
3 A description of the app. ☐
4 Specific features of the app. ☐
5 A recommendation. ☐

> Writing tutor p84

Write a review of an app.

Plan

4 ☆☆ **Choose an app to review. Think of the positive features. What do you think is missing? Decide what information to include in each paragraph. Use Exercise 3 to help you.**

_____
_____
_____
_____

Write

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

- a title and three paragraphs
- language from this unit
- expressions from the *Useful language* box (see Student's Book, p101).

Check

6 **Do you …**

- give a star rating?
- say what you like and don't like about it?
- say whether or not you would buy it?

8 Review

Vocabulary

1 Complete the sentences with the words in the box.

ad blocker	advert	advertise	brand	buyer	influenced	logo	marketing
product	review	seller	slogan				

1 If you are not satisfied with the _____, please return it in 15 days.
2 I can't remember the _____ name, but I know it was yellow.
3 Our company's _____ is 'We work harder for you.'
4 You can see the company _____ on the back of the phone.
5 Everyone loved the _____ that was shown on TV last Christmas.
6 The products that they _____ on this website are all video games.
7 He works for a _____ company with offices all around the world.
8 A lot of children are _____ by adverts on TV.
9 We found a _____ for our old car.
10 A _____ will often want to charge a higher price for the product.
11 I use an _____ so I don't see any adverts on websites.
12 Bea always writes a _____ of the products she buys online.

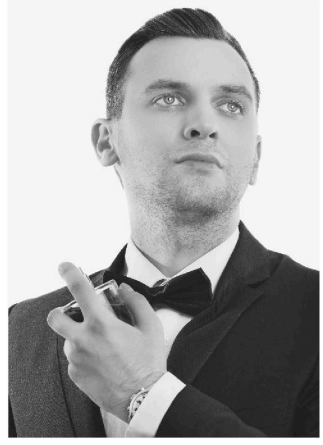
2 Match the beginnings of the sentences (1–8) with the ends (a–h).

1 On Threads, I like following ☐
2 Dave has just posted ☐
3 If you don't want people to comment on your video, ☐
4 As an influencer, Lydia has built up ☐
5 I don't know why I subscribe ☐
6 Lately, Lucas has been vlogging ☐
7 If you don't delete ☐
8 They wouldn't have shut down ☐

a you can switch that option off.
b your account if you hadn't posted those terrible things.
c about that new video game – it looks amazing.
d some photos of the party – he looks so funny.
e accounts that post information about football.
f that photo, I'm never going to speak to you again!
g to this channel – I don't even like rap music.
h a lot of followers since last year.

Language in action

3 Complete the text with the correct relative pronoun.



The simplest technique [1]_____ marketing companies use to sell their products is repeating its name again and again. This technique, [2]_____ is most common on the radio, often doesn't explain the product. On TV, perfume companies, [3]_____ products are all very similar, use a slightly different technique, [4]_____ is to have a stunning image of a beautiful man or woman [5]_____ says the name of the brand at the end. On the Internet, [6]_____ there is often no sound, this technique is hardly ever used.

4 Complete the sentences with a reflexive pronoun, or *each other.*

1 Did you hurt _____ when you dropped all those books?
2 I heard Larry talking to _____ while he was in the bathroom.
3 Diana didn't ask for help from anyone. She did everything _____.
4 Do you and Peter see _____ every day in class?
5 When you're insecure, you have doubts about _____ and your ability.

5 Complete the text with the indefinite pronouns in the box.

anyone anything everything nothing someone (x2)

My friend said to me the other day that they had seen [1]_____ in an advert that looked like me. I've never been in an advert and I don't know [2]_____ who has. I watched the advert myself and the person looked [3]_____ like me at all. [4]_____ about her was different – her hair, her face … there wasn't [5]_____ about her that I could see that was similar to me. Maybe they were thinking of [6]_____ else.

Cumulative language

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

A man called Thomas J Barratt [1]_____ the father of modern advertising. In 1865, Barratt started working in the Pears soap company [2]_____ he created a system of advertising with works of art by [3]_____ famous British painters to advertise the soap. One of the most famous paintings [4]_____ was of a young boy, clearly from a rich family, with a bar of Pears soap in his hand – the soap [5]_____ to the original painting. Barratt knew that [6]_____ Pears soap in people's minds with quality would create a better image. He believed that the product [7]_____ have a good slogan. The company used the slogan, 'Good morning. Have you used Pears soap?' for well over 60 years. He also thought that if the company put Pears soap adverts everywhere – on buses, in magazines and on posters – [8]_____ would see the adverts. However, Barratt also knew that things went out of fashion quickly and advertising [9]_____ change too. Modern advertising has kept many of Barratt's ideas and it [10]_____ his techniques ever since.



