

OXFORD

Oxford Discover Futures



Ben Wetz
Jane Hudson

Student Book

1

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Student Book

1

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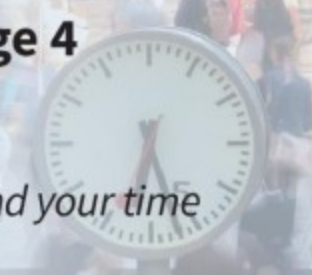
Factflix videos



Reading to learn

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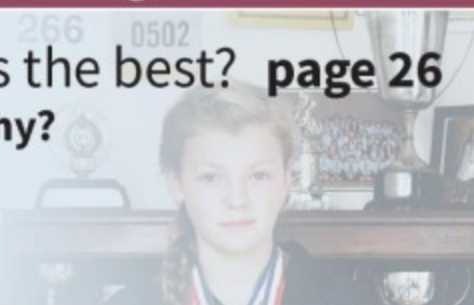


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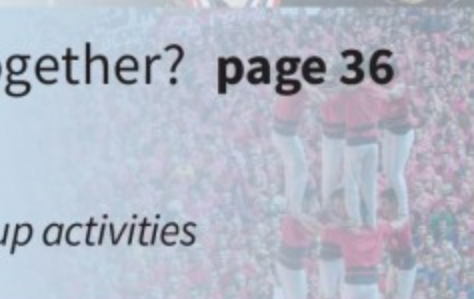
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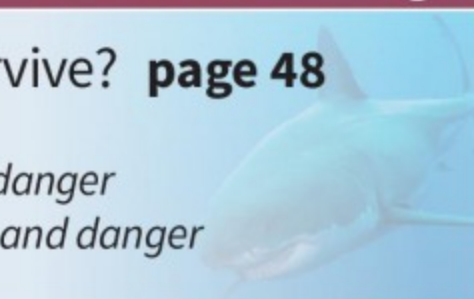


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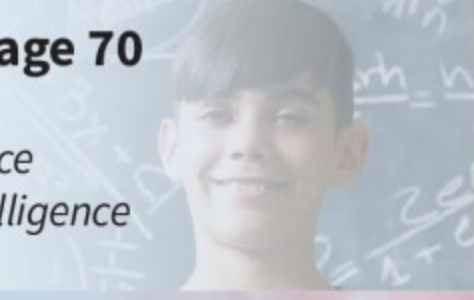


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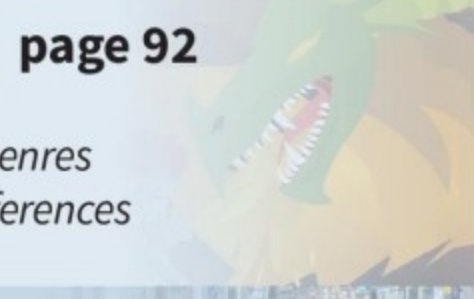


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Reflect videos



How much time do we spend studying?

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Language point *Explaining cause and effect*
Reflect

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Reflect

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TASK *A description of a charity group*
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Reflect

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Why is waste a problem?

TASK *A factual article*
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Reflect



VIDEO Learning about how we spend and waste time

READING Identifying text types

LANGUAGE IN USE Talking about facts, routines, actions in progress, and frequency

LIFE SKILLS Managing your time

LISTENING Understanding the context

WRITING Thinking about your audience

What is the value of **TIME?**

In a lifetime of 80 years there are 29,220 days or 42,076,800 minutes.
How much time do we waste?

How much time do we waste?

1 Look at the photo and read the caption. Why is time important to us?

2 Complete the sentences. Which do you agree with?

- 1 You don't always time when you do things quickly.
- 2 Time is precious, so it with the right people.
- 3 When you lose time, it's difficult to it again.
- 4 Do it before you time. Don't wait until it's too late.
- 5 When people need some of your time, try to it.
- 6 Time is like money. If you a lot of it, you're lucky.

Discover vocabulary Talking about time

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Workbook ► Page 6



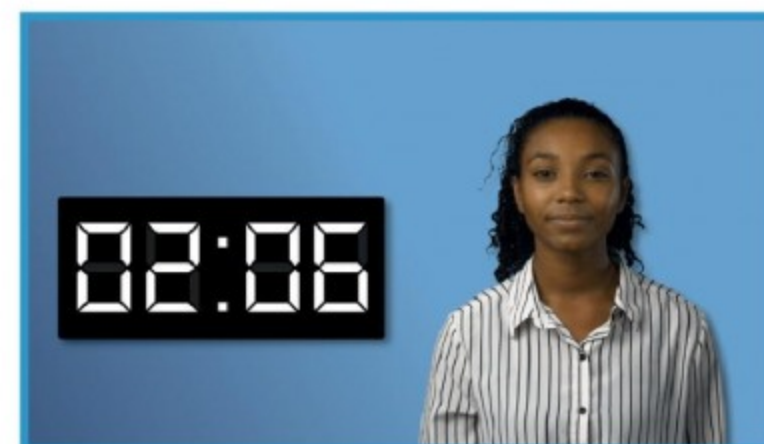
3 Guess the answers to the quiz below. Then compare your answers.

How much time does the average teenager spend ... ?

• at school	4 / 6 / 8	hours a day
• in bed	8 / 9 / 10	hours a day
• on cell phones	2 / 3 / 4	hours a day
• looking for things	20 / 30 / 60	minutes a week
• helping at home	0 / 20 / 40	minutes a week
• doing homework	5 / 10 / 15	hours a week



4 Watch the Factflix video and check your answers to the questions in exercise 3. Which facts surprise you?



5 Watch the video again. What do Max and Amy think is a waste of time?



6 Work in pairs. Ask and answer the questions.

- 1 How do you spend most of your free time?
- 2 What do you find difficult to make time for in life, e.g., friends, hobbies, exercise?
- 3 Do you ever waste time? Explain your answer.

Key phrases Talking about how you spend your time

How much time do you spend ... ?

How long does it take you to ... ?

It takes me ... to

Do you spend / waste much time ... ?

... is / isn't a waste of time.

Discover more



SEARCH ONLINE and find out more facts about how much time students spend on homework. Which countries spend the most time?

Reading
strategy

Identifying text types

Different types of text use different language and design. Think about what type of text you are reading and what kind of information you expect to find in it. This will make it easier to understand.

- 1** Study the reading strategy. Then look at the texts on page 7. Write A, B, or C for 1–6. You can write more than one answer.

This text ...

- | | |
|---------------------------|---------------------------|
| 1 is online | 4 gives advice |
| 2 is a conversation | 5 gives information |
| 3 is from a leaflet | 6 gives opinions |

- 2** Compare your opinions about exercise 1. Explain your answers.



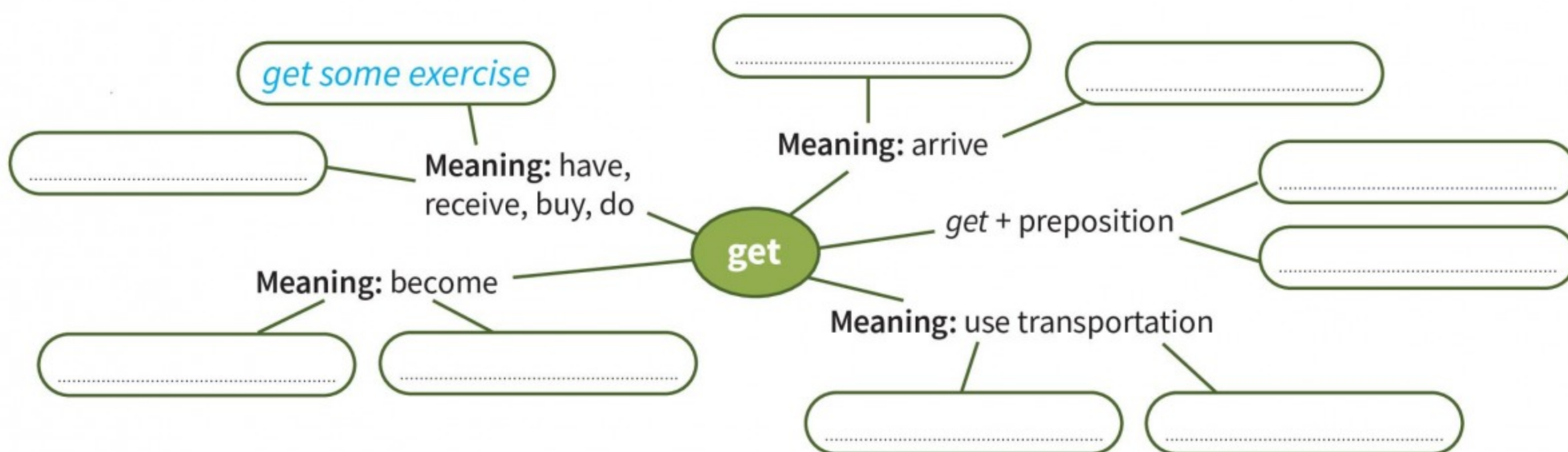
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- 3** Read and listen to the texts and answer the questions. Explain your answers.

- Why do adults need less sleep?
- If the student in text A has two hours of homework, what time do you think he goes to bed?
- Why do teenagers have difficulty sleeping?
- What are the connections between text A and B?
- Are the messages in text C friendly, in your opinion?

- 4** Add the *get* phrases below to the word web. Then think of more examples to complete it.

get to bed early get busier get home ~~get some exercise~~ get the bus get up

Discover vocabulary Uses of *get*

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- 5** Write questions with *get* to find out about your partner's daily routine. Then ask and answer the questions. How healthy is their routine on a scale of 1–10? (10 is very healthy.)

How often do you get some exercise?



- 6 TALKING POINTS** Discuss the questions.

- Why is sleep important?
- Do you think you get enough sleep? Why? / Why not?
- What are the best rules about screen time and bed time?
- Which are the best tips for good sleep? Can you think of any more tips?

Discover
more

ASK FRIENDS and find out how much time they spend in front of screens and how many hours they sleep. Is there a connection?

A

Time for BED



Did you know that giraffes spend more than 23 hours a day awake, but cats spend 66% of their lives asleep? All animals are different. Adult humans need about seven hours' sleep, but between the ages of 11 and 17, when our bodies and brains are changing, we need between 9 and 11 hours.

- 5 Sleep is incredibly important. Believe it or not, humans can survive more time without food than without sleep. "Sleep is essential for our brain," says Dr. Madison Radley, a university professor. "While you're sleeping, your brain organizes information. If you don't sleep, your brain can't function,
- 10 and if your brain can't function, you've got a problem."

How do we know which are Dr. Radley's actual words?

- In fact, this is already a problem for many school children in the UK. "I have a student who can't stay awake in class," one teacher told me. "He lives a long way from school, so he gets
- 15 up at 6 a.m. to get the bus. He has activities after school and sometimes doesn't get home until six in the evening. Then, after dinner and homework, he probably spends at least three hours on his phone watching videos and
- 20 messaging friends."

- As our lives get busier, it's becoming more difficult to rest. Kids now do more activities and homework than ever before, and they rarely disconnect from social media. With
- 25 a phone next to the bed and messages still arriving at 1 a.m., some kids are only getting six or seven hours' sleep. That's enough ... but only if you're a giraffe.



Why do you think that the author mentions giraffes at the end of the article?

B



Top Tips for Better Sleep

- Routines are important – go to bed at the same time every day.
- Avoid sugary food and drinks in the evening.
- Avoid using phones and computers at least an hour before going to bed and NEVER have a phone in your bedroom.
- Go for a walk or get some exercise in the evening.
- Find time to relax.

Why is "never" in CAPITAL letters?

C



Is the language in this phone message formal or informal? How do you know?

1 Read the information leaflet. How is Sameer's day different from yours?



Sameer's Day

When no time is free time

Twelve-year-old Sameer is working in a hot, noisy factory. A few feet away, his boss is watching him and is checking that Sameer isn't wasting time. Sameer works nine hours a day, six days a week in the factory. He doesn't go to school and he doesn't see his family very often because he usually eats and sleeps in the factory. Time goes slowly for Sameer. He gets bored, so while he's working he sometimes daydreams of playing soccer, but when he finishes work he is too tired for games. Sameer is not the only young person in this situation. More than 150 million children work on farms and in factories around the world. Our organization is trying to help kids like Sameer because every child needs education, free time, and a chance in life.

**BRIGHT
FUTURES**


Discover grammar Talking about facts, routines, and actions in progress

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Workbook ► Page 7

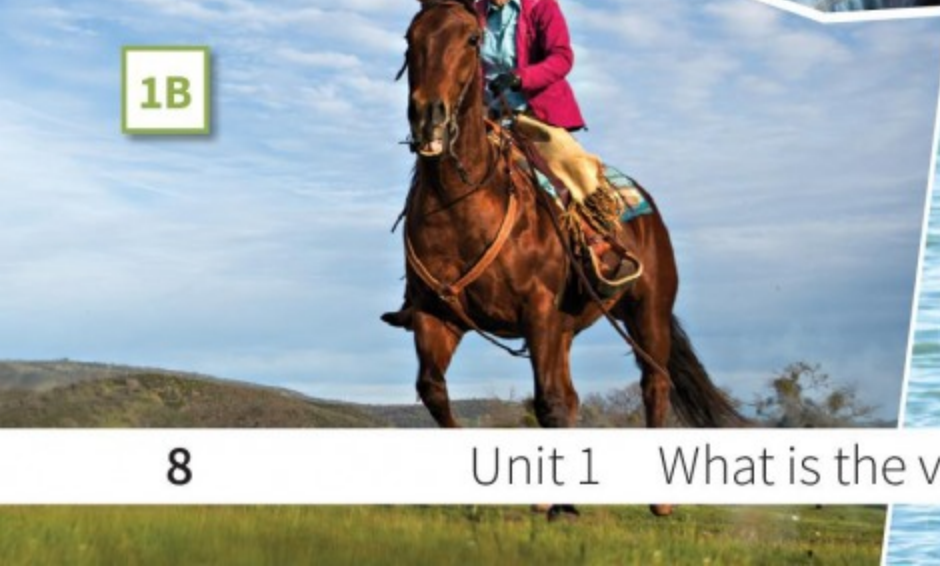
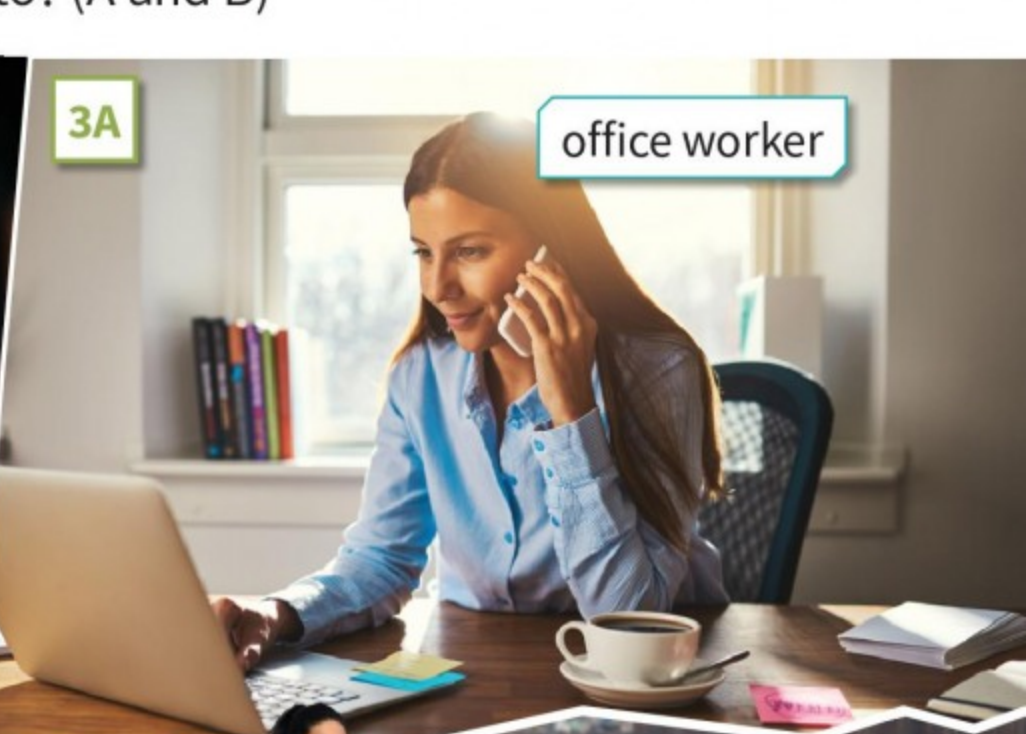
We use the simple present form to talk about facts and routines. We use the present continuous to talk about actions in progress.

2 Study the examples from the information leaflet. Which talk about facts and routines? Which talk about actions in progress?

- a *Sameer works nine hours a day.*
- b *His boss is watching him.*
- c *He usually eats and sleeps in the factory.*
- d *Our organization is trying to help kids like Sameer.*

3 Study the photos of people at work (A) and in their free time (B). Answer the questions.

- 1 What do you think the people do every day at work? (A)
- 2 How are their jobs similar and different? (A)
- 3 What are the people doing in the photos of their free time? (B)
- 4 How do you think they're feeling in each photo? (A and B)



Discover grammar Talking about frequency

Student Book ► Page 113

Workbook ► Page 7

We can use adverbs or time phrases to talk about frequency.

4 Study the examples from the information leaflet and answer the questions.a Sameer works nine hours **a day**.b He **usually** eats and sleeps in the factory.1 Which **highlighted** word or time phrase is an adverb of frequency?2 What other adverbs of frequency can replace *usually*?**5 Look at the ideas for free-time activities. Then think of more activities for each category.****6 Work in pairs. Find out how your partner prefers to spend their free time. Use ideas from exercise 5.***How often do you ... ?**Do you ever ... ?***7 Write a short summary describing how your partner spends their free time. Tell the class.**

Lisa enjoys spending time with people. She meets friends every day and she often visits her cousins on weekends. She likes to be active, too. She goes to dance class once a week and she sometimes plays soccer after school.

**Discover
more**

SEARCH ONLINE and find out more about how people spend their free time. What **unusual hobbies** do people have?



Managing your time

If you organize your time and plan how to use it, you can do more and still have time to relax.

- 1** Study the life skills strategy. Then look at the *Time Management Checklist*. Which of these things do you do?

Time Management Checklist

- 1 Make to-do lists. ☐
- 2 Make a note of your homework. ☐
- 3 Write down important times and dates in a calendar. ☐
- 4 Set alarms on your phone. ☐
- 5 Do important tasks before less important tasks. ☐
- 6 Don't leave things until the last minute. ☐
- 7 Leave home early so that you don't arrive late. ☐
- 8 Keep things where you can find them easily. ☐

- 2** Look at the reminders. Match each one (A–C) with an item (1–8) from the *Time Management Checklist* in exercise 1.

A B C

A

Olivia's to-do list

Clean bedroom

Study for history exam on Friday

Buy cat food

B



C



October

12	Mon	
13	Tues	
14	Weds	Jason - dentist
15	Thurs	Tom - basketball practice
16	Fri	Rosa - doctor's appointment
17	Sat	Anna - swimming lesson
18	Sun	Tom - basketball game

- 3** Answer the questions about the reminders above.

- 1 Who has a doctor's appointment on October 16th?
- 2 Who needs to buy cat food?
- 3 Who has a dentist's appointment?
- 4 Who has a math test at 2:00 p.m. on a Tuesday?

Discover vocabulary Planner events

Student Book ► Page 112

Workbook ► Page 8

Listening
strategy

Understanding the context

The first time you listen, try to figure out who the speakers are and what the situation is. This will help you understand the context of what is happening.



1.02

4 Study the listening strategy. Then listen and match the conversations 1–4 with the situations a–e. There is one extra situation.

- | | |
|--|-------------------------|
| a a dentist's office | d a film festival |
| b a conversation between friends | e a school class |
| c a radio program | |

5 Listen again. Write down the days and times for the activities 1–6.

- 1 the Yankees baseball game
- 2 the history exam
- 3 the science project
- 4 the dentist's appointment
- 5 Mark's soccer practice
- 6 Lucas's piano lesson



6 Think about your week ahead. Make a list of tasks and events. Include these things:

- events with family and friends
- school exams, tests, and projects
- appointments
- sports practice and games, music practice



7 Work in pairs. Find out about your partner's plans. Use the key phrases and ask about:

- this evening
- the weekend
- the rest of the week
- next week

Key phrases Talking about plans

Do you have any plans for ... ?

Are you busy / free on ... ?

I'm busy / free ... on Monday morning / afternoon / evening.

I have ... today / tomorrow / the day after tomorrow.

There's ... this / next Wednesday.

It's ... next week / next Tuesday.



8 Work in pairs. Discuss how you can organize your plans for the week. Answer the questions and compare your ideas.

- 1 What can you put on a to-do list?
- 2 What homework do you need to do first?
- 3 Do you need to set alarms for anything?
- 4 Are there any important dates to put in your calendar?
- 5 What are your busiest days? When do you have time to relax?

9 REFLECT Which time management tips do you think you will use? Why? Compare your opinions.

Discover
more

SEARCH ONLINE and find out about **productivity apps for high school students**. These are apps that help people to study and to organize their lives. Choose one you like. Tell the class about it. What is it called? What does it do? Why do you like it?

Writing task



A forum post about school life

Mason has posted about school and study time on an internet forum and you want to write a reply. Read the post and answer Mason's questions about life at your school.

Understand the task

- 1 Study the writing task. Why do people use internet forums, chatrooms, and message boards? Do you know or use any?

Writing strategy



Thinking about your audience

Before you write, always think about who you are writing for. This will help you to decide what to write and how to write it.

- 2 Study the writing strategy. Then look at *Your World Forum* and answer the questions. Explain your answers.

- 1 Is this forum for teachers, students, or both?
- 2 What age do you think the readers of the forum are?
- 3 Is the forum for one country or is it international?
- 4 Is Sophie's reply formal or informal? How do you know?
.....
- 5 Does she answer all of Mason's questions?
.....



Search

Your World Forum

Login/Register ▼

Entertainment ▼

Advice ▼

Games ▼

Sports ▼

School ▼

Hobbies ▼

School hours and subjects

[Previous thread](#) [Next thread](#)

Following thread:
211
people

Mason (USA)



Member since Jun 19

22 Jul

Hi. I'm doing a project about school and study time in different countries. Please post some information about:

- when your school day starts and ends
- how many classes and breaks you have
- which is your favorite day and why
- how much homework you get and how you feel about that
- how you get to school and how long it takes

Thanks!

Next reply

Sophie (Ireland)



Member since Apr 19

22 Jul in reply to [Mason](#)

I'm from Ireland. School starts at 9 o'clock and it ends at four. We get a 20-minute break at 11:00 and there's 40 minutes for lunch at one o'clock. I think 9 o'clock is a good time to start because it's not too early and it's not too late. Mondays seem very long to me because I have difficult subjects and I have double geography at the end of the day. Tuesday's my favorite day because we have PE. I'm in 8th grade and we get a lot of homework – usually between an hour and two hours a day. One hour is OK, but I think two hours is too much. I live eight kilometers from school, so I get a bus. That's an extra 40 minutes, so it's a long day, but I usually do some of my homework on my way home.

3 LANGUAGE POINT Study the highlighted words in the forum post on page 12. Check (✓) the correct answer.

We use *because* and *so* ...

- a to give examples ☐
- b to explain why things happen ☐
- c to give answers for problems ☐

Think and plan

- 4 Read Mason's post again. What information does he want to know?
- 5 Think about your school and study time. Make notes for each of Mason's questions. Think of examples to support your answers. Use *because* and *so*.

Write a first draft

- 6 Write the first draft of your post. Use your notes from exercise 5.

Review and edit

- 7 Read through your first draft. Check it and revise it. Then write your final draft.
 - **Content** Does your post answer all of Mason's questions? Do you explain your opinions?
 - **Organization** Are your answers to Mason's questions in the same order as in the forum?
 - **Style** Do you think that your writing style is appropriate for the audience of the forum?

Reflect

What is the value of time?

-  How much time do we waste?
-  Why is sleep important?
-  How do we use our free time?
-  How can we manage our time?
-  How much time do we spend studying?

- 1 Think about your answers to the lesson questions. Make notes.

- 2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

- 3 Work together and compare your ideas.

- 4 Watch the same video *with* narration. Make notes. Did you learn anything new?

- 5 Discuss the lesson questions in pairs.

- 6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 13



I learned that people spend 50 hours every year in traffic!



VIDEO Learning about memories

READING Previewing

LANGUAGE IN USE Talking about past events

LIFE SKILLS Learning to learn: using memory techniques

LISTENING Listening for gist

WRITING Creative thinking: using a mind map

What do we REMEMBER?

We like to look back and share our memories, but what do we remember best?



What do we remember best?

1 Look at the photo. Read the caption. What kind of past events do we remember?

2 Work in pairs. Ask and answer the questions.

Do you remember ... ?

- Do you have a good memory?
- What kind of things do you remember and forget?
- Do you think people always remember the same things?
- What's your earliest memory? How old were you?
- What reminds us about the past?
- Can a smell bring back memories?
- Do you think we remember more of what we hear, see, say, or do?
- How can we help our memory so that we are less forgetful?

Discover vocabulary Memories

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Workbook ► Page 16

3 Watch the Factflix video. What personal memories do Max and Amy mention?

4 Watch the video again. Which questions in exercise 2 do Max and Amy answer?



5 Work in pairs. Talk about the events below. Which do you remember most clearly? Why?

Tell me about ...

- a time when you were very happy
- a memorable meal that you really enjoyed
- a time when you lost something important
- a time when you were sick or hurt
- an important and unforgettable news story

Key phrases Talking about memories

Do you remember ... ?

What do you remember about ... ?

I (don't) remember ... very clearly.

I remember feeling

That brings back memories.

That reminds me of

Discover more



ASK FRIENDS Print an old photo that has a lot of memories for you. Write the event, place, and the date and put the photo on the wall. Can your classmates guess which is your photo?

Reading
strategy



Previewing

Before you read a text, look at the title and the pictures to help you understand what the text is about.

- 1 Study the reading strategy. Then look at the pictures and the title of the magazine article on page 17. What do you think the article is about? Choose an option (a–c) and explain your answer.

- a Why it is important to store memories.
- b How technology changes what we remember.
- c How our memories are better now because of the internet.



- 2 Compare your answers to exercise 1. Then read and listen to the article and check your answers.

1.03

- 3 Answer the questions.

- 1 Does the article answer the question in the title?
- 2 Why does the author start the article with Aurelien's story?
- 3 In what way is "the past in your pocket"?
- 4 Why have smartphones changed our habits?
- 5 Explain the "Google Effect."
- 6 What does the author want us to buy and why?

- 4 Study the words below. Which are similar in your language? Why do you think new technology words are often the same in many different languages?

- | | |
|-------------|---------------|
| 1 app | 7 online |
| 2 click | 8 playlist |
| 3 the cloud | 9 post |
| 4 data | 10 smartphone |
| 5 digital | 11 virus |
| 6 internet | |

Discover vocabulary Technology

Student Book ► Page 114

Workbook ► Page 16

- 5 Read the article again. What other words are similar in your language?



- 6 **TALKING POINTS** Discuss the questions.

- 1 Do you think that Aurelien has a useful skill? Why? / Why not?
- 2 Is it a waste of time to learn facts?
- 3 What do you memorize and why?
- 4 Can you remember 11 events from last year?
- 5 What kind of things do you remember? Why?
- 6 Would you like to write a diary? Or buy a photo album? Why? / Why not?

Discover more



SEARCH ONLINE and find out what a **Scrapblog** is. What do people put on Scrapblogs? Find out one interesting fact to share with the class.



Why memorize anything when it's all on the internet?

Why is it good to begin an article with a question?

Can you remember exactly what you were doing on this day two years ago? Probably not. But Aurelien Hayman can. Say any date to Aurelien – four, five, six years ago – and he can remember what he was wearing, what music he listened to, who he talked to, and if the sun was shining. Most of us can only remember about 11 events from each year of our lives, but Aurelien has a condition called hyperthymesia, which means he can remember almost everything. “It’s like the dates have pictures,” he says.

Unlike Aurelien, most of us don’t have a perfect memory. How do you remember what you did last year? Well, you probably look for the past in your pocket, on your phone. That’s where a lot of our memories are now – in photos, posts, and playlists. It’s all online.

What does “24/7” mean?

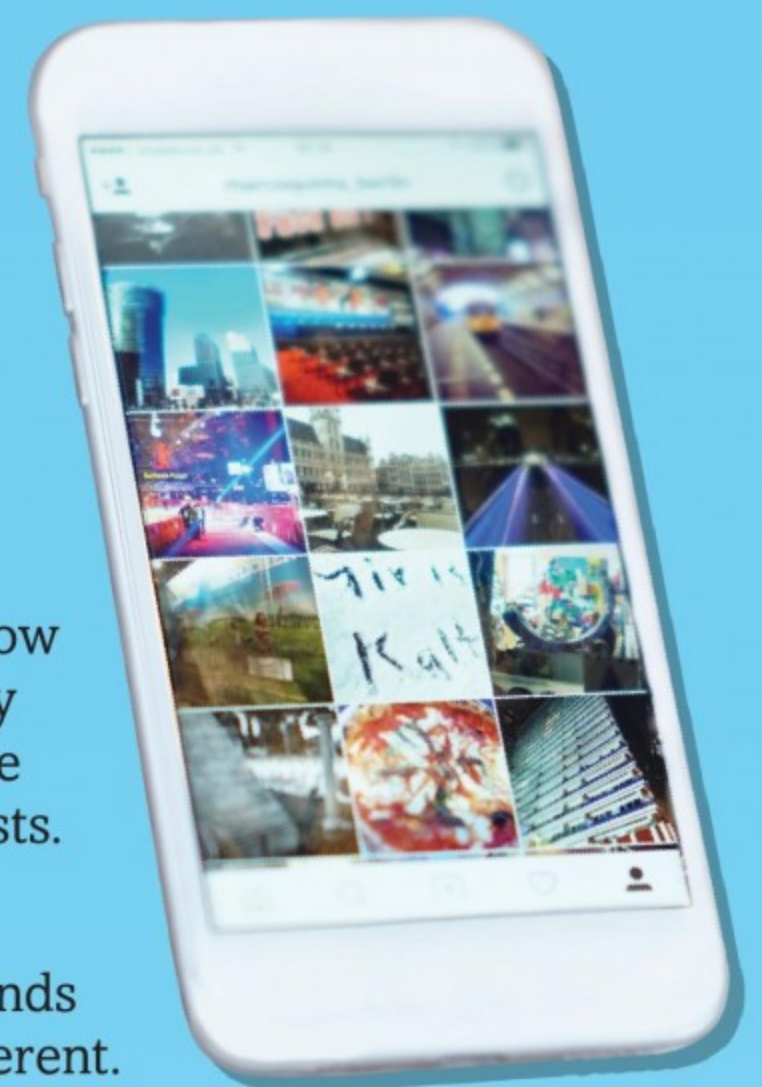
Our smartphones also give us instant mobile access to all kinds of information 24/7. In the pre-digital past, things were different. People memorized numbers, names, addresses, times, dates, and directions because it wasn’t practical to carry around address books, maps, and diaries. Nowadays, there’s an app for everything. We are storing more and more information online, so we remember less and less. Think about it: when did you last memorize a telephone number? Do you know your own number?

If most information that we need is now online in the cloud, why do we need to remember anything? Why fill our heads with facts and figures when they are a couple of clicks away? Why learn things when you can look them up? Some people say that this “Google Effect” is making us stupid. But maybe the internet is making us smarter. Memorizing information takes time. Maybe it’s more useful to learn how to find, compare, and use information.

What does “a couple of clicks away” mean?

How does the author play with the word “cloud”?

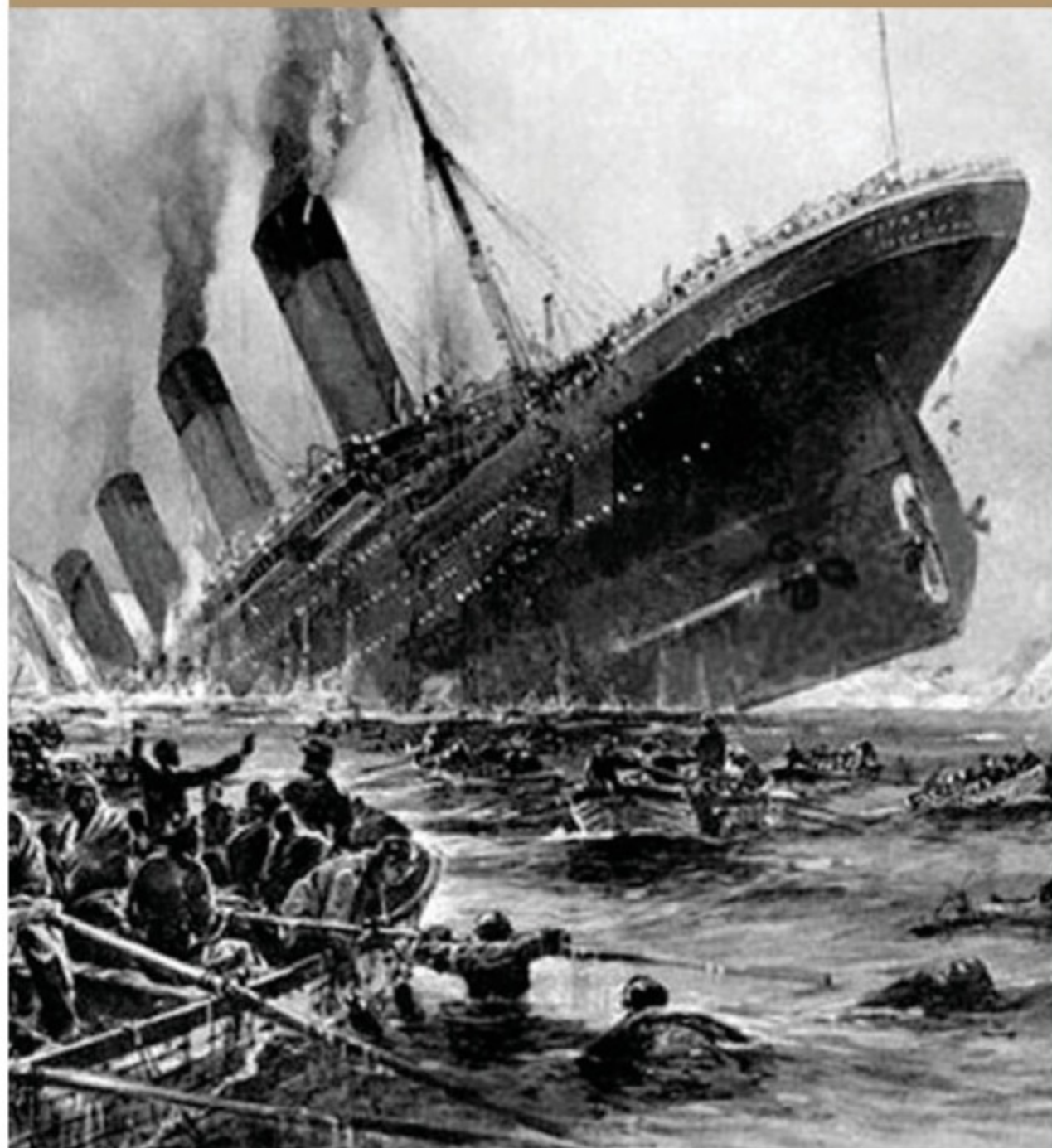
Here’s a problem though – imagine you look up one sunny day and the cloud disappears. If a virus eats our data, do we lose the records, memories, and knowledge of a whole generation? Perhaps it’s time to memorize a few phone numbers and buy a photo album, diary, and a notebook, just in case



1 Read the article. Why did people have different memories of this event?

The *Titanic* – One event, different memories

Was the band really playing when the ship sank?



On April 14, 1912, the *Titanic* was crossing the Atlantic on a journey from England to America. At 11:40 p.m., as the ship was traveling through icy waters 600 kilometers from land, it hit an iceberg. Three hours later the *Titanic* sank to the bottom of the ocean. While the ship was sinking, the crew were trying to help passengers onto lifeboats, but there weren't enough boats. Tragically, more than 1,500 people died.

The facts about this historic event are well known. However, the stories that survivors later told were not always the same. Some said that the ship's band didn't stop playing until the ship sank. Others said that the band wasn't playing at the end. The crew were trying to save women and children first. Some passengers said that at least one man was wearing women's clothes because he wanted to escape, but other passengers said that this didn't happen. Stories that the crew tried to shoot violent passengers are also doubtful.

When a very dramatic event occurs, people are stressed and they can't remember details. So stories about terrible events and crimes are often unclear. That's why we will never know all of the facts about the *Titanic* tragedy.

Discover grammar Talking about past events

Student Book ► Page 115

Workbook ► Page 17

We use the simple past form to talk about completed actions in the past, and we use the past continuous form to talk about actions in progress in the past.

2 Study the examples from the article. Which examples describe completed actions in the past? Which examples describe actions in progress?

a *As the ship was traveling through icy waters, it hit an iceberg.*

.....

b *While the ship was sinking, the crew were trying to help passengers.*

.....

c *Three hours later, the Titanic sank.*

.....



3 Work in pairs. Read *Memory Experiment 1* on page 19. Ask and answer the questions. How far back in time can you remember? Who has the best memory?