1	a considers	b considered	c has considered	d is considered
2	a which	b where	c when	d that
3	a totally	b a lot	c quite	d a little
4	a used	b was using	c have used	d had used
5	a added	b had been added	c had added	d was adding
6	a connect	b connected	c connecting	d connects
7	a has to	b ought to	c must have	d can
8	a anybody	b no one	c someone	d everyone
9	a had to	b must	c could	d have to
10	a is using	b was using	c has been using	d use

9 Have you heard the news?

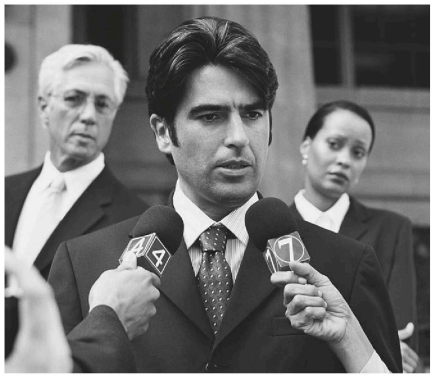
Vocabulary

Reporting verbs

1 ☆ **Find 11 more reporting verbs in the word search.**

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

2 ☆☆ **Match reporting verbs from Exercise 1 with the direct speech sentences.**



1 'No, the government is not going to close any more hospitals.' *deny*

2 'Yes, it's true what you've heard. Our star player is leaving the team.' _____

3 'I've told you a hundred times. I don't know who Kevin is.' _____

4 'Why don't you look it up on Wikipedia?' _____

5 'No, I'm not doing it. I'm not going shopping with you.' _____

6 'I hate watching ads before videos. They're so annoying.' _____

3 ☆☆ **Complete the story with the reporting verbs in the box. (See the *Learn to learn* tip in the Student's Book, p107.)**

admit	announced	~~apologise~~	claimed
	discovered	promised	

Giles had to [1] *apologise* to all his followers for telling a big lie! On his vlog, Giles [2] _____ that he had been asked to play in a video game competition. He [3] _____ that the designers of the video game wanted him to play. At the end of his vlog, he [4] _____ to tell everyone all about it the following week. So, we waited for his vlog. Nothing happened. He didn't appear. When the competition came, we all watched, but he wasn't there either. That's when we [5] _____ that he was lying. Giles had to [6] _____ it had all been a lie. He has lost a lot of followers … including me.

4 ☆☆☆ **Write a sentence using the reporting verb and your own ideas about a time when …**

1 a teacher announced something.

_____

2 someone refused to do something.

_____

3 a friend apologised.

_____

4 someone promised that they would do something for you.

_____

5 you complained about something.

_____

Explore it!

Guess the correct answer.

The first 24-hour news channel was CNN, which started in

a 1980 b 1995 c 2000

Find an interesting fact about a news channel or website. Send a question in an email to a classmate or ask them in the next class.

Reading

A newspaper story

1 ☆ **Look at the photos and the headline. What do you think the newspaper story is about?**

2 ☆ **Read the story and check your ideas.**

3 ☆☆ **Match the underlined words in the newspaper story with the definitions.**

1 a problem, events or a person that is dealt with by the police *case*
2 happy that something unpleasant has not happened _____
3 get something quickly _____
4 unable to understand something _____
5 disappear, often in strange ways _____
6 something strange, or not understood _____

4 ☆☆ **Read the story again. Answer the questions. Use your own ideas for question 6.**

1 What was unusual about the things which the thief stole?
The thief didn't take both shoes, just one.
2 When did the school report the crime to the police?
_____
3 Why was the school concerned?
_____
4 Do these types of crime happen often?
_____
5 Did the school manage to stop the thief?
_____
6 Why do you think this story 'hit the news around the world'?
_____

5 ☆☆☆ **Write your own brief comment on the newspaper story.**

_____
_____
_____
_____









A rather strange case!

A very odd story has hit the news around the world. Staff at a nursery school in Japan claimed that a thief had broken in at night on several occasions to steal the pupils' shoes – but not the complete pair, just single shoes!

At most Japanese schools, pupils need to remove their outdoor shoes when they arrive, and put on soft white slippers. At the end of the day, they leave these slippers near the entrance when they go home. After several shoes had gone missing and several more were left in a mess on the floor, the school decided to ask the police if they could help. Our reporter was told that they were worried about who it could be, but they were relieved when the mystery was solved. Read on to discover the truth!

The police used three security cameras to try to catch the thief. After another shoe disappeared, they began to look through the video. The police announced that they had found the thief! It was a weasel! The video showed that it had appeared through a hole in the wall. Within ten seconds, it grabbed a shoe in its mouth and left. The children had fun watching the weasel in action on the video.

A local expert was contacted for their opinion on why this had happened. They thought that the weasel might be using the shoes to build somewhere warm for winter. The police admitted that this crime had confused them at first as it was the first of its kind! The school has now covered the hole in the wall and the boxes where the children store their shoes at night.

Perhaps you're wondering whether they caught the weasel or if they found the stolen goods. They're still investigating it!

Your comments

Have you got an unusual animal story?

Our cat came back yesterday with a striped sock in her mouth. I then had to ask all our neighbours if they had lost a sock.

Nicki12 12 minutes ago

Language in action

Reported statements and commands

1 ☆ **Are the sentences reported commands (*C*) or statements (*S*)?**



1 My sister told me not to worry. *C*
2 Hector refused to tell me where he was. ___
3 I told Carla that I would meet her later. ___
4 Sandra insists that she didn't know about the party. ___
5 She told us to wait for her after class. ___
6 My parents told me to stay at home tonight. ___

2 ☆☆ **Rewrite the sentences using the correct form of the reporting verbs in the box.**

~~admit~~	announce	complain	deny	refuse	tell

1 'All right, it was me. I dropped my drink and it fell on your bag.'
Helen *admitted that she had dropped the drink.*
2 'I hate washing-up. Why do I always have to do it?!'
My brother _____
3 'Look, it wasn't me. I would never send you a message like that.'
David _____
4 'I'm not going to talk to Ryan ever again!'
Mia _____
5 'Listen, everyone. Tomorrow there's going to be an exam.'
The teacher _____
6 'Go home and lie down. You'll be fine in a few hours.'
The doctor _____

Reported offers and suggestions

3 ☆ **Are the sentences offers (*O*) or suggestions (*S*)?**







1 I'll slice the cake in half if you like. *O*
2 Why don't you check online if there are any good films on? ___
3 I can lend you a nice shirt if you need one. ___
4 I'll hold your bag while you try on the sweater. ___
5 Shall we meet after class and discuss your progress? ___
6 Why don't I ask my dad if he'll give us a lift. ___

4 ☆☆ **Rewrite the sentences in Exercise 3. Use the reporting verbs *offered* or *suggested*.**

1 Alison *~~offered to slice the cake~~ in half.* _____
2 Tim _____
3 Ayaz _____
4 She _____
5 The teacher _____
6 Ada _____

5 ☆☆☆ **Write sentences that are true for you about …**

1 something you tell your parents not to do.
_____
2 something you promised a friend you would do.
_____
3 a time when you denied doing something.
_____
4 a suggestion you made to your friend.
_____
5 something that you always refuse to do.
_____

Vocabulary and listening

Adverbs of time and manner

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

after a while	eventually	fluently	gradually
occasionally	~~patiently~~	regularly	secretly
surprisingly			

1 I waited *patiently* at the cinema for an hour, but Tim never turned up.
2 Emily only _____ posts photos on social media because she doesn't take many photos.
3 They claimed that they had _____ downloaded people's personal data without anyone knowing.
4 No one has ever heard of him in my country, but _____ he has over one million followers in Japan.
5 At first, I couldn't see anything, but _____ my eyes _____ got used to the dark and _____ I saw the house in the distance.
6 Our French teacher speaks six languages _____, and he _____ travels to Japan because he's also learning Japanese!

2 ☆☆ **Complete the story with the adverbs from Exercise 1. Sometimes more than one answer is possible.**



Paul stood beside the tree and waited [1] *patiently* for the animal rescue people to arrive. He looked up [2] _____ to check that the bird hadn't moved. It was a beautiful creature. A large eagle, Paul thought, but he wasn't sure. [3] _____ the bird tried to take off, moving its wings, but not [4] _____ it couldn't get anywhere because one of its wings was broken. Paul [5] _____ wished he could speak bird language [6] _____, so he could tell it that everything would be fine. [7] _____, a white van arrived. A man and woman got out. They approached the bird slowly and [8] _____ so as not to scare it. The woman threw a large blanket over it and they [9] _____ managed to get it into a large cage. They thanked Paul and offered to take him home, but he said no and walked home looking at the photos on his phone.

A radio interview

9.01 **3** ☆ **Listen to an interview about viral videos. Which of these reasons does the man <u>not</u> give for sharing a video?**



They're useful. ☐
It causes positive or negative feelings. ☐
It makes us laugh. ☐
It's important to us. ☐
It has a story. ☐

9.01 **4** ☆☆ **Listen again. Complete the notes with key words and information.**

1 Jonah Cook is a *marketing manager*.
2 There are _____ things you need to do to communicate well.
3 We like to watch a good story until _____ to find out what happens.
4 'How-to' videos are _____ because they help us to do something.
5 There are lots of videos with _____ which show you how to build up followers.
6 We share 'how-to' videos because it makes us look _____.

5 ☆☆☆ **Send a message to a friend and compare your answers. (See the *Learn to learn* tip in the Student's Book, p110.)**

Language in action

Reported questions

1 ☆ **Complete the reported questions with one word in each gap.**

1 My teacher asked me where I ___was___ going.
2 She asked me _____ I was chatting to.
3 The coach asked me what my favourite sport _____.
4 Nicolas asked me _____ I wanted something to eat, but I told him I wasn't hungry.
5 Molly wanted to know if I _____ gone to the party last Friday.
6 Euan asked me if he _____ come to my house to watch the match later.

2 ☆☆☆ **Rewrite the reported questions in Exercise 1 in direct speech.**

1 '___Where are you going___?' my teacher asked me.
2 '_____?' she asked.
3 '_____?' the coach wanted to know.
4 '_____?' Nicolas asked, but I told him I wasn't hungry.
5 '_____?' Molly wanted to know.
6 '_____?' Euan asked me.

3 ☆☆ **Put the words in order to make reported questions.**

1 was / where / asked / the station / We / a police officer
We asked a police officer where the station was.
2 asked / My / been / I'd / where / dad / me
_____
3 help / Paul / I / his / bike / me / if / asked / could / fix / him
_____
4 tomorrow / to school / ask / me / if / She / didn't / I / was / going
_____
5 asked / Marco / me / I'd / Brooke / seen / when
_____

4 ☆☆☆ **Below are five questions an interviewer asked a famous rock star. Complete Oliver's email to his friend about the interview.**

a Why he had started playing the guitar?
b What had been his favourite subject at school?
c If he was happy with his latest album?
d If he would play a song for them?
e When his next tour was?