4 Close your book and watch a video about a girl called Hannah in a cafe. Then answer the questions in *Memory Experiment 2*. Which questions were easier to answer? Why?

5 Follow the instructions in *Memory Experiment 3*.

MEMORY EXPERIMENTS

1 How does time affect our memory?

Can you remember?

- 1 What did you do last weekend? Two weekends ago? Three / four / five weekends ago?
- 2 What were you doing at eight o'clock last night? Two nights ago? Three / four / five nights ago?
- 3 What were you wearing yesterday? Two days ago? Three / four / five days ago?
- 4 What did you do for your summer vacation last year? Two years ago? Three / four / five years ago?

2 How good is our short-term memory? How much detail can we remember?



- 1 Which of the people in pictures A–D did you see in the video?
- 2 Describe what Hannah was wearing.
- 3 How many people were sitting in the cafe?
- 4 What was the girl in front of Hannah carrying?
- 5 What did Hannah order?
- 6 What was on the wall behind Hannah?
- 7 How much was Hannah's order?

3 Do we remember better together?

- 1 Study the puzzles for two minutes. Try to remember all of the details.
- 2 Close your book and write out the puzzles from memory.
- 3 Work in pairs and compare your answers. Can you remember better together?
- 4 Open your books and check your answers.

When I was six years old, my brother was half my age. How old was my brother when I was twelve years old?



Cora baked some cookies and gave half of them to a friend. While she was walking home, she dropped half of the cookies she was carrying. When she got home she only had six cookies. How many cookies did she have at the start?



6 Think about the memory experiments. What did you learn about your memory?

Discover
more



SEARCH ONLINE and find a good joke in English. Memorize it and then tell the class.

Life skills strategy

Learning to learn: using memory techniques

You can learn more and learn faster if you use techniques to help you remember. Practice different techniques to see which ones work best for you.

- 1 Study the life skills strategy. How do you usually remember things that you want to learn?
- 2 Read the study tips for remembering vocabulary. Then copy and complete the chart in your notebook. Compare your answers with your partner.

Study tip	Do you use it?	What do you think of it?
1		
2		

Study tips: Remembering vocabulary



1 Make connections between words.
Try to learn words in groups.

2 Use your phone.
Record words on your phone. Listen to the words and repeat them.
Find apps to review and practice vocabulary.
Use online dictionaries to look up words and check pronunciation.

3 Make vocabulary cards.
Write down new words on cards and write the translation or definition on the other side. Look at different cards every few days and test yourself.

4 Make example sentences or stories.
If you want to remember a list or a group of words, create sentences or memorable short stories with them.

Opposites
fantastic / terrible

Word families
happy, happiness, happily
Photo, photo album, photographer, photographic

Topics
Memory: memory, remember, memorize, forget, remind, memorable

memorize
(verb)
to learn something so that you will remember it exactly

May 1st was a memorable day that I will always remember and never forget.

- 3** Practice remembering vocabulary. Find five words on page 20 and test your partner. Use the key phrases to help you.

Key phrases **Checking vocabulary**

What's the opposite of ... ?
 What's another word for ... ?
 What adjective / noun / verb / adverb can you make from ... ?
 What's the definition of ... ?
 How do you say ... in (English / Arabic / Turkish / Spanish)?

- 4** Read the preview of the *Memory Masters* podcast. Which methods do you think that the memory athletes use to help them remember?



MIND MATTERS

Episode 10

MEMORY MASTERS Can you train your brain like an expert?
 Host Dan Stewart interviews a memory expert, Sally Hall.

Every year, people compete to become the World Memory Champion. The competitors are called memory athletes because the competition is a type of athletics for the brain. To win, an athlete must memorize a lot of information. One world champion memorized 520 numbers in five minutes! The memory athletes are normal people who train their brains and practice a lot. But what methods do they use? Can we all improve our memories in the same way?

Listening strategy



Listening for gist

When we listen to something in another language, we might not understand every word, but we can listen to understand the main ideas. Speakers usually emphasize the parts of their message which are important, so listen for the words and ideas that they stress or repeat. Don't worry about the parts that you don't understand.

- 5** Study the listening strategy. Then listen to the podcast. What are the main ideas? Choose the correct words in the summary.

1.04

The podcast is mainly about a ¹**memory master** / **memory technique**. Sally Hall describes how we can remember ²**a shopping list** / **the rooms in our house**. The technique works because our brain makes ³**connections** / **lists**.

- 6** Listen again. Which words and places can you remember from Sally's memory journey? Write these down.

- 7** Invent a memory journey using all of the words in the shopping list. Use your imagination.

- 8** Work in pairs. Compare your memory journeys from exercise 7. Who has the most memorable journey?

- 9 REFLECT** Think again about the memory techniques from exercise 2. Which will you try using? Why?

Shopping List

banana
 crisps
 T-shirt
 sneakers
 shampoo
 water

Discover more



SEARCH ONLINE and find out more about **memory competitions** and **Grand Masters of Memory**. Write a factsheet with five interesting pieces of information.

Writing task



A description of a memorable event

Your school magazine is holding a competition to write a short article with the title, *A Day to Remember*. Write about an event that you enjoyed and that you remember well.

Understand the task

- 1 Look at the photos and describe them. Do you remember any events like these?



a carnival



a fun school trip



a family wedding

- 2 Study the writing task. Which days do you remember best? Which day would make an interesting article?

Think and plan

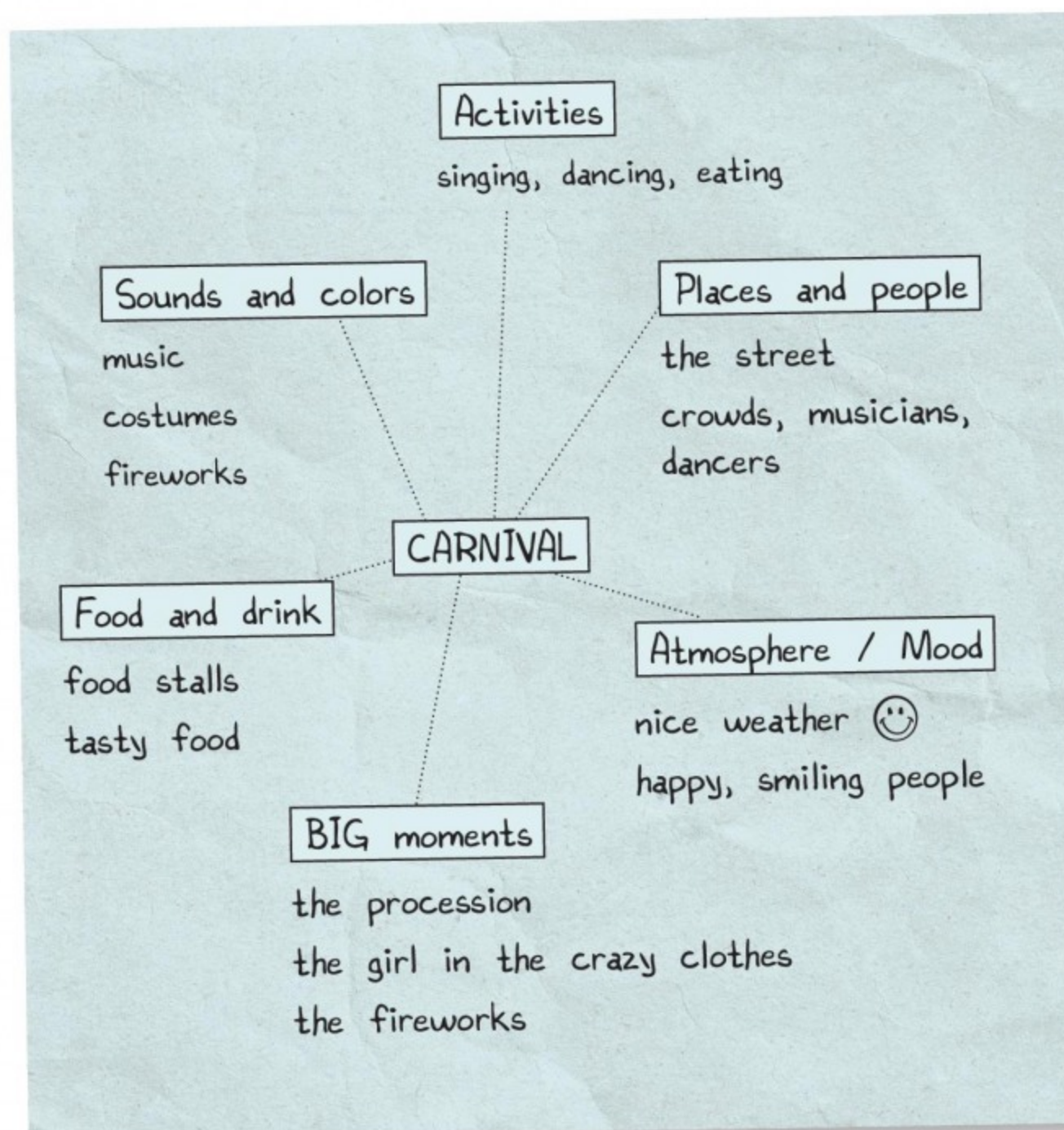
Writing strategy



Creative thinking: using a mind map

A mind map is a good way to help you think of ideas when you are starting to write. Use the categories to help you to remember details about an event or a topic.

- 3 Study the writing strategy. Then look at Maria's mind map and read her article. Does she use all of the ideas from the mind map?



A Day to Remember

Last year I went to a local carnival. It was a fantastic day and I remember every minute. We arrived at about midday. At first there weren't many people. After about an hour everyone arrived and there were crowds of people. It was hot and sunny and everyone was in a good mood. There were some food stalls, so we had a couple of tasty snacks. Then the carnival procession came past. There were hundreds of people marching, singing, and dancing, and there were a lot of bands playing music. They were all wearing amazing costumes. Suddenly a girl in crazy clothes pulled me out from the crowd and started dancing with me. My friends and family were all laughing. It was very funny.

Later on there was more music in the streets, and finally there were some awesome fireworks. It was a loud and colorful end to a memorable day.

By Maria

4 Make your own mind map for your article. Follow the instructions.

- Read the writing task again. Choose a memorable day that you want to write about.
- Write the event in the center of your mind map. Copy the headings from Maria's mind map.
- Think of words and phrases that help you to remember the event and write them in your mind map.

5 Look again at your mind map. Choose the best ideas for each of your paragraphs. Make a paragraph plan in your notebook.

Paragraph 1 – Introduction – What is the event? When did it happen?

Paragraph 2 – The main action – What happened first? What happened after that?

Paragraph 3 – The end of the day – What happened later on? How did the day end?

Write a first draft

6 LANGUAGE POINT Study the highlighted phrases in Maria's article on page 22. Find three more sequencing words that Maria uses to order the events.

7 Write the first draft of your article. Follow your paragraph plan from exercise 5 and use sequencing words to order the events.

Review and edit

8 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Does your article include details to explain why the event was enjoyable and memorable?
- **Content** Does your article include ideas from your mind map?
- **Organization** Is your article organized into three paragraphs?
- **Style** Did you include sequencing words to order the events in your article?

Reflect

What do we remember?

- What do we remember best?
- How do we store memories?
- How reliable is our memory?

- How can you improve your memory?
- Which days do we remember best?

1 Think about your answers to the lesson questions. Make notes.



2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

3 Work together and compare your ideas.



4 Watch the same video *with* narration. Make notes. Did you learn anything new?

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 23

Shopping list
brown bread
cream cheese
smoked salmon
orange juice
pineapple



I learned that our best memories are of times when we were very happy, sad, scared, or excited.

Project task



Doing a class survey

Work in groups and do a class survey about exercise and health. Write multiple-choice questions. Ask your survey questions and collect the results. Prepare a chart and discuss your results with the class.

UNDERSTAND

- 1 Read the instructions for the project task above. What is the main aim of the project?
- 2 Read the *Do Young People Do Enough Exercise?* survey results below. Answer the questions.
 - 1 What questions do you think were in the survey?
 - 2 Choose the correct answers (1–4) to complete the captions.
 - 3 Write a conclusion for the report. Do you think young people are doing enough exercise? Explain your answer.

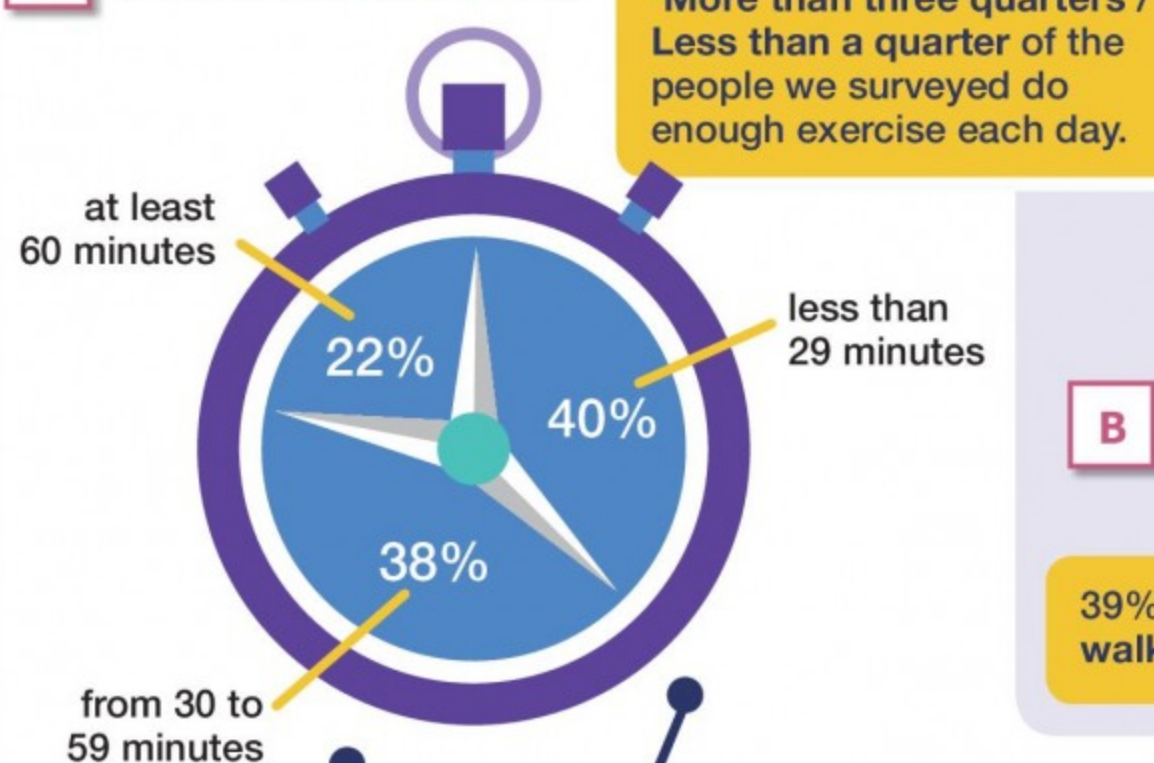
Do Young People Do Enough

EXERCISE?

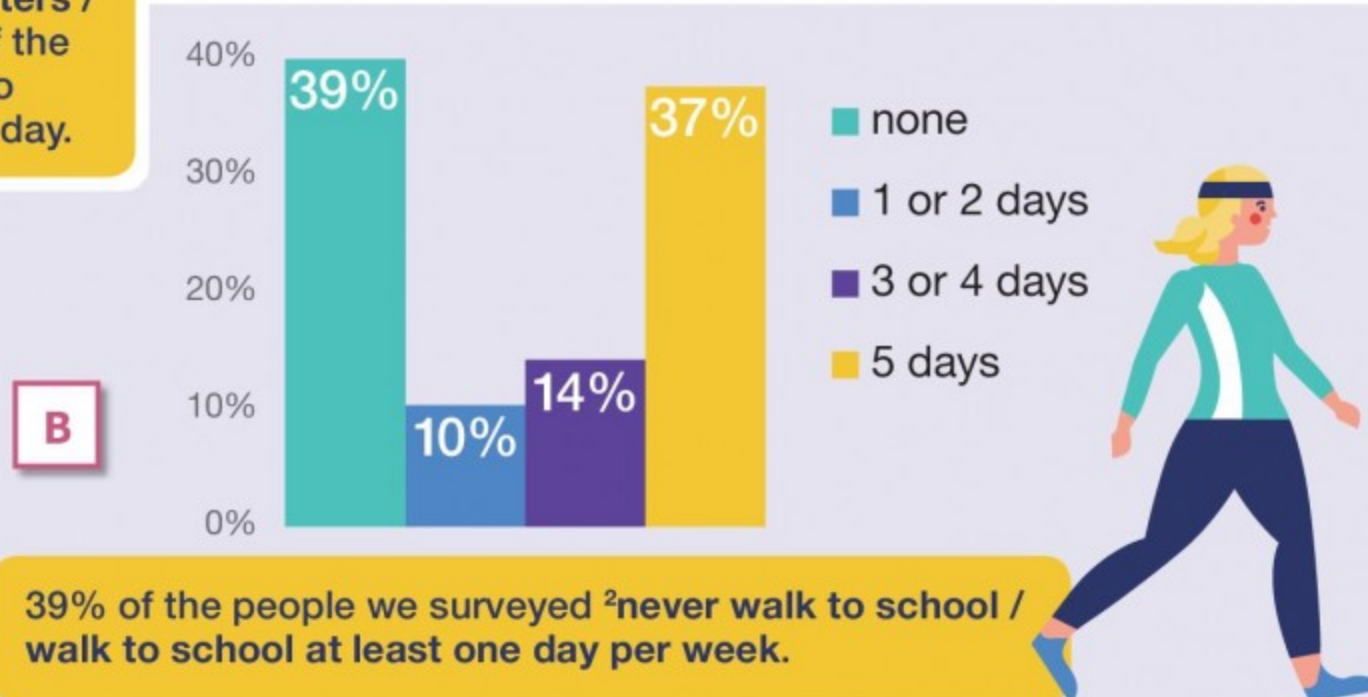
We all know that exercise is good for our health, but are we doing enough exercise in our daily lives? Experts say that young people should do at least **60 minutes** of moderate physical activity per day.

Here are some of the results of a recent survey about exercise among young people in England.

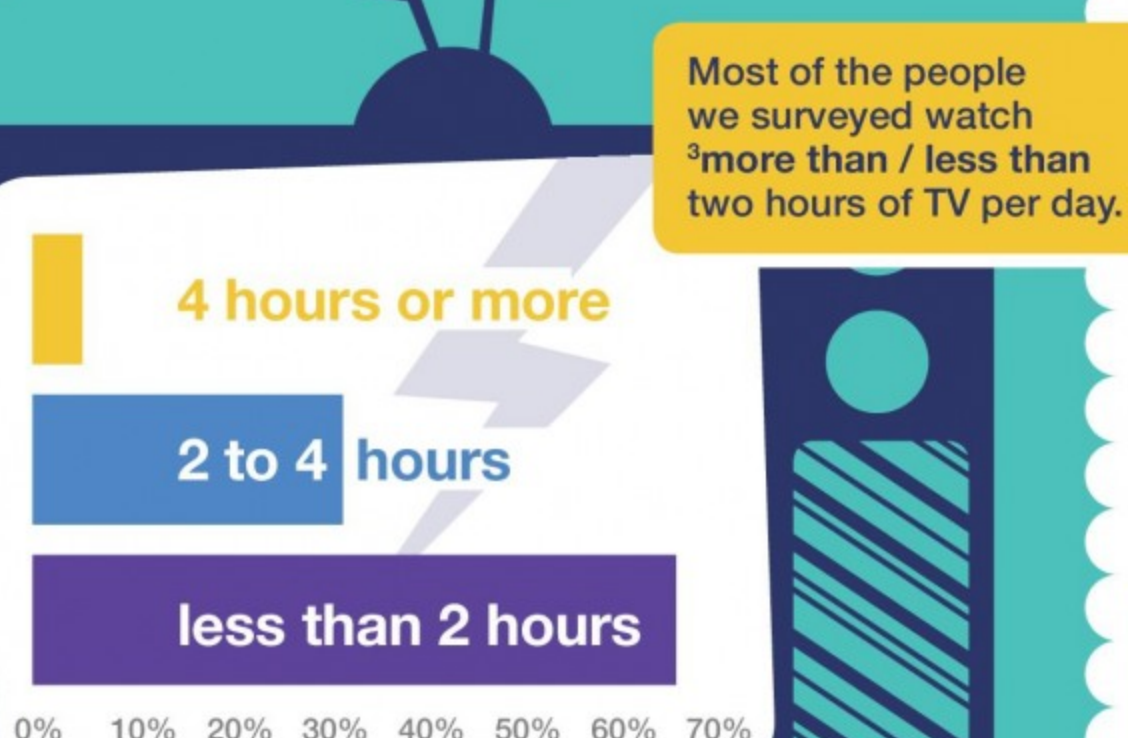
A Exercise per day



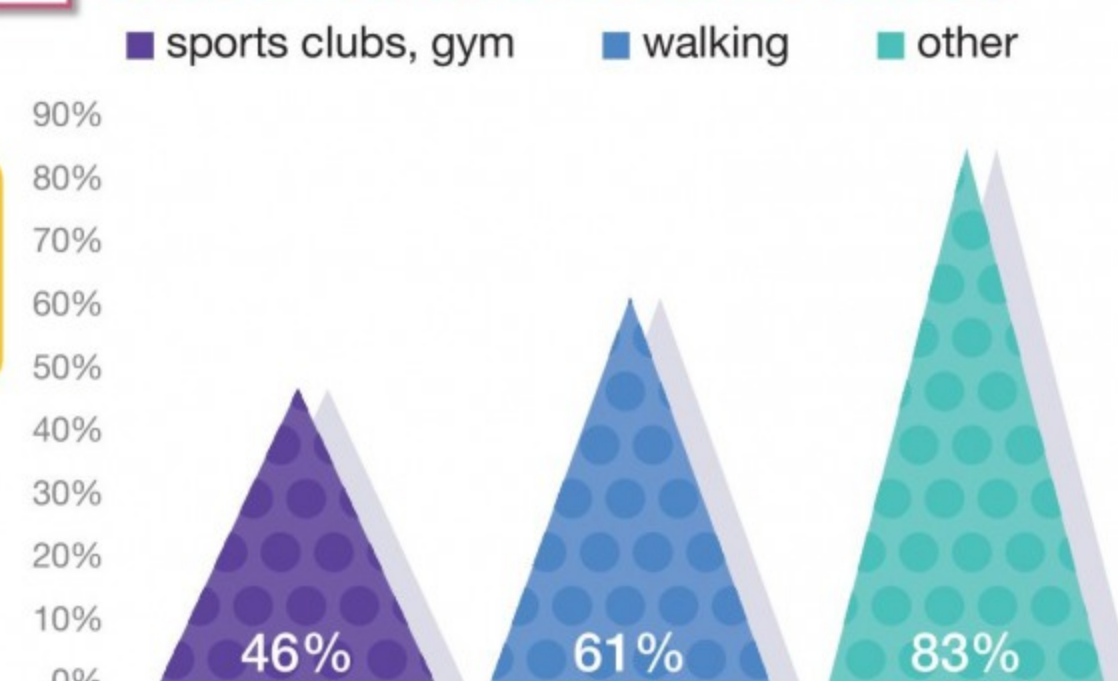
Days per week walking to or from school



C Time watching TV per day



D Types of exercise outside school



COLLABORATE AND PLAN



- 3** Katie, Ben, Emily, and Oliver are discussing the tasks they need to do for their project. Listen and complete the *What?* column in the project planner with the items below.

1.05

choose topics for questions discuss results with class do the survey
prepare a chart write questions and answers

Task	What?	Who?	When?
1			
2			
3			
4			
5			



- 4** Listen to the same four students planning task 1 of the project. Complete the top row of the *Who?* and *When?* columns.

1.06



- 5** Work in groups. Discuss and plan the tasks you need to do for your class survey. Create and complete a project planner like the one from exercise 3. Use the key phrases during your planning.

Key phrases Planning**What?**

What do we need to do?

What's the first / second / third / fourth / next / last task?

How?

How should we do that?

I think it's better to

Who?

(Katie), why don't you ... ?

Should we ... individually / in pairs / as a group?

When?

We need to ... before / after we

When do we need to do it by?

We need to ... by tomorrow / Thursday.

- 6** Write four multiple-choice questions about exercise and health for your group's class survey. For example:

How much exercise do you do per day?

a less than 29 minutes b from 30 to 59 minutes c at least 60 minutes

- 7** Do the survey and record the answers.

SHARE



- 8** Choose one of the questions and prepare a chart to present the results of your survey.

PRESENT



- 9** Present your chart to the class. Which group has the most interesting results?

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most useful?
- Which survey questions produced the most interesting results?
- How effective was your group's presentation of your results?



- VIDEO** Learning about prizes
- READING** Reading online texts
- LANGUAGE IN USE** Making comparisons
- LIFE SKILLS** Being a smart shopper: using information
- SPEAKING** Engaging the listener
- WRITING** Thinking of ideas: a comparison diagram

How do we know what's THE BEST?

"A winner is a dreamer who never gives up." Nelson Mandela



What prizes do we give and why?

- 1 Look at the photo and read the quote. Do you agree? Why do people like to win?

- 2 Work in groups. Ask and answer the questions.

Awards and prizes

- Should we only give prizes to people who come first?
- Why do schools give certificates and prizes?
- Do prizes and awards make people work harder?
- Which sports give the most prize money?
- Do you think that people prefer to get prize money or trophies?
- How much money do you think these trophies are worth?
a an Olympic gold medal b an Oscar

Discover vocabulary Prizes

Student Book ► Page 116

Workbook ► Page 26

- 3 Watch the Factflix video. Which of the questions from exercise 2 do Max and Amy answer? Were your answers correct?



- 4 Watch the video again. Why do we give prizes? What are Max and Amy's opinions?

- 5 Study the ideas below and think of nominations for prizes.
Most interesting video game – Minecraft



- 6 Work in pairs. Compare your ideas from exercise 5. Explain your choices.

Key phrases Giving opinions

What do you think?

Let me think.

I don't think

Well, for me,

In my opinion,

That's interesting.

I'm not sure.

I have no idea, really.

Discover more



SEARCH ONLINE and find out about **a famous trophy**. Who won it first? When? Which person or team has won it the most times?

Reading
strategy



Reading online texts

Understanding the layout of a web page can help us to navigate and find the information we are looking for. Read the title and headings to get an idea of the content and decide which sections you want to read. Remember, you may need to scroll down or click on a link to another page to find more information.

1 Study the reading strategy. Then look at the web page on page 29. Answer the questions.

- 1 What kind of website is this?
a an online magazine b an online store c a blog
- 2 What question does the web page try to answer?
a Who wins prizes? b Who judges awards? c Are prizes fair?
- 3 Where can you read about the latest music?
- 4 How can you find out more about the FIFA Ballon D'Or award?
- 5 Who judges the Nobel Prize?
- 6 How many comments are there in total?



2 Read and listen to the web page and the comments. Are sentences 1–5 true (T) or false (F)? Explain your answers.

- 1 All of the awards have expert judges.
- 2 All of the awards select winners in different ways.
- 3 The article shows that the judges usually give the prizes to similar people every year.
- 4 There aren't any comments about the Nobel Prize award.
- 5 All of the comments say that the awards are unfair.

3 Complete the chart with nouns from the web page. What are the suffixes? Can you think of any more words with the same suffixes?

Verb / Noun	Person (noun)
play	player
judge	
win	
art	
music	

Discover vocabulary Suffixes: people

Student Book ► Page 116

Workbook ► Page 26

4 Make job nouns for 1–5 using the suffixes from exercise 3. Do you think that there are awards for these jobs?

- 1 novel 3 magic 5 cook
- 2 photograph 4 soccer



5 TALKING POINTS Discuss the questions.

- 1 What is your vote for each of the awards?
- 2 Which award do you think is the fairest? Why?
- 3 Which comments do you agree or disagree with? Why?
- 4 What comment would you make about the article?

Discover more



SEARCH ONLINE and find out about famous competition TV shows. What shows are popular in your country? Who judges them? Are they fair?



TRENDING

The top 10 movies this summer

Next year's biggest celebrities

7 shows to binge this month

And the winner is ... Really?

AND THE WINNER IS ...
REALLY?

Your opinion: Which awards are fair?

AWARD The Happiest Country in the World

JUDGE The United Nations

CRITERIA They look at statistics about health, money, crime, and jobs. They also ask 1,000 people in each country how happy they are.

WINNERS Usually rich countries, like Iceland, Norway, and Switzerland

IS IT FAIR?

Vote Yes

Vote No

AWARD The FIFA Ballon D'Or

JUDGE Journalists and the captains and coaches of every national team

CRITERIA FIFA make a list of 25 players and then everybody votes. The award is for both skill and behavior.

WINNERS Usually attacking players, like Lionel Messi and Cristiano Ronaldo

IS IT FAIR?

Vote Yes

Vote No

AWARD The Nobel Prize

JUDGE Groups of experts

CRITERIA There are different experts for each prize: peace, physics, chemistry, physiology, medicine, and literature, but nobody knows how they decide.

WINNERS Usually men, but with some exceptions

IS IT FAIR?

Vote Yes

Vote No

AWARD Billboard music awards

JUDGE There are no judges.

CRITERIA There are more than 50 categories and prizes. Normally, if you sell the most, you win the prize, but fans vote to decide the winners of two of the awards.

WINNERS Taylor Swift has won more than 20 times. All of the most successful artists are from the USA.

IS IT FAIR?

Vote Yes

Vote No

Who is "everybody"?

What do the people "sell"?

Comments (22)

Kpop fan

The Korean Kpop band BTS got 300 MILLION votes from fans when they won – so it isn't always American musicians who win. 😊😊

Like (1) Reply (0)

kim

Another fact: From more than 200 Nobel prizewinners for physics, only two were women. Where's the fairness there?

Like (4) Reply (0)

DAN99

Attacking players win awards because they get the goals, NOT because they're the best.

Like (10) Reply (1)

Disagree!! Messi and Ronaldo won many times because they're the best EVER. No question.

Like (0) Reply (0)

Mister X

Why can't the public vote for these awards?

Like (0) Reply (1)

Because we aren't all experts in physics or soccer. These aren't popularity contests.

Like (0) Reply (0)

Joe

If the wealthy, healthy countries always win, then maybe it's true that money is the key to happiness.

Like (3) Reply (1)

Money isn't everything. Those "happy" countries are so cold! Come to sunny Colombia and meet the happiest people in the universe!!!

Like (1) Reply (0)

How do people give emphasis to their comments?

Which of the comments are about other comments?

READ MORE

1 Read the article and answer the questions.

- 1 How was Jesse Owens's experience different from modern runners? Think of three things.
- 2 Why isn't it a good idea to compare apples and oranges?
- 3 Do you agree with the conclusion of the article?

THE BEST EVER?

Can we compare today's athletes with winners from the past?



The Olympic motto is *Citius, altius, fortius*, or "Faster, higher, stronger." It does seem that as time passes, athletes are becoming better and better. In 1936, Jesse Owens's 100-meter record was 10.2 seconds. Nowadays, the fastest times are around 0.72 seconds faster. That's a big difference. Are runners now really much better than Owens?

Well, actually, it was a lot more difficult to run on the tracks in those days. Sports scientists say that modern tracks are probably 1.5% faster. Also, athletes in the past weren't as prepared as modern runners. Today's athletes train more professionally, they think much more carefully about diet, and they have more sophisticated science and equipment to help them.

2009	Usain Bolt 9.58 seconds	
1991	Carl Lewis 9.86 seconds	
1968	Jim Hines 9.95 seconds	
1936	Jesse Owens 10.2 seconds	
1912	Donald Lippincott 10.6 seconds	

So things are very different now, and trying to compare Owens's times with more recent records is like comparing apples and oranges. We need to compare apples with apples. So maybe it's impossible to say who's the best, ever, at anything.

Discover grammar Making comparisons

Student Book ► Page 117

Workbook ► Page 27

We use comparative and superlative adjectives and adverbs to compare two or more people, places, or things.

2 Study the examples from the article and answer the questions.

- a *Athletes are becoming better and better.*
- b *Nowadays, the fastest times are around 0.72 seconds faster.*
- c *Are runners now really much better than Owens?*
- d *It was a lot more difficult to run on the tracks in those days.*
- e *Athletes in the past weren't as prepared as modern runners.*
- f *Today's athletes train more professionally.*
- g *Maybe it's impossible to say who's the best.*

1 Which examples are ... ?

a comparatives b superlatives

2 Which example is the comparative form of an adverb?

3 When do we add *much* and *a lot*?4 When do we use *as ... as*?

5 Which example repeats a comparative for emphasis?

3 Complete the text with the correct form of the adjectives below.

comfortable difficult frequent heavy long skillful slow



IN 1900, CHARLOTTE COOPER WON THE FIRST OLYMPIC GOLD MEDAL IN WOMEN'S TENNIS.

In the past, women played less ¹ than men in tennis competitions. The women's clothes were less ² than now. Their skirts were a lot ³ and their arms were completely covered, so they probably ran more ⁴ and got very hot. Also, the rackets were a lot ⁵ We can't say, though, if they played less ⁶ Winning an Olympic medal was as ⁷ as it is today. However, the prize money was a lot less than it is today.



4 Study the facts about the *Tour de France* cycling race. Make comparisons using the adjectives below.

big comfortable dangerous heavy long slow

In 1903, the bikes were more dangerous than modern bikes.

TOUR DE FRANCE facts



	1903	NOW
Brakes on the bikes?	no	yes
Weight of bike	18 kg	7 kg
Length of the race	2,428 km	3,000 km+
Clothes	wool	Lycra
Average speed	26 km/h approx	40 km/h approx
Prize money	\$35,000	\$500,000

5 Complete the sentences with your own opinions. Use the superlative form of the words in parentheses.

1 (skillful) sports are ...

3 (important) sports competition is ...

2 (famous) athlete in my country is ...

4 (good) soccer team in the world is ...



6 Work in pairs. Compare your ideas from exercise 5. Are your answers the same?

Discover
more



SEARCH ONLINE and find out about **the history of a sport** of your choice. Find three interesting comparisons between your chosen sport in its present-day form and your sport as it was in the past, e.g., 50–100 years ago. Share your comparisons with the class.

Life skills
strategy

Being a smart shopper: using information

Finding and comparing information can help you to make better choices when you want to choose the best products or services. When you shop online, think about whether the information you find is reliable.



1 Study the life skills strategy and read the *Smart Shopper* guide. Then ask and answer the questions.

- 1 Do you like shopping?
- 2 Where do you buy things?
- 3 How do you decide which is the best product to buy?
- 4 Which is the most useful tip in the guide?

SMART SHOPPER:

comparing products



If you're looking for the best product, it makes sense to compare.

- › Look at comparison websites, but remember to compare like with like.
- › Think about the quality, price, and value of the products that you are comparing.
- › Look at reviews or review videos. Do you think that they are fair and reliable?
- › Are the reviewers positive? If people complain, does the company respond to the complaints?
- › Are there any special offers?
- › What does the price include and not include? For example, is delivery included? Is there a guarantee?

Discover vocabulary Consumer information

Student Book ► Page 116

Workbook ► Page 28

2 Study the information about activity trackers. Which tracker do you prefer? Why?

Appliances	  		
Technology			
Cars and Travel			
Sports			
Kids and Family			
Garden			
	The Loop	Pacesetter	Zoom3
Price \$	\$280	\$160	\$39
Battery life 	10 days	6 days	4 days
Water resistant 	10 meters	1 meter	no
GPS 	yes	yes	no
Music player 	yes	yes	no
Sleep monitor 	yes	yes	yes
Heart monitor 	yes	yes	no



3 Listen to three reviews of the activity trackers in exercise 2. Which of the reviewers (1–3) do you think is ... ?

1.08

- a the most enthusiastic c the most boring
b the easiest to understand d the most difficult to understand

4 Listen again and answer the questions for each review.

1 Is the review positive or not? 1 yes / no 2 yes / no 3 yes / no

2 What does the reviewer like about the activity tracker?

Reviewer 1

Reviewer 2

Reviewer 3

3 What does the reviewer dislike?

Reviewer 1

Reviewer 2

Reviewer 3

Speaking strategy



Engaging the listener

If we want people to listen to us, it's a good idea to sound enthusiastic and not boring. We can do this by being positive when we speak and by using different tones of voice.



5 Study the speaking strategy. Then listen to some sentences from the reviews. Do they sound engaging? If not, why not? What would you change to make them more engaging?