Hi

There was an interview with Jimmy B last night on the TV. It was cool! First, they asked him [1]___b___. He said it was maths!! Then they asked him [2]_____. He said his dad had a guitar and he just picked it up one day. Later on, they asked him [3]_____, and he said he thought it was his best album so far. I can't wait to hear it. They also wanted to know [4]_____ and guess what? He's coming to Birmingham next May! We HAVE to go! And then they asked him [5]_____, and so he picked up his guitar and he played my favourite, *Straight to Blue*. It was amazing! See you tomorrow!

Oliver

5 ☆☆☆ **Think about questions your parents or teachers have asked you this week. Write them using reported speech.**

My mum asked me if I had tidied my bedroom.
_____
_____

Writing

A news story

1 ☆ **Read the news story. How do the children communicate in the village of Ubang?**

2 ☆ **Match the sentences (1–5) with the paragraphs (A–C). Two sentences match one of the paragraphs.**

1 An expert's explanation of the Ubang languages. B
2 An explanation given by the Ubang chief. ☐
3 A fear about the future. ☐
4 A general belief about communication between men and women. ☐
5 Examples of different words that Ubang men and women have for things. ☐

3 ☆☆ **Complete the news story with the *Useful language* phrases in the box.**

asked | insisted that | Nowadays | said | ~~surprisingly~~

What did you say?

A People often complain that men and women don't understand each other. But there is a Nigerian village where men and women actually do speak different languages because, [1] ~~surprisingly~~ , they use different vocabularies for many things. Ubang people are proud of their language and culture but are afraid that the language will not continue.

B In the village of Ubang, women use the words *okwakwe* for 'dog' and *ogbala* for 'cup' and men say *abu* and *nko*. And there are many other examples of words that sound different and use completely different letters. When [2]_____ if men and women find it difficult to understand each other, the Ubang village chief [3]_____ everyone understands each other perfectly and that they are very proud of the difference. In fact, there are lots of words that men and women have in common. Ms Chi Chi Undie, who has studied the community, says that the men and women of the tribe live very separate lives. 'All their children are brought up speaking the women's language fluently,' she [4]_____. When the boys get older, they learn to speak like the men in order to be closer to them.

C [5]_____, most children are learning English and the older members of the community ask what is going to happen to their unique language situation. The village chief is determined that it will survive because, he says, 'if the languages die, the Ubang people will exist no more.'



Writing tutor p84

Write a news story.

Plan

4 **Research a current news story on a few websites to get different versions. Make notes on these things in your notebook.**
A general introduction
The basic facts of the story (who? what? where?)
An interesting fact or extra information
Quotes from the people involved

Write

5 **Write your news story. Remember to include:**
- three paragraphs
- language from this unit
- expressions from the *Useful language* box (see Student's Book, p113).

Check

6 **Do you …**
- include an interesting headline?
- include some extra details in the third paragraph?
- include some direct speech?

9 Review

Vocabulary

1 Complete the sentences. The first letter is given.

1 Sarah s_____ that we buy a present for James.
2 I said he was lying and he a_____ I was right.
3 Julia c_____ she met Lionel Messi, but I don't believe her.
4 Remember that you p_____ you would help me move my bed later.
5 The students are c_____ that the classroom is too cold.
6 Francesca d_____ that she had fallen asleep in class, but everyone could see her.
7 The president a_____ that he was going to visit our school.
8 Ricardo still hasn't a_____ for breaking my watch.
9 The teacher d_____ that Sophie used a mobile phone in the exam.
10 Thomas has always i_____ that nobody told him about the trip to France.
11 I can't believe that you are r_____ to talk to Victoria because she lost your jumper.
12 The school principal c_____ that the art teacher had had an accident.

2 Circle the correct options.

1 Isaac *patiently* / *secretly* hid the box, and nobody knows where it is.
2 I only *gradually* / *occasionally* clean my computer. I should do it more often.
3 They waited *patiently* / *eventually* in the queue for hours, but there were no tickets left.
4 My dad has a friend who speaks eight languages *nowadays* / *fluently*!
5 I saved two euros every week and *regularly* / *gradually* I saved enough money for a new phone.
6 *After a while* / *Nowadays* hardly anyone uses public telephones in the street.
7 The doctor says that my dad should take exercise more *regularly* / *occasionally*.
8 The film was interesting at the beginning, but *secretly* / *after a while* I got bored and fell asleep.
9 I thought the meal would be very expensive, but it was *surprisingly* / *patiently* cheap.
10 Mark sent a message to say he was late and *eventually* / *gradually* he arrived at 11.30.

Language in action

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

1 We asked the teacher if ☐
2 The police told everyone ☐
3 Lucas asked me what ☐
4 My parents suggested ☐
5 Beatrice offered ☐
6 The magician explained ☐

a I was doing later.
b that I had to remember the card I had in my hand.
c to clear the area because there was a big fire.
d to help me fix my bike.
e we had to write in pen or pencil.
f going to the beach for the weekend.