1.09



6 Choose one of the products A–D. Study the key phrases and use them to write a short review of the product.

Key phrases Product reviews

Today I'm reviewing

The best / worst thing about it is

I'm (not too) happy about

This is / isn't great if you want

What I really like / don't like about it is

I really like the fact that

So all in all, I can / can't recommend this (for)

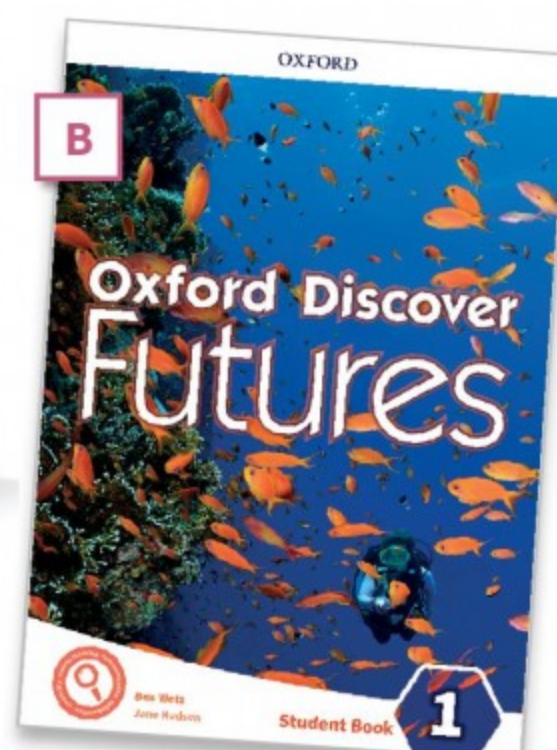
7 Practice reading your review aloud. Think about how to engage the listener with your tone of voice.



8 REFLECT Work in pairs. Read your review to your partner. Give feedback.



A smartphone



Your English coursebook



A video game or games console



Another product which you know

Discover more



SEARCH ONLINE and find video reviews for the best toys. Which is best for a young child? Which is best for an older child? Why?

Writing task



A comparison

You have read an article on an online health forum which discusses the best kind of exercise. Compare two kinds of exercise and say which you think is better. Write a comment for the forum.

Understand the task

1 Study the writing task and answer the questions.

- 1 How many kinds of exercise do you need to discuss?
- 2 Which kind of exercise do you think is best?
- 3 Which kind of exercise do you not enjoy?
- 4 What are the positive and negative things about the different kinds of exercise?

Think and plan

Writing strategy



Thinking of ideas: a comparison diagram

When we are comparing two options, we think about the positive (+) and negative (-) things about each. A diagram which shows positives and negatives can help us to organize our ideas when we plan our writing.

2 Study the writing strategy and read Kelly's notes below. Do you think she prefers walking or swimming? How do you know?

3 Read Kelly's comment below and check your answer to exercise 2. Which ideas from her diagram does she use?

Notes:

walking

Positive +

enjoy nature fresh air
convenient no equipment
- free!
can do it anywhere
and any time

Negative -

bad weather

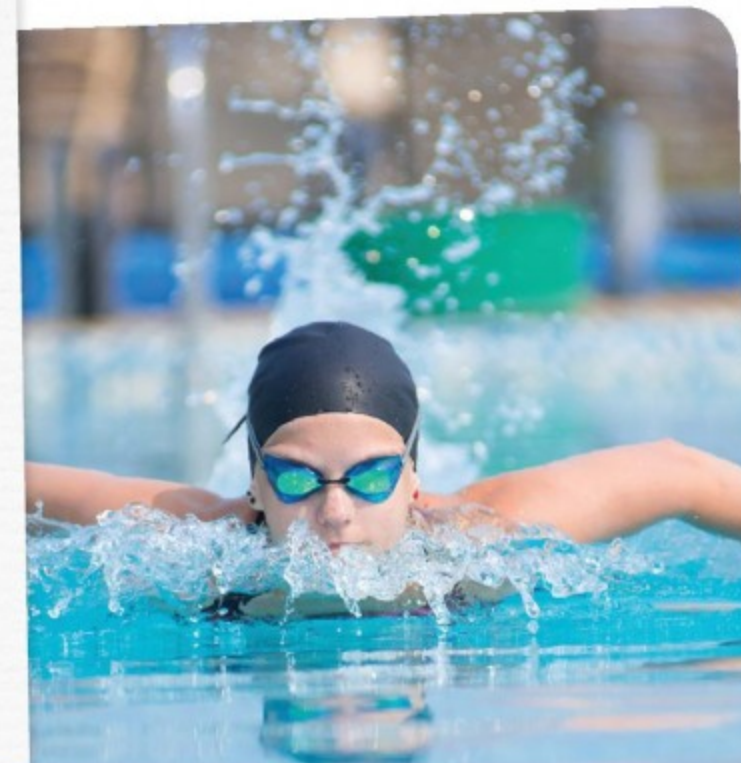
swimming

Positive +

relaxing good for your
heart and lungs

Negative -

both
healthy finding a pool nearby
easy chemicals in the pool expensive boring
pools can be crowded
and dirty



New posts |

Profile

Swimming is better exercise than walking. Do you agree?

Both walking and swimming are great ways to exercise. They're both healthy and fun, but **for several reasons** I think that walking is the best exercise.

Walking is great because you can do it anywhere at any time. **On the other hand**, you need to find a pool to go swimming and sometimes it can be crowded and dirty. I also like walking because you get a lot of fresh air and you can enjoy nature. Finally, you don't need any equipment, so it doesn't cost any money.

All in all, I think that walking is the best form of exercise. **In my opinion**, it's more convenient and more interesting than swimming.

Kelly Davis (14)



4 Read the writing task again. Choose the kind of exercise which you think is best. Compare this with another kind of exercise. Think of the positive and negative points of each and make a comparison diagram to organize your ideas.

5 Look again at your comparison diagram. Choose the best ideas for your comment. Make a paragraph plan in your notebook.

Paragraph 1 – What are the similarities between the two activities? Which do you prefer?

Paragraph 2 – What are the differences between the two activities.

What are the positive and negative points?

Paragraph 3 – All in all, which do you prefer and why?

Write a first draft

6 **LANGUAGE POINT** Study the **highlighted** phrases for introducing opinions in Kelly's comment on page 34. Answer the questions.

- 1 Which phrase introduces a contrast?
- 2 Which introduces a summary of Kelly's opinions?

7 Write the first draft of your comment. Follow your paragraph plan from exercise 5. Use phrases for introducing opinions.

Review and edit

8 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Did you mention the positive and negative points for each activity?
- **Organization** Did you organize your comment into paragraphs?
- **Style** Did you use different phrases to introduce and contrast your opinions?

Reflect

How do we know what's the best?

 What prizes do we give and why?

 How can we choose the best products?

 How can we judge things fairly?

 How do we explain what's the best?

 Can we always say what's the best?

1 Think about your answers to the lesson questions. Make notes.

 **2** Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

3 Work together and compare your ideas.

 **4** Watch the same video *with* narration. Make notes. Did you learn anything new?

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 33



I learned that, when we compare the past and present, it's not always possible to say what is the best ever. It's not always a fair comparison.



VIDEO Learning about groups

READING Reading for gist: unknown words

LANGUAGE IN USE Talking about when things happen and experiences

LIFE SKILLS Cooperation: organizing group work

SPEAKING Taking turns

WRITING Research: selecting information

How do groups work **TOGETHER?**

Together, people achieve amazing things.
A human tower at a festival in Spain.

Why do we join groups?

1 Look at the photo and read the caption. Do you think that we are stronger together? Why? / Why not?

2 Work in pairs. Ask and answer the questions.

Groups and followers

- Which people have the most followers on social media?
- What's the most popular group messaging app in the world?
- What kind of work do volunteer groups do?
- Why do people like being part of a group?
- Why do some animals live in groups?

Discover vocabulary Groups

Student Book ► Page 118

Workbook ► Page 36

3 Watch the Factflix video and check your answers to the questions in exercise 2.



4 Watch the video again. Why do people join groups?

5 Work in pairs. Ask and answer the questions.

- 1 Are you a fan or supporter of any team or group?
- 2 Who or what do you follow on social media? Why?
- 3 What groups or clubs are you in and why did you become a member?
- 4 What clubs and societies are there in your school and in your town or city?

Key phrases Talking about group activities

I'm / I was a member of

I follow / support ... because

I'm a (big) ... fan of

I joined ... to

I'm thinking of joining

Discover
more



ASK FRIENDS which groups and teams they support or follow. Which groups and teams have the most followers?

- 1 Look at the photos and the title of the text. What are the good things and the bad things about big groups of people?
- 2 Read the interview with psychologist Dave Walker on page 39. Then study the statements below. Which is the most true for you?
 - a I didn't understand a lot of the text because there were too many difficult words.
 - b I read the text slowly because I had to stop every time I saw a difficult word.
 - c I didn't understand every word, but I understood the general ideas easily.

Reading
strategy



Reading for gist

When you're reading a text for the first time, try to read through it quickly, without stopping. In most texts there will be words that you don't know, but it isn't necessary to understand every word. Focus on the parts of the text which you do understand and not on the parts that you don't understand.

- 3 Study the reading strategy. How can you improve your reading? Discuss with your partner.



1.10

- 4 Read and listen to the interview. Answer the questions. Use your own words.

- 1 Can you explain the title of the article?
- 2 According to the psychologist, what are the good and bad things about being in a crowd?
- 3 What happened to people with "Liszt fever"?
- 4 Why do people feel less responsible when they're in a crowd, according to the text?
- 5 How is social media good for groups?
- 6 Why is it easy to behave badly in an online group?

- 5 Find the negative forms of words 1–5 in the interview. What other words can you think of with the same prefixes?

- 1 behave
- 2 social
- 3 polite
- 4 responsible
- 5 fortunately

Discover vocabulary Negative prefixes

Student Book ► Page 118

Workbook ► Page 36



- 6 Look again at the negative words in exercise 5. Use some of the words to write sentences that give examples of the good and bad things about people in crowds.

People sometimes misbehave and do bad things when they are in crowds.



- 7 **TALKING POINTS** Discuss the questions.

- 1 Are you ever in a big group or crowd of people?
- 2 In what ways is it a good experience?
- 3 Is it ever a bad experience? Why?
- 4 Do you think you behave differently when you are in a group or crowd?

Discover
more



SEARCH ONLINE and find out about the world's most crowded concerts. How many people were at the concerts?



Many People, One Mind:

The Craziiness of Crowds

Psychologist Dave Walker has studied groups and crowds for years. In this interview he talks about how they behave, and sometimes misbehave.

Why do people like to be part of the crowd?

- 5 You know the saying *Birds of a feather flock together*? Well, we usually get together with a crowd of people when we have the same interests or share the same passion for something. It's usually a good feeling because being in a big group can make you feel stronger and more confident.

What do you think the saying *Birds of a feather flock together* means? Is there a similar saying in your language?

Do people behave differently when they're in a crowd?

- 15 Sometimes, yes. We've all seen images of groups of screaming fans, for example. Maybe you aren't the kind of person who normally screams, but when there are 5,000, or even 50,000 people together, emotions can spread quickly. People who are usually quiet can become very noisy. Sometimes when we're in a big group, we don't think. We copy instead. But it isn't always a good idea to follow the crowd.
- 25 If 1,000 people around you do something silly, do you do it, too?

Why do we sometimes "follow the crowd" when it isn't a good idea?

Is this a new thing?

- Not at all. In Roman times, some of the gladiators had fans who really adored them. And in the 19th century, admirers of pianist Franz Liszt became very emotional at his concerts. People sometimes called it "Liszt fever" because it almost seemed like an illness. In a crowd, excitement can be contagious. Experts call this "collective behavior."

What do you think "contagious" means?

Does this explain antisocial behavior, too?

- 40 Yes, bad behavior can also be contagious. If one person in a crowd shouts something horrible, for example, then others might think it's OK to do the same. Sometimes people can become impolite and irresponsible when they know that they can hide in a crowd.

Has social media changed the way that groups behave?

- Yes, because now anyone can start a group. There are online communities with millions of followers around the world. It's great because we have instant contact with people who share our interests. Now you can be part of a crowd without leaving your room.

And do people in social media groups also behave badly?

- 55 Unfortunately, yes. When people are part of an online group, they can misbehave in the same way as any crowd. So people copy the bad behavior of other people in the group, and they often hide their identities because it's so easy to do. It's a pity.

What does the psychologist think is a pity?



Why are fans important?

1 Read the interview with superfans and answer the questions.

- Why is the support of fans important?
- What's the difference between a fan and a superfan?
- Who has been a fan the longest, Angie, Curtis, or Peter?
- Who has spent the most money and what did they spend it on?

FANS AND

SUPERFANS

Imagine a concert or game without fans, a movie theater with empty seats, a video game without players, Facebook without followers.

Fans are important. Without their money and support, pop stars, sports teams, movie studios and games companies couldn't exist. Most fans spend some money supporting their favorite group or team. Some fans spend a lot of money: 15% of fans spend 65% of all the money spent on merchandise and tickets. These are the superfans.



Angie and Curtis, age 13 and 14
Minecraft superfans



Peter, age 12
Manchester United superfan

How long have you been a fan?	We've been fans for about five years.	I've been a fan since I was three.
Have you ever met other fans or been to an event?	Yes, we've been to two games conventions. We were at one last year.	Yes, I'm in a fan club, based here in New York City. We've watched some great games together. We recently traveled to England to watch United play live against Chelsea!
Tell us about the photo. Where are you?	At the last convention. We've already made costumes for the next one.	In my room. My brother decorated it in the team colors for me.
What have you spent money on recently?	I've just spent all my allowance on some "coin packs," which I bought online.	I've just ordered a new Manchester United shirt, but it hasn't arrived yet. It cost \$80.
Total spent this year: \$415		Total spent this year: \$340

Discover grammar Talking about when things happen

Student Book ► Page 119

Workbook ► Page 37

We use the present perfect to talk about actions in the past when we don't know the exact time, or it isn't important.

2 Study the examples from the interview and answer the questions.

- | | |
|--|--|
| a <i>I've been a fan since I was three.</i> | d <i>I've just spent all my allowance.</i> |
| b <i>We've been fans for about five years.</i> | e <i>It hasn't arrived yet.</i> |
| c <i>We've already made costumes.</i> | |

- Which sentence says when something started?
- Which sentence describes something that finished a short time ago?
- Which sentence describes something that we expect will happen soon?



3 Work in pairs. Imagine you are a superfan. Ask and answer the questions in the *Fans and Superfans* interview. Use the ideas below or your own ideas.

- a sports team
- a singer or band
- a movie or TV show

Discover grammar Talking about experiences

Student Book ► Page 119

Workbook ► Page 37

We often use the present perfect to talk about experiences we have had at some time in the past. When we want to say exactly when something happened, we use the simple past.

4 Study the examples from the interview and answer the questions. Find more examples.

- a *We've watched some great games together.*
- b *We recently traveled to England to watch United play live against Chelsea!*
- c *We've been to two games conventions.*
- d *We were at one last year.*

- 1 Which sentences tell us when things happened?
- 2 Which sentences describe experiences, but don't say exactly when they happened?

5 Complete the questions in the *Are you a Superfan?* questionnaire below using the present perfect form of the verbs below.

decorate follow go join read spend search watch

6 Work in groups. Are you a superfan? Ask and answer the questions in the questionnaire. Explain your answers. Then check the answer key.

Have you ever joined a fan club?

Yes, I have. I joined the Spiderman fan club last year.

Are you a SUPERFAN?

Have you ever ... ?

- 1 a fan club
- 2 to a big event, like a concert, game, or convention
- 3 a video of a famous person again and again
- 4 money on merchandise for fans
- 5 a famous person on social media
- 6 magazines about your favorite groups or teams
- 7 online for biographies or pictures of famous people
- 8 your room with posters of your favorite stars or heroes

Answer key

7-8 Yes answers = Superfan	1-3 Yes answers = Fan or follower
4-6 Yes answers = Big fan	0 Yes answers = Not a fan


7 Are you a superfan? Tell the class.

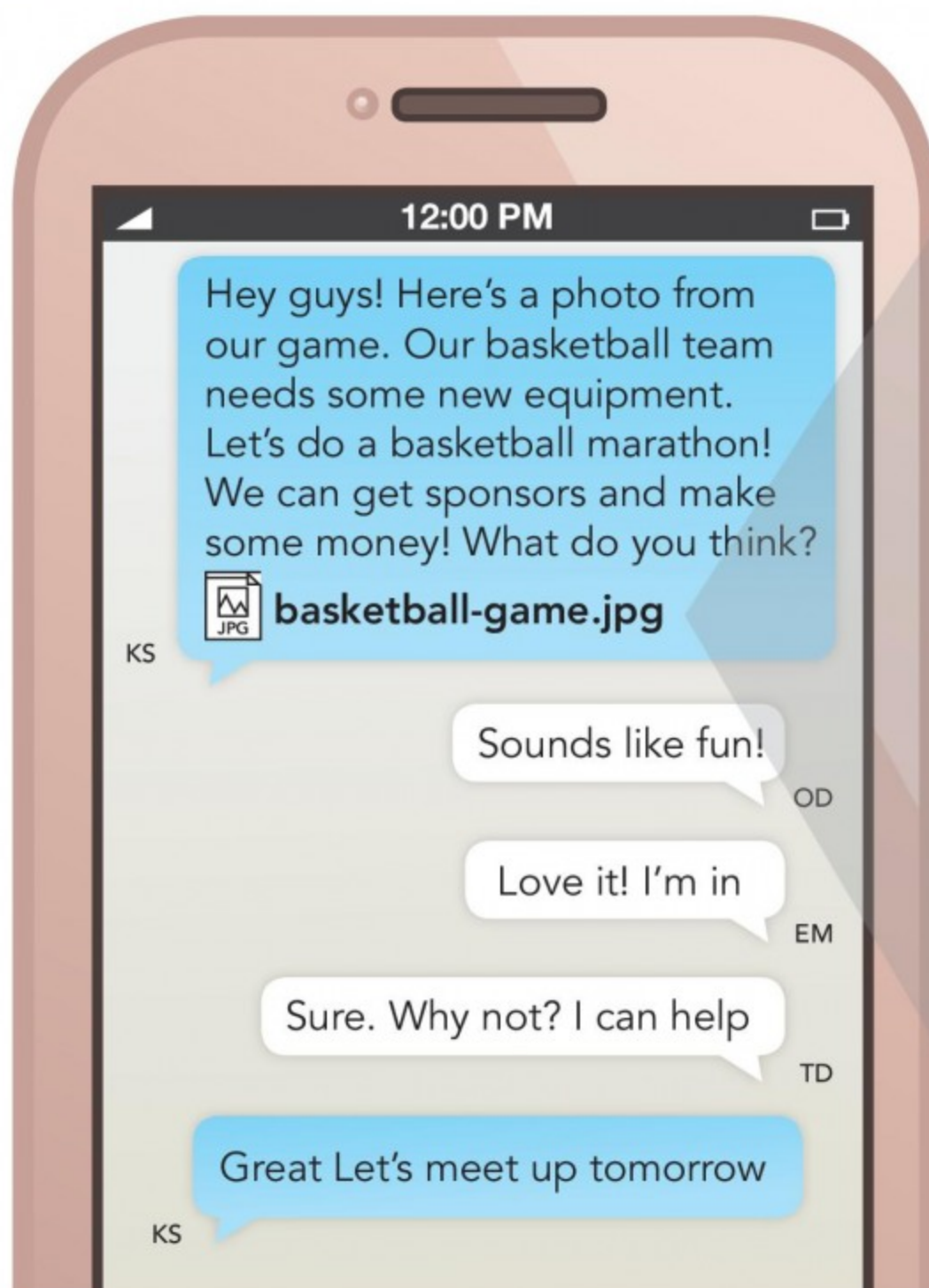
I'm definitely a big fan of the Boston Celtics basketball team. I've put a lot of posters on my walls and I've joined their fan club. I also went to see them play last year.

Discover
more

SEARCH ONLINE and find out more about fan club merchandise. Are there any products that you would like to buy?

Life skills
strategy**Cooperation: organizing group work**

If we work together we can do things more quickly and make the most of different peoples' skills. To work efficiently as a team, first decide what tasks you need to do and then agree how to share the tasks between the people on the team.

1 Study the life skills strategy. Then look at Kylie's messages. What does Kylie want to do?**2 Look at Kylie's list of jobs for her and her friends. Work in groups and decide which three things they need to do first.**

First, they need to Then, ...

Basketball marathon**List of jobs**

- Get help from teachers
- Make posters and send them out
- Organize food and drink
- Find sponsors – contact local businesses
- Get permission from school principal
- Organize teams for the marathon
- Book the school gym
- Plan the games
- Figure out the best date for the tournament

Discover vocabulary Organizing a group trip or event

Student Book ► Page 118

Workbook ► Page 38



3 Listen to a conversation between Kylie and her friends. What has Kylie already done?

1.11

4 Listen again. Match the people 1–4 with the tasks (a–d).

- | | |
|---------|--|
| 1 Kylie | a find sponsors – contact local businesses |
| 2 Tom | b make posters |
| 3 Owen | c post details of the event on Facebook |
| 4 Ella | d book the school gym |

Speaking strategy



Taking turns

When you have a conversation in a group of people:

- make sure that everybody has a turn speaking
- listen to what people say
- give people time to talk
- don't interrupt – wait until one person has finished speaking before you speak.

5 Study the speaking strategy. Do you think that Kylie and her friends were all good at taking turns speaking and listening?



6 Work in groups. Follow the instructions.

- Get into groups of four or more and choose activity A or B.
- Work together and plan how to organize the event.
- Make a list of jobs that need to be completed.
- Decide who can do each task and when.
- Use the key phrases and take turns speaking and listening.



a school trip to the theater, a museum, or a historic place



a celebration at your school for a special day

Key phrases Organizing an event

The first thing we need to do is

After that we need to

What else do we need to do?

Does anyone want to ... ?

Who can ... ?

I could

I don't mind ... -ing

7 Compare your plan with the other groups. Which group has made the best plan?

8 REFLECT In your experience, what are the positive and negative things about working in groups?

Discover more



SEARCH ONLINE and find out about tips for successful teamwork. Which are the best three tips?

Writing task



A description of a charity group

You are interested in the work of a charity group and you want to post some information on social media. Write a description of the charity group. Explain what they do and why you think that people should support them.

Understand the task

- 1 Study the writing task. Then look at the list of charity organizations a–d. What do they do? Can you think of any other charities?

a Doctors Without Borders b The World Wide Fund for Nature c Greenpeace d UNICEF

Writing strategy



Research: selecting information

When you look for information on the internet, you will usually find more than you need. Decide which are the most interesting and important points to include. What is essential information and what are unnecessary details?

- 2 Study the writing strategy. Then read the writing task again. What information do you need to include in your description?

Think and plan

- 3 Study the list of questions. Then read the description of the Make-a-Wish charity below. Which questions does the description answer?

- 1 Where was the organization started? ☐
- 2 When did it start? ☐
- 3 Who started it? ☐
- 4 What is the aim of the organization? ☐
- 5 How much money does it make? ☐
- 6 What work does it do? ☐
- 7 When was it last in the news? Why? ☐

Make wishes come true!

In my opinion, the Make-a-Wish Foundation is a charity that does really great work.

This organization has been active since 1980. It started in Phoenix, in the United States, and it is very popular there. There are also similar organizations in 45 other countries. Their aim is to help children who are sick. They try to make the children happy. Young people between the ages of three and 18 can ask the foundation for a wish, and they will try to organize it. There are five kinds of wishes: *I wish to be*, *I wish to have*, *I wish to meet*, *I wish to go* or *I wish to give*. So, for example, some children ask to meet people they admire. This boy asked to meet the famous soccer player, Dante. Justin Bieber has agreed to make a wish come true for more than 250 kids.

I really admire the Make-a-Wish organization because it has helped thousands of very sick children over the years. I think that's a very worthwhile aim that we should support.



- 4 Research online and find out information about a charity that you are interested in. Use the questions from exercise 3 to help you.
- 5 Organize your notes and make a paragraph plan. Look at the description of the Make-a-Wish charity on page 44 to help you.
 - 1 What information do you need to include in the introduction?
 - 2 What information do you need to include in the main paragraph?
 - 3 What information do you need to include in the conclusion?

Write a first draft

- 6 **LANGUAGE POINT** Study the **highlighted** pronouns in the description of the Make-a-Wish charity. Which words do the pronouns replace?
- 7 Write the first draft of your description. Follow your paragraph plan from exercise 5.

Review and edit

- 8 Read through your first draft. Check it and revise it. Then write your final draft.
 - **Content** Have you included only essential information?
 - **Organization** Have you included an introduction and conclusion?
 - **Style** Have you used pronouns to avoid repetition?

Reflect

How do groups work together?

- Why do we join groups?
- How do groups behave?
- Why are fans important?

- What is good teamwork?
- What good work can groups do?

- 1 Think about your answers to the lesson questions. Make notes.
- 2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?
- 3 Work together and compare your ideas.
- 4 Watch the same video *with* narration. Make notes. Did you learn anything new?
- 5 Discuss the lesson questions in pairs.



I learned that people sometimes copy each other when they are in a group.

- 6 Now go to the Reflect box in the Workbook and write your answers to the questions.
Workbook ► Page 43

Project
task

Designing a poster

Work in groups and create a poster advertising an after-school club. First, choose a club for your poster and research design tips for posters on the internet. Then make rough drafts of your poster and discuss them in your group. Create your final poster and present it to the class.

UNDERSTAND

- 1 Read the instructions for the project task above. What is the main aim of the project?
- 2 Read the *Design tip* below and study the posters (A–C). Answer the questions.
 - 1 Which poster makes the best use of color? Explain your answer.
 - 2 What else do you like or dislike about the designs? Think about:
 - the use of space
 - the use of pictures
 - the amount of information
 - the text (size, type, color)
 - 3 Which poster design do you like the most? Why?

Home Articles About Sign out

DESIGN TIP:

COLOR

Your poster has one chance to catch people's attention. Use colors that contrast with each other to make images or text stand out. Try green and orange, red and blue, or yellow and purple to make your poster more striking.

Think about the subject of your poster. Are you advertising a loud and exciting activity or a more peaceful one? Use different kinds of colors to suggest the subject: bold colors for energy and movement; soft colors for quiet and thoughtful activities.

Don't forget the background of your poster. Choose the right color to set the mood, or use blocks of color to make the poster more striking.

A

B

C

Discover
more

SEARCH ONLINE and find out about design tips for posters. How could you use the tips to improve the posters (A–C) above?

COLLABORATE AND PLAN

- 3** Work in groups. Add two more tasks to the project planner. Then complete the *Who?* and *When?* columns for your group.

Task	What?	Who?	When?
1	choose an after-school club		
2	make a rough draft of the poster		
3	give feedback and choose the best one		
4			
5			

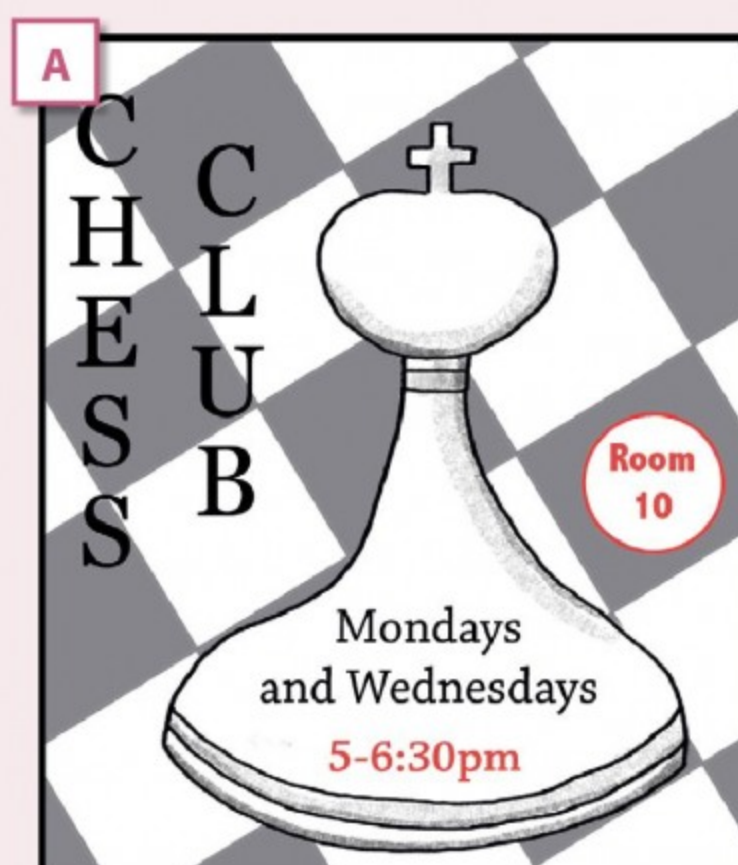
- 4** Now work in pairs. Choose the after-school club to advertise in your poster. Use one of the ideas below or your own idea.

book Chinese computer cycling drama math movie rock climbing science

- 5** In your pairs, make a rough draft of your poster. Use your analysis of the posters from exercise 2 to help you.

- 6** Listen to Ava, Holly, Owen, and Jake discussing the rough drafts of their posters. What do they like best about each? How do they decide to improve their posters?

1.12



SHARE

- 7** Go back into your groups again. Give feedback on each other's rough drafts. Use the key phrases. Then choose your favorite.
- 8** Work together as a group to design your final poster.

PRESENT

- 9** Present your poster to the class. Which poster has the most effective design? Why?

Key phrases Giving feedback

I like
 The ... is / are nice.
 The ... works well / doesn't really work.
 There's too much / There are too many
 There isn't / aren't enough
 The ... needs to be (clearer / more colorful).
 You could have
 Maybe have
 How about ... ?

Reflect

Work in your groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which design tips were the most useful?
- Which feedback did you find most useful?
- How effective was your group's presentation of your poster?



VIDEO Learning about risk and danger

READING Identifying paragraph topics

LANGUAGE IN USE Talking about possibility, probability, and consequences

LIFE SKILLS Adapting to new situations

LISTENING Previewing

WRITING Writing a factual text



What do we need to **SURVIVE?**

A diver swims next to a great white shark – one of the scariest creatures on Earth.

But which is more dangerous, a shark or a human?

What's dangerous?

- 1 Look at the photo and read the caption. Do you think sharks are dangerous? Why? / Why not?

- 2 Work in pairs. Ask and answer the questions. Explain and compare your answers.

What are the biggest dangers in modern life?

- Do more people have accidents on mountains or in kitchens?
- Which do more harm, sharks or mosquitoes?
- Whose job is more risky, a fisherman's or an astronaut's?
- Which is more dangerous, lightning or icicles?
- Do more people get injured skiing or swimming?
- Which is safer, a rollercoaster ride or a bike ride?

Discover vocabulary Risk and danger

Student Book ► Page 120

Workbook ► Page 46

- 3 Watch the Factflix video. Which of the questions from exercise 2 do Max and Amy answer? Were your answers correct?



- 4 Watch the video again. Why do we sometimes worry that things are dangerous when in fact they are safe?

- 5 Work in pairs. Discuss what you think are the real dangers in life. Think about the topics below.

animals jobs sports transportation

Key phrases Talking about risk and danger

Which are the most dangerous (jobs)?

... is a little / very risky.

How can you get hurt by ...?

How can ... hurt you?

Are you scared of ...?

... scare(s) me.

Discover more



SEARCH ONLINE and find out which are the most dangerous animals, jobs, sports, or transportation.

Choose the topic which interests you most. Why are they dangerous?

- 1 Look at the photos of animals on page 51. Which do you think help humans? Which harm humans? How?

Reading
strategy



Identifying paragraph topics

Longer texts are organized into paragraphs. Each paragraph focuses on a different topic. As you read, try to understand what is the most important idea in each paragraph.



- 2 Study the reading strategy. Then read and listen to the magazine article on page 51. Match paragraphs 1–3 with the topics a–d. There is one extra topic.

1.13

- a Animals can help us to develop new medicines.
- b Dangerous animals are the most interesting.
- c Many animals are disappearing.
- d Tardigrades are interesting because they are so tough.

- 3 Study the facts below. Why are they important?

- 1 Tardigrades have been on Earth for more than 500 million years.
- 2 Water bears can survive in space.
- 3 Frogs have clean and shiny skin.
- 4 Snake venom can be deadly.
- 5 The bee population is getting smaller.
- 6 Some of the greatest dangers to animal survival come from humans.

- 4 Match adjectives 1–7 with extreme adjectives from the article.

- | | |
|-------------------|---------------------|
| 1 small | 5 interesting |
| 2 hot | 6 sad |
| 3 cold | 7 big |
| 4 dangerous | |

Discover vocabulary Extreme adjectives

Student Book ► Page 120

Workbook ► Page 46



- 5 Think of five animals that are in danger. Write sentences about their problems using extreme adjectives from exercise 4.

It's tragic that people kill elephants.



- 6 **TALKING POINTS** Discuss the questions.

- 1 Why do we need animals for our own survival?
- 2 How can we help animals to survive?
- 3 Do you think that we should farm and eat animals?
- 4 What animals do you think will become extinct in the future?
How will this affect humans?
- 5 Do you think that humans could become extinct in the future? Why? / Why not?

Discover
more



SEARCH ONLINE and find out about an extinct animal which has become extinct in recent years. What were the main causes of its extinction?

Who Needs Animals?

1

You'll probably never see a tardigrade unless you're a biologist with a microscope. They are about one millimeter long and their

5 common name is the *water bear*.

They live in or near water and they have been around on Earth for more than 500 million years. The amazing thing about these tiny animals is that they are incredibly

10 tough. They can survive in boiling hot water and also in freezing temperatures of -270°C . They can even survive in space. They have

the ability to become dormant and then become active again after many years. All of this makes them very interesting for scientists, who are investigating how we might survive on other planets in the future.

What do you think "dormant" means?

Why do you think they are called "water bears"?

2

Water bears are probably the toughest creatures on Earth, but many other animals

20 have their own survival secrets. Look at frogs, for example. Why are they always so clean and shiny? Well, scientists have found that there are chemicals on a frog's skin that protect it from bacteria, and that we

25 can use the same chemicals to make strong antibiotics. Researchers have also found useful chemicals in the venom of some very deadly animals, such as the Brazilian pit viper. However, small quantities of the

30 venom can be very good for blood and heart problems, and more than 40 million people around the world take medicines that come from this snake. So, while about 100,000 people die from snake bites each year, their

35 venom also saves millions of lives.

3

We are finding more and more fascinating things in nature's pharmacy, but at the same time, many species

are disappearing. Between 200

40 and 2,000 species become extinct every year. This is a dramatic and tragic statistic, and the effects on humans could also be dramatic.

Many species of animal are

45 important for our own survival.

Bees, for example, are essential for the cultivation of many fruits. But there has been a huge decrease in the bee population in recent years. This is because of disease,

50 but also because of chemicals that farmers are using on the land. Unfortunately, some of the greatest threats to animal survival come from human activity.

What is "nature's pharmacy"?

Why is the statistic dramatic?

4

From medicines to cultivation, the link

55 between animals and human survival is clear. We must choose to protect them and to protect the environment we live in. If not, it'll be a very lonely world for the water bears.



1 Read the article about survivalists and answer the questions.

- 1 What are survivalists worried about?
- 2 Do you agree with the survivalists? Why? / Why not?

WILL YOU
SURVIVE?

These days there are many websites and online stores for survivalists. Survivalists believe that a disaster will definitely happen in the future and they believe that we need to prepare. Here, some survivalists explain how they have prepared.

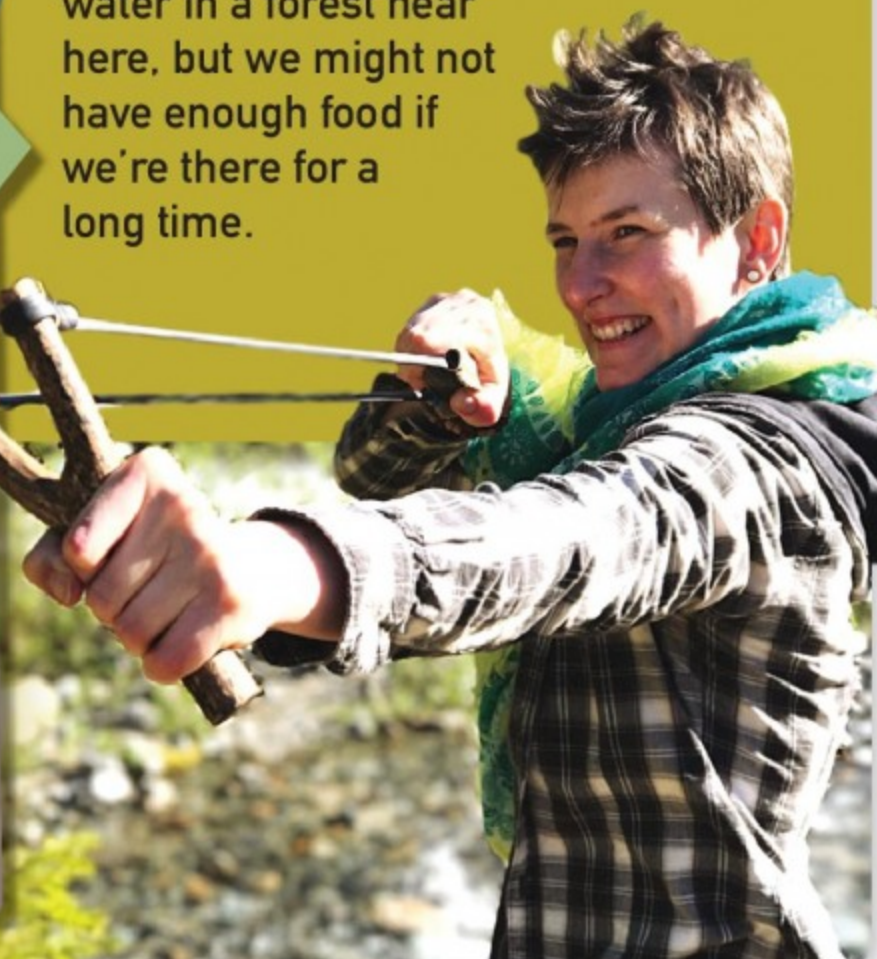
You never know what could happen in the future, so it's best to be prepared. Then if a disaster comes, you'll be ready and you'll survive.