4 **Complete the second sentence so that it reports the first. Use no more than three words.**

1 'Can you look it up on the Internet?' Ivan asked me.
Ivan asked me _____ look it up on the Internet.

2 'What did Josh say in the message?' Sara asked her.
Sara asked her what _____ in the message.

3 'Will you invite me next time?' Ann asked me.
Ann asked me _____ invite her next time.

4 'Where are you waiting for me?' asked Bella.
Bella asked me _____ waiting for her.

5 'How did you know the answer?' Leo asked us.
Leo asked us _____ the answer.

6 'Do you need directions to the station?' asked the police officer.
The police officer asked us _____ directions to the station.

Cumulative language

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

Science news: Goats prefer happy faces

Everyone loves a happy animal, [1]_____? Scientists in England [2]_____ that goats are attracted more by happy faces than by angry ones. It suggests that goats, like other animals [3]_____ humans keep at home or on farms, [4]_____ read human faces and understand human feelings. Previous studies had [5]_____ shown similar results in tests [6]_____ were done with horses and dogs.

In the tests, the reactions of the goats were studied by [7]_____ them in a closed area. Then different faces [8]_____ to people who gave them pasta to eat, [9]_____ is their favourite snack. The goats went to the happy faces more often and spent [10]_____ more time studying the faces with their noses. They also found that if they changed the faces from men to women, it [11]_____ any difference to the goats. Scientists believe the results [12]_____ us to understand animals better in the future.



1	a doesn't it	b does he	c don't I	d don't they
2	a just have discovered	b have discovered just	c have just discovered	d have just discover
3	a what	b that	c if	d to
4	a can	b should	c ought to	d can't
5	a still	b never	c yet	d already
6	a who	b that	c where	d whose
7	a put	b to put	c putting	d puts
8	a attached	b are attached	c were attaching	d were attached
9	a which	b what	c that	d who
10	a quite	b a lot	c fairly	d totally
11	a makes	b would make	c didn't make	d hadn't made
12	a were helped	b help	c helped	d will help

Writing tutor

Giving personal opinions

Include your personal opinion in blog posts or an opinion essay. This will make your writing more interesting, more personal and it will have a greater impact on the reader. Use expressions like: *I think*, *I feel*, *I personally believe*, *in my opinion* and *I would say that*.

1 Read the writing tasks. Use expressions to give your personal opinion.

1 Some people think young people have too much free time. Do you agree?

I think it isn't true. We spend a lot of time at school and we've always got lots of homework to do.

2 Start a blog post about the best place to hang out with friends in town. _____

3 You've just read a blog post which says we won't go to school in the future – we'll study from home instead. Write a comment. _____

4 Do you think everyone should live abroad at least once in their lives? _____

Ordering and connecting ideas

Ordering words and connecting phrases can give your writing a logical order and a structure and help your reader understand what you're trying to say. Help your reader by:

- ordering sentences and paragraphs by using words such as *firstly*, *secondly*, *in conclusion*, etc.
- connecting ideas using words such as *in addition*, *therefore*, *this means that*, *it got me thinking about*, *We decided that*, *I had no idea that*, etc.

2 Put A–D in order to make a blog post comment. Then match the comment with one of the tasks in Exercise 1.

A Firstly, if the weather's good, you can play basketball. That means you can do exercise and in addition, have fun! ___

B In conclusion, I had no idea that the park was such a cool place but now we spend most weekends there! ___

C Great post! It got me thinking about my favourite place to hang out with friends. In my opinion, it's the park near our school. There's lots to do there. 1

D Secondly, you can have a fizzy drink or a snack at the café or even bring your own food for a picnic on a bench. ___

Using bullet points

We use bullet points '•' to make our writing easier to read by:

- using short sentences
- turning the information into a list
- using the most important information

Notice that we use a short phrase with a colon ':' to introduce the information.

3 Read the following writing tasks. Put a tick (✓) if you could use bullet points.

1 A blog post with a list of ideas ☑

2 A story with the title 'An amazing surprise!' ☐

3 A report on a charity event at school. ☐

4 An opinion essay on zoos. ☐

5 An email to a friend who is going to look after your pet. ☐

6 A product review with a list of good and bad points. ☐

4 Rewrite the email in your notebook using bullet points.

Hi Jordan,

Many thanks for offering to look after our flat while we're away. There may be letters in the letter box – can you check that first? If there are letters, please leave them on the kitchen table. All our plants are now next to the window in the living room. Please water them. There are plenty of fizzy drinks in the fridge – please help yourself! And there should be some biscuits in the jar. When you leave, please remember to close all the windows, and finally, don't forget to lock the front door. We'll see you on the 20th.

Best wishes,

Andi

Writing tutor

Being descriptive

When you write a description:

- Use adjectives to make it more interesting and specific, e.g. '*I ate grilled fish yesterday. It was tasty*' tells us a lot more than '*I ate fish.*'
- Avoid using common adjectives like *good* or *bad.* Use more descriptive adjectives such as *tasty* or *awful* instead.
- Use all five senses: what does the thing you're describing *look like* / *sound like* / *feel like* / *smell like* / *taste like*?