We always keep a lot of useful survival stuff in backpacks. We may need to leave in a hurry. If we leave quickly, we won't have time to prepare. So we've hidden money in envelopes and our backpacks are ready. They'll be useful if we need to survive out in the wild. We'll be safer in the countryside if there's a disaster. It could be dangerous in the city.



We've learned how to hunt animals and how to find food and water in the forest. We might need to survive in the wild. We've hidden some food and water in a forest near here, but we might not have enough food if we're there for a long time.



Discover grammar Talking about possibility and probability

Student Book ► Page 121

Workbook ► Page 47

We use the modals *will*, *may*, *might*, and *could* to express possibility and probability.

2 Study the examples from the article and answer the questions.

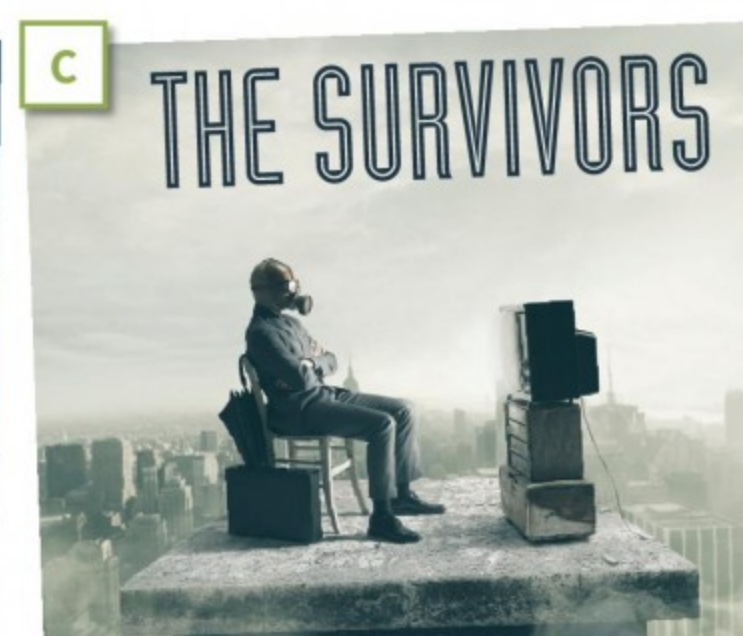
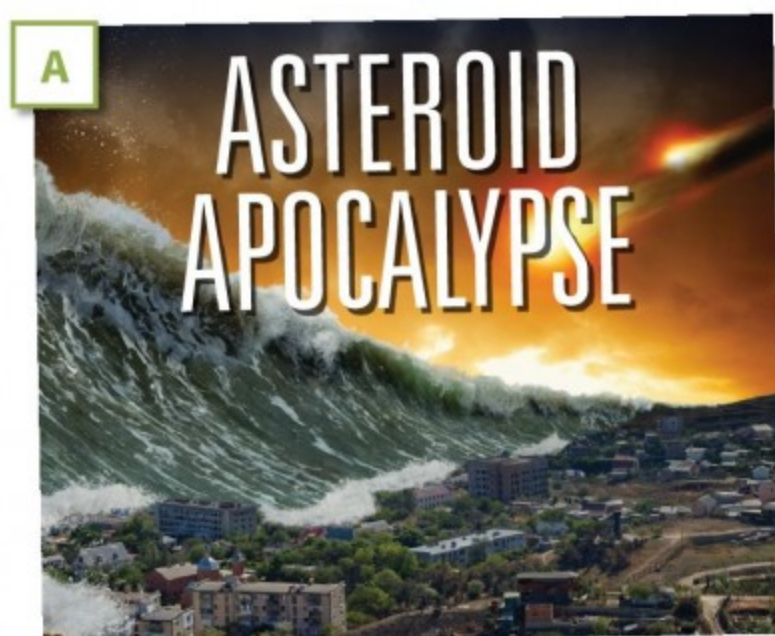
- | | |
|--|--------------------------------------|
| a Survivalists believe that a disaster will definitely happen. | c We won't have time to prepare. |
| b We may need to leave in a hurry. | d It could be dangerous in the city. |
| | e We might not have enough food. |

- 1 In which examples does the speaker predict something that could possibly happen, but it is not certain?
- 2 In which examples is the speaker certain about their prediction?

3 Look at the posters for three disaster movies. Explain what you think happens in each movie. Is this event possible or probable?

I think this movie is about

This definitely won't / could happen because



Discover grammar Talking about consequences

Student Book ► Page 121

Workbook ► Page 47

We use the first conditional to talk about things which might possibly happen and their consequences.

- 4** Study the examples from the article. Underline the part of each sentence which describes the consequence of an action. Which consequences in the examples are possible and which are certain?

- a *If we leave quickly, we won't have time to prepare.*
- b *We'll be safer in the countryside if there's a disaster in the city.*
- c *We might not have enough food if we're there for a long time.*



- 5** Read the survival tips below. Which do you think are good ideas? Why? Write your answers using *will*, *might*, *could*, and the first conditional.

If you make a fire during the day, people might see it and come to rescue you.

LOST IN THE WILDERNESS?

01 Make a fire at night and during the day.



05 Learn where the North Star is.

02 Wear boots and clothes with long sleeves, even when it's very hot.

06 Always walk in one direction.

03 Look for water before you look for food.

07 If you're lost and you find a river, follow it.

04 Don't eat mushrooms!



08 Don't wash wounds in a river.

09 If you come across a snake, make a lot of noise.





- 6** Work in pairs. Study the situations below. Choose one of the situations and think of survival tips. Explain the reasons for your tips and the consequences.

- 1 an earthquake 2 a tornado 3 a shark attack 4 a snakebite

Discover
more



SEARCH ONLINE and find out five more survival tips for the situation you chose in exercise 6.

Life skills
strategy

Adapting to new situations

In life, things can change unexpectedly. When this happens, you can still make the best of a situation if you stay positive and adapt quickly to the new circumstances.

- 1 Study the life skills strategy. Then read the *Adapt and Survive* tips. Think of situations when these tips would be useful.

ADAPT AND SURVIVE

When things don't go as expected, here's what to do.

BE CALM	Don't panic! Panic doesn't help any situation.
BE SMART	Consider your options carefully. What will happen if you do A, B, or C?
BE FLEXIBLE	If plan A fails, try plan B.
BE IMAGINATIVE	Sometimes an alternative plan isn't obvious.
BE POSITIVE	Think of a happy ending. Things usually work out fine.
BE COOPERATIVE	Work together: two heads are usually better than one.

Discover vocabulary Positive qualities

Student Book ► Page 120

Workbook ► Page 48

- 2 Find six positive qualities in the tips in exercise 1. Think of more positive qualities. How can they help you in life?

If you are hardworking, you'll do well in school.

Listening
strategy

Previewing

It is useful to prepare before you start listening so that you can predict what you might hear. You can use information like the title and pictures to help you guess the main ideas.

- 3 Study the listening strategy. Then read about the *Real Stories* podcast and answer the questions.

1 Why did Ada need to adapt?

2 What do you think she did?



Real Stories: Adapt and Survive

Ada Blackjack

Ada was part of an expedition to an island in the Arctic. When three men left the expedition, she was alone with a sick companion, no food, no fuel, and no experience of surviving in the Arctic.





4 Listen to the podcast. Did you hear any of your ideas from exercise 3?

1.14

5 Listen again. Explain how Ada showed each of the qualities below.
How adaptable was she?

1 positive 2 smart 3 tough



6 Work in groups. Follow the instructions in *The Bike Trip Test*. Use the key phrases and some of the tips from exercise 1 to help you make your decisions.

The Bike Trip Test

How adaptable are you?

You and some friends decide to go on a cycling vacation in the countryside. You decide to take your bikes on the train, but there are some problems. Imagine that you are in each of the situations and decide the best action plan.



While you are waiting at the station for the train, your friend calls. He's going to be ten minutes late. If you wait for him, you'll miss the train. This is the last train today.



You arrive in the countryside. After two hours, you're lost.



After cycling for three hours, you have a problem with your bike. You check on your phone and there's a bike shop in a town five kilometers away.



You stay at a nice campsite, but it rains all night and everything is very, very wet.



You're very hungry, and you want to buy some food at the campsite cafe. A burger is \$7 and french fries are \$2. Your friend has \$6, and you have got \$3.



You miss the train home. You need to call your parents, but there's no cell phone signal.

Key phrases Adapting to new situations

If that happens, we could

What should we do if ... ?

What about if ... ?

I don't think that's a problem because

What's our plan B?

If that doesn't work, we could

7 Compare your answers with other groups. Is it easy to adapt your plans to new situations? Who has the best action plan for each situation?

8 **REFLECT** Have you ever adapted to an unexpected problem? How do you think you might need to adapt in the future?

Discover
more



SEARCH ONLINE and find out about the survival story of Juliane Koepcke. Find five interesting facts to tell the class.

Writing task



An information leaflet

You are doing a project at school about nature conservation. Write a leaflet that gives information about the conservation of rainforests. Why are they important for our survival?

Understand the task

- 1 Study the writing task and answer the questions.
 - 1 Where can you find information leaflets?
 - 2 What kind of topics are they about?
 - 3 Can you think of any information leaflets you have read recently?
- 2 Read the information leaflet below about the conservation of fish. Do you think that it is effective? Why? / Why not?

Think and plan

Writing strategy



Writing a factual text

The purpose of a factual text, such as an information leaflet, is to inform the reader. The facts should be supported by examples. Texts may be organized in different ways and use different types of language. Look at different types of factual texts so that you know what features to include in your own writing.

- 3 Study the writing strategy. Then look again at the information leaflet below. Check (✓) the features a–g that the text includes.

- | | |
|---|---|
| a facts ☐ | e guesses ☐ |
| b headings to organize the content ☐ | f predictions from experts ☐ |
| c personal opinions which begin with "I ..." ☐ | g bullet points ☐ |
| d examples from real life ☐ | |

Are We Emptying Our Oceans?

The Importance of Marine Conservation

What is the problem?

The biggest problem for our oceans is overfishing. Overfishing is when people take fish from the oceans faster than the fish can breed and replace their numbers. When people take too many fish, some species become rare or can disappear completely.

Why does this happen?

In the past, people used smaller boats and caught fewer fish. These days, enormous "factory" ships can catch 300,000 kg of fish every day. They use huge nets and lines, which are sometimes 30 km long. They often kill sea creatures that they don't want, like sharks and dolphins, and then throw them away.

What are the consequences for the planet and for our survival?

If we don't stop overfishing, we will cause the extinction of many types of fish. Some species, such as tuna and cod, are already in danger. Scientists predict that if we continue, we will have no fish to eat by the year 2050. Also, millions of people in smaller communities rely on fishing to survive because they have no alternative jobs or food.

What can you do? If the world consumes less fish for the next few years, there will be enough for future generations. So ...

- find out more about which fish are in danger and do not buy them.
- see if there are other foods that you can eat instead of fish; for example, vegetarian food.



4 Research online and find out information about the deforestation of rainforests. Organize the information using this paragraph plan.

- What is the problem?
- Why does it happen?
- What are the consequences of the problem?
- What are the solutions to the problem?

Write a first draft

5 LANGUAGE POINT Look again at the information leaflet about overfishing on page 56. Find three words or phrases that we can use to introduce examples.

6 Write the first draft of your information leaflet using your paragraph plan from exercise 4. Use the words and phrases from exercise 5 to introduce examples.

Review and edit

7 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Does your writing answer the questions in your headings?
- **Content** Does it include examples to provide more information?
- **Style** Does it have the correct features for an information leaflet?

Reflect

What do we need to survive?



What's dangerous?



How can animals help us to survive?



How can we survive in the wild?



Why is it important to be adaptable?



Why do we need to protect nature?

1 Think about your answers to the lesson questions. Make notes.



2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

3 Work together and compare your ideas.



4 Watch the same video *with* narration. Make notes. Did you learn anything new?

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 53



I learned that humans are much more dangerous than sharks.



VIDEO Learning about waste and recycling

READING Understanding pronoun references

LANGUAGE IN USE Talking about quantity and the future

LIFE SKILLS Creative thinking

LISTENING Listening for specific information

WRITING Planning paragraphs

How can we **LIVE** WITH **LESS?**

Why is the world's waste becoming a big problem?



What do we throw away?

1 Look at the photo and read the caption. Describe what you see. Do you think that waste is a problem?

2 Work in groups. Ask and answer the questions.

The problem of waste

- How many kilograms of trash does each person on the planet produce every day?
- Why do we waste food?
- What can we recycle?
- What percentage of waste do we recycle?
- How many plastic bottles do we use every minute of every day?
- Why is plastic bad for the environment?

Discover vocabulary Waste and recycling

Student Book ► Page 122

Workbook ► Page 56

3 Watch the Factflix video and check your answers to the questions in exercise 2.

4 Watch the video again. What suggestion does Amy make to reduce the use of plastic bottles?



5 Work in pairs. Ask and answer the questions.

- 1 What kind of things do you throw away and why?
- 2 What kind of things do you recycle?
- 3 Is it easy to recycle things where you live?
- 4 Do you wait until your phone is broken before you replace it?
- 5 Does your family compost fruit and vegetables that have gone bad?
- 6 How can we waste less?

Key phrases Talking about waste and recycling

Do you throw away much / many ... ?

How much of your trash do you recycle?

Do you ever reuse ... ?

What can we do with ... ?

Maybe we need to ...

We can waste less by ... -ing.

Discover
more



SEARCH ONLINE and find out about the **Great Pacific Garbage Patch**. How big is it and why is it there?

- 1 Look at the paragraph headings in the blog on page 61. In which paragraphs (2–4) do you expect to see the items below? Why?

bank account packaging possession recyclable solar panels stuff



- 2 Read and listen to the blog. Check your answers to exercise 1.

1.15

- 3 Answer the questions. Use your own words.

- 1 Do you think the author usually writes his blog about the same topic? Why? / Why not?
- 2 How did the author get the idea for this blog and where did he find information?
- 3 What did the people do to change their lives?
- 4 Which of the ideas do you think the author might try? How do you know?
- 5 How can each of the different lifestyles make people happier, healthier, or wealthier?



Understanding pronoun references

Pronouns can replace nouns. We often use a pronoun to avoid repeating the noun. When you read a pronoun, try to understand what it refers to. This will help you to understand the text.

Lauren Singer doesn't use **disposable products**. *She* never buys **them**.

- 4 Study the reading strategy. Then study the sentences 1–5 from the blog. Explain what the **highlighted** words refer to.

- 1 **He** looked in his closet and dresser drawers one day. (line 7)
- 2 So, he sold some of **it** and gave away the rest. (line 8)
- 3 **It** seems like a nice idea. (line 22)
- 4 When you grow food, you don't waste **it**. (line 31)
- 5 **He** says he's never been happier or healthier. (line 34)

- 5 Read the definitions 1–6. Then look at the blog and find adjectives with the same meaning. What are the suffixes that make adjectives?

- 1 helpful for you to achieve something (paragraph 1)
- 2 wasting something that could be used (paragraph 3)
- 3 made to be thrown away (paragraph 3)
- 4 made to be recycled (paragraph 3)
- 5 not careful about something (paragraph 3)
- 6 not having any money (paragraph 4)

Discover vocabulary Adjective suffixes

Student Book ► Page 122

Workbook ► Page 56



- 6 Write five tips for people who want to waste less. Use adjectives from exercise 5.

Don't use disposable coffee cups.



- 7 **TALKING POINTS** Discuss the questions.

- 1 Would you like to try any of the ideas from the text? Why? / Why not?
- 2 Do you think we have too many possessions?
- 3 Are there any things that you think you can live without?
- 4 What do you think *less is more* means?



SEARCH ONLINE and make a list of **the most wasteful products**. Do you think we can avoid using any of them? How?

LESS IS MORE

Why does the text start with "Hello again!"?

WRITTEN by JOSH BEEKER

1



Hello again! I'm sitting here surrounded by piles of things, most of which I probably don't need. So today I'm asking the question "How can we live with less?" I've looked around on the internet and found a few useful and interesting ideas in blogs and articles. Take a look and see what you think ...

2

5 Possess less

I was really interested to read some blogs written by "minimalists." Minimalists are people who live with very few possessions. I read about one teenager who can fit all of his things into one suitcase (except his surfboard!). He looked in his closet and dresser drawers one day and realized that they were full of stuff that he didn't use or need. So he sold some of it and gave away the rest. Now, his life is simpler – his room is always clean and he spends less money. "The less you buy, the less you want," he says. Sounds good to me.

Find two other words in this paragraph that mean "things."

3

Zero waste

Lauren Singer decided to live a "zero-waste" lifestyle because she was shocked that people are so wasteful. Since then, she hasn't used any disposable products. She never uses plastic cups, bags, or bottles, for example. She either reuses containers or buys products without packaging. She also found that most things are recyclable. So now she produces very little waste. Incredibly, she can fit all of her trash from the last two years into one small glass jar. Amazing, huh? Her blog gives advice for people who don't want to be part of a careless, throw-away society. It seems like a nice idea – I've already got my jar!

What's the "throw-away society"?



4

Moneyless living

Mark Boyle has been living without money since 2008. Before starting his moneyless life, he bought a few useful things, like solar panels, so that he could live independently. Then, he closed his bank account and started to live differently. He now lives in a trailer in a field. He grows all of his own food and never goes to the store. He says that when you grow food, you don't waste it. He's written about his experiences and he gives talks about "the freeconomy." He says he's never been happier or healthier. It's good to know that we can be happy without money. Not so easy, this one, but I'm going to try growing a few vegetables.

Which words make up the invented word "freeconomy"? Can you guess the meaning?



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[16 comments](#)

Sort by

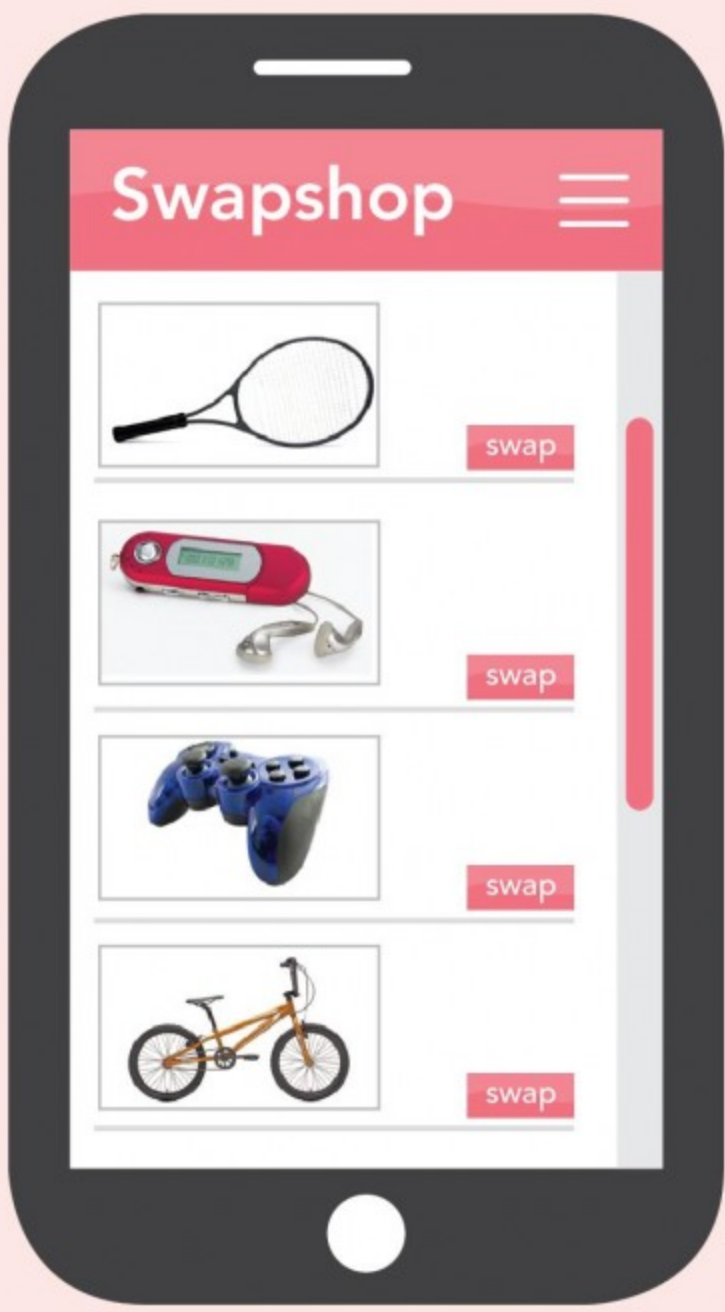
Oldest

1 Read the online article. What are the advantages and disadvantages of the Swapshop app?

Home
Articles
About







Join the Swapshoppers

What did people do before there was money? The answer is they swapped things. Now, thanks to technology, swapping is becoming popular once again. A lot of people are now using apps to swap things instead of paying money for them. I recently found a swap app that people in my town use. Here's how it works: I don't have enough money to buy a new tennis racket, but I have a few video games that I don't need. So, I'm going to put the video games onto the swap app and I'm going to say that I'm looking for a tennis racket. Then maybe someone will want to exchange a racket for my games.

The app is great if you don't have much money, but you have things that you don't use anymore. There's also another app for people who simply want to give away things instead of throwing them away. Right now, there aren't many things on the site, but it's a nice idea. I'm sure that apps like this will become more and more popular in the future. Swapping and giving things away is great because it saves money, and people throw away fewer things, so we create less waste. Who knows, maybe one day we won't use money.

Discover grammar Talking about quantity

Student Book ► Page 123

Workbook ► Page 57

We use *a lot of*, *much*, *many*, *few*, and *enough* to talk about quantities.

2 Study the examples from the article. Which ones talk about count nouns? Which ones talk about noncount nouns?

- a *A lot of people are now using apps.*
- b *I don't have enough money.*
- c *You don't have much money.*
- d *There aren't many things on the site.*
- e *People throw away fewer things.*
- f *We create less waste.*

3 What possessions do you have that you do not use or need? Think of things that you would like to swap or give away. Use the quantity phrases below.

a few a lot of many too many

I have a few old video games that I'd like to swap.

4 Complete the sentences with your own ideas. Think about money, possessions, and the environment. Then work in pairs and compare your answers.

- 1 People need to spend less money on ... and more on
- 2 There are a lot of
- 3 There are too few
- 4 There's too much ... in our town.
- 5 We need to use fewer
- 6 There isn't enough ... in the world and there are too many

Discover grammar Talking about the future

Student Book ► Page 123

Workbook ► Page 57

We use *will* or *be going to* to talk about the future.**5 Study the examples from the article. Which one talks about a plan and which one makes a prediction?**

- a *Maybe one day we won't use money.*
- b *I'm going to put the video games onto the swap app.*



1.16

6 Read and listen to the description of life on Bunia Island. Then work in pairs and play the Bunia Island Trading Game. Answer the questions about your plans and predictions.

Bunia Island Trading Game

There isn't any money on Bunia Island, so you will need to swap with the other villages to get the things that you need. There are three villages on the island:

MEGISTER

Megister is far away in the mountains, a dangerous journey from Flader. They don't have much land to grow their own food, but it's the only place on the island where you can get salt and metal. The people are very smart, but they are not very friendly and it isn't easy to exchange things with them.

FLADER

You live here. Your people are farmers. You have cows, hens, vegetables, and seeds, which you can swap, but it is difficult to take them a long distance. To survive this year, your people will need tools to work with, firewood for cooking, and salt for the animals.

ASTER

Aster is near Flader, in the forest. The people cut down trees and make tools, but they don't have any land to keep animals or grow food. They have wood and tools, which they can swap. To survive this year, the people will need food to eat and metal to make the tools.

Plan

What are you going to do? Answer the questions.

- Which villages are you going to visit?
- What are you going to ask for?
- What are you going to offer as a swap?

Predict

What do you think will happen? Why? Use some of the phrases.

It's possible that ...
Maybe they'll / we'll ...
I think they'll / we'll probably / definitely ...
I don't think they'll / we'll ...

7 In groups, compare your ideas from exercise 6. Is it easy to live without money?**Discover more**

SEARCH ONLINE and find out when people first used money. What was the first money like?

Life skills
strategy

Creative thinking

When you are trying to think creatively, give yourself a short amount of time and think of ten different ideas. The first few ideas might be obvious, but usually more creative ideas will come later. It's best to work alone at first before sharing your ideas in a group.

- 1 Study the life skills strategy. Why do you think it is best to work alone before you work in a group?
- 2 Look at *The Waste-free Zone* website. Choose two of the objects (A–E) and describe how you could make them. Which do you think are the most creative ideas?

[HOME](#)
[ABOUT](#)
[SERVICES](#)
[BLOG](#)

SEARCH

THE WASTE-FREE ZONE

CREATIVE RECYCLING IDEAS

A shelves

B candle holders and vases

C tic-tac-toe game

D bicycle stand

E bird feeder

You will need:
 scissors, glue,
 cardboard,
 colored paper,
 tape, spray paint,
 bottle tops, string,
 piece of wood

[Click here for instructions](#)

Discover vocabulary Making things

Student Book ► Page 122

Workbook ► Page 58



- 3 Listen to *The Waste-free Zone* podcast. Which three objects from exercise 2 do they describe?

1.17

Listening strategy



Listening for specific information

Sometimes you need to listen for specific details, such as a place, a time, or important instructions. Listen carefully for the details, focusing on key words or phrases, and ignore any irrelevant information.



1.17

4 Study the listening strategy. Then listen again and complete the instructions.

Creative recycling

instructions

Candle holders and vases

- Make sure that the bottles are ¹ and ² before you start or the paint won't stick.
- Put a ³ in the bottle and hold it so that you don't get ⁴ on your hands.
- Always use the spray paint ⁵

Bird feeder

- Cut a ⁶ in the bottle with scissors.
- Use colored ⁷ to decorate it.

Game

- Get some ⁸ and use some black ⁹ to make the squares. Use two different colors of ¹⁰ to play with.

5 Study the life skills strategy again. Then think of five creative ideas for recycling that you could send to *The Waste-free Zone* website. Use the objects below or your own ideas.



plastic bottles



metal cans



6 Work in groups. Use the key phrases. Share your ideas from exercise 5 and decide which is the best.

Key phrases Sharing ideas

One thing / Another thing we can do is

One idea / Another idea is to

What else?

Any more ideas?

I think we could

How about ... -ing?

7 **REFLECT** Share your group's idea with the class. Which is the best idea from the whole class? Does thinking creatively work best as an individual activity, a group activity, or a mixture of both?

Discover more



SEARCH ONLINE for images of recycling in art. Choose your favorite examples and share them with the class.

Writing task



A factual article

A school's science forum is publishing a series of articles about the problem of waste, called *Why worry about ... space junk?* Write a short article for the forum about the problem of plastic waste. Explain why plastic bags and bottles are a problem and what we can do about it.

Understand the task

1 Study the writing task and answer the questions.

- 1 Where will people read your article? 2 What kind of people will read it?

Think and plan

2 Read the writing task again and answer the questions.

- 1 What's the problem? 3 What are the future consequences?
2 What are the solutions? 4 How or why does the problem happen?

Writing strategy

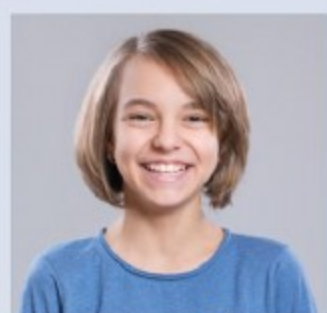


Planning paragraphs

We use paragraphs to divide our writing into sections. Each section or paragraph usually has a different purpose or a different topic. When we write, we need to think about what information goes into each paragraph. Remember to start a new paragraph when you change topic.

3 Study the writing strategy. Then read the article about space junk and answer the questions.

- 1 How many paragraphs are there?
- 2 Look again at the questions from exercise 2. Which paragraph answers each of the questions?
Paragraph 1: Paragraph 3:
Paragraph 2:
- 3 What is the main topic of each paragraph?
Paragraph 1:
Paragraph 2:
Paragraph 3:



Eva Gonzalez
748 posts

Why worry about ... space junk?

Humans create a lot of waste, which is already polluting the planet. Unfortunately, since we started to explore space, we have started to leave trash there, too.

Space debris, or space junk, consists of parts of old rockets and satellites that are in orbit above the Earth. According to NASA, there are now more than 150 million pieces of debris in orbit. Some of them are only a few millimeters in size, but some of them are more than one meter wide. These objects are moving at a speed of seven kilometers per second, or 25,200 kilometers per hour. This means that if they hit something, they will cause a lot of damage. Valuable equipment and the lives of astronauts are in danger. When pieces of space debris hit other pieces, this creates more fragments. So the problem will get much worse in the future if we don't do something now.

Clearly we need a solution to this problem. The European Space Agency says that we need to start removing the debris. In my opinion, we also need to stop sending satellites and rockets to space before a disaster occurs. We need to stop making the problem worse before we do anything else.



- 4** Research online and find out about plastic waste. Remember to make a note of your sources. Make a paragraph plan for your article.

Paragraph 1 – What's the problem?

Paragraph 2 – How / Why does the problem happen? What are the future consequences?

Paragraph 3 – What are the solutions?

Write a first draft

- 5** **LANGUAGE POINT** Look again at the article about space junk on page 66. Study the **highlighted** phrases for introducing information from different sources. Which sources did the writer use?
- 6** Write the first draft of your article. Follow your paragraph plan from exercise 4. Use phrases for introducing information sources.

Review and edit

- 7** Read through your first draft. Check it and revise it. Then write your final draft.
- **Content** Did you provide all the information in the description of the task?
 - **Organization** Did you organize your writing into clear paragraphs?
 - **Style** Did you use *According to ...* and *... says that ...* to introduce your information sources?

Reflect

How can we live with less?

- What do we throw away?
- What can we live without?
- How can we live without money?

- What can we do with waste?
- Why is waste a problem?

- 1** Think about your answers to the lesson questions. Make notes.



- 2** Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

- 3** Work together and compare your ideas.



- 4** Watch the same video *with* narration. Make notes. Did you learn anything new?

- 5** Discuss the lesson questions in pairs.

- 6** Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 63



I learned that, before money, people used a system called "barter."

Project task



Giving a presentation

Work in groups and give a presentation about recycling household waste. Research recycling household waste and recycling in the future on the internet. Prepare slides and a script for your presentation. Give your presentation to the class.

UNDERSTAND

- 1 Read the instructions for the project task above. What is the main aim of the project?
- 2 Study the presentation slides A–D about recycling in Bristol, U.K. Then match the statements (1–5) with the slides (A–D). There is one extra statement.
 - 1 In the future, food waste will become fuel for buses.
 - 2 The city of Bristol recycles 6,000 tonnes of paper each year.
 - 3 Most glass bottles and jars that are recycled in Bristol are made into new glass containers.
 - 4 Bristol families recycle or compost as much waste as they throw away.
 - 5 Recycling plants turn some plastic containers into clothes.

A

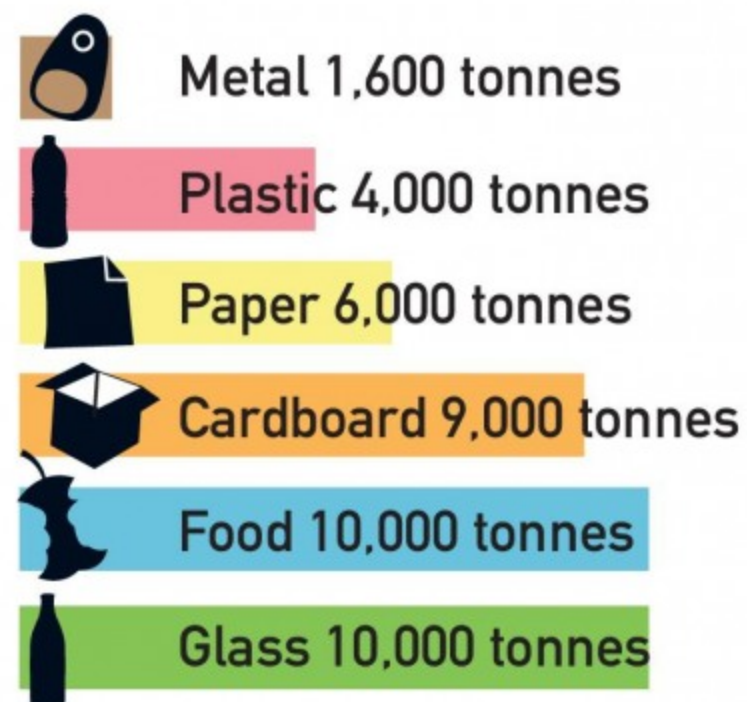
GLASS BOTTLES AND JARS

80% → new glass containers



B

TONNES OF WASTE RECYCLED



C

WHAT BRISTOL FAMILIES DO WITH THEIR WASTE



D

FOOD WASTE

→ biofuel for Bristol's new bio-buses



- 3 Listen to the students' presentation about recycling in Bristol. What is the correct order for the slides in exercise 2? Number them 1–4.

1.18

Discover more



SEARCH ONLINE and find out about recycling household waste and recycling in the future. How much waste is recycled in your area? How is waste recycled? Are there plans for new ways of recycling? If so, what?

COLLABORATE AND PLAN

- 4** Work in groups. Make a list of five tasks using the steps in exercises 5–9 to help. Then complete the *Who?* and *When?* columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			

- 5** Choose four topics for your group's presentation. Then discuss them and decide on the best order to present them.

- 6** Prepare your slides and write a script for your presentation. Use the key phrases to help you.

SHARE

- 7** Practice your group's presentation.

- 8** Give feedback and make any necessary changes to your slides or your script.

PRESENT

- 9** Give your group presentation to the class. Listen to the other presentations. Which presentation is the most successful? Why?

Key phrases Giving presentations

Starting presentations

Hello. I'm ..., and I'm here to

First, we're going to ..., and then we'll

Introducing another speaker

Now I'm going to hand over to (Jason).

Now (Leo) is going to take over.

Over to (Jason).

Talking about slides

On this slide we can see

As you can see,

The next slide gives us an idea of

Let's have a look at the chart / graph.

This slide shows

Finishing presentations

In conclusion,

To sum up,

Thank you for listening.

Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most useful?
- Which feedback did you find most useful?
- How effective was your group's presentation?





VIDEO Learning about intelligence

READING Scanning for specific information

LANGUAGE IN USE Talking about ability and possibility

LIFE SKILLS Self-awareness: knowing your skills and abilities

SPEAKING Giving reasons

WRITING Reviewing your first draft

What is INTELLIGENCE?



I know that I am intelligent because I know that I know nothing. — Socrates

*Yesterday I was clever, so I wanted to change the world. Today I am wise,
so I am changing myself. — Jalāl ad-Dīn Muhammad Rūmī*

*The man who invented the hamburger was smart; the man who invented
the cheeseburger was a genius. — Matthew McConaughey*

How do we use intelligence?

- 1 Look at the photo and study the quotes. Which quote do you prefer? Why?

- 2 Work in pairs. Ask and answer the questions.

Intelligence, genius, or wisdom?

- Can you think of anyone who is a genius? What did they do?
- Do humans have skills that animals don't have?
- At what age do most children learn to read and write?
- What is a prodigy?
- If your IQ (Intelligence Quotient) is 100, is it good, bad, or average?
- What is the most languages that one person has learned to speak fluently?
- What makes a person wise?

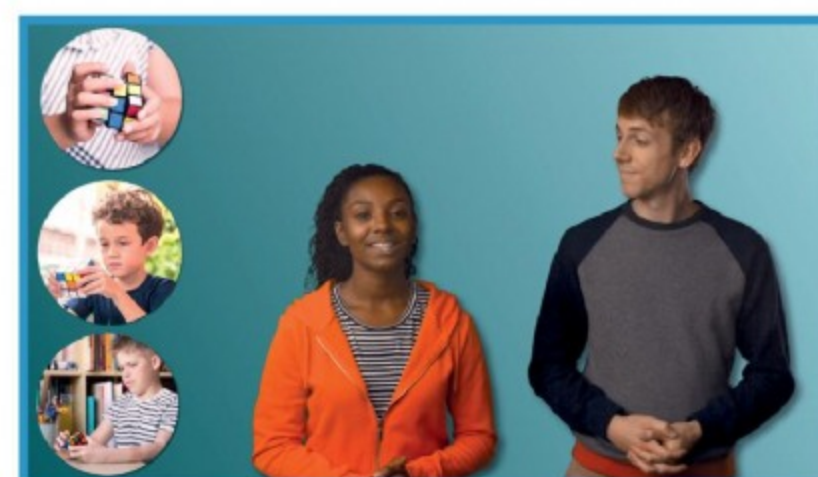
Discover vocabulary Intelligence

Student Book ► Page 124

Workbook ► Page 66

- 3 Watch the Factflix video and compare your answers to the questions in exercise 2.

- 4 Watch the video again. Which people and skills do Amy and Max admire?



- 5 Work in pairs. Ask and answer the questions.

- 1 Which skills and abilities do you most admire?
- 2 Who do you think is skillful and why?
- 3 Do you know anyone who is wise?
- 4 What are the most intelligent things that people do?
- 5 What is the difference between intelligence and common sense?

Key phrases Talking about intelligence

It takes / doesn't take a genius to ...

You need real skill to ...

I really admire people who can ...

I'd like to learn how to ...

I think it's great to be able to ...

... is the wisest / smartest person I know.

Discover
more



SEARCH ONLINE and find out about a child prodigy.
What special talents did he or she have?

- 1** You are going to read an article from a science magazine that gives information about the human brain. What do you already know about the topic? Choose the answers that you think are correct.

- 1 The average brain is 75% / 25% water.
- 2 The **left** / **right** side of the brain is connected with creativity.
- 3 The brain stops developing at the age of 52 / 22.
- 4 Eating **meat** / **fish** is good for your brain.

Reading
strategy**Scanning for specific information**

When we scan a text, we look through it quickly to find specific information, such as names, numbers, and dates. When you scan, you do not read every word. Look for keywords or phrases that will help you find the information quickly.

- 2** Study the reading strategy. Underline the key words or phrases in the questions below.

- 1 What percentage of the brain is water?
- 2 How long does it take for the brain to process an image?
- 3 Which side of your brain is more creative?
- 4 How was Einstein's brain unusual?
- 5 When do we start losing brain cells?
- 6 Which five activities are good for training your brain?
- 7 What kind of foods are good for your brain?

- 3** Scan the article and find the keywords or phrases that you underlined in exercise 2. Then find the answers to the questions.

- 4** Study the words 1–6. Then scan the article and find nouns for the words.

- | | |
|------------------|---------------------|
| 1 hear | 4 intelligent |
| 2 move | 5 connect |
| 3 creative | 6 maintain |

Discover vocabulary Noun suffixes

Student Book ► Page 124

Workbook ► Page 66

- 5** Make nouns from the words in parentheses. What does the article say about each of the topics 1–5?

- 1 The type of (active) that the brain controls
- 2 The (different) between the hemispheres
- 3 The (develop) of the brain until the age of 22
- 4 Why (train) is good for the brain
- 5 The (important) of (drink) water



2.01



- 6** Read and listen to the article. Make a note of three new pieces of information which you have learned about the brain.
- 7** Compare your notes from exercise 6. Which information do you think is the most interesting? Think of other facts that you want to find out about the brain.

Discover
more

SEARCH ONLINE and find out about animal brains. Which animals have the smallest and largest brains? Which are most similar to the human brain?

A Guide to the Human Brain

What's going on inside your head? Let's have a look ...

What's in it?

The average brain weighs 1.35 kilograms, and 75% of that is water. A human brain contains about 100 billion cells and approximately
 5 160,000 kilometers of blood vessels. Your brain uses 20% of the oxygen and blood in your body.

What does it do?

The brain sends messages that tell your body what to do. Different sections control or process
 10 different things such as sight, hearing, memory, movement, language, and problem-solving. Your brain can process an image in as little as 13 milliseconds. This means that your brain can understand what it's looking at approximately
 15 30 times faster than you can blink your eye.

Left and right sides

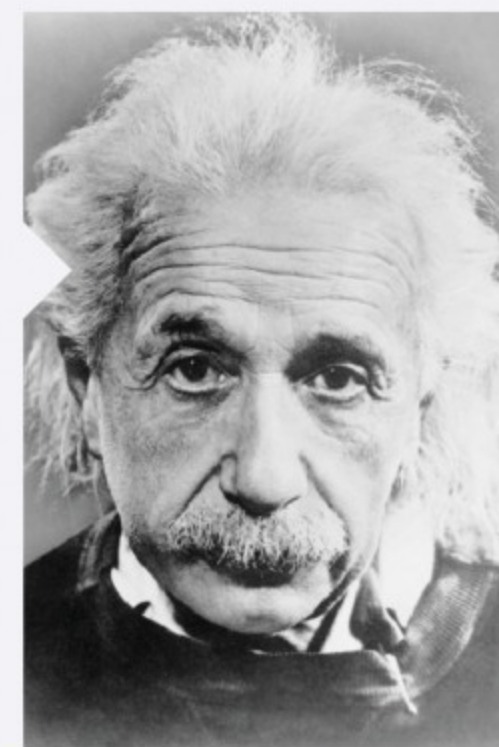
The cerebrum is divided into two sections called hemispheres. The left
 20 hemisphere controls the right side of our body and performs tasks connected with math, science, and logic. The right part controls the left side of the body and performs tasks connected with
 25 creativity and the arts.

Are any of the scientific words in the text similar in your language?



Intelligence

Intelligence doesn't come from one part of your brain. Several sections at the front of the
 30 brain do a lot of the important thinking. Intelligence depends mainly on how well and how fast these sections of the brain communicate with each
 35 other. When doctors analyzed Einstein's brain, they found that the left and right sides had more connections than normal.



Why do you think doctors analyzed Einstein's brain?

Age and change

Even before a baby is born, 250,000 new brain cells form every minute. The brain continues to develop until the age of about 22, but from that age we lose small numbers of brain cells every year. Studies show that as we get older, we get smarter,
 45 but we process information more slowly. Most people also remember less.

Why do you think we get smarter as we get older?

Training

Tests suggest that the more you use your brain, the better it works. Reading, doing
 50 crosswords, and doing number puzzles like sudoku can help your memory and thinking speed. Playing a musical instrument and speaking in a foreign language also help to make new connections in your brain.

Care and maintenance

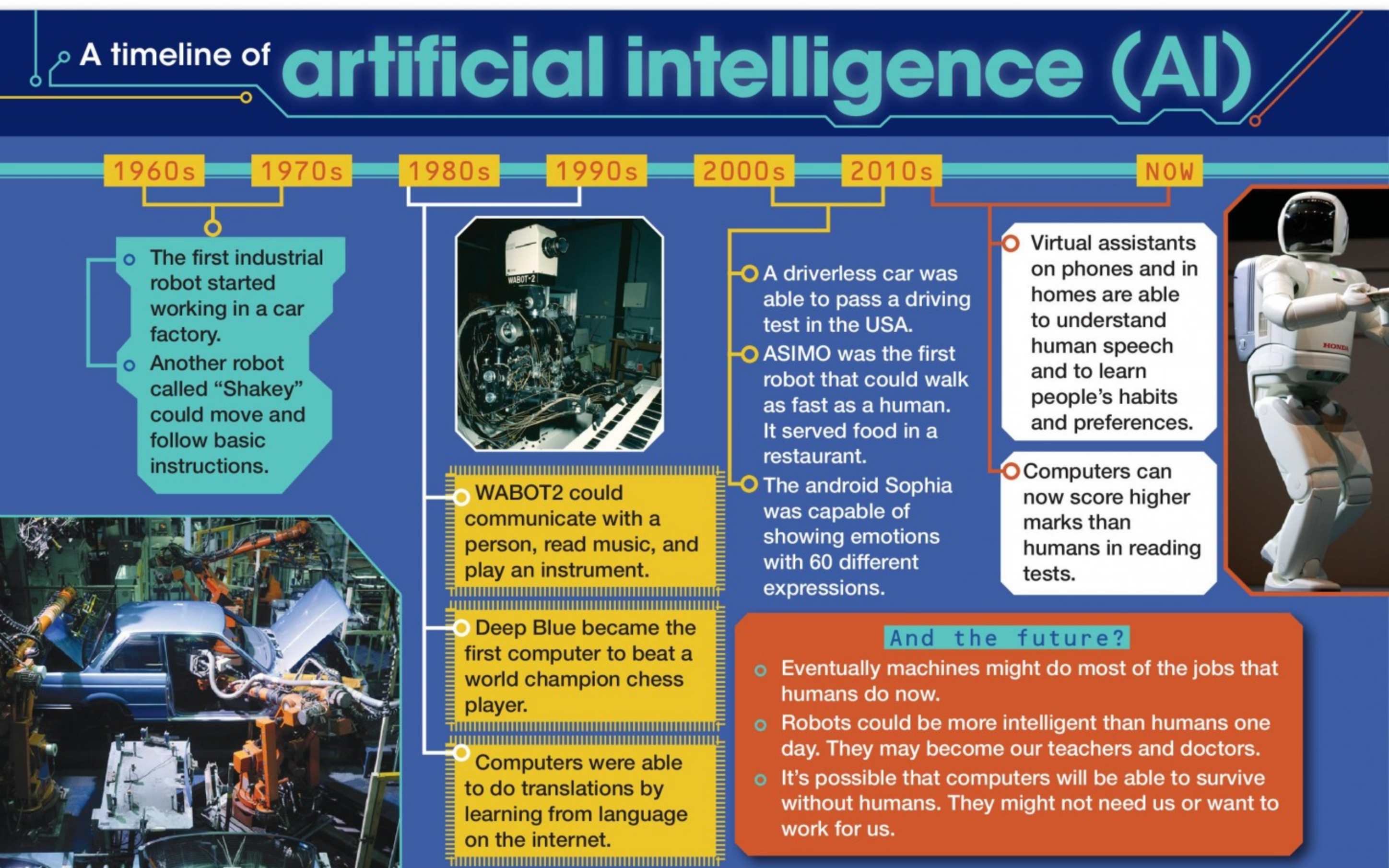
The best things for your brain are sleep, exercise, a lot of water, and "brain food" like fish, fruit, vegetables, and nuts. In a study of one million students, those who had healthier lunches
 60 did 14% better in IQ tests. Some of the worst things for the brain are sugar, alcohol, and chemicals such as food additives.

Which words introduce examples in this paragraph?

What is machine intelligence?

1 Read the timeline of artificial intelligence and answer the questions.

- 1 What do the photos show?
- 2 Which of the AI applications in the text do you think are the most useful?



Discover grammar Talking about ability

Student Book ► Page 125

Workbook ► Page 67

We use the modals *can*, *can't*, *could*, and *couldn't* and *was*, *are*, *will*, and *won't be able to* to talk about ability.

2 Study the examples from the timeline and answer the questions.

- a A driverless car was able to pass a driving test.
- b Computers will be able to survive without humans.
- c Virtual assistants are able to understand human speech.

- 1 Which talks about ability in the past?
- 2 Which talks about ability in the present?
- 3 Which talks about ability in the future?

3 Read the timeline again. Find more sentences that describe ability.

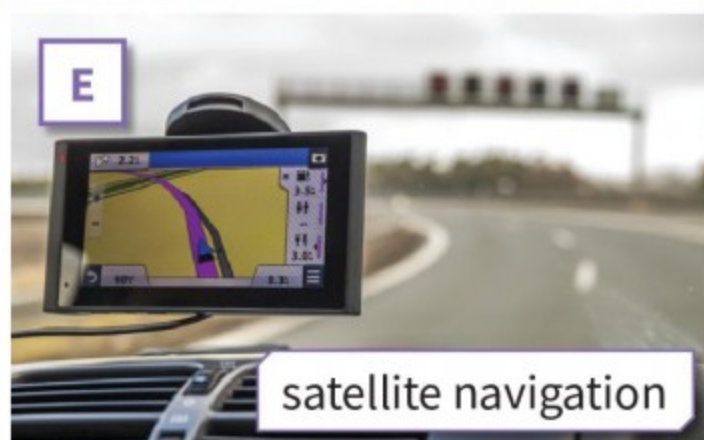
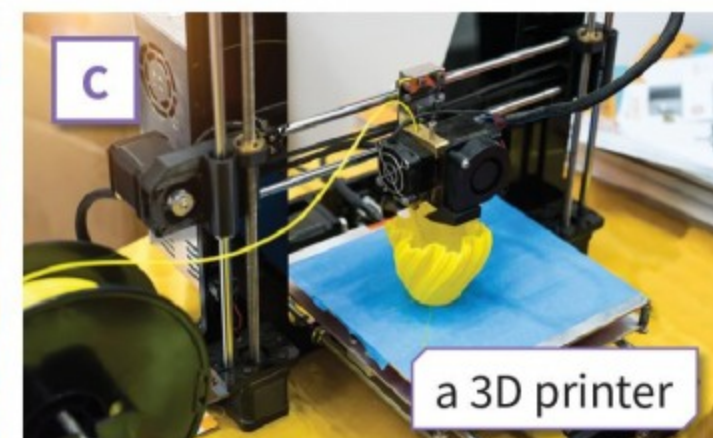


4 Work in pairs. Talk about your own intelligence and abilities. Think about:

- things that you could and couldn't do when you were younger
- things that you are able to do now that you couldn't do two years ago
- things that you think you will and won't be able to do in the future

- 5 Look at the photos A–F. How has each of the inventions changed our lives? What can we do now that we could not do before? Which invention has helped us most?

In the past we couldn't ..., but with ... we can now



Discover grammar Talking about possibility

Student Book ► Page 125

Workbook ► Page 67

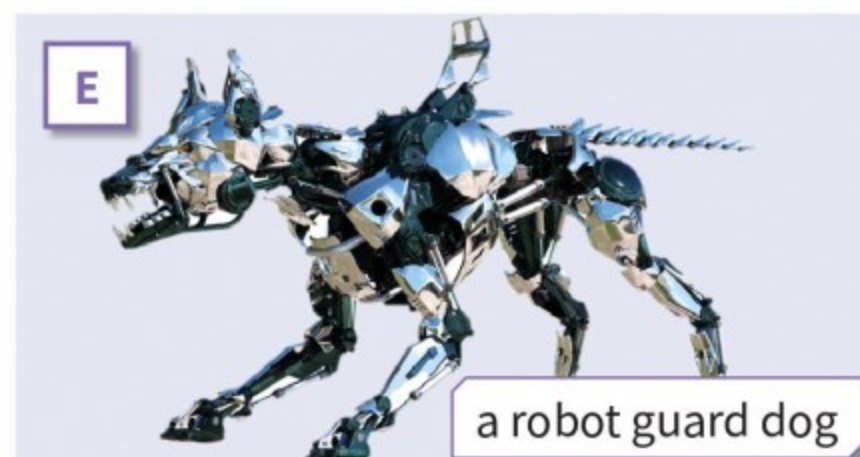
We use *can*, *could*, *may*, and *might* to say that something is possible now and in the future.

- 6 Study the examples from the timeline. Which express ability and which express possibility?

- a *Machines might do most of the jobs.*
- b *WABOT2 could communicate.*
- c *Robots could be more intelligent than humans one day.*



- 7 Look at the photos A–E. What do you think these machines might do in the future? Write sentences.



- 8 Work in pairs. Compare your ideas from exercise 7. What other things might machines be able to do in the future?

Discover
more



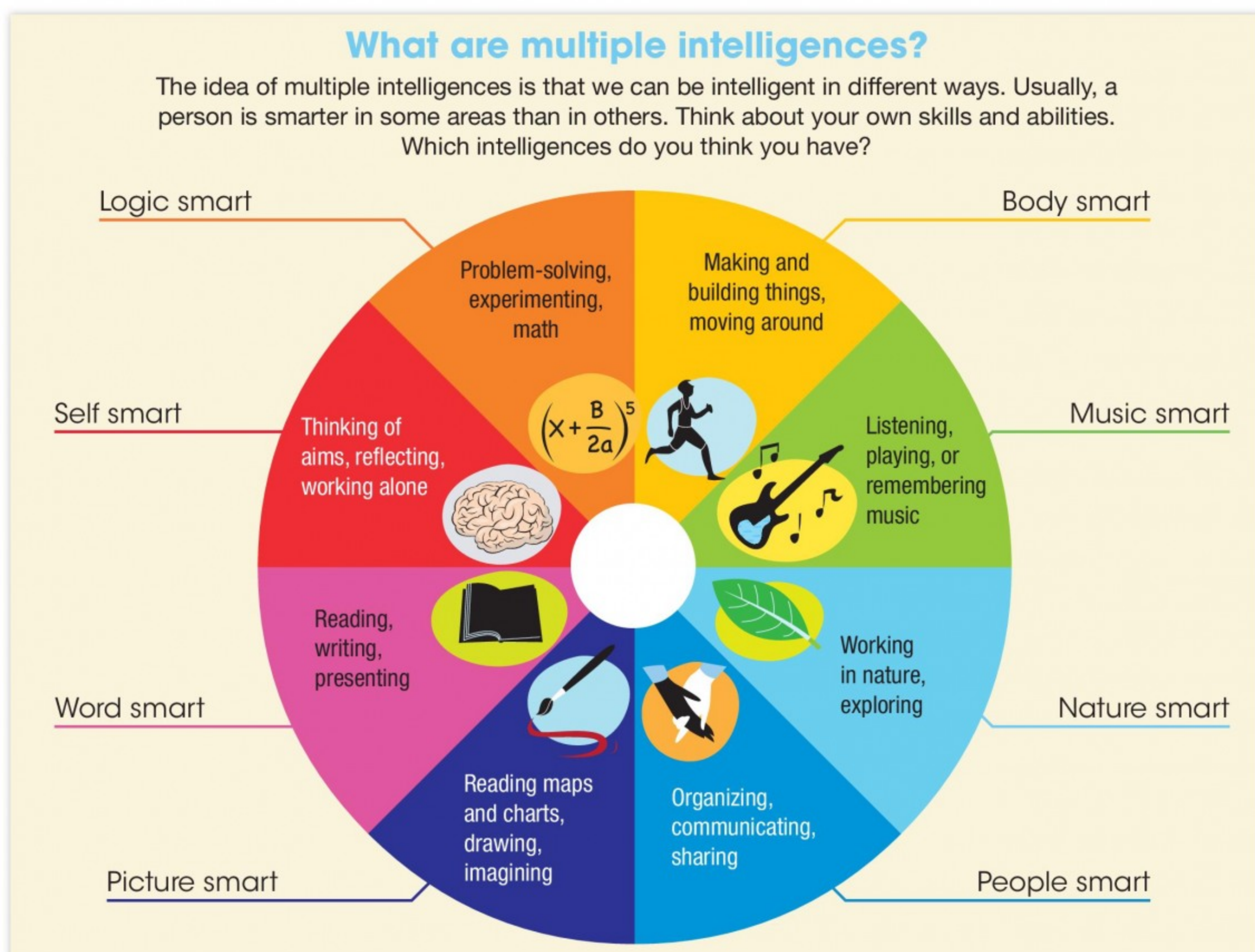
SEARCH ONLINE and find out about smart home devices. Which new device would you like to have in your home?

Life skills
strategy**Self-awareness: knowing your skills and abilities**

It is important to understand what your skills are. When you know your strengths, you can say what you are good at and what you find more difficult. This can help you to choose the best tasks when you work in a team. It can also help you to make decisions about your future.

- 1 Study the life skills strategy. Think of one thing that you are good at and one thing that you find difficult.
- 2 Read the description of multiple intelligences. Then study the adjectives below. Which adjectives describe the different kinds of intelligence?

artistic communicative imaginative logical mathematical musical scientific

**Discover vocabulary Skills: nouns and adjectives**

Student Book ► Page 124

Workbook ► Page 68

- 3 Think about the multiple intelligences in exercise 2. Then read the opinions a–c below. Which do you agree with? Compare your answers.
 - a I agree that we find some skills easier than others. We are all different. It's important to focus on the things that we do best.
 - b I disagree. I think that we can all be good at everything if we take the time to learn.
 - c I'm not sure. It's true that we find some things easier, but we can improve all of our skills if we practice.
- 4 Look again at exercise 2. Which adjectives and intelligences describe you best?
I think I'm very ... and I'm not very
I'm definitely ... smart and maybe I'm ... smart, too.



5 Read the list of tasks for a presentation about animal intelligence. Then listen to four students talking about their project. Match the students 1–4 with some of the tasks.

1 Peter
2 Sophie

3 Andy
4 Hannah

Presentation: Are animals intelligent?

- 1 organize the group and plan the tasks
- 2 research information
- 3 write the script for the presentation
- 4 prepare the slides
- 5 choose the best pictures
- 6 draw a graph or make an infographic showing the size of different animals' brains
- 7 give the presentation



6 Listen again and check your answers to exercise 5. Which kinds of intelligence do you think each of the students has?

1 Peter
2 Sophie

3 Andy
4 Hannah

7 Look again at the presentation tasks in exercise 5. Which task or tasks do you think you could do best? Why? Which task or tasks would you prefer *not* to do? Why?

Speaking strategy



Giving reasons

When we are speaking to people, we should try to explain our views. When we can give reasons for things, it is easier for other people to understand our opinions and they are more likely to agree.



8 Study the speaking strategy. Then work in groups. Say which tasks from exercise 5 you would like to do. Remember to explain your reasons. Use the key phrases.

Key phrases Talking about skills and preferences

I think that ... is a good job for me.
I'm pretty / very / not very good at
I'm probably best at
I know / don't know how to
I'd like to / prefer to

9 REFLECT Discuss the questions.

- 1 Do you think it's useful to discuss people's skills and preferences before you start a project? Why? / Why not?
- 2 Were different people in your group suited to different tasks?
- 3 Do you think that we all have different skills and intelligences?

Discover more



SEARCH ONLINE and find out about **the most intelligent animals**. Which information surprised you? Find one interesting fact to share with the class.

Writing
task

A description of a work of genius

Your history teacher has asked you to write a short article called *A Work of Genius*. Write a description of an invention or discovery that you think has changed the world.

Understand the task

- 1 Study the writing task. Which kinds of information a–e could you include in your article?
 - a the date of an invention or discovery ☐
 - b details about your life and interests ☐
 - c the name of an inventor ☐
 - d examples of prizes that an inventor has won ☐
 - e details about an invention or discovery ☐
- 2 Which of the ideas 1–4 do you think are “works of genius”?

1 the invention of the microscope	3 the discovery of electricity
2 the discovery of penicillin	4 the invention of the toothbrush

Think and plan

- 3 Think of inventions or discoveries that have changed the world. Choose one to write about in your article.
- 4 Research online and find out information about the invention or discovery that you chose in exercise 3. Make notes.
- 5 Read the paragraph topics a–c below. Which is the best order? Then read the first draft of *A Work of Genius* below and check your answers.
 - a The effects – how was it new and how did it change our lives?
 - b The discovery or invention – how did it happen?
 - c The person – who, where, when?
- 6 Make a paragraph plan. Use your notes from exercise 4 and the paragraph topics from exercise 5.

A Work of Genius

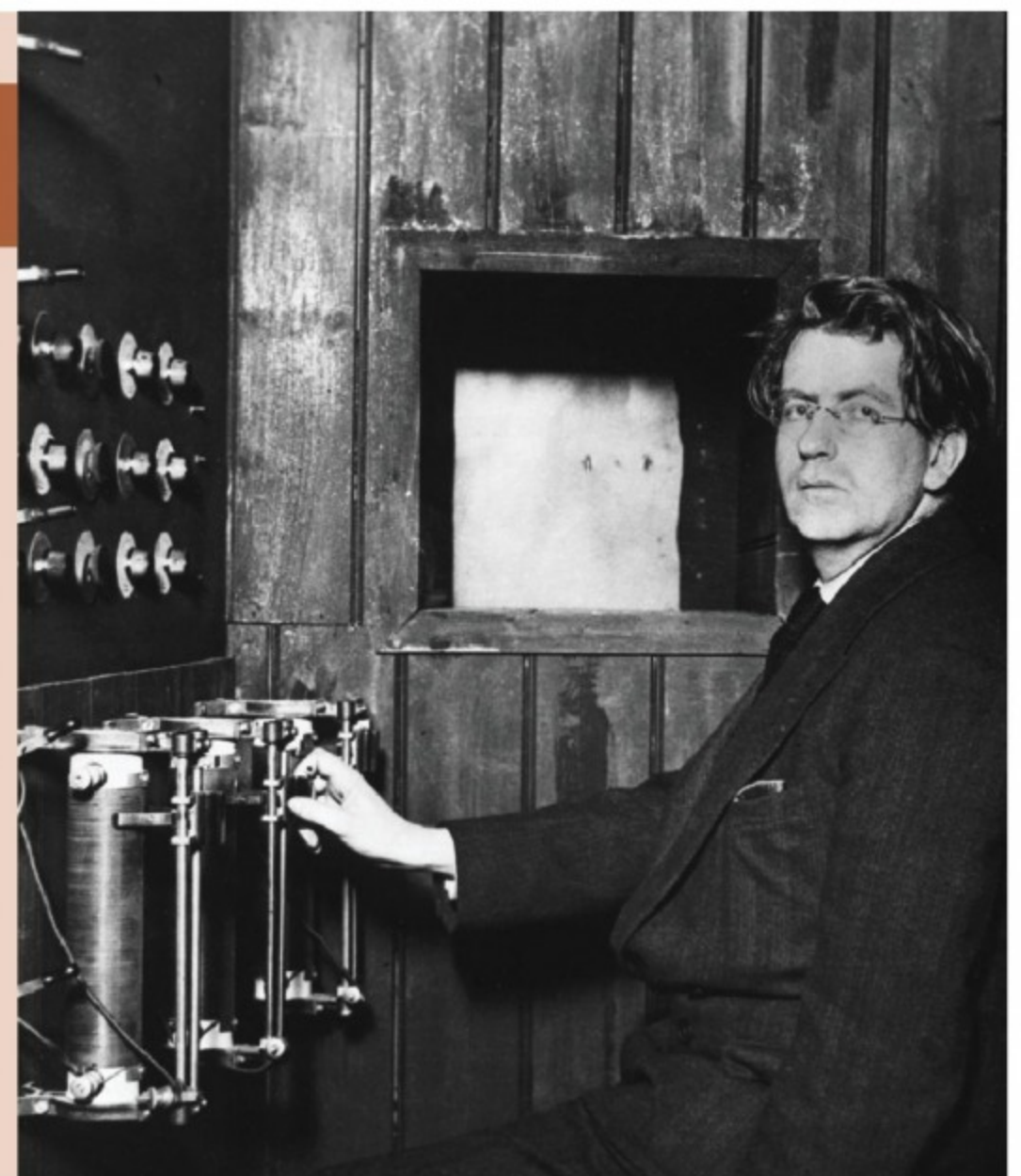
John Logie Baird and the invention of television

John Logie Baird was an engineer who lived and worked in Scotland. His work of genius was the invention of television in the 1920s.

~~The 1920s was a time when there were a lot of amazing inventions.~~

Baird first started working on his invention in 1920. He didn't have much money, so he used very basic materials. He tested the first version of his “Televisor” in 1924, and three years later he was able to transmit a moving image over 640 kilometers. The following year he sent the first television pictures across the Atlantic from London to New York. ~~People thought this was really amazing.~~

Before Baird started working on his invention, it was only possible to send sound, not images. People could only see moving pictures if they went to the movie theater. So television changed the world of news, information, and entertainment forever.



Write a first draft

- 7 LANGUAGE POINT** Look again at the first draft of *A Work of Genius* on page 78. Find four words or phrases that the writer uses to give time references.
- 8** Write the first draft of your article. Follow your paragraph plan from exercise 6. Use phrases to give time references.

Review and edit

Writing strategy



Reviewing your first draft

When you review your first draft, think about these points:

- Have you answered the question in the task?
- Is your writing organized into paragraphs?
- Does each paragraph have one clear topic?
- Is there any information that is missing?
- Is there any information that is repeated or that isn't relevant?
- Is there too much or too little content? (Is there a word count?)

- 9** Study the writing strategy. Then look again at the first draft of *A Work of Genius*. What has the writer taken out and why?
- 10** Study the writing strategy again and review your own article. Do you need to change anything? Write your final draft.

Reflect

What is intelligence?



How do we use intelligence?



How does the human brain work?



What is machine intelligence?



What different kinds of intelligence are there?



How can intelligence change the world?



- 1** Think about your answers to the lesson questions. Make notes.



- 2** Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

- 3** Work together and compare your ideas.

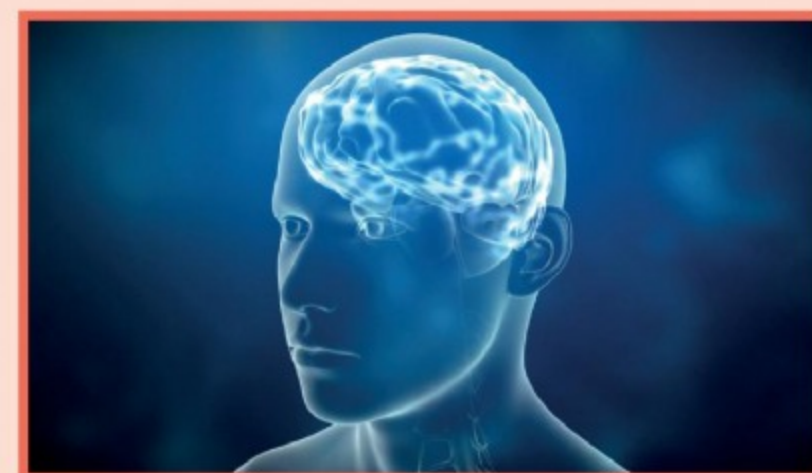


- 4** Watch the same video *with* narration. Make notes. Did you learn anything new?

- 5** Discuss the lesson questions in pairs.

- 6** Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 73



I learned that a bigger brain is not always a better brain.



VIDEO Learning about health

READING Summarizing a text

LANGUAGE IN USE Giving instructions and advice; Making nouns from verbs

LIFE SKILLS Effective communication

SPEAKING Effective speaking

WRITING Reviewing: checking language and punctuation



How can we STAY HEALTHY?

People are leading longer, healthier lives, but why?

What's good for you?

1 Look at the photo and read the caption. Why do you think people are living longer?

2 Work in pairs. Read the statements about healthy living. Guess the answers.

Healthy living

- 451,000 / 3.7 million / 10.4 million people will be 100 or more years old by 2050.
- The average life expectancy 5,000 years ago was about 25 / 56 / 76 years.
- Walking for one hour / three hours / four hours burns 800 calories – the same amount of calories as a pizza.
- Young people between five and 18 need 30 / 60 / 90 minutes of physical activity every day to stay healthy.
- In the USA, approximately 30% / 60% / 90% of high school students don't get enough exercise.
- A teenager needs 7 / 9 / 10 hours' sleep every night.

Discover vocabulary Health

Student Book ► Page 126

Workbook ► Page 76

3 Watch the Factflix video and compare your answers to the questions in exercise 2.



4 Watch the video again. What do Max and Amy think are the three most important ways to stay healthy?

5 Work in pairs. Ask and answer the questions.

- 1 Do you eat a nutritious diet?
- 2 What kind of exercise do you do to stay in shape?
- 3 How can you have a healthier lifestyle?

Key phrases Talking about health

... is / isn't good for you.

It's healthy / unhealthy to (lose weight / put on weight).

I try to avoid

I do / don't do enough

The best way to ... is to

Discover more



SEARCH ONLINE and find tips about **how to be a healthy teenager**. Choose three that you think are the most useful. Then share and compare them in class.

-  **1** Work in pairs. Look at the title of the magazine article on page 83. Why do we smile?
- 2** Skim read the article. Check your answers to exercise 1.
-  **3** Study the reading strategy. Then read and listen to the article. What are the main ideas?

2.03

Reading
strategy**Summarizing a text**

When we summarize, we briefly describe the main ideas.

- Read through the text and make a note of the main ideas.
- Start your summary by saying what the text is about in general.
- Think of a sentence to summarize each idea.
- Do not include your opinions, or a lot of details and examples.
- Do not copy long parts of the text. Try to use your own words.

4 Choose the best summary sentences, a or b. Explain your answers.

- | | | |
|----------|---------------------------|---|
| 1 | General | a The text is interesting, in my opinion, because it explains smiles and laughter.
b The text is about the importance of smiles and laughter, especially for health. |
| 2 | Paragraphs 1 and 2 | a They explain that they are important for relationships and communication.
b They say that a smile or a laugh can be strangely contagious. |
| 3 | Paragraph 3 | a It also explains how both laughter and smiling are good for our health.
b It also talks about health – there's an amazing thing called laughter therapy. |
| 4 | Paragraph 4 | a It describes things like laughter yoga, which an Indian doctor started in 1995.
b It describes how therapists and doctors use smiles and laughter in their work. |
| 5 | Paragraph 5 | a Finally, it concludes by suggesting that we should smile more often.
b Finally, it says that smiles and laughter are free, so be generous with them! |

-  **5** Write a summary of the article (50–100 words). You can use statements from exercise 4.
- 6** Complete the sentences 1–6 with the nouns below. Then study paragraph 2 of the article and find the verb forms of the nouns. What do you notice about the noun and verb forms?

help interest laugh smile start study

- 1** I need some with this. It's very difficult.
- 2** The of the race is always exciting.
- 3** The of animals is called zoology.
- 4** You have a very beautiful
- 5** I don't have any in soccer.
- 6** His doesn't sound real. It sounds fake.

Discover vocabulary Noun and verb forms

Student Book ► Page 126

Workbook ► Page 76

-  **7 TALKING POINTS** Discuss the questions.

- 1** What things make you feel happy? Why?
- 2** Do you feel healthier when you are happy? Explain your answer.

**Discover
more**

SEARCH ONLINE and find tips about how to be a happy teenager. Choose three that you think are the most useful. Then share and compare them in class.

**You'll feel
a lot better
if you ...**

Smile



1

Humans can recognize a smile from a distance of 90 meters. It's one of the oldest and most basic forms of communication. Smiles and laughs mean the same thing in all cultures. It doesn't matter if you are in London or Lisbon, New York or New Delhi, we all understand what they mean. They express joy

What does "they" refer to in this paragraph?

2

A smile or a laugh can be contagious. Maybe you have noticed that when people around us smile or laugh, we usually do the same. This type of phenomenon interests gelotologists: specialists who study the origins and effects of smiles and laughter. They believe that millions of years ago, before languages started to develop, these gestures helped

What other gestures do you think we used before we used languages?

3

But why exactly are smiling and laughing good for our health? Is there a scientific explanation? Well, according to experts, there is. Studies have shown that laughs and smiles both cause the brain to release "happy" chemicals into the body. These chemicals reduce stress and help to strengthen the body's defences. The same chemicals can also reduce pain. Laughing is also good for your heart and lungs, and 20 seconds of laughter has the same health benefits as three minutes of exercise.

4

Because of these healthy effects, laughter therapy has become more and more popular. Laughter yoga, for example, was started by an Indian doctor in Mumbai in 1995 and there are now more than 8,000 groups around the world. At laughter yoga sessions, people meet, play, and laugh. As a result, they feel happier and healthier. Laughter therapy is also common in hospitals now. The idea of "clown care" started in New York in 1978, when a doctor named Patch Adams started to dress as a clown and make sick children laugh. Patients in a hospital are usually worried and often bored, but hospital clowns can help them to be happier and more positive, and this helps people to get better faster.



Find five noun combinations in this paragraph.

5

So, if we smile more, we might all be a lot happier and healthier. Strangely, it seems that if we fake or force a smile, it can have exactly the same effects as a real smile. So if you're unhappy, just smile or try to laugh and you should feel better. A smile makes the world a warmer place, and because smiles and laughter are free, maybe we should be more generous with them.

Which word in this paragraph shows that the author thinks a fact is surprising?



How can we stay safe?

- 1 Read the advice on road safety in the information leaflet. Which advice refers to laws? Which advice can save the most lives?



ARE YOU ROAD AWARE?

A lot of accidents happen on the roads, but following some simple rules can save lives.

- △ "Be safe, be seen." You should always wear something bright at night, especially when you are riding a bike.
- △ "Stop, look, listen." Find a safe place to cross the road. Don't cross between parked cars and look carefully in both directions.
- △ You should try to find a crosswalk.
- △ You shouldn't look at your phone when you cross the road. Wearing headphones is also dangerous.
- △ You should wear a helmet when you cycle. It's safer.
- △ Buckle up! Wearing a seat belt saves lives. All car drivers and passengers must wear a seat belt.
- △ Drivers must not use cell phones. It's illegal.



Discover grammar Giving instructions and advice

Student Book ► Page 127

Workbook ► Page 77

We use the imperative to give instructions and we can use *must* and *must not* when we talk about rules. We can use *should* and *shouldn't* to give and ask for advice.

- 2 Study the examples from the information leaflet and answer the questions. Then find more examples.

- | | |
|--|---|
| a <i>Stop, look, listen.</i> | 1 Which example is a recommendation or piece of advice? |
| b <i>Don't cross between parked cars.</i> | 2 Which is an instruction, order, or command? |
| c <i>You should always wear something bright at night.</i> | 3 Which is a strong obligation, a rule, or a law? |
| d <i>You must wear a helmet.</i> | |



- 3 Study the information on the sign. Then prepare a list of six health and safety tips for people going to the beach this summer. Use *should*, *shouldn't*, *must*, *must not*.

You must not light fires on the beach.

BEACH RULES



No glass containers

No fires



Put litter in bins

SWIMMING SAFETY



REMEMBER:
a red flag means
no swimming



TWO FLAGS:
safe to swim, but
please only swim
between the flags

BE SAFE IN THE SUN



Wear sunscreen

Wear a hat



**AVOID LONG PERIODS
IN THE SUN**

- 4 Compare your tips from exercise 3. Which do you think are the most important? Why?

Discover grammar Making nouns from verbs

Student Book ► Page 127

Workbook ► Page 77

We can use the present participle of a verb to make a noun. This is called a gerund. We often use gerunds at the beginning of a sentence.

5 Study the examples from the information leaflet. Which word is the subject in each sentence?

- a *Following some simple rules can save lives.*
- b *Wearing headphones is dangerous.*

**6 Work in groups. Read the *Safe Kids Competition* and complete the list of tips.****SAFE KIDS competition**

Every year in the USA, 3.5 million kids have accidents at home. That includes 93,000 accidents on stairs alone! Think of things that can make your life safer, and you could win our safe kids competition.