1 Answer the questions with the adjectives in the box. You can use some adjectives more than once.

colourful rough sharp shiny silent
smelly smooth sour spicy transparent

1 What does it **feel** like? rough _____ , _____ , _____
2 What does it **look** like? _____ , _____
3 What does it **smell** like? _____
4 What does it **sound** like? _____
5 What does it **taste** like? _____ , _____

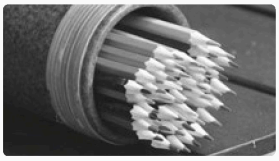
2 Describe these photos. Use some of the adjectives from Exercise 1, the expressions in the box and your own ideas.

I guess it / they must be …
Perhaps it's / they're something (+ adjective)
It's / They're definitely some kind of …

1 

I guess they must be chili peppers. They look red and shiny but I'm sure they're spicy.

2 

3 

4 

Adjective order

- Adjectives usually go before the noun in a sentence, and we don't normally use more than two adjectives before each noun.
- When there are two adjectives, we usually put the 'opinion' adjective before the 'fact' adjective: *an amazing tall building, a great black and white film*
- When there are two fact adjectives together, we generally write them in this order:

size	age	shape	colour
small	*new*	*square*	*red*

origin	material
Italian	*leather*

3 Complete the sentences with the adjectives in brackets in the correct order.

1 Can I borrow your long black _____ dress for the party? (black, long)
2 Please leave your _____ boots outside! (old, smelly)
3 My friends love _____ food. (Chinese, spicy)
4 What do you think of my _____ earrings? (new, shiny)

4 Write a short phrase using at least two adjectives and a noun.

1 Describe your favourite fruit.
a sour green apple
2 Describe your favourite item of clothing.
_____
3 Describe your favourite animal.
_____
4 Describe your favourite object.
_____
5 Describe your favourite place in your town. _____

Writing tutor

Expressing your opinion clearly

When we give our opinion, for example in a for and against essay, we need to convince our readers. Remember to:

- give both sides of the argument. Use expressions such as *On the one hand and It's certain that, without a doubt, I'm completely sure that* to support an idea and *However, on the other hand, and although* to present an opposite idea.
- make sure your personal view is clear in the conclusion. Use expressions such as *In conclusion*, *I'm completely sure that* and *I personally believe*.

1 Complete the expressions. Tick (✓) the expressions that support an idea, and write an (✗) for expressions that present an opposite idea.

Stating the reasons for and against

1 On the *one hand,* _____ ✓
2 It's _____ ☐
3 Without _____ ☐
4 However, on _____ ☐
5 A _____ ☐

Giving your opinion in the conclusion

6 In _____ ☐
7 I'm _____ ☐
8 I'm _____ ☐

2 Complete the for and against essay with the expressions in the box.

However, on the other hand	In conclusion
I'm absolutely certain that	It's certain that
On the one hand	Without a doubt

Should cars be banned from city centres?

[1] *It's certain that* many people use their cars to drive into the city centre. [2] _____, the public transport connections from some places are either not very regular or finish very early. [3] _____, some people do not even consider other options. [4] _____, my family, for example, could walk instead of driving. [5] _____, [6] _____ cities should improve their public transport so that more people leave their cars at home.

Using persuasive language

When we want to persuade our readers. Use:

- impactful language such as *what impresses me the most is …*, *without a doubt*, and *I'm certain that* to say why you support something and want others to support it, too.
- extreme adjectives (*enormous*, *gorgeous*, etc.) to make your writing more dramatic and exciting.

Remember, with extreme adjectives, we can use *really* or *absolutely* but **not** *very*.

3 Complete the table with the words in the box.

beautiful cold dreadful enormous fascinating gorgeous hot loud marvellous scary

Adjective	Extreme Adjective
bad	[1] *dreadful*
[2] _____	stunning
big	[3] _____
[4] _____	freezing
good	[5] _____
[6] _____	boiling
interesting	[7] _____
[8] _____	deafening
nice	[9] _____
[10] _____	terrifying

4 Complete the sentences with some of the extreme adjectives in Exercise 3 and your own ideas.

1 I've been to several places around the world but the one that impresses me the most is *Brighton. The weather is perfect – it's never really boiling or absolutely freezing.*
2 What impresses me the most about my school _____
3 I'm absolutely certain that _____
4 A highlight of my holiday was _____

Writing tutor

Giving advice and recommendations

We give advice and make recommendations in all kinds of writing, for example, in email replies or blog comments.

If we want our readers to follow our advice or recommendations, it's important to be specific, explain our reasons and give examples. Some useful expressions for giving advice and making recommendations include:

I can't recommend …. enough, I would recommend (doing), It'll all be OK, you'll see, It's the best thing!, It might be better not to…, It would definitely help to…, Whatever you do, don't…, Why don't you …?, You really ought (not) to (do) …

1 **Circle the correct words to complete the advice and make recommendations.**

1 I would recommend *do* / *doing*...
2 It would definitely *help* / *helping* to ....
3 Whatever you *doing* / *do*, don't ...
4 It might *being* / *be* better (not) to ...
5 It's the *better* / *best* thing!
6 It'll all be OK, you'll *seeing* / *see*.