Six tips to make your life safer

- 1 Leaving *toys on the stairs can cause accidents.*
- 2 Using
- 3 Standing
- 4 Having
- 5
- 6

**7 Look at other groups' competition entries and compare the tips. Which group has the best advice? Have a class vote for the winner of the competition.****Discover
more**

SEARCH ONLINE and find out about the most common household accidents. What causes most accidents in the home?

Life skills
strategy

Effective communication

There are different ways to communicate a message using words and images. When we want to communicate any message effectively, we need to think carefully about:

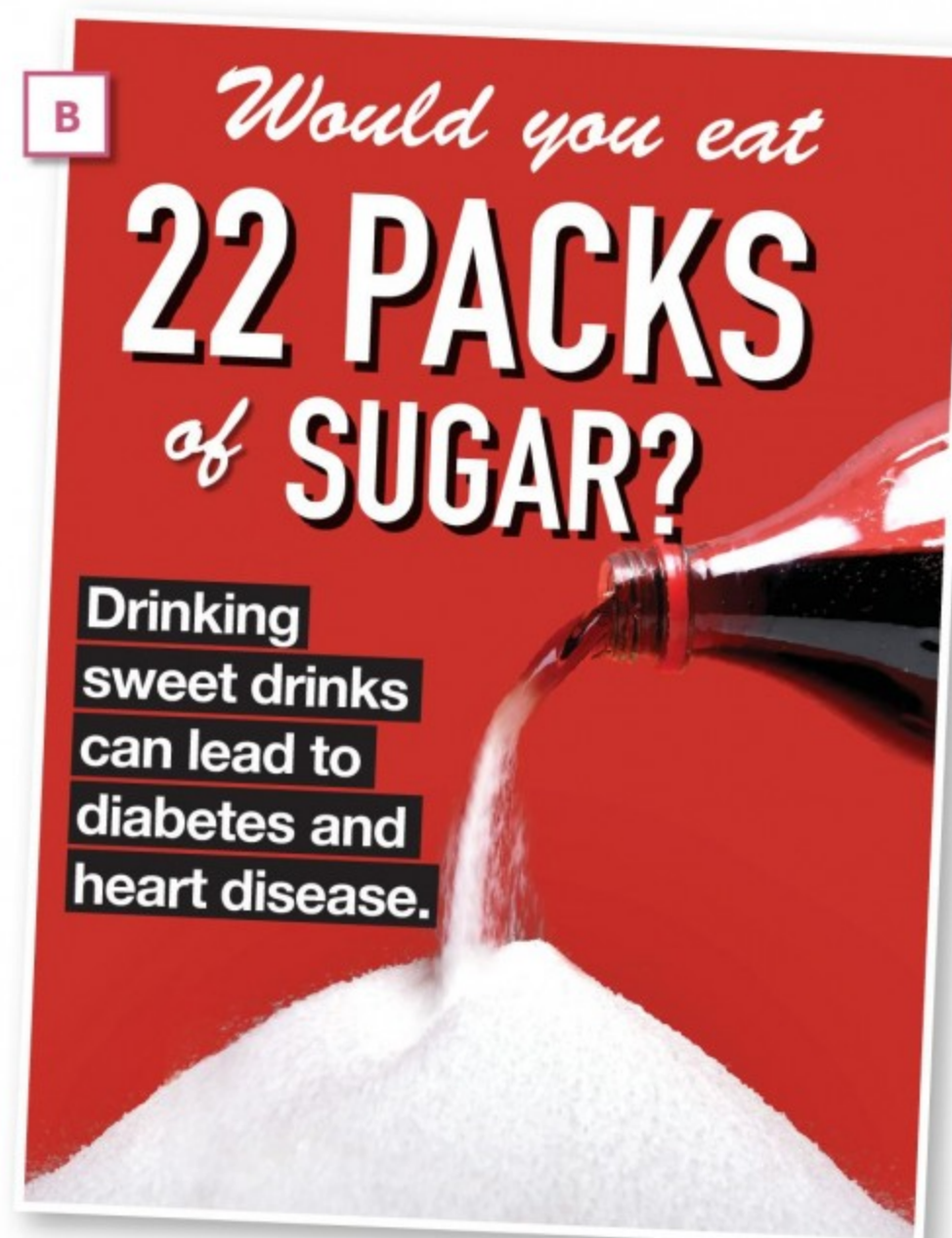
- who the audience is
- what we want to say
- how we want to say it
- how our audience will feel about it

1 Study the life skills strategy and then look at posters A–D. Answer the questions.

- 1 What message is each poster trying to communicate? Who to?
- 2 How effective is each one and why?

2 Choose the adjectives below that best describe each of the posters.
Explain your answers.

boring clever complicated horrible memorable serious shocking simple upsetting



Discover vocabulary Describing advertising

Student Book ► Page 126

Workbook ► Page 78



3 Listen to a presentation about a real health campaign. Answer the questions.

2.04

- 1 Where and when did the campaign take place?
- 2 What was the aim of the campaign?
- 3 How effective was the campaign?

4 Read the tips for planning an effective campaign about good health. Then listen again. How does the presentation answer the questions from the tips?

Will they get the message?

Five tips for planning a health campaign

- 1 What age group is it for? Who is at risk?
- 2 Present the facts. What are the positive or negative effects that you want to emphasize?
- 3 Think about the slogan and images you will use. What are they? Are they clear and memorable?
- 4 What different types of media are best for the campaign? Why?
- 5 Can you measure the effects of the campaign? How?



5 Work in groups. Plan your own health campaign.

- Use ideas from the posters in exercise 2 or think of your own.
- Discuss questions 1–5 from the tips in exercise 4 to plan your campaign.

Speaking strategy



Effective speaking

Good speakers use different ways to communicate messages in a clear and interesting way.

- Intonation can engage an audience and keep people interested.
- Stress can emphasize different points the speaker wants to make.
- Changing how fast you speak can be interesting and dramatic.



6 Study the speaking strategy. Then listen to two versions of the same ad. Which is most effective? Why?

2.05



7 Work in pairs. Prepare a 30-second ad for the health campaign that you planned in exercise 5. Use the key phrases to help you.

Key phrases Persuading

Did you know that ... ?

Ask yourself this question

Just think

It's your choice.

Do you really want to ... ?

8 Take turns and read your ad aloud to your group. Remember to use intonation and stress to communicate your message effectively.

9 Choose the best ad. Then think of other ways to support your message. Present your health campaign and ad to the class.

10 REFLECT Which group do you think had the best ideas for communicating their message effectively? What did you like about them?

Discover more



SEARCH ONLINE and find out about healthy eating campaigns. Which do you think are effective?

Writing
task

An opinion essay

You have been learning about health at school. Your teacher has asked you to write an essay giving your opinion on the statement “We should ban candy and sugary drinks at school.”

Understand the task

- 1 Study the writing task. What is the topic of the essay?
- 2 Read the opinion essay below. What is the writer’s opinion?

Think and plan

- 3 Think about the statement in the writing task. Do you agree or disagree? Explain your opinion in one sentence.

I think that we should definitely (not) ban candy and sugary drinks because

I have mixed opinions about whether we should ban candy and sugary drinks because

- 4 Read the questions. Make notes about your answers.
 - 1 Is this an important topic? Why? / Why not?
 - 2 What’s the situation right now?
 - 3 What might happen if we change the current situation?
 - 4 Why are these changes important?
- 5 Make a paragraph plan using your notes from exercise 4. Match the information in your notes with the topic of each paragraph.

Paragraph 1 – Introduction: a brief description of your opinion

Paragraph 2 – The main argument: an explanation of the current situation, your opinions about it and the reasons for your opinions

Paragraph 3 – Conclusion: a brief summary of your opinion



“Schools should teach students about health.” Do you agree?

In my opinion, schools should definitely teach students about health.

In some countries there are special lessons about health and safety and there are exams for PE. Right now we don’t have lessons about health and safety at our school, although we sometimes discuss health in our biology lessons. We have PE lessons once a week, but there are no exams on the subject. I think we should change that. There isn’t anything more important than our health, so it’s a good idea to make this a subject at school. We need to learn how to be fitter, healthier, and safer when we are young. This will have a very positive effect on our lives in the future.

So all in all, I believe that this is something that we must do. For me, health is very important and students need to learn the facts about it.

Write a first draft

- 6 LANGUAGE POINT** Read the opinion essay about health education on page 88. Underline five phrases that the writer uses to introduce opinions.
- 7** Write the first draft of your opinion essay. Follow your paragraph plan from exercise 5. Use the phrases to introduce opinions from exercise 6.

Review and edit

Writing strategy



Reviewing: checking language and punctuation

When you're doing a final review of your work, think about these things:

- **Spelling** Are there any words you need to check?
- **Grammar** What type of mistakes do you usually make?
- **Punctuation** Have you used capital letters, commas, and question marks correctly?
- **Style** Is your language clear? Is there a simpler way to say something? Is your writing too formal or too informal?

- 8** Study the writing strategy. Then review your first draft. Check it for mistakes and edit the content.
- 9** Write your final draft and check it again.

Reflect

How can we stay healthy?



What's good for you?



How can we learn about health?



Why is happiness good for our health?



Who is responsible for our health?



How can we stay safe?

- 1** Think about your answers to the lesson questions. Make notes.



- 2** Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

- 3** Work together and compare your ideas.



- 4** Watch the same video *with* narration. Make notes. Did you learn anything new?

- 5** Discuss the lesson questions in pairs.

- 6** Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 83



I learned that smiles and laughter are good for our mental and physical health.

Project task



Taking part in a class debate

Have a class debate on the following topic: “Technology will improve our lives.” Research the advantages and disadvantages of modern technology on the internet. Write a speech and practice it. Give your speech in a debate.

UNDERSTAND



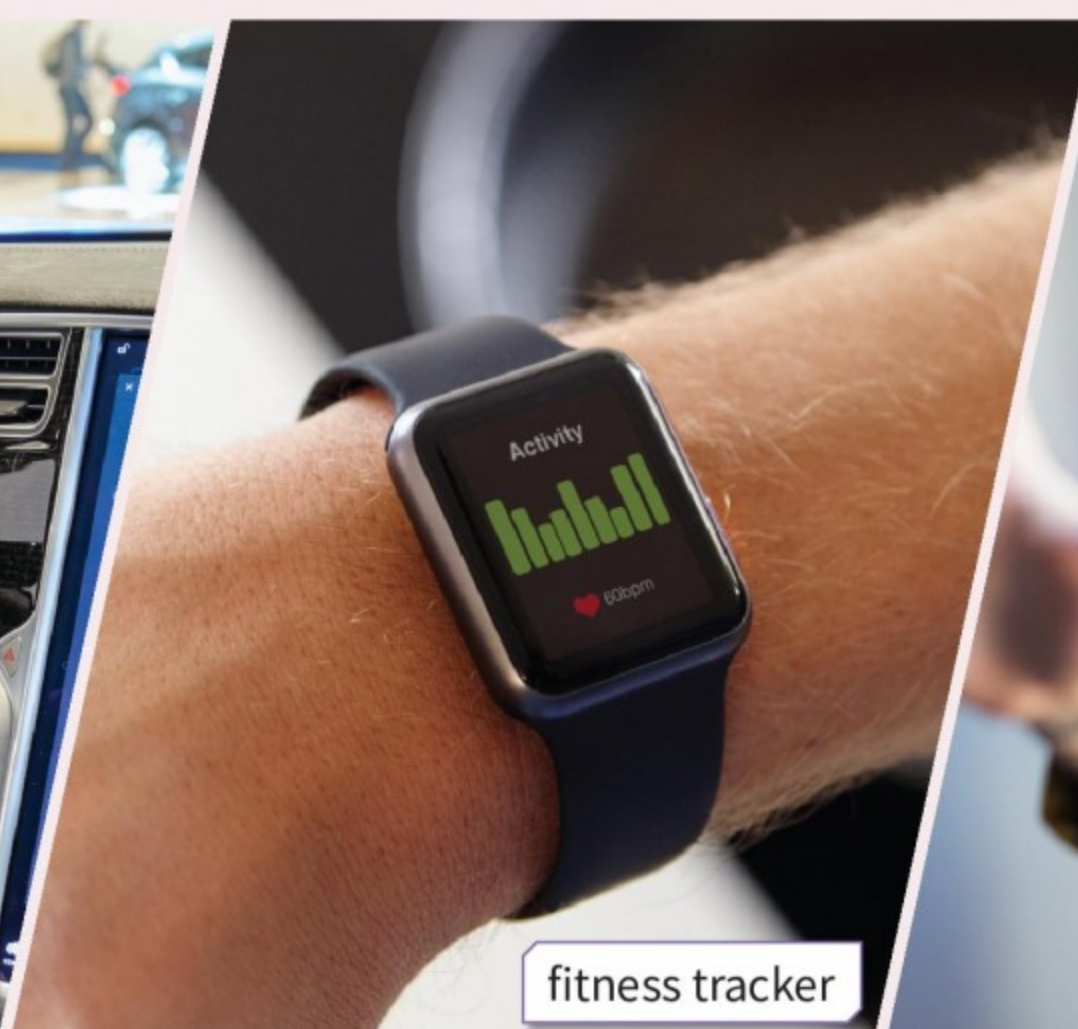
1 Read the instructions for the project task. What is the aim of the project?

2 Look at the examples of modern technology. Answer the questions.

- 1 Can you describe what these technologies do?
- 2 What are the advantages of these technologies?
- 3 Do these technologies have any disadvantages or bad points?



driverless cars



fitness tracker



virtual reality



2.06

3 Listen to four students giving a speech in a debate. The topic is: “Robots will make our lives better.” Answer the questions.

- 1 Do the students (1–4) agree or disagree with the topic?
- 2 Which idea does each student discuss? Number the ideas (a–d) in the correct order (1–4).
 - a Robots could do hospital operations without getting tired.
 - b Robots could do jobs that are boring for humans.
 - c Most people hate doing housework. Robots could do housework.
 - d Robots could do dangerous jobs.

4 Listen again. What examples do the four students give to support their ideas?

Discover more



SEARCH ONLINE and find out about the advantages and disadvantages of modern technology. Make notes.

COLLABORATE AND PLAN

- 5** Work in groups. Make a list of six tasks using the steps in exercises 6–11 to help. Then complete the *Who?* and *When?* columns.

Task	What?	Who?	When?
1			
2			
3			
4			
5			
6			

- 6** Make a list of the advantages and disadvantages of modern technology.
- 7** Decide if your group agrees or disagrees with the statement “Technology will improve our lives.” Make a list of three ideas to support your opinion. Decide on the best order to present them.
- 8** Write your speech for the debate. Use the key phrases and give examples to support your points.

Key phrases Having a debate

Introducing arguments

To begin / finish, we want to raise the point of

First, / Second, / Finally, we'd like to talk about

Our first / next / last point is about

In addition to ..., we'd like to mention

Stating opinions

We (don't) think that

We believe that

In our opinion,

The way we see it,

Giving examples

For example,

For instance,

Let me give you an example.

To illustrate my point,

SHARE

- 9** Practice your speech.
- 10** Give feedback and make any necessary changes to your speech.

PRESENT

- 11** Listen to the speeches and have a class vote on the topic.



Reflect

Work in groups. Think about your project and answer the questions.

- How could you improve the planning of your project?
- Which tasks were you not able to complete on time? Why?
- Which research was the most useful?
- Which feedback did you find most useful?
- How effective was your speech?



VIDEO Learning about reading and fiction

READING Understanding the theme of a story

LANGUAGE IN USE Using non-defining relative clauses

LIFE SKILLS Comparing online sources

LISTENING Understanding sequencing

WRITING Engaging the reader

Why do we tell STORIES?

A knight is fighting a dragon. Dragons don't exist in real life.
Why do authors write about them?



Why do we read fiction?

- 1 Look at the picture and read the caption. Why do you think some authors tell stories about knights and dragons?

- 2 Work in groups. Ask and answer the questions.

Literature and fiction

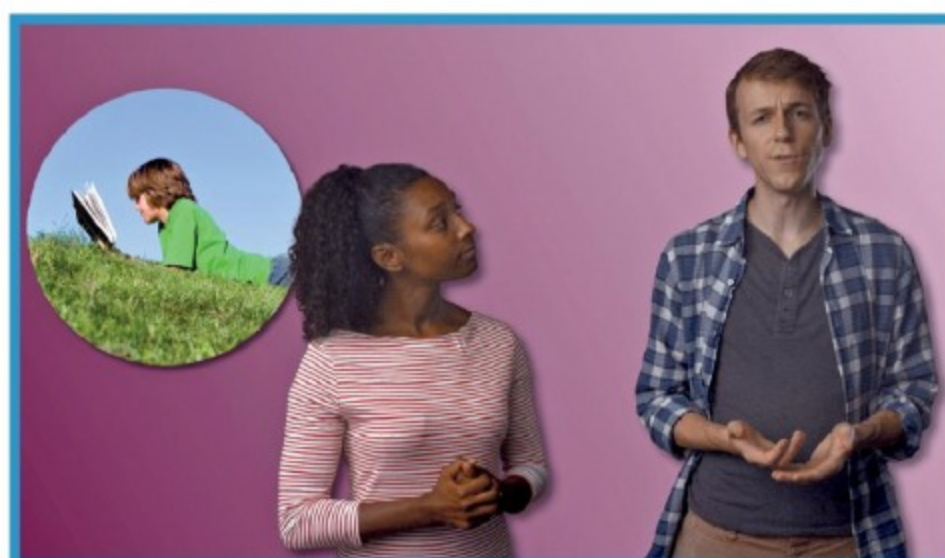
- What is fiction?
- How long do you think people have been reading fiction?
- What kinds of fiction are there?
- Which do you think is the most popular literary genre?
- Why do people read this genre?
- Who do you think is the most popular fiction writer?

Discover vocabulary Literary genres

Student Book ► Page 128

Workbook ► Page 86

- 3 Watch the Factflix video and check your answers to the questions in exercise 2.



- 4 Watch the video again. What reasons do Max and Amy give for reading fiction? Which kind of literature does each presenter prefer? Why?

- 5 Work in pairs. Ask and answer the questions.

- 1 Do you read fiction? Why? / Why not?
- 2 Which kind of literature do you prefer? Why?
- 3 Does your partner like the same kind of literature?

Key phrases Talking about preferences

I prefer ... to

I'd (much) rather read (horror stories) than (historical fiction).

I like ... better than

Which (kind of story) would you rather read?

Which (genre) do you like best?

My favorite (genre) is

Discover
more



ASK FRIENDS and find out what kind of literature they prefer. Which is the most popular literary genre? Why?

1 What ingredients do you usually need to make soup?



Understanding the theme of a story

The theme is the main idea in a piece of writing. Often the theme of a story is not clearly explained, so you have to figure out what the author is trying to tell you. When you are reading a story, try to read between the lines to get a deeper understanding of the theme.



2 Study the reading strategy. Then read and listen to the story on page 95. What is the theme of the story? Check (✓) the correct theme 1–4.

- 1 Never trust a stranger. ☐
- 2 A stone gives extra flavor to a soup. ☐
- 3 Working together gives the best results. ☐
- 4 Some countries have very strange customs. ☐

3 Answer the questions. Use your own words.

- 1 Why do the villagers hide from the travelers when they first see them?
- 2 What do we learn about the villagers from their reaction to the travelers?
- 3 Are the travelers surprised by the villagers' behavior? Why? / Why not?
- 4 Why do the travelers make comments about the soup as it is cooking?
- 5 What do the villagers think is the most important ingredient of the soup? Do you agree? Why? / Why not?
- 6 What do you think will happen to the villagers in the future? What will happen to the travelers in the future?

4 Find eight descriptive adverbs in the story. Then match them with the definitions 1–8.

- 1 in a way that is slow because you feel uncertain
- 2 very quickly because you are in a hurry
- 3 in a way that shows somebody is very tired
- 4 in a way that shows courage
- 5 in a way that shows you think there may be something wrong
- 6 in a way that shows that you know something that is supposed to be secret
- 7 with a lot of attention so that you avoid damaging something
- 8 in a way that shows you are not excited, nervous, or upset

Discover vocabulary Descriptive adverbs

Student Book ► Page 128

Workbook ► Page 86



5 Think of a story that you and your partner both know. Make a list of the main characters. Then describe their actions in the story using the adverbs in exercise 4.

Aladdin watched the door to the cave suspiciously before he tried to open it.



6 TALKING POINTS Discuss the questions.

- 1 Do you think folktales are a good way to teach people lessons? Why? / Why not?
- 2 Can you think of another folktale which teaches a lesson?
- 3 Why do different cultures have different folktales?

Discover more



SEARCH ONLINE and find out about a folktale from your country. What lesson does it aim to teach?

Stone Soup

a folktale

Three travelers were walking through a foreign land. It was late afternoon, and they were tired and hungry. Suddenly, they saw a village ahead and decided to stop there for the night.

- 5 When the villagers saw the travelers coming, they hurried home, locked their doors and windows, and hastily hid any food they had.

The travelers entered the village wearily and knocked on the door of the first house.

- 10 “Good evening,” they said. “Do you think you could give us some food?”

“I’m sorry,” said the first villager. “I don’t have any food to spare.”

So the travelers called at the next house.

- 15 “Could we eat with you tonight?” they said.

“I’m afraid not,” said the second villager. “I don’t have any food to share.”

The travelers got a similar response from every villager they called on.

- 20 “No problem,” they said calmly. “We’ll make some stone soup.”

The villagers watched suspiciously as the travelers made a fire in the village square, filled a pot with water from the stream,

- 25 and put it on the fire. Then, one of the travelers took a large stone out of a silk bag and placed it carefully in the pot. The villagers were intrigued!

Why do the travelers keep the stone in a bag made of silk?

The children were the first to venture out of their houses to investigate. As they came nearer, the first traveler said, “This soup needs some salt and pepper.”

- 35 Hearing these words, two sisters ran home to fetch some salt and pepper, and bravely handed it over for the soup.

Seeing the children with the travelers, an elderly villager hesitantly approached and heard the second traveler say, “What a pity. Stone soup usually has onions.”

- 40 The old man returned home for the onions he had in a cupboard and gave them to the travelers for the soup.

Soon, another villager came along, and heard the third traveler say, “Stone soup is great with onions. But it’s even better with meat.”

- 45 So she fetched the piece of meat she had in her kitchen and gave it to the traveler for the soup.

After that, the rest of the villagers appeared, each carrying a different ingredient: carrots, a cabbage, potatoes, peas – everyone brought something for the soup.

- 50 A few hours later, the travelers said, “The stone soup is ready. Who wants to try it?”

Not one of the villagers refused. When they tasted it, they all agreed that it was the best soup they had ever eaten.

- 55 “How clever these travelers are!” they said. “They can make a delicious soup with only a stone!” The travelers smiled knowingly at each other.

- 60 The next morning, the travelers said goodbye and gave the villagers the stone from the soup.

“Now you know how,” they said, “you can make stone soup when we’ve gone.”

What do you think the villagers have learned from the travelers?

Did the stone make the soup delicious?



- 1 *Romeo and Juliet* was written by William Shakespeare 400 years ago. Why do you think people still enjoy the story today?

Factfile: *Romeo and Juliet*

Author.....William Shakespeare
Date.....Mid 1590s
Type of work.....Play
Genre.....Tragic drama

Setting.....Verona, in Italy
Main characters.....Romeo, Juliet
Theme.....Impossible love

Plot *Romeo and Juliet* is set in the city of Verona, where the Montague family and the Capulet family have been fighting for generations. Romeo, whose father is head of the Montagues, falls desperately in love with Juliet. Juliet, who is a Capulet, loves Romeo, but her father wants her to marry Paris. Juliet's friend gives her some medicine so that she doesn't have to marry Paris. The medicine, which Juliet drinks the night before her wedding, makes her sleep for two days and she misses the wedding. However, Romeo doesn't know about the medicine, so he believes that Juliet is dead. The play ends in tragedy.



- 2 Read the factfile about *Romeo and Juliet*. Is there anything you can add to your answer from exercise 1?

Discover grammar Using non-defining relative clauses

Student Book ► Page 129

Workbook ► Page 87

We use non-defining relative clauses to add extra information or to give more details in a sentence. This helps to make our writing more interesting for the reader.

- 3 Study the factfile. Find four non-defining relative clauses and answer the questions. Which non-defining relative pronoun adds extra information about ... ?

- | | |
|------------------|----------------------|
| 1 a person | 3 a place |
| 2 a thing | 4 a possessive |



2.08

- 4 Work in pairs. Study the sentences 1–5 about another of Shakespeare's plays, *The Tempest*. Match them with the relative clauses a–e. Then listen and check.

- | |
|---|
| 1 Twelve years ago, Prospero,, was sent away on a boat by the King of Naples. |
| 2 He eventually landed on an island, |
| 3 His daughter,, has grown up on the island. |
| 4 A ship,, sinks in a storm. |
| 5 Miranda falls in love with Ferdinand, |
| a which is carrying Prospero's enemies |
| b whose name is Miranda |
| c who was saved from the ship |
| d who was Duke of Milan |
| e where no one lives |





5 Work in pairs. Study the pictures below, which illustrate the story of *Robinson Crusoe*. What do you think happens in the story? Write sentences about the plot, using non-defining relative clauses to add extra information. Use the words below to help.

captain footprint island law books rescue Robinson Crusoe Robinson Crusoe's father
sand shelter ship storm voyage wreck



6 Work with another pair. Read aloud your plot from exercise 5 and answer the questions.

- 1 Is it a good story? Why? / Why not?
- 2 How could you improve it?



7 Work in pairs. Ask and answer the questions.

- 1 Which other good stories do you know ... ?
a in books b on TV c in movies
- 2 What makes these stories enjoyable? Think about:
• the characters • the genre • the plot • the setting • the theme

Discover
more



SEARCH ONLINE and find out more about one of the stories you discussed in exercise 7. Write a factfile about the story.

Life skills strategy



Comparing online sources

People who tell news stories often see the same event differently and report events in a different way. They may exaggerate, leave things out, or give false information. To decide how reliable a news story is, ask yourself the following questions:

- **Who** is telling the story? (an eyewitness, a reporter, an advertiser)
- **Where** are they telling it? (on social media, in an interview, in a newspaper report)
- **When** are they telling it? (as the story is happening, a few moments later, a few hours later)
- **Why** are they telling it? (to inform, to persuade, to entertain)

1 Study the life skills strategy. Then look at the tweet. Answer the questions.

<http://twitpic.com/135xa> – There's a plane in the Hudson. I'm on the ferry going to pick up people. Crazy.



- 1 Who posted the story?
- 2 Where were they at the time of posting it?
- 3 When did they post it, e.g., was it as the story was happening or days / years later?
- 4 Why did they post the story?
- 5 What do you think happened?

2 Study the pairs of opposites below. Which adjectives could describe the tweet, or parts of the tweet, in exercise 1? Explain your answer.

authentic / fake objective / subjective neutral / dramatic reliable / unreliable
realistic / exaggerated

Discover vocabulary Describing news stories

Student Book ► Page 128

Workbook ► Page 88

Listening strategy



Understanding sequencing

When people tell a story, they often use sequencing words and phrases such as *first*, *then*, *next*, *later*, *after that*, and *in the end*. Try to identify these words when you listen to help you understand the order of the events in the story.



3 Study the listening strategy and read the list of events below. Then listen to an interview with an eyewitness who is giving an account of the Hudson River plane crash. Number the events a–h in the order they happened 1–8.

- | | |
|---|---|
| a The plane landed on the Hudson River. | e The city filled with noise. |
| b The first rescue boat arrived. | f The plane flew over a bridge. |
| c The pilot got out of the plane. | g The emergency exits opened. |
| d Some passengers jumped into the water. | h The first passengers got out of the plane. |



4 Listen again to the eyewitness account and answer the questions.

2.09

- 1 What was Jamie King doing when the accident happened?
- 2 How close was the plane to the George Washington Bridge?
- 3 How long did it take to open the emergency exits?
- 4 What was the temperature of the water in the river?
- 5 Who, or what, rescued all the passengers?
- 6 Did all the passengers survive the emergency landing?

5 Read an online report about the same news story. Find four facts that are different from the eyewitness account.

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Search



15m | World

Airplane Crash Lands In Hudson River

A US Airways airplane flying to Charlotte, North Carolina made an emergency landing on the Hudson River yesterday afternoon. All 150 passengers and five crew survived the incident.

The crash happened about three minutes after the Airbus A320 had taken off from New York's LaGuardia Airport. The plane hit a large group of birds and lost both of its engines, so pilot Chesley "Sully" Sullenberger had to find a place to land. He flew over the George Washington Bridge, at a comfortable distance of 300 meters, and landed on the Hudson.

Almost immediately, the passengers nearest the emergency exits calmly opened the doors. Only a few passengers panicked and jumped into the water, which was only 2°C at the time. Boats rescued the people on the plane and those in the river and took them to safety.

Captain Sullenberger, who walked up and down twice to check there was no one left on board, was the last to leave the plane. People are calling him a hero for saving the lives of everyone on board.



6 Work in pairs. Discuss the questions.

- 1 Why do you think some of the facts are different in the eyewitness account?
- 2 How is the language in the eyewitness account different from the online report? Why is it different?



7 Work in pairs. Read the life skills strategy on page 98 again. Then compare the news story as it was told in the tweet, the eyewitness account, and the online report. Which of the three news sources do you think is the most reliable? Why? Use the key phrases.

Key phrases Comparing online sources

The story is told by

This kind of story appears on

The incident is happening right now / happened (a while ago).

The style of reporting is ... to

The person reporting wants to

I think / don't think it's reliable because

8 REFLECT How do you usually find out about the news? Do you think your sources are reliable?

Discover
more



SEARCH ONLINE and find out about **today's news**. Look at the home page of three different sources. Is the main story the same for each one? Why? / Why not?

Writing
task

A narrative

Your teacher has asked you to write a mystery story. Write the opening paragraph, describing the setting, explaining the time and place, and introducing the main character(s).

Understand the task

1 Study the writing task. Then answer the questions.

- 1 Which tenses do writers usually use in a story?
- 2 How do they make their writing more descriptive?
- 3 What is the aim of the opening paragraph of a story?
- 4 What information do you need to include in the opening paragraph of your story?

Think and plan

2 Look at the photo below. What do you think has happened?

3 Read the opening paragraph to the mystery story below. Answer the questions.

- 1 Where and when did the action take place?
- 2 Who were the main characters?
- 3 What were they doing?
- 4 How does the writer get the reader's attention?

Writing
strategy

Engaging the reader

When we write a story, we can use a "plot hook" in the opening paragraph to get the reader's attention. This is something that interests the reader and hooks them into the story so that they want to continue reading.

4 Study the writing strategy and the sentences below. Check (✓) the two best "plot hooks."

- 1 We arrived home and dinner was ready. ☐
- 2 We completely forgot about dinner as soon as we entered the house. ☐
- 3 We couldn't believe our eyes when we opened the door. ☐
- 4 We opened the door and went inside. ☐

5 Look at the photo again. Think of a title and plan your own opening paragraph for a mystery story. Use the questions in exercise 3 to help you. Think of a "plot hook."

Break In!

It was a warm summer's evening in the middle of the school summer vacation. I was on my way home from the swimming pool with my cousin Leon, who was staying with us because his parents were working. We were running like the wind because it was dinner time and we were late. We were absolutely starving! When we got home, we threw open the front door hastily and ran inside. I went as white as a sheet as soon as I looked into the living room.



Write a first draft

6 LANGUAGE POINT Study the **highlighted** similes in the opening paragraph of the mystery story, *Break In!* on page 100. Choose the correct answers.

- 1 We use similes to compare **two / more than two** things.
- 2 Similes make a text more **descriptive / formal**.
- 3 We use **like / as ... as** to make similes that compare an adjective with a noun.
- 4 We use **like / as ... as** to make similes that compare a verb with a noun.

7 Complete the similes with the nouns below. Then think of your own simile.

baby cats and dogs elephant horse ice mouse

- | | |
|-----------------------|----------------------|
| 1 eat like a | 4 as big as an |
| 2 as quiet as a | 5 fight like |
| 3 cry like a | 6 as cold as |

8 Write the first draft of your story using your plan and “plot hook” from exercise 5. Include one or two similes.

Review and edit

9 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Have you included all the information in the writing task?
- **Style** Have you included a “plot hook” at the end of your paragraph?
- **Style** Have you used similes to make your writing more descriptive?
- **Language** Have you checked spelling and punctuation?

Reflect

Why do we tell stories?



Why do we read fiction?



What can we learn from stories?



What makes a good story?



How do we tell a news story?



How can we write a good story?

1 Think about your answers to the lesson questions. Make notes.



2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

3 Work together and compare your ideas.



4 Watch the same video *with* narration. Make notes. Did you learn anything new?

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 93



I learned that folktales are stories that teach people a lesson.



VIDEO Learning about cities

READING Identifying the author's purpose

LANGUAGE IN USE Talking about actions in the passive

LIFE SKILLS Thinking about others

SPEAKING Showing empathy

WRITING Writing a formal letter

What makes a good PLACE TO LIVE?

Tokyo is one of the largest cities in the world. Would you like to live there?

What makes the perfect city?

1 Look at the photo and read the caption. Do you think Tokyo would be a good place to live? Why? / Why not?

2 Guess the answers to the *City Quiz*. Then work in pairs and compare your answers.

City Quiz

- What's the population of Tokyo?
a 18 million b 28 million c 38 million
- What percentage of the world's population lives in cities?
a 25% b 55% c 85%
- How many cities have more than a million inhabitants?
a 512 b 612 c 712
- How many inhabitants does a megacity have?
a over a million b over two million c over ten million
- What's the best city in the world to live in?
a Melbourne, Australia b Tokyo, Japan c Bristol, England

Discover vocabulary Features of a city

Student Book ► Page 130

Workbook ► Page 96

3 Watch the Factflix video and check your answers to the questions in exercise 2.

4 Watch the video again. Why is Bristol a good place to live?
Which point do Max and Amy disagree about?



5 Work in pairs. Ask and answer the questions.

- Is your city a good place to live? Why? / Why not?
- Does your nearest city have any of the following: skate parks, street art, or a music festival? Do you like these things?
- What do you think makes the perfect city?

Key phrases Agreeing and disagreeing

Agreeing

You're absolutely right!

Exactly!

Yes, I agree.

Disagreeing

I see your point, but

I can't say I agree with you there.

Do you think so? I'm not so sure.

Discover more



SEARCH ONLINE and find out about the best cities in the world to live in. Why is it a good city to live in?

Reading strategy



Identifying the author's purpose

Identifying the author's purpose can help you to understand the text you are reading. As you read, look at the words the author uses and ask yourself questions to help you identify the purpose.

- Is the author expressing his or her opinion about something?
- Is the author trying to make me interested or excited about something?
- Is the author trying to give me information about something?
- Is the author describing a personal experience?

1 Study the reading strategy. Discuss the author's purpose in each of these text types.
a blog a forum post an online article an online encyclopedia entry a review a story

2 Look at the texts on page 105. Match them with two of the text types in exercise 1.

- 1 Text A is
- 2 Text B is



3 Read and listen to the texts on page 105. Identify the author's purpose and complete the sentences.

- 1 In text A, the author's purpose is to
- 2 In text B, the author's purpose is to

4 Answer the questions. Use your own words.

- 1 What kind of people live on Halley VI?
- 2 How is Halley VI adapted for life in a remote place?
- 3 What was the writer's impression of the aurora?
- 4 What does the writer find hard about living on Halley VI?
- 5 Which other people have stayed behind for the winter?

5 Study the highlighted verbs in text A. Find multi-word verbs in text B with the same meaning.



6 Complete the sentences with the correct multi-word verbs from exercise 5. Then ask and answer the questions in pairs.

- 1 Who is at home when you from school every day?
- 2 Do you think you'll living in the same place in the future? Why? / Why not?
- 3 Does anybody your house when you go on vacation? If so, who?
- 4 What time does the sun in winter where you live?
- 5 When does the temperature to below zero in your country?
- 6 When does the weather usually in your country?

Discover vocabulary Multi-word verbs

Student Book ► Page 130

Workbook ► Page 96



7 TALKING POINTS Discuss the questions.

- 1 What are the advantages and disadvantages of living in a remote place?
- 2 What skills do you think people need to live in remote places?
- 3 Would you like to live in the Antarctic? Why? / Why not?

Discover more



SEARCH ONLINE and find out about other remote places to live. Why do people live there?

A

Halley research station

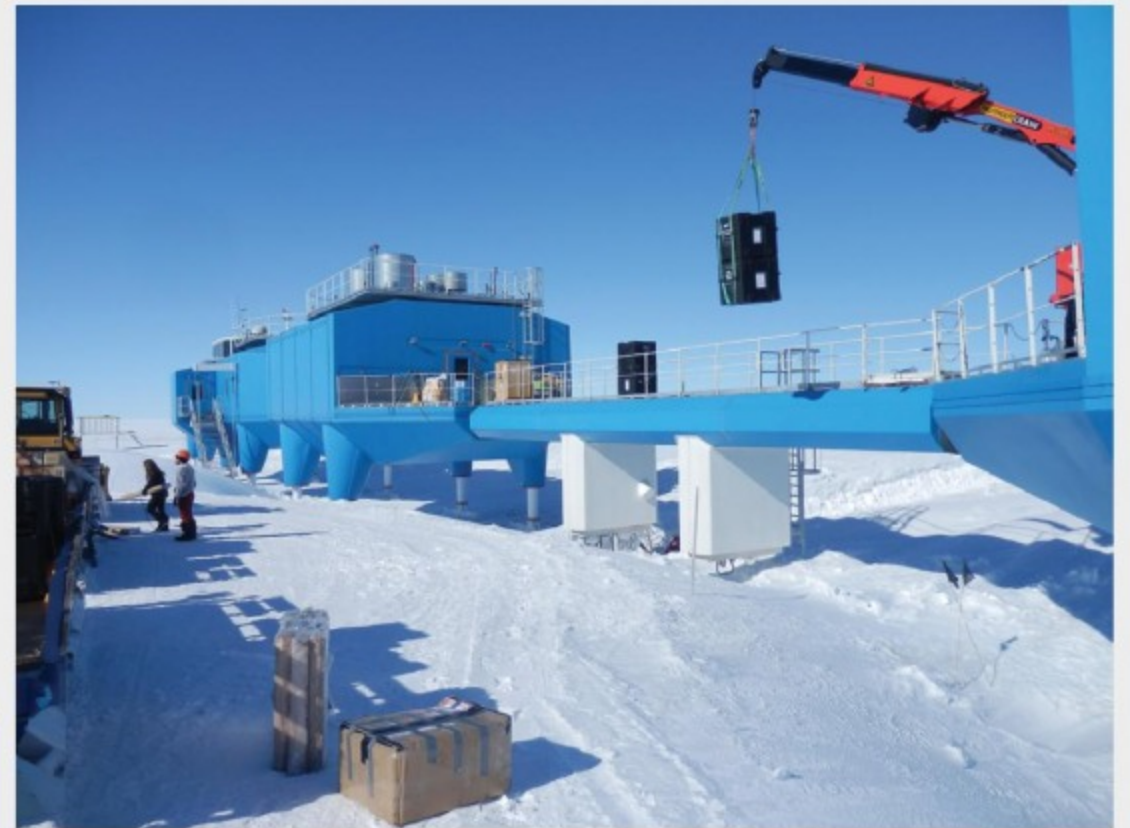
Halley VI is a research station situated in the Antarctic. It is home to a team of scientists who do research into the weather and climate change. The base is over 5,000 km away from the nearest city, so it is extremely remote. During the winter, temperatures can **fall** to -55°C , and for 105 days of the year, the sun does not **rise**. During this time, travel is impossible: no ships can reach the station because the ocean freezes over, and strong winds and snow stop planes from flying there. Only a few staff stay behind to **continue** their research and **maintain** the base over the winter. Until the first plane **returns** in the spring, they have no contact with any other people.

The current research station is the sixth building since the base opened in 1956. The earlier buildings broke under the weight of the snow or became too dangerous to live in. Engineers have worked hard to **improve** the design of Halley VI. It is composed of eight separate pieces or "pods," similar to train carriages. The pods are built on legs attached to giant metal skis, which are used to move the station to a safer location if the ice starts to break. The legs are raised in the winter so that the station stays above the deep snow. Inside, the pods have special colors and lighting to make them more pleasant for living and working in isolation.

What does the use of full forms, e.g., "it is" and "does not" indicate about the text?

What is the meaning of "current"?

Halley research station



HOME

RESEARCH TRIPS

PAPERS

ARCHIVE

Search...

B

WINTER AT THE BOTTOM OF THE WORLD

Halley research station

Last night was the best since I arrived here in Antarctica in January – I saw the aurora for the first time! It's Mark's turn to work nights this week, and he got us out of bed at 2 a.m. to see the green and white lights. We were outside for about 20 minutes watching them move across the sky – it was amazing! Here's a photo I took.



[comments](#) (81)

The aurora is about the only good thing that happens during the Antarctic winter – it isn't much fun living here. The temperature goes down to -50°C on average, so we spend as little time as possible outside. Also, it's dark for 24 hours a day. The sun disappeared on April 29th and it won't come up again until August 13th. I can't wait for the weather to get better!

There are only 13 of us at Halley right now, and we won't see anyone else until our colleagues come back at the end of October. For now, the only company we have is the penguins! I stayed behind because I have to keep on doing my experiments. Most of the scientists have gone now. The others are here to take care of the base. And then there's the chef – his job is to take care of us!

June
4th

[ABOUT ME](#)
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What is the effect of writing "it isn't much fun living here"? Why not "it is terrible living here"?

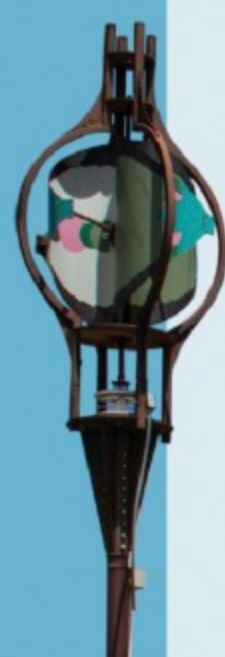
What punctuation does the author use at the end of paragraphs two and three? Why?

[previous post](#) ►

- 1 Study the photos. What is special about this house? Explain your answer.
- 2 Read the article from an environmental magazine. Compare your answer from exercise 1.



Glass bottles and old tires used in the construction of the Earthship wall ▲



An Earthship in Taos, New Mexico ▼

Earthships

Our homes for the future?

An Earthship is a house which is designed with the environment in mind. It provides everything the owner needs to live. Electricity is generated by solar panels and a wind turbine on the roof. Enough electricity is produced to power the lights, the TV, and all the other things that we have in ordinary homes. Water is collected on the roof when it rains. The rainwater is used first for the shower, then for watering plants, and finally to flush the toilet. Plants for food are grown both inside the house and in the large garden. Eggs and meat are provided by chickens that live in the garden.

Earthships are very cheap to build because they are made with recycled materials. The outside walls are made with old car tires filled with earth. Glass or plastic bottles are used for the inside walls, so that there's light in the rooms.

An Earthship's location is chosen carefully. Most Earthships are built in front of a hill, facing south. The hill protects the back of the house, and the sun comes in through the big windows at the front. The Earthship is warmed by the sun during the day and the thick walls keep the heat inside at night.



Discover grammar Talking about actions in the passive

Student Book ► Page 131

Workbook ► Page 97

We use the passive to talk about an action when we are more interested in the result of the action than in the person or thing that does the action.

3 Study the sentences and answer the questions.

a *The sun warms the Earthship.*

b *The Earthship is warmed by the sun.*

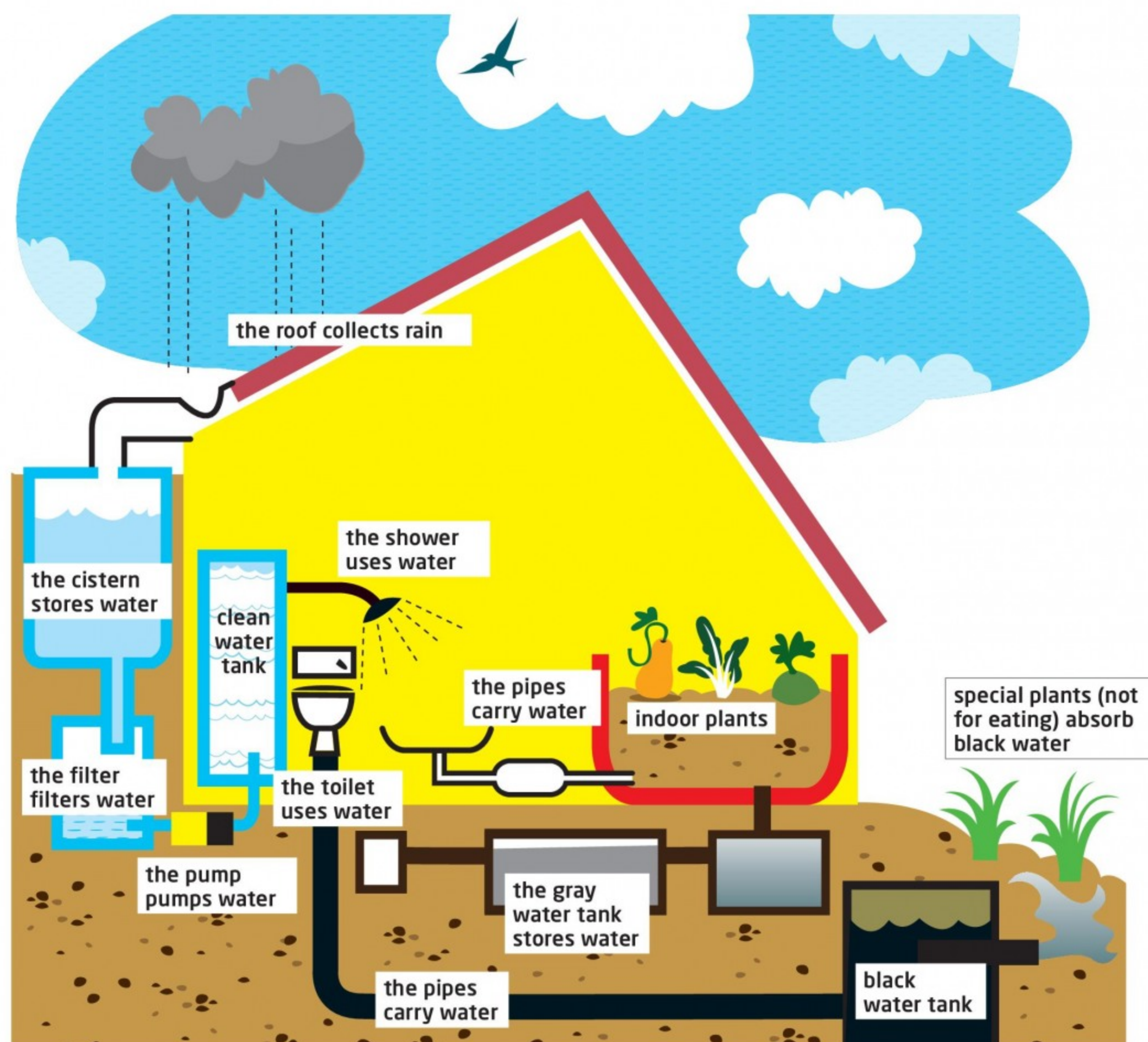
- 1 Do the sentences have the same meaning?
- 2 Which sentence focuses on the person or thing doing the action?
- 3 Which sentence focuses on the result of the action?
- 4 Which of the two sentences is used in the article? Why?
- 5 Which preposition is used in a passive sentence to show who or what does the action?
- 6 Find more uses of the passive in the text. Why has the author used the passive in the article?

4 Work in pairs. Compare the house you live in with the Earthship described in the article on page 106. Answer the questions.

- 1 How is your electricity produced? What is it used for?
- 2 Where does your water come from? Is it used more than once?
- 3 Is food grown at home or bought in a supermarket? Why?
- 4 What building materials are used? Why?
- 5 Where is your house located? Why?
- 6 How is the house heated?

5 Study the diagram. How is water recycled in an Earthship? Use the words to help you describe the process. Write ten sentences.

Rain is collected on the roof.



6 Work in pairs. Design your own house for the future. Think about the features below. Write a description and draw a picture.

electricity heating inside walls location outside walls plants water windows

7 Present your design to the class. Explain why your house is good for the environment.

Discover
more

SEARCH ONLINE and find out more about Earthships. Make notes and tell the class about one of the Earthships.

Life skills
strategy

Thinking about others

Empathy is thinking about others and understanding how they are feeling. Showing empathy helps us to connect with other people. Think about your own experiences and try to imagine how you would feel in the same situation.



1 Study the life skills strategy. Then work in pairs. Do the quiz. Check your answers in the key at the bottom of the page.

How much do you **THINK** about others?

1

You're at school and it's break time. You see one of your classmates sitting alone in the cafeteria. She looks upset. What do you do?

- a Walk away and hope that she doesn't see you.
- b Smile and say hello as you walk past her.
- c Sit down with her and ask her what's wrong.

2

Your friend was annoying you and you had a big argument with him yesterday. You know that his father is sick. What do you do?

- a Stop talking to him – he said some bad things during the argument.
- b Wait for a few days and then invite him to your house to play video games.
- c Message him and ask him if everything is OK.

3

The school basketball coach has just told your friend that she won't be playing in the championship game. What do you do?

- a Nothing. Basketball is a boring sport.
- b Explain to her that it's an important game and the teacher needs to pick the best team.
- c Ask her to come and practice with you after school. Tell her she will be one of the best players next season!

4

You're walking to school with a friend. He's complaining that he has to move in a few weeks. What do you do?

- a Remind him that some people have bigger problems because they don't have a house at all!
- b Try to change the subject to last night's baseball game on TV.
- c Listen and ask questions to find out how he feels.

5

Your sister has passed all her exams. She's very happy and excited when she comes home from school. What do you do?

- a Go into your room – she's making a lot of noise.
- b Congratulate her, then get on with your homework.
- c Celebrate with her and your family.



KEY

Mostly c answers:

You're an expert at empathy. You think a lot about people and you understand them very well. You probably have some very good friends.

Mostly b answers:

You know something about empathy, but you need to listen more to become an expert. Understanding how people feel will make you a better friend.

Mostly a answers:

You could learn more about empathy, so you need to practice. When you're with other people, try to imagine yourself in their situation. This will help you understand them better.

2 Work in pairs. Imagine you and your family are moving to a new town. What problems do you think you might have?

3 Listen to Kevin's phone conversation with Emma. What problems does he have?

2.11

4 Listen again. How does Emma show empathy?

5 Study the phrases 1–8. Check (✓) the phrases that show empathy.

Key phrases Empathy

- 1 Do you want to talk about it? ☐
- 2 That's a shame. ☐
- 3 Stop complaining! ☐
- 4 That doesn't sound good. ☐
- 5 I'm sorry to hear that. ☐
- 6 Don't be stupid. ☐
- 7 I know what you mean. ☐
- 8 I'm sure it will be OK in the end. ☐



Speaking strategy

Showing empathy

Tone of voice is important when we are showing empathy. We use a gentle, reassuring tone to show that we understand. It is important to listen while the other person is speaking and not interrupt.

6 Study the speaking strategy. Work in pairs. Practice saying the phrases from exercise 5.

Discover vocabulary Feelings

Student Book ► Page 130

Workbook ► Page 98

7 Read the problems (1–6) and choose the correct adjectives.

- 1 I'm **depressed** / **depressing**. I miss my friends.
- 2 My new house is **disappointed** / **disappointing**. It's far from the center of town.
- 3 My new town is very big. I'm **frightened** / **frightening** I'll get lost.
- 4 I'm **frustrated** / **frustrating**. I can't find any of my things.
- 5 Public transportation is **confused** / **confusing**. I don't know where the buses go.
- 6 This town's **bored** / **boring**. There aren't any skate parks.

8 Work in pairs. Give advice about the problems in exercise 7.

9 Read the situations and role play a conversation with a friend. Then swap roles.

Student A: You have recently moved to a new town. Tell your friend (Student B) how you are feeling. Use the problems in exercise 7 or your own ideas.

Student B: Listen and show empathy to your friend (Student A).

10 REFLECT Do you think about others? How do you show empathy?

Discover more

SEARCH ONLINE and find out about a town or city where you'd like to live. What would be good about living there? What problems do you think you would have? Tell the class.

Writing task



A formal letter

You are planning to go to a summer camp during the summer vacation. Read the ad below and write a letter to the organizer asking for more information.

Understand the task

1 Study the writing task and answer the questions.

- 1 Who are you writing the letter to?
- 2 Why are you writing it?
- 3 Do you need to use a formal or an informal style? Why?
- 4 Which formal phrases for letters do you know?

Writing strategy



Writing a formal letter

There are rules for writing formal letters in English. You must:

- write a greeting and a sign-off. We use *Dear Sir or Madam*, and *Best regards*, when we don't know the name of the person we're writing to. We use *Dear [Mr. Phillips]*, and *Yours sincerely*, when we know the person's name.
- organize your letter into paragraphs.
- say why you are writing in the first paragraph.
- include a closing sentence before the sign-off.

2 Study the writing strategy and Hannah's letter below. Answer the questions.

- 1 Which greeting and sign-off does Hannah use?
- 2 How many paragraphs does she write?
- 3 What reason does she give for writing the letter in paragraph 1?
- 4 How does she introduce the questions in paragraph 2?
- 5 What is her closing sentence?

Think and plan



- 3 Study the ad for a summer camp below. Choose a course and accommodation. What further information would you like to know? Work in pairs and think of five questions.

Practise your English this summer at

SUPER CAMP OXFORD

Courses:



Horse Riding
Adventure



World of Water
Sports



Tennis Masterclass

Accommodation:



50 places with local families



100 places in six-bed rooms
at Super Camp Center



150 places in tents at
Super Camp Campsite

Choose a course and accommodation
and come and have fun!

Information SuperCampOxford@mail.com

Dear Sir or Madam,

I am 11 years old and I am interested in attending Super Camp Oxford this summer. I am writing to inquire about the Tennis Masterclass course and the accommodation.

First, I would like to ask about equipment. Do I need to bring my own tennis racket? Second, I would like to know about the tennis courts. Are there any indoor courts? Finally, I want to ask about the accommodation. If I stay with a local family, will they have children?

I would be grateful if you could give me this information as soon as possible, so that I can reserve my place at Super Camp Oxford.

I look forward to hearing from you.

Best regards,

Hannah Chapman

4 Make a paragraph plan. Think about the following:

- Which greeting will you use?
- What questions will you ask?
- What is your reason for writing?
- What will be the closing sentence?

Write a first draft

5 LANGUAGE POINT Look again at Hannah's letter on page 110. Find formal words and phrases for the informal words and phrases 1–6.

1 Hi ...!

.....

2 I'm ...

.....

3 ask about

.....

4 I'd like to ...

.....

5 Thank you for ...

.....

6 Write soon!

.....

6 Write the first draft of your letter. Follow your plan from exercise 4.

Review and edit

7 Read through your first draft. Check it and revise it. Then write your final draft.

- **Content** Does your letter include all the information in the task? Do you ask at least one question?
- **Content** Have you followed all the rules in the writing strategy?
- **Organization** Is your letter organized into paragraphs?
- **Style** Have you used the correct style of language for a formal letter?

Reflect

What makes a good place to live?



What makes the perfect city?



Why do people live in remote places?



Where will we live in the future?



What problems do we have when we move?



Where can I stay during summer vacation?



1 Think about your answers to the lesson questions. Make notes.



2 Watch the Reflect video *without* narration. Can you guess what information the narrator gives?

3 Work together and compare your ideas.



4 Watch the same video *with* narration. Make notes. Did you learn anything new?

5 Discuss the lesson questions in pairs.

6 Now go to the Reflect box in the Workbook and write your answers to the questions.

Workbook ► Page 103



I learned that seven of the top ten best cities in the world are in Canada, Australia, and New Zealand.

Talking about time 1.19

find time have time make time run out of time
save time share time spend time take time
waste time

1 Complete the sentences with the correct verbs.

- 1 I usually _____ time talking to friends on weekends. If I _____ enough time, I practice the guitar for an hour.
- 2 I'm afraid I often _____ time. For example, I spend too much time checking my phone. If I need to _____ time to do more important things, I turn it off.
- 3 I usually walk to school. It doesn't _____ a long time. But if I'm in a hurry, I get the bus to _____ time.
- 4 Our projects have to be finished tomorrow. But I need another week. I'm going to _____ time!

2 Complete the sentences with your own ideas.

- 1 I would like to find the time to _____
- 2 I enjoy sharing time with _____
- 3 Unfortunately, I sometimes waste time by _____
- 4 It takes me a long time to _____
- 5 On Sundays, I often spend some time _____

Uses of get 1.20

get busier get home get some exercise
get the bus get to bed early get up

3 Match the sentences 1–6 with the pictures A–F.

- 1 Anna was happy to get home after her vacation.
- 2 They decided to get some exercise.
- 3 My little brother always gets to bed early.
- 4 Parents' lives are getting busier.
- 5 Marco got the bus to the airport yesterday.
- 6 Grandma is sick. We have to help her to get up.



4 Complete the sentences. Write phrases with get that have the same meaning as the phrases in parentheses.

- 1 I was really tired after my final exams, so I decided to _____ rather than go to the movies.
(go to bed before the normal time)
- 2 The bus was late, so we _____ from school later than usual.
(arrived at our house)
- 3 I didn't want to _____ this morning. I was really tired.
(get out of bed)
- 4 I've been watching movies in my room all day. Now I need to _____.
(do something active)
- 5 The chefs don't have much to do right now, but they will _____ around midday.
(become more active and have more to do)
- 6 It's raining outside. You should _____ to the store instead of walking.
(take public transportation)

Planner events 1.21

(dentist's / doctor's) appointment (math / science) exam
(basketball / soccer) game (piano / swimming) lesson
(basketball / soccer) practice (IT / science) project
(history / math) test (day / school) trip

5 Match the sentence halves 1–7 with a–g.

- 1 If you want to be on the team, you need to go to soccer
 - 2 Sally will be late for school tomorrow. She has a doctor's
 - 3 I got a good score on my math
 - 4 We didn't play well enough to win the basketball
 - 5 I'm working on a science
 - 6 Last summer we went on a school
 - 7 I usually have a piano
- a test yesterday.
b lesson at 6 p.m. on Thursdays.
c appointment at 9:30 a.m.
d project about electricity.
e practice twice a week.
f trip to an art gallery.
g game last Saturday.

6 Answer the questions with your own ideas.

- 1 What's the first class on your schedule on Monday mornings?
.....
- 2 When did you last have a dentist's appointment?
.....
- 3 Which is your favorite school subject? Do you usually do well on tests in this subject?
.....
- 4 Does your school ever organize trips? Give an example.
.....
- 5 When was the last time you took part in a sports game? Which sport was it? Did you win or lose?
.....

Talking about facts, routines, and actions in progress

We use the **simple present** form to talk about our lives and routines; things that we do every day, week, etc.

How **does** Marie usually **go** to school?
She usually **goes** to school by bicycle.

We use the **present continuous** form to talk about things that are happening now.

Is Marie **cycling** to school today?
No, she **isn't**. She's **going** by bus today.

Tip We often use **time phrases** with the simple present and the present continuous.

Simple present: *always, every day, often, usually, sometimes, never*

Present continuous: *now, right now, today, this morning, this week, this month*

*I **usually** do my homework after dinner.
I'm not doing my homework **right now**.*

We usually use the **simple present** form to talk about things that are always true.

Doctors help sick people.
(**NOT** Doctors are helping sick people.)
She doesn't like ice cream.
(**NOT** She isn't liking ice cream.)
Do you think science is interesting?
(**NOT** Are you thinking science is interesting?)

We form the **simple present**:

Affirmative (+)	Negative (-)
I / You / We / They walk . He / She / It walks .	I / You / We / They do not (don't) walk . He / She / It does not (doesn't) walk .
Questions	Short answers
Do I / you / we / they walk ? Does he / she / it walk ?	Yes, I / you / we / they do . No, I / you / we / they don't . Yes, he / she / it does . No, he / she / it doesn't .

We form the **present continuous**:

subject + the verb *be* + *-ing* form of the verb

Affirmative (+)	Negative (-)
I am ('m) walking. He / She / It is ('s) walking. You / We / They are ('re) walking.	I am not ('m not) walking. He / She / It is not (isn't) walking. You / We / They are not (aren't) walking.
Questions	Short answers
Am I walking? Is he / she / it walking? Are you / we / they walking?	Yes, I am . / No, I'm not . Yes, he / she / it is . No, he / she / it isn't . Yes, you / we / they are . No, you / we / they aren't .

Tip With certain verbs, we don't use the continuous form. These verbs often describe states, not actions, so they are called **stative** verbs. The most common are: *believe, think (= believe), know, understand, forget, remember, like, love, prefer, hate, be, have, own*.

Talking about frequency

We use **adverbs of frequency** with the simple present form to say how often we do something:



Josh **goes** to the park on Saturdays.
He **usually plays** basketball.
Josh **doesn't get up** early on Sundays.
He **always stays** in bed until 10:00 a.m.

We form simple present sentences with adverbs of frequency like this:

subject + adverb of frequency + verb

We can use **always, usually, and often** in simple present negative sentences. These adverbs usually come between **don't / doesn't** and the verb:

*I **don't usually get up** early on Sundays.
He **doesn't often listen** to music.*

With the verb **be**, the adverb comes after the verb:

*Susan **is never** late for school.*

1 Choose the correct words to complete the sentences.

- I can't talk now because I **do / 'm doing** my homework.
- It **snows / 's snowing** right now.
- It **snows / 's snowing** every year in Siberia.
- Do you know / Are you knowing** that boy over there?
- You can have the newspaper – I **don't read / 'm not reading** it.
- He **doesn't often watch / isn't often watching** horror movies.

2 Correct six more mistakes in the message.

<

Messages

...

Hi, Josh

I hope you **'re having** a good time on your week off.

I stay with my aunt this week. She lives in Portugal and she is having a big house by the beach. We are usually visiting her once a year. Right now, my parents walk along the beach, and I'm reading a book in the sun! It's a detective novel. I'm not usually enjoy crime stories, but this is amazing. I'll call you later on to see what you do.

Take care,

Tim

Memories 1.22

bring back a memory forget forgetful memorable
memorize memory remember remind unforgettable

1 Match A–E with 1–5 to make conversations.

A I'm really forgetful. I can never remember people's names.

B I've forgotten what our French homework is. Can you remind me?

C Look. Does this photo bring back any memories?

D It's your dad's birthday next week. Don't forget to buy him a present!

E Why is there a note on your desk?

- 1 Don't worry. I always remember important things like that.
- 2 Always say them out loud. That can improve your memory!
- 3 It's to remind me to go to soccer practice.
- 4 Wow! That's me on my first day at school!
- 5 Sure. We have to memorize this list of verbs.

2 Answer the questions with your own ideas.

- 1 Write down a date that's important to you. Why is it memorable?
.....
- 2 Have you ever forgotten anything important? What was it?
.....
- 3 Have you seen a movie, TV show, or concert that was unforgettable? What was it? When did you see it?
.....

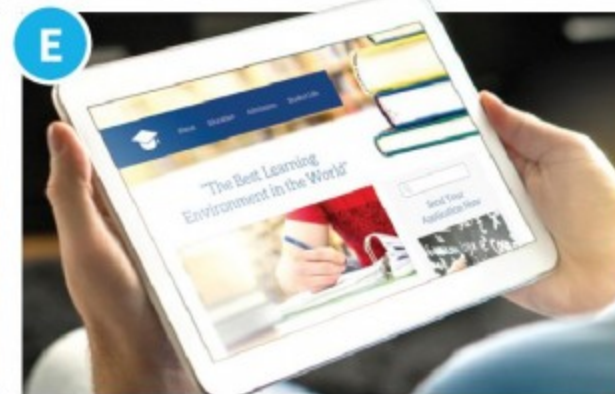
Technology 1.23

app click the cloud data digital internet online
playlist post smartphone virus

3 Complete the sentences with the correct words.

- 1 Sara is on vacation in London. She's written a about it on her blog.
- 2 I don't go to the mall very often. If I want to buy something, I usually buy it
- 3 Alan has an on his phone that tells him how far he's cycled.
- 4 You must be careful if you get an email from someone you don't know. It could contain a
- 5 The cloud contains about millions of people.
- 6 When you've finished writing the email, "send."

4 Match the pictures A–E with the sentences 1–5.



- 1 I have plenty of apps on my new smartphone.
- 2 Don't click on that button. You might get a virus!
- 3 Listen! There are some great songs on this playlist.
- 4 Have you read the latest post on the school website?
- 5 Think carefully before you put personal data online.

Study and learning 1.24

check definition example look up practice record
repeat review translation write down

5 Match the definitions 1–9 with the correct words.

- 1 what something means in another language
.....
- 2 to look for information about something, online or in a book
.....
- 3 to prepare for an exam by studying carefully
.....
- 4 this explains the meaning of a word
.....
- 5 to put words on paper
.....
- 6 to say something more than once
.....
- 7 to make absolutely sure that something is correct
.....
- 8 something that explains or supports what you say
.....
- 9 to put songs or words on a device so that you can listen to them again later

6 Complete the sentences with your own ideas.

- 1 If I'm going to have an exam, I usually start to review
.....
- 2 Our teacher sometimes has to repeat things because
.....
- 3 If I hear an English word I don't understand, I usually
.....
- 4 I write things down in my notebook if
.....
- 5 The definition of education is
.....

Talking about past events

We use the **simple past** form to talk about completed actions.

*Did Lisa visit Rome last weekend?
No, she **didn't**. She **visited** Paris.
What **did** she see?
She **saw** the Eiffel Tower.*

When we use the **simple past** form, we often say when the action happened, e.g., *last winter, in 1999, ten minutes ago.*

*I watched an exciting movie **yesterday evening**.*

We form the **simple past**:

Affirmative (+) and negative (-)
I / You / He / She / It / We / They listened to the radio. I / You / He / She / It / We / They didn't read a book.
Questions and short answers
Did I / you / he / she / it / we / they watch the news on TV? Yes, I / you / he / she / it / we / they did . No, I / you / he / she / it / we / they didn't .

The form of the **simple past** for regular verbs is the same for every subject (*I, you, he, etc.*). We add **-ed** to form the **simple past** of most regular verbs. With irregular verbs, we do not add **-ed** for the **simple past** form. There are no rules; you need to learn the forms, e.g., *go* ► *went*, *do* ► *did*.

We use the **past continuous** form to talk about an action in progress at a time in the past.

*What **were you doing** at 9:30 last night?
We **were watching** TV.*

We also use the **past continuous** form for an action that continues for a long time.

*It **was raining** all day yesterday.*

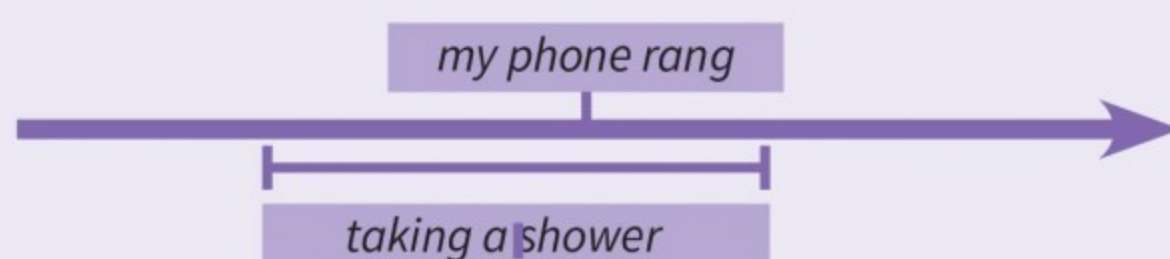
We form the **past continuous**:

subject + the verb *be* in the past + **-ing** form of the verb

Affirmative (+)
I / He / She / It was having lunch. You / We / They were working on a project.
Negative (-)
I / He / She / It wasn't eating pizza. You / We / They weren't watching TV.
Questions and short answers
Was I / he / she / it watching the news on TV? Yes, I / he / she / it was . No, I / he / she / it wasn't . Were you / we / they working on a history project? Yes, you / we / they were . No, you / we / they weren't .

We often use the **simple past** and the **past continuous** forms together for actions that happened at the same time. We use the **past continuous** form for the longer action and the **simple past** form for the shorter action.

*I **was taking** a shower when my phone **rang**.*



Tip We often use **when** or **while** to talk about two actions that happened at the same time.
We use **when** + a shorter action (**simple past**) or **while** + a longer action (**past continuous**).
*We were watching TV **when** our friends **arrived**.
I made a phone call **while** I **was waiting** for the bus.*

Some verbs aren't used with the past continuous form. These are called **stative** verbs, e.g., *like, prefer, see, want*.

*We **liked** the music at Tony's party last night.
(NOT We were liking the music at Tony's party last night.)
I **didn't want** to go swimming yesterday afternoon.
(NOT I wasn't wanting to go swimming yesterday afternoon.)*

1 Complete the sentences with **when** or **while**.

- _____ the bus arrived, everyone quickly got on.
- _____ I was standing in line, a man pushed past me.
- Rick started laughing _____ he realized that it had all been a joke.
- Jenny wasn't wearing her coat _____ she got off the train.
- We were packing our suitcases _____ you were watching TV.

2 Complete the blog with the simple past or past continuous form of the verbs in parentheses.

AUG
23

TERRIBLE DAY!



Today ¹ _____ (be) a complete disaster!
I ² _____ (go) to bed early last night because today was our first basketball game of the season. But my alarm clock ³ _____ (not work), so I ⁴ _____ (wake up) late.
I ⁵ _____ (miss) the start of the game! While I ⁶ _____ (run) to the gym, I ⁷ _____ (fall) and ⁸ _____ (cut) my knee. When I finally ⁹ _____ (arrive), my team ¹⁰ _____ (play) really badly and the score was 24-4!
I ¹¹ _____ (not can) play because of my knee! I don't want to tell you the final score! 😞
And there's more: while we ¹² _____ (walk) home after the game, Jenny ¹³ _____ (tell) me that there were no tickets left for the music festival next week.
That's it. I'm going to bed. I want to forget this day ever happened!

Prizes 1.25

award certificate come (first / second / third / last)
competition cup medal prize money reward
trophy winner

1 Choose the correct words to complete the article.

Best poem

At the end of every year, our school holds a poetry ¹**reward / competition / certificate**. The English teacher chooses one student from each class to read a poem to the whole school. At the end, the student with the most votes from the audience is the ²**winner / prize / award**. That student gets a ³**first / trophy / competition** from the principal, and wins ⁴**top / prize / medal** money of \$50, too. The other competitors get a ⁵**certificate / winner / cup** saying that they've participated. Last year, I was one of the competitors, but I didn't win. I ⁶**went / awarded / came** in second. I was annoyed because my best friend didn't vote for me. She said that I spoke too quietly!



2 Answer the questions with your own ideas.

- Can you name a sports competition? What kind of award does the winner get?
- Does your school ever give certificates to students? What do you need to do to get a certificate?
- Do you know anyone who has won any prize money? How did they win it?
- Imagine you've lost your phone. If someone found it, would you give them a reward?

Suffixes: people 1.26

art ► artist judge ► judge music ► musician
play ► player win ► winner

3 Complete the sentences with the correct nouns. Use the underlined words with the suffixes **-er**, **-ist** or **-ian**. You can use a dictionary to help you.

- She judges people on a TV show. She's a _____.
- She creates art. She's an _____.
- Science is Mary's favorite subject. She hopes to be a _____ when she's older.
- I'm interested in designing web pages. I'd love a job as a web _____.
- My brother really enjoys comedy. His ambition is to become a _____.
- My uncle writes books for students. He's a _____.
- I love cycling. I'm a keen _____.

Consumer information 1.27

compare comparison website complain complaint
delivery guarantee quality recommend review
reviewer special offer value

4 Complete the sentences with the correct words.

- An online _____ wrote that this was the best phone she'd ever used.
- Can you give me a _____ that this TV won't break in the next year?
- This package is damaged. I'm going to _____ to the delivery company about it.
- This camera is great. I can _____ it to anyone who wants to take great photographs.
- This computer is simple, but very cheap. It isn't great quality, but it's good _____.
- This website lets you _____ different products so that you can choose the right one.
- The _____ of this radio is terrible. It stopped working after two weeks!

5 Match the situations 1–6 with the correct words.

1 **Reduced price** **\$25**
For this month only!!!

2 This laptop isn't working. I want my money back!

3 If you have a problem with your phone during the next two years, we'll replace it.

4 Before you buy a new TV, check our website. It gives information about the price and quality of different TVs to help you choose the best.

5 Good morning. This package is for you!

6 In this article, we look at the new XR500 tablet. Is it better than the last one? Is it too expensive, or is it good value? We have the answers!

Making comparisons

We use **comparative adjectives** to compare two or more people, places, or things.

We use *than* in sentences with **comparative adjectives**.

Mount Kilimanjaro is **higher than** Mount Fuji.

We use *a lot* or *much* to modify **comparative adjectives**.

Math is **a lot** more difficult than history.

History is **much** more difficult than IT.

We use *less ... than* or *not as ... as* for **negative comparisons**.

Silver is **less expensive than** gold.

Silver **isn't as expensive as** gold.

(= Gold is **more expensive than** silver.)

We use *as ... as* to say that things, places, or people are equal.

Don't worry. You're **as good as** the other team!

We use **superlative adjectives** to express extremes.

We use *the* before **superlative adjectives**.

Mount Everest is **the highest** mountain in the world.

For short adjectives, we usually form the **comparative** with *-er*. We usually form the **superlative** with *the* and *-est*.

Short adjectives

Most adjectives: short ► shorter ► **the shortest**

Ending in -e: nice ► nicer ► **the nicest**

Ending in one vowel + one consonant:

hot ► hotter ► **the hottest**

Ending in consonant + -y: easy ► easier ► **the easiest**

For long adjectives, we form the **comparative** with *more* + adjective. We form the **superlative** with *the most* + adjective.

difficult ► **more difficult** ► **the most difficult**

My phone is **more expensive** than your phone.

It is **the most expensive** phone in the store.

Some adjectives are irregular:

good ► **better** ► **the best**

bad ► **worse** ► **the worst**

far ► **farther** ► **the farthest**

We can also form **superlatives** with *the least* (= the opposite of *the most*).

difficult ► **less difficult** ► **the least difficult**

This is **the least expensive** phone in the store.