2 **Jack has written to ask for advice and recommendations for a present he can buy for an older member of his family. Complete the email reply with the expressions in Exercise 1.**

Hi Jack,

I agree! It's often hard to think of something for an older member of the family. Whatever [1] ___you do, don't___ worry – I'm sure they'll love your present. It would [2] _____ to ask other people in the family for their ideas. [3] _____ also recommend thinking about the kinds of things they enjoy doing and get them something for that. And if you really can't think of anything, it might [4] _____ ask them directly. That's the [5] _____ !

It'll [6] _____ .

Best of luck,

Nico

Send

3 **Choose one of these people and write your own reply. Use some of the expressions in Exercise 1 and Nico's reply to help you.**

a brother or sister a classmate
a close friend a teacher

Word formation – changing adjectives to nouns and adverbs

It's important to use a wide range of vocabulary.

- An easy way to increase your vocabulary is to learn and use the adjective, noun and adverb form of words, e.g. *happy* ➔ *happiness* ➔ *happily*.
- Remember we can use words like *a bit*, *quite*, *really* and *absolutely* with the adjective or adverb.

4 **Complete the table.**

Adjective	Noun	Adverb
happy	[1] ___happiness___	happily
[2] _____	anger	angrily
calm	calm	[3] _____
[4] _____	confidence	confidently
eager	eagerness	[5] _____
[6] _____	enthusiasm	enthusiastically

5 **Read the messages. Use the words in Exercise 4 to give advice and make recommendations.**

Our band's playing our first concert tomorrow evening. 😬

[1] *Go to bed early. Keep calm and hopefully it'll go well!*

I had an argument with a close friend yesterday. 😞

[2] _____

My teacher wants us to present the project to the school. 😟

[3] _____

Writing tutor

Writing headlines

We use headlines to grab attention and persuade our readers to carry on reading. An effective headline should:

- be short: use 5–10 words
- catch the reader's attention
- give the reader a general idea of the news story

To write a headline:

- don't use *a*, *an* or *the*
- use the present tense, even if the story happened in the past e.g. *Teenager invents time machine*
- for the future, use the infinitive, e.g. *Celebrity to open music venue*
- use descriptive language, e.g. *dreadful*

1 Write headlines for the news stories.

1 A child draws on a work of art which is worth thousands of dollars.

Child destroys valuable painting.

2 A man's dog has found a dinosaur egg which is 200 million years old.

3 A famous musician told her manager that she wouldn't travel by plane.

4 A cook gave a restaurant a bad review on TV. He will say sorry to the restaurant.

Reporting what people say

Journalists often interview people who saw an event, local residents or experts to add human interest to their stories.

Direct speech

We can use direct speech for several reasons:

- to show what a person really said
- to make a piece of writing easier to believe.

We use:

- a capital letter at the beginning of the sentence
- quotation marks (' ') around the speech
- an exclamation mark (!) to show a strong feeling
- a question mark (?) after a question.

Unless the sentence finishes with a '!' or a '?', we use:

- a comma (,) if the sentence continues
- a full stop (.) at the end of a sentence

2 Rewrite the sentences using reported speech.

I've never seen anything like it!

1 *'I've never seen anything like it!' he answered.*

Whose responsibility is it?

2

She'll go far, I'm sure!

3

We never intended to be famous.

4

Reporting verbs

We can also summarise what different people say. Avoid repeating 'say' or 'tell' too many times. Use more descriptive words like *admit*, *announce*, *answer*, *ask*, *comment*, *enquire*, *reply*, *respond*, *state*, etc. instead.

3 Read the interview. Write a news story using some of the verbs in the box.

ask claim admit discover
confirm suggest answer explain

Journalist What did you see at the art gallery?
Woman I saw a young child go up to a painting and draw on it.
Journalist What kind of painting was it?
Woman It was a big white one with a couple of black lines on it.
Journalist And why do you think the child did it?
Woman Perhaps he wanted to finish it.

Child destroys valuable painting

I spoke to several people at the art gallery. When I asked a young woman about it, she

Grammar tables

Starter Unit

Present and past simple and continuous

Past simple

	Affirmative	Negative
I / He / She / It / We / You / They	called me.	didn't called me.

Question		
Did	I / he / she / it / we / you / they	call you?

Short answers		
Yes,	I / he / she / it / we / you / they	did.
No,		didn't.

Present continuous

	Affirmative	Negative
I	am crying.	am not crying.
You / We / You / They	are crying.	aren't crying.
He / She / It	is crying.	Isn't crying.

Past continuous

	Affirmative	Negative
I / He / She / It	was crying.	wasn't crying.
We / You / They	were crying.	weren't crying.

Question		
Was	I / he / she / it	crying?
Were	we / you / they	

Short answers		
Yes,	I / he / she / it / we / you / they	were.
No,		weren't.

Present perfect

Affirmative / Negative			Question		
I / We / You / They	have walked / haven't walked	to school.	Have	I / we / you / they	walked to school?
He / She / It	has walked / hasn't walked		Has	he / she / it	

Short answers Affirmative / Negative					
Yes,	I / we / you / they	have.	No,	I / we / you / they	haven't.
	he / she / it	has.		he / she / it	hasn't.

Unit 1

Present perfect continuous

	Affirmative	Negative
He / She / It	has been practising for years.	hasn't been eating very well.
I / We / You / They	have been practising for years.	haven't been eating very well.

Questions		
Has	he / she / it	been sleeping a lot?
Have	I / we / you / they	

Short answers Affirmative / Negative		
Yes,	he / she / it I / we / you / they	has. / have.
No,		hasn't. / haven't.

Grammar tables

Unit 2

used to, would

Affirmative / Negative			Question			
I / You / He / She / It / We / You / They	used to / would	walk to school.	Did	I / you / he / she / it / we / you / they	use to	walk to school?
	didn't use to / wouldn't		Would			

Short answer Affirmative / Negative		
Yes,	I / you / he / she / it / we / you / they	did.
No,		didn't.

Unit 3

Future continuous

Affirmative / Negative		
I / You / He / She / It / We / You / They	will	be flying this time next week.
	won't	
Question		
Wil	I / You / He / She / It / We / You / They	be flying this time next week?

Short answers Affirmative / Negative		
Yes,	I / you / he / she / it / we / you / they	will.
No,		won't.

Future perfect

Affirmative / Negative		
I / You / He / She / It / We / You / They	will have finished	the project by 2050.
	won't have finished	
Question		
Wil	I / you / he / she / it / we / you / they	have finished the project by 2050?

Short answers Affirmative / Negative		
Yes,	I / you / he / she / it / we / you / they	will.
No,		won't.

Unit 4

Deduction and possibility

Present		
Certainty: must be	I / He / She / It / We / You / They **must be**	ill.
Possibility: might be	I / He / She / It / We / You / They **might be**	
Possibility: could be	I / He / She / It / We / You / They **could be**	
Not possible: can't be	I / He / She / It / We / You / They **can't be**	

Past		
Definitely true: must have	I / He / She / It / We / You / They **must have been**	thirsty.
Possibly true: might have	I / He / She / It / We / You / They **might have been**	
Possibly true: could have	I / He / She / It / We / You / They **could have been**	
Not possible: can't have	I / He / She / It / We / You / They **can't have been**	

Grammar tables

Unit 5

The passive

Present simple		
Spanish	is	spoken in many countries.
Tigers	aren't	found in Africa.
Past simple		
Writing	was	invented in Asia.
Planes	weren't	used until the 1900s.
will		
The prize	will be	awarded next week.
The food	won't be	served until 10 pm.
Questions		
Will	your project be	finished by next week?

Question tags

Main clause	*be* / *do* / *have* / modal + subject pronoun
They aren't ready,	are they?
They are ready,	aren't they?
We don't need a pencil,	do we?
We need a pen,	don't we?
He was ill,	wasn't he?
He wasn't ill,	was he?
She can't run a marathon,	can she?
She can run a marathon,	can't she?
You won't be late,	will you?
You'll be late,	won't you?
You haven't seen it,	have you?
You've seen it,	haven't you?

Unit 6

Third conditional

Imaginary past situation	Imaginary past consequence
if + past perfect	*would have* + infinitive
If I had seen your message,	I would have called you.
If I hadn't seen your message,	I wouldn't have called you.
Imaginary past consequence	**Imaginary past situation**
would have + infinitive	*if* + past perfect
I would have called you	if I had seen your message.
I wouldn't have called you	if I hadn't seen your message.
Questions	
If he had been the chef,	what would he have prepared?
If you had let me help you,	wouldn't you have done better?

Unit 7

Gerunds and infinitives

Verb + gerund	Verb + infinitive
I like **running**.	I like **to run**.
Elif is good at **playing** football.	Elif wants **to play** football at the weekend.
Taking photos is my favourite hobby.	When do you learn **to take** photos?

Grammar tables

Unit 8

Indefinite pronouns

anybody	anyone	anything	anywhere
everybody	everyone	everything	everywhere
nobody	no one	nothing	nowhere
somebody	someone	something	somewhere

Reflexive pronouns

I	→	myself	it	→	itself
you	→	yourself	we	→	ourselves
he	→	himself	you	→	yourselves
she	→	herself	they	→	themselves

Reciprocal pronouns

You and I / He and she / We	work with	each other. / one another.

Unit 9

Reported statements

Direct speech	Reported speech
Present simple 'I **want** some new shoes.'	**Past simple** He said (that) he **wanted** some new shoes.
Past simple 'I had a great time.'	**Past perfect** She said (that) she **had** had a great time.
Present perfect 'We'**ve** just **seen** a show about a fire.'	**Past perfect** She said (that) they **had** just **seen** a show about a fire.
Present continuous 'We'**re growing** our own vegetables.'	**Past continuous** He said (that) they **were growing** their own vegetables.
will 'They **will** need to bring a laptop.'	***would*** She said (that) they **would** need to bring a laptop.
can 'You **can** do it.'	***could*** He said (that) I **could** do it.
must 'We **must** buy some bread.'	***had to*** She said (that) we **had to** buy some bread.
have to 'I **have to** wear a uniform.'	***had to*** She said (that) she **had to** wear a uniform.

Reported questions

Direct questions	Reported questions
'Where did we go on holiday last summer?'	She asked where we **went** on holiday last summer.
'What film do you want to watch?'	He asked what film I **wanted** to watch.
Yes / No questions	
'Will you do your homework tonight?'	My brother asked **if** I **would** do my homework tonight.
'Has your drama club rehearsed this scene regularly?'	She asked **if** our drama club **had** rehearsed that scene regularly.