Tip Superlative adjectives are often used with phrases beginning with *in* and a present perfect clause with *ever*.

You're **the best brother in the world**.

That was **the funniest joke I've ever heard**.

We use **comparative adverbs** with *than* to describe the difference between actions.

My sister studies **more quietly than** me.

Jenna ran the marathon **faster than** Sam.

We use *much* and *a lot* to modify **comparative adverbs**.

Cheetahs run **much** faster than zebras.

Cats can climb trees **a lot** more easily than humans.

We use **superlative adverbs** to highlight something about an action.

Will and Jess finished their homework quickly, but Freya finished **the most quickly**.

Tip Compare these two sentences:
Sara is **the most responsible** student in the class.
(**superlative adjective**)
Sara **behaves the most responsibly** in the class.
(**superlative adverb**)

We form **comparative** and **superlative adverbs** in two ways.

Comparative and superlative adverbs

Adverbs ending in *-ly* or *-ily*:

quietly ► **more quietly** ► **the most quietly**

easily ► **more easily** ► **the most easily**

Adverbs with the same form as the adjective:

fast ► **faster** ► **the fastest**, hard ► **harder** ► **the hardest**

Some adverbs are irregular:

Adjective	Adverb	Comparative	Superlative
good	well	better	the best
bad	badly	worse	the worst
hard	hard	harder	the hardest

1 Put the words in the correct order to make comparative sentences. Omit one word each time.

- exciting / the / is / basketball / most / than / sport
.....
- interesting / of / physics / than / history / less / is
.....
- than / Victor / later / me / more / always / arrives / much
.....
- Kerry / at / singing / I / a lot / well / am / than / better
.....
- his / Henry / easy / passed / easily / his IT exam / more / history exam / than
.....

2 Complete the sentences with the superlative form of the adjectives and adverbs below.

expensive fluently hard slowly tidy

- Megan puts all her things away. Her bedroom is room in the house.
- Chris speaks Spanish of all of us because his grandparents are from Chile.
- My computer is thing I own. It cost a lot of money.
- I can understand my teacher's English the best because he speaks
- Matt works He's incredibly lazy.

Groups 1.28

be part of become a member fan club follow
follower join social media group support
supporter team

1 Complete the blog post with the correct words.

Supporting the Winners

The Western Winners are my local baseball ¹.....
I love them! I became a ²..... of the Western
Winners ³..... club a long time ago – in fact, I
⁴..... when I was ten years old. I'm a "Westie" –
that's the word we use for a ⁵..... of the Western
Winners. It's great to be ⁶..... of a group of people
who share the same interests. I often meet up with other
Westies. There's a ⁷..... media group, too, so we
can ⁸..... our team online, get all the latest news,
and chat with other Westies.



Negative prefixes 1.29

anti- im- ir- mis- un-

2 Complete the chart with the correct words.

Positive form	Negative form
polite	¹
²	misbehave
responsible	³
social	⁴
⁵	unfortunately

3 Complete the sentences. Use the word in parentheses with the correct negative prefix. You can use a dictionary to help you.

- This room is too noisy. It's to concentrate in here. (possible)
- I haven't decided what I'll do when I leave school. I'm about my future. (certain)
- It's easy to make a mistake with the verb *be* because it's an verb. (regular)
- I went to the wrong classroom because I Mrs. Wilson's instructions. (understood)
- After the accident, he was to walk for two weeks. (able)
- I hate waiting at the bus stop for more than a few minutes. I'm very! (patient)
- My mom uses an face cream to look younger. (ageing)

Organizing a group trip or event 1.30

book check contact figure out find out
get permission look up organize plan
reserve send out

4 Put the words in the correct order to make sentences.

- find / the event / can / about / where / out / we / ?
.....
- I / should / time / you / contact / what / ?
.....
- from / get / that room / they / to use / did /
a teacher / permission / ?
.....
- date / out / let's / the party / for / figure / the best
.....
- the gym / we / basketball competition / can / book /
our / for / ?
.....
- number / up / on her phone / she / the hotel's /
looked
.....

5 You and your friends have decided to organize a concert. You have written a list of jobs you need to do. Complete the notes with your own ideas.

The plan

To organize a concert at the theater, with the band Sound Machine.

What are the problems? What do we need to do?

- We don't know if Sound Machine will agree to play for us.

Action:

¹.....

- We aren't sure which day to hold the concert.

Action:

².....

- We don't know who the manager of the sports centre is.

Action:

³.....

- We don't know if it's possible to use the theater for a concert.

Action:

⁴.....

- We want all our friends and neighbors to know about the concert.

Action:

⁵.....

Talking about when things happen

We use the **present perfect** form to talk about actions in the past when we don't know the exact time or it isn't important when something happened.

We've won a lot of basketball tournaments.

Tip We don't always need a time phrase with the **present perfect** because we use this tense when the time isn't important. We can use general time phrases, for example, *recently*, *before*, and *in my life*.

We've had a lot of homework recently.

I've eaten sushi twice in my life.

We use the **present perfect** form with *ever* (= *at any time*) or *never* to talk about our experiences. We use *never* to say we haven't had this experience.

Have you ever won a basketball tournament?

No, we've never won a tournament.

We don't use *not* and *never* together.

I've never watched a horror movie.

(**NOT** *I haven't never watched a horror movie.*)

Talking about experiences

We often use the **present perfect** form to start a conversation about our experiences. If we want to ask about or give more details, we use the **simple past**.

Have you ever visited your cousins in Canada?

Yes, I have. I went to Canada with my parents last summer.

Tip We use the **simple past** to talk about actions that happened at a specific point in the past. We usually use a time phrase.

We won the game yesterday.

I called my parents ten minutes ago.

We form the **present perfect**:

subject + *have / has / haven't / hasn't* + past participle of the verb

Affirmative (+)

I / You / We / They **have** ('ve) **made** a pizza.

He / She / It **has** ('s) **eaten** all the bread.

Negative (-)

I / You / We / They **have not** (haven't) **cooked** dinner.

He / She / It **has not** (hasn't) **read** the recipe.

Questions and short answers

Have I / you / we / they **met** the new student?

Yes, I / you / we / they **have**.

No, I / you / we / they **haven't**.

Has he / she / it **tried** this cake?

Yes, he / she / it **has**.

No, he / she / it **hasn't**.

We add *-ed* to form the past participle of most regular verbs. Irregular verbs have different past participles. Some are the same as their simple past form, others are different, e.g.,

buy ► bought ► bought, write ► wrote ► written

There are no rules; you need to learn the forms.

Note that the present perfect is less common in American English than in British English.

Tip The verb *go* has two past participle forms: *been* and *gone*. We use *been* when we know that someone has returned from a trip. We use *gone* when the person has not returned.

Josh has been to India. (= He is back now.)

Josh has gone to India. (= He is still in India.)

We form the **simple past**:

Affirmative: subject + simple past form of verb

Negative: subject + *didn't* + infinitive without *to* of the verb

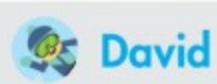
Questions: (question word +) *did* + subject + infinitive without *to* of the verb + ?

(See page 115)

1 Choose the correct words to answer the questions.

- Do you like curry?
I don't know. I **didn't try** / **'ve never tried** it.
- Do you know my brother, Harry?
No, I **didn't meet** / **haven't met** him.
- Where's Amy?
She **'s gone** / **'s been** to the dentist. She'll be back soon.
- Does your family like winter sports?
Yes, we **went** / **'ve been** skiing in Austria last winter.
- Are you a vegetarian?
Yes. In fact, I **never ate** / **'ve never eaten** meat.
- What's wrong?
I **failed** / **'ve failed** my driving test this morning.
- Any news about the soccer game?
Barcelona **beat** / **have beaten** Arsenal 3-0 last night.
- Are you a fast runner?
Yes, I **'ve won** / **won** a few races.
- Have you ever been to France?
Yes, I have. I **'ve gone** / **went** there last year.
- Is that movie good?
It's amazing! I **saw** / **'ve seen** it millions of times.

2 Complete the message with the correct simple past or present perfect form of the verbs in parentheses.

 David

Hello from New York! It's day three and I ¹ _____ (have) a great time so far. I ² _____ (go) to the Empire State Building on Monday – it looks just like in the movies! Then yesterday we ³ _____ (do) a walking tour and ate at a Caribbean restaurant. I ⁴ _____ (never / taste) food so delicious in all my life! ⁵ _____ (you / ever / go) to a Caribbean restaurant? We can't decide what to do tomorrow. ⁶ _____ (you / visit) the Statue of Liberty when you came last year?

Risk and danger 1.31

be scared of danger dangerous get hurt get injured
harmful have an accident risky safe scary

1 Complete the news reports with the correct words.

ESCAPE!

This morning, a baby bear escaped from Newtown Zoo. "Don't worry! There's no ¹ _____ to anyone," said the manager of the zoo. "This animal won't attack you. If it sees you, it'll run away. It's ² _____ of humans. Large adult bears can be ³ _____, but not young bears."

A PAINFUL LESSON

A teenager has broken her arm. She had the ⁴ _____ while she was skiing. "I'll be more careful in future," she told us. "Skiing can be a ⁵ _____ activity. I don't want to get ⁶ _____ again!"

RESCUE

Yesterday some students were lost in the mountains for three hours. Eventually they called their parents, and rescuers came to help them. "It was a ⁷ _____ experience," they said. "We called for help because we didn't feel ⁸ _____." Luckily, they survived their adventure and they are back at school today.

2 Choose the correct answers.

- Pollution in the ocean can be very ... to sea creatures.
a injured b harmful c danger
- I went rock climbing yesterday. It was pretty ..., but I enjoyed it.
a scary b scare c scared
- Don't go near those dogs. They look angry, and they might be
a risk b dangerous c danger
- Are you scared ... spiders?
a in b at c of
- For most people, it isn't ... to swim in freezing water.
a safety b safe c safely
- I ... an accident while I was skateboarding in the park.
a had b did c made
- Polar bears are in ... because the ocean is getting warmer.
a harmful b risky c danger
- Be careful! You'll ... injured if you fall off your bike.
a get b have c make

Extreme adjectives 1.32

boiling deadly fascinating freezing huge tiny
tragic

3 Complete the sentences with the correct adjectives.

- It will be _____ if all the world's tigers become extinct.
- Elephants and whales are _____ animals.
- Most snakes aren't very harmful, but a few of them can be _____.
- There's a lake at the top of that volcano, but you can't swim in it. The water is _____ hot.
- Some scientists spend years studying the Amazon rainforest. They find it a _____ place.
- Penguins are amazing. They can survive in the _____ temperatures of the Antarctic.
- Bacteria are _____. Thousands of them can live in a single drop of water.

Positive qualities 1.33

adaptable calm cooperative flexible hardworking
imaginative positive smart tough

4 Match the descriptions 1–6 with the correct adjectives.

- He's always cheerful, never sad. _____
- She doesn't panic. She stays relaxed and thinks clearly. _____
- She's good at working with other people because she's very helpful. _____
- He certainly isn't lazy. He's a good student, and he always does his best. _____
- She loves sports. She runs 15 km every morning before breakfast and she plans to run a marathon. _____
- She always comes up with creative new designs that no one has thought of. _____

5 Complete the advice 1–6 with the correct adjectives.

- I always do things the same way. I never change my mind.*
Advice: Try to be a bit more _____. Sometimes change is a good thing!
- If something unexpected happens, I don't know what to do!*
Advice: The _____ thing to do is to think carefully about all your options.
- I don't really enjoy working in a group, or hearing other people's ideas.*
Advice: You should try to be more _____.
- When I'm in a difficult situation, I always panic, and I can't think clearly.*
Advice: You need to keep _____.
- I worry a lot because I always think that things will end badly.*
Advice: Try to think in a more _____ way.
- My plan isn't working. I don't know what to do!*
Advice: Sometimes plans don't work. Try to think of new ideas. It's important to be _____.

Talking about possibility and probability

We use **modals** to express degrees of certainty. We use the modal **will** to make predictions about the future when we are sure about our predictions.

*I'm going to read this book. I think it **will be** interesting.*

*Cars of the future **won't use** gas.*

Tip We often use *definitely* and *probably* with **will**. In affirmative sentences, they go after **will** and in negative sentences they go before **won't**.

*You're a good runner. You'll **definitely win** the race.*

*It's not very sunny. We **probably won't go** to the beach.*

We use the modals **may**, **might**, and **could** to talk about possibility in the future when we are less certain about our predictions.

*When I grow up, I **may be** an astronaut or I **might be** a firefighter. I'm not sure.*

*Take your coat with you. It **could** get cold later.*

We use **might not** (but **NOT could not**) to talk about the possibility that something will not happen.

*There are a lot of clouds today, but it **might not** rain.*

The form of **will**, **may**, **might**, and **could** does not change.

Affirmative (+)

I / You / He / She / It / We / They **will** arrive soon.

I / You / He / She / It / We / They **may** arrive soon.

I / You / He / She / It / We / They **might** arrive soon.

I / You / He / She / It / We / They **could** arrive soon.

Negative (-)

I / You / He / She / It / We / They **will not / won't** arrive soon.

I / You / He / She / It / We / They **may not** arrive soon.

I / You / He / She / It / We / They **might not** arrive soon.

Questions and short answers

Will I / you / he / she / it / we / they arrive soon?

Yes, I / you / he / she / it / we / they **will**.

Might I / you / he / she / it / we / they arrive soon?

Yes, I / you / he / she / it / we / they **might**.

Tip After personal pronouns, we usually use the short form **'ll** instead of **will**:

I'll call you this evening.

(NOT I will call you this evening.)

We don't usually shorten **may not** or **might not**.

*You **might not** enjoy this movie.*

(NOT You mightn't enjoy this movie.)

Talking about consequences

We use the **first conditional** to talk about a possible situation in the future and its result or consequence.

*If it rains tomorrow, we **won't have** a picnic.*

We form the **first conditional** with: **if**-clause + result clause.

► **if**-clause = **If** + subject + simple present,

► result clause = subject + **will / won't** + verb

if-clause		result clause	
If	you run,	you won't	miss the bus.
If	it doesn't rain,	we'll	go to the beach.

Tip We don't use **will** in the **if**-clause:

If you come to the picnic, you'll meet my family.

(NOT If you'll come to the picnic, you'll meet my family.)

We usually put the **if**-clause before the result clause.

We use a comma after the **if**-clause:

If you study hard, you'll pass the exam.

We can put the result clause before the **if**-clause. We don't use a comma after the result clause:

You'll pass the exam if you study hard.

We can also use **may** or **might** in the result clause. Compare:

If it's sunny tomorrow, I'll play tennis.

(= if the weather is good tomorrow, I'm certain to play tennis)

*If it's sunny tomorrow, I **may** play tennis.*

(= if the weather is good, it's possible that I'll play tennis)

1 Choose the correct words to complete the sentences.

- A What are you having for lunch?

B I can't decide. I **will / might / could not** have the fish and chips. What about you?
- Don't buy that book. You **will / won't / might** enjoy it. It's really boring.
- A Do you know the weather forecast for the weekend?

B No, but anything **could / might not / will** happen at this time of year: rain, sun, snow!
- Steve definitely **will / might not / won't** come to the swimming pool.
- I **may not / could not / could** be able to meet you after school. I have a lot of homework this week.
- A Do you know where George is?

B Let's see. It's Saturday, so maybe he **will / 'll / might** be playing soccer in the park.

2 Complete the first conditional sentences with the correct form of the verbs in parentheses and **will** or **might**.

- If I _____ (have) enough money, I _____ (buy) some new running shoes. **MIGHT**
- If it _____ (rain), they _____ (not eat) outside. **WILL**
- Meg _____ (be) annoyed if we _____ (be) late. **MIGHT**
- We _____ (catch) the bus if we _____ (not feel) like walking. **MIGHT**
- If they _____ (not leave) now, they _____ (miss) their train. **WILL**
- You _____ (not get) a good job if you _____ (not do) well on your exams. **WILL**
- If we _____ (go) to New York this summer, I _____ (climb) the Empire State Building. **WILL**

Waste and recycling 1.34

broken disposable environment go bad produce
recycle replace reuse rotten throw away trash
waste

1 Answer the quiz about waste.

Do you care about the environment?

- 1 If you throw away a plastic bottle, it can stay in the environment for hundreds of years: true (T) or false (F)? _____
- 2 Name a food that your country produces.

- 3 We can't recycle broken phones: true (T) or false (F)? _____
- 4 Name something you use that is disposable.

- 5 We can reuse empty glass bottles and jars: true (T) or false (F)? _____
- 6 Name a food that goes bad quickly.

- 7 There are thousands of tons of waste plastic in the ocean: true (T) or false (F)? _____



2 Check (✓) the answers that are true for you. Discuss your answers with your classmates.

- 1 In our school ...
 - a ☐ we recycle paper.
 - b ☐ we recycle paper, plastic bottles, and other things.
 - c ☐ we don't recycle anything.
- 2 Next time I want to replace my phone, I'll probably ...
 - a ☐ throw my old one away.
 - b ☐ try to sell my old one.
 - c ☐ recycle my old one.
- 3 In my house, we ...
 - a ☐ never waste food.
 - b ☐ waste a little food.
 - c ☐ waste a lot of food.
- 4 If I have clothes that I don't want any more, I usually ...
 - a ☐ give them to a charity store.
 - b ☐ throw them away.
 - c ☐ take them to a recycling center.
- 5 In my town ...
 - a ☐ there's very little trash in the streets.
 - b ☐ there's too much trash in the streets.
 - c ☐ there's some trash in the streets, but it doesn't bother me.

Adjective suffixes 1.35

-able -ful -less

3 Choose the correct words or phrases to complete the definitions.

- 1 Careless people **think a lot** / **don't think enough** about what they're doing.
- 2 If something is recyclable, it is **possible** / **impossible** to recycle it.
- 3 A useful product is one that people **never** / **often** use.
- 4 If something is disposable, people usually **throw it away** / **sell it** after they've used it.
- 5 In the future, we might live in a moneyless society, so people **won't carry money** / **will have a lot of money**.
- 6 It's wasteful to **recycle** / **throw away** things you don't want.

4 Complete the sentences with the correct adjectives. Use the underlined words with the suffixes **-able**, **-ful** or **-less**. You can use a dictionary to help you.

- 1 Something that can harm you is _____.
- 2 Something that isn't worth any money is _____.
- 3 A person who helps other people is _____.
- 4 A person that everyone likes is _____.
- 5 A person without a home is _____.
- 6 An experience that you enjoy is _____.
- 7 A person who has a lot of skill is _____.
- 8 A car that doesn't need a driver is _____.

Making things 1.36

bottle tops cardboard colored paper glue
piece of wood scissors spray paint string tape

5 Label the pictures 1-6 with the correct words.



1

4



2

5



3

6

6 Choose the word or phrase that does not belong in each group.

- 1 string bottle tops tape
- 2 tape glue piece of wood
- 3 scissors cardboard colored paper

Talking about quantity

We use **quantifiers** such as *a lot of*, *much*, *many*, *a little*, *little*, *a few*, and *few* to talk about quantities.

We use **a lot of** to talk about large quantities in affirmative sentences, for both noncount and plural count nouns.

*Ellie eats **a lot of** fruit and vegetables.*

We use **much** (with noncount nouns) and **many** (with count nouns) in questions and negative sentences about quantities.

*Did you get **much** sleep?*

*No, I didn't get **much** sleep.*

*Are there **many** glasses in the cabinet?*

*Yes, but there aren't **many** plates.*

We use **a little** (with noncount nouns) and **a few** (with count nouns) to refer to small amounts.

*I only have **a little** sugar in my coffee.*

*Let's buy **a few** sandwiches to take on our walk.*

We use **enough** (with count and noncount nouns) to mean as many or as much as somebody needs.

*We have **enough** eggs, but there isn't **enough** flour.*

We use the comparatives **more** and **less** with noncount nouns, and **more** and **fewer** with count nouns.

*This cake recipe uses **more** honey and **less** sugar than normal cakes, so it's healthier.*

*Easy recipes have **fewer** ingredients.*

We use **too much** and **too many** to emphasize that there's more than is necessary.

*Yuck! There's **too much** salt in this soup.*

*We've ordered **too many** pizzas. We can't eat all of them.*

We use **too little** (with noncount nouns) and **too few** (with count nouns) to emphasize that there isn't enough.

*There's **too little** time to finish our project.*

*There are **too few** good players on our basketball team.*

Tip Don't confuse **a little** and **a few** (= small quantities) with **little** and **few** (= not enough).

Talking about the future

We use **will** and **won't** (= **will not**) to:

- make predictions, often after the verb *think*.

I don't think they'll win the competition.

- talk about quick plans and decisions, made at the moment of speaking.

I'm tired. I think I'll go to bed soon.

We use **be going to** to:

- talk about what is likely to happen, based on evidence.

*She's almost at the finish line. She's **going to** break the record!*

- talk about plans made before the moment of speaking (e.g., made a long time ago)

*We **are both going to** study in America next summer.*

Compare:

*They **won't** stay very long. (I predict this.)*

*They **aren't going to** stay very long. (This is their plan.)*

1 Choose the correct words to complete the sentences. There are two correct answers for each sentence.

- 1 There aren't **enough** / **many** / **much** computers in this classroom.
- 2 There wasn't **much** / **many** / **a lot of** information on their website, so I called them.
- 3 **A lot of** / **A little** / **A few** students in my class have tablets.
- 4 There isn't **much** / **enough** / **a little** food for everyone.
- 5 I made **a few** / **many** / **a lot of** mistakes on my exam.
- 6 Do we have **enough** / **much** / **a few** lemons to make lemonade?
- 7 There's **less** / **a few** / **a little** meat in this dish.
- 8 **Fewer** / **Less** / **More** students are interested in studying music at this school.

2 Complete the sentences with **too much**, **too many**, **too little**, or **too few**.

- 1 We made _____ sandwiches for the picnic. Not everyone has one.
- 2 This curry is very hot. There are _____ chillies in it for me.
- 3 This coffee is very sweet. There's _____ sugar in it.
- 4 Anne is very busy studying these days. She has _____ time to see her friends.

3 Complete the sentences with the correct form of **will** or **be going to**.

- 1 We _____ stay with our cousins this summer. We're really excited.
- 2 My grades are very good. My parents _____ be pleased.
- 3 Do you think that we _____ get there in time for the concert?
- 4 I can't come out tonight. I _____ work on my school project.
- 5 Mike thinks that his new school _____ have better facilities than his old one.
- 6 David _____ work at the fitness center during the summer, to earn some money.

4 Complete the conversation with the correct form of **will** or **be going to**.

- Sara** Hi, Matt. What are you up to this weekend?
- Matt** I¹ _____ to go to town on Saturday.
I² _____ to buy some new shoes.
Do you want to come, too?
- Sara** I'm sorry, I can't. I³ _____ to help my dad. We⁴ _____ to weed the garden.
- Matt** Really? The weather⁵ _____ to be very good this weekend. They predicted rain on the news.
- Sara** Oh no. In that case, we⁶ _____ get any gardening done. But he wants me to help with some jobs around the house as well.
- Matt** How long⁷ _____ that take, do you think? Why don't we go to town in the afternoon?
- Sara** OK, I⁸ _____ see you around 2 p.m. in the afternoon then.

Intelligence 2.12

clever common sense genius intelligence intelligent
IQ prodigy sensible skill skillful wisdom wise

1 Choose the correct answers.

- Of course you should take your phone if you go out in the evening. It's common ...!
a intelligence b skillful c sense
- You need a lot of ... to build your own computer.
a skill b prodigy c clever
- My cat is very I'm sure she understands everything I say!
a genius b IQ c intelligent
- I like talking to my grandma. She often gives me ... advice.
a skill b sensible c sense
- The letters *IQ* stand for "... Quotient."
a Imagination b Intelligence c Invention
- The artist Picasso was a ... who could paint beautiful pictures when he was still a child.
a wisdom b prodigy c wise
- This app is simple to use but very It can translate my texts into Italian!
a sensible b intelligence c clever

2 In your opinion, what qualities do people need for the activities below? Write *intelligence*, *skill*, *wisdom*, or *common sense*. Discuss your answers with your classmates.

For this activity ...	You need ...
speaking several languages	1
becoming a doctor	2
organizing a party	3
driving a car	4
becoming the head teacher of a large school	5
playing the guitar	6
working as a sports referee	7
making a movie	8
helping students choose the right job	9
becoming a pilot	10

Noun suffixes 2.13

-ance / -ence -ing -ity -ment -ion

3 Complete the sentences. Use the words in parentheses with the noun suffixes above. You can use a dictionary to help you.

- What is the _____ between age and intelligence? (connect)
- When you walk, your brain controls the _____ of your arms and legs. (move)
- At 25 weeks, a baby's _____ is already developed. (hear)
- _____ is important if you're hoping to become an artist. (creative)
- Sleep is important for the _____ of the brain. (maintain)
- Some robots have a high level of artificial _____. (intelligent)
- The _____ of your brain began before you were born. (develop)
- An _____ like reading can improve your memory. (active)

Skills: nouns and adjectives 2.14

artistic communication communicative imagination
imaginative logic logical mathematical musical
scientific

4 Label the pictures 1–4 with the correct adjectives.



1

3



2

4

5 Answer the questions with your own ideas.

- What is a good job for ... ?
a person who enjoys communicating
.....
a logical person
.....
a person with a good imagination
.....
- What is a good job for you? Why? What skills and abilities do you have?
.....

Talking about ability

We can use **modals** to express ability. We use **can** and **can't** to talk about ability in the present.

*I **can** speak English very well, but I **can't** speak French.*

We use **could** and **couldn't** to talk about ability in the past.

*Dan **could** play tennis when he was five.*

*We **couldn't** swim in the ocean yesterday because the water was too cold.*

***Could** you read when you were five? No, I **couldn't**.*

We use **will / won't be able to** to talk about ability in the future.

*Sarah has finished her exams, so she **will be able to** go skiing tomorrow.*

*Paul has hurt his leg. He **won't be able to** play soccer tomorrow.*

***Will** you **be able to** fix my computer? Yes, I **will**.*

We form sentences and questions with **can** and **could** like this:

subject + **can / can't / could / couldn't** + verb

Can / Could + subject + verb?

We form sentences and questions with **will be able to** like this:

subject + **will / won't + be able to** + verb

Will / Won't + subject + **be able to** + verb?

Tip We can also use **be able to** to talk about ability in the present and past, but **can / could** is more common in everyday speech.

*She's **able to** / **can** write computer programs.*

*He **was able to** / **could** swim when he was three.*

Talking about possibility

We use the modal **can** to say that something is possible now (or all the time).

*You **can** go to some amazing museums in London.*

We use **could**, **may**, and **might** to say that something is possible now and in the future.

*We **could** travel around by bike.*

*It **may** rain, so bring an umbrella.*

*We **might** spend a lot of money.*

Tip We use **can't** to say that something is impossible now (or all the time).

*We **can't** make pizza tonight. We don't have any tomatoes.*

*You **can't** get on a plane without a ticket.*

We form sentences with **can**, **could**, **may**, and **might** like this:
subject + **can / could / may / might** + verb

Tip We don't use **to** with the verb after **can**, **could**, **may**, or **might**.

*I **may** visit my grandmother next weekend.*

(NOT I may to visit my grandmother next weekend.)

We don't add -s to **can**, **could**, **may** or **might** with **he / she / it**.
*Simon **might** come with us. (NOT Simon mights come...)*

1 Complete the dialogues with the correct form of **can**, **could**, or **will be able to** and the verbs below.

answer play sing swim travel write

- A Your brother is an amazing swimmer!

B That's because we lived near the coast when we were younger. He _____ when he was four!
- A Tom said you aren't on the team for the game on Saturday.

B That's right. I'm visiting my grandparents this weekend, so I _____.
- A What predictions do you have for the year 2050?

B I think everybody _____ in driverless cars.
- A Let's enter the talent competition!

B Oh no! I _____ and I'm terrible at dancing, too!
- A How did you do on your history exam?

B Not very well. I _____ many of the questions.
- A I'd love to learn how to design video games.

B Really? I _____ computer code. I'll teach you!

2 Put the words in the correct order to make sentences. Omit one word each time.

- could / it / tomorrow / can / snow

- your / use / you / not / or / get lost / GPS / may

- museum / you / visit / Sundays / do / on / can / the / ?

- not / our / game / might / win / team / to / the

- you / sports / can / play / a lot of / here / might / different

- see / barbecue / maybe / the / at / Sam / I'll / might

3 Write sentences about the ideas 1–5.

- something you might do if the weather's nice on Sunday

- something you could do on Saturday evening

- a subject you could study at college or university

- somebody you might see in the next couple of days

- somewhere you might go on vacation

Health 2.15

diet exercise give up healthy in shape lose weight
nutritious put on weight take up unhealthy

1 Complete the article with the correct words.

A HEALTHIER LIFESTYLE

A few months ago, I realized that I was getting

1 _____: I was always tired,

and I was starting to 2 _____ on weight.

I decided to get 3 _____. I needed to do

more 4 _____, so I 5 _____

swimming, and started going to the pool twice a week.

I changed my 6 _____, too. I

7 _____ candy and sugary drinks, and started

eating more 8 _____ food and drinking plenty

of water. I feel much healthier now – I have more energy. I've

lost 9 _____, and I even sleep better!

2 Answer the questions with your own ideas. Discuss your answers with your classmates.

- 1 Give two examples of nutritious foods.

- 2 Name two kinds of exercise.

- 3 Do you think you are healthy and in shape?

- 4 Name one thing you do that is healthy.

- 5 If you could take up a new sport, which one would you choose?

Noun and verb forms 2.16

help interest laugh smile start study

3 Label the pictures 1–6 with the correct words.



- | | | |
|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ |
| 2 _____ | 4 _____ | 6 _____ |

4 Are the underlined words used as verbs (V) or nouns (N)?

- 1 Astronomy is the study of the stars and planets.
- 2 My friend and I always laugh when we get together.
- 3 I help my dad make dinner on Fridays.
- 4 A smile can make the world a happier place.
- 5 What time did the movie start last night?
- 6 You should try to drink more water if you can.
- 7 I have a lot of interests, apart from sports.
- 8 Call your parents. Don't forget!

Describing advertising 2.17

boring clever complicated effective horrible
memorable serious shocking simple upsetting

5 Match the sentences 1–6 with the descriptions a–f.

- 1 There are too many ideas on this poster.
 - 2 This ad isn't interesting at all.
 - 3 It's impossible to forget this ad.
 - 4 There's a shocking photo on this poster.
 - 5 There are only two words on this poster.
 - 6 This ad makes everyone laugh.
- a It's boring.
b It isn't serious, but it's clever.
c It's very simple.
d It's interesting, and it's memorable.
e It's complicated.
f It's upsetting, but it's effective.

6 Are the advertising slogans 1–5 effective? Describe them using the adjectives above.

1  **Fruit and vegetables: eat five a day!**

2 **Love cycling? Wear your helmet. Stay safe!** 

3 **Exercise! Run, swim, cycle. Half an hour, three times a week – that's what the experts recommend!** 

4 **Turn it off! If you use your cell phone while you're crossing the road or you're driving, you could cause an accident.** 

5 **Life is sweet. Why add sugar?** 

Giving instructions and advice

We use **imperatives** to give instructions or to tell someone to do, or not do, something.

Open your books!

Don't use your phone!

We can use the **imperative be** with adjectives:

Be quiet!

Don't be late!

We form affirmative **imperatives** with the infinitive without *to* of the verb.

We form negative **imperatives** with *Don't* + the infinitive without *to* of the verb.

We can use the **modals must** and **must not** to talk about rules, and things that we feel are important to do. **Must not** means "Don't do it!"

*You **must** stop at a red light. It's the law.*

*This ice cream is delicious. You **must** try it!*

*You **must not** use this machine without wearing safety glasses.*

We form sentences with **must** and **must not** like this:

subject + **must** / **must not** + verb

Must and **must not** are the same for all subjects:

Affirmative (+) and negative (-)			
I / You / He / She / It / We / They	must	wear	a uniform.
	must not	shout	in class.

Tip We don't usually use **must** in questions. We use **have to** instead.

*Does he **have to** clean his room every day?*

(NOT ~~Must he clean his room every day?~~)

We use the modals **should** and **shouldn't** for advice. We use **should** to mean "It's a good idea." We use **shouldn't** to mean "It's a bad idea."

*You don't look well. You **should** see a doctor.*

*What **should** I wear to the graduation ceremony?*

We form sentences with **should** and **shouldn't** like this:

subject + **should** / **shouldn't** + verb

Should and **shouldn't** are the same for all subjects:

Affirmative (+) and negative (-)			
I / You / He / She / It / We / They	should	do	more exercise.
	shouldn't	eat	burgers every day.
Questions and short answers			
Should	I / you / he / she / it / we / they	buy	a new laptop?
Yes, I / you / he / she / it / we / they should .			
No, I / you / he / she / it / we / they shouldn't .			

Making nouns from verbs

We use the **gerund** (the *-ing* form of the verb):

- ▶ at the beginning of a sentence, when it's the subject of a sentence. (Note that the gerund is always singular.)

***Playing** computer games is her favorite activity.*

***Not drinking** fizzy drinks is much healthier.*

- ▶ after some verbs (e.g., multi-word verbs).

*I'm thinking about **joining** the basketball team.*

1 Write affirmative (+) and negative (-) imperatives.

- 1 use a pencil (-) use a pen (+)

- 2 turn left (-) turn right (+)

- 3 listen carefully (+) chat (-)

- 4 clean your room (+) play video games (-)

2 Complete the sentences with **must** or **must not**.

- 1 We _____ be late for school in the morning.
- 2 All car drivers and passengers _____ wear seat belts.
- 3 Remember, children: you _____ go near the train tracks.
- 4 You _____ use your mobile in the classroom.
- 5 Visitors _____ take their trash away with them.

3 Complete the text with **should** or **shouldn't** and the verbs in parentheses.

- A How ¹ _____ (I / behave) when I'm in Japan?
- B Well, you ² _____ (call) people by their first name because that's not polite. You ³ _____ (use) their family name with the title "San."
- A OK, so for example, instead of saying "Mr. Hakita," I ⁴ _____ (say) "Hakita-San."
- B Yes, and when you greet somebody, you ⁵ _____ (shake) hands. Instead, you ⁶ _____ (bow) your head.

4 Complete the sentences with the gerund form of the verbs below.

eat get up learn start use

- 1 _____ a new language is good for your brain.
- 2 _____ too much sugar is bad for your teeth.
- 3 _____ early in the winter is really difficult.
- 4 _____ a computer is very easy.
- 5 _____ my homework is the most difficult thing.

Literary genres 2.18

classic fantasy folktale historical fiction horror
mystery play science fiction

1 Match the descriptions 1–8 with the correct genres.

- 1 A frightening story, this kind of story is often made into a movie. _____
- 2 A story that is performed by actors in front of an audience. _____
- 3 A well-known story by a famous author, this kind of book is often studied at school. _____
- 4 A story about life in the future, or on other planets. It often includes astronauts and robots. _____
- 5 This is usually about a crime, you have to read the story carefully to find out who the criminal was. _____
- 6 An old story belonging to a culture. It often teaches a lesson, and parents sometimes tell the story to their children. _____
- 7 This kind of story is invented, but it is about real characters and events from the past. _____
- 8 A story about life in a different world. It often includes strange animals and magical events. _____

2 Read the opening sentences of the stories (1–4). What genre do you think they are?

- 1 The doors of the spaceship opened smoothly and quietly. In front of us lay Mars: silent, unwelcoming, and colder than ice.



- 2 "Fetch my dragon," said King Zakon to his servant. "Today we must travel to the mountains. My brother is in danger. Last night he spoke to me in my dreams!"

- 3 Queen Elizabeth was worried. "The year is 1600," she said to herself. "A new century is starting, but I am getting old. Who will take care of England when I die?"



- 4 I opened my wallet to pay for the coffee. Suddenly I noticed a piece of paper inside. PLEASE HELP, it said. How had it got there? Who had written it? And why?



Descriptive adverbs 2.19

bravely calmly carefully hastily hesitantly
knowingly suspiciously wearily

3 Complete the sentences. Write adverbs that have the same meaning as the underlined words.

- 1 After the race we sat down, feeling very tired.
After the race we sat down _____.
- 2 I put on my coat quickly because I was in a hurry.
I put on my coat _____.
- 3 He ran into the burning building. He wasn't afraid.
He ran _____ into the burning building.
- 4 We approached the dog slowly because we thought it might be dangerous.
We approached the dog _____.
- 5 She spoke to us without getting excited or angry.
She spoke to us _____.
- 6 We watched the man. We thought he might be a criminal.
We watched the man _____.
- 7 I picked up the vase, making sure I didn't break it.
I picked up the vase _____.
- 8 He smiled because he knew my secret.
He smiled _____.

Describing news stories 2.20

authentic dramatic exaggerated fake neutral
objective realistic reliable subjective unreliable

4 What do you think of these news reports? Use the adjectives above. Discuss your answers.

"Many of today's young people will live to the age of 200," a doctor has told us.

1 _____

There was a crash between two trains at London Bridge station this morning. However, the trains were traveling very slowly, and nobody was hurt.

2 _____

Scientists have found life on the moon. They are trying to keep it secret, but we have discovered the truth!

3 _____

According to statistics, the sea level is getting higher every year. In one hundred years, New York might be under water.

4 _____

Director Martin Smith just made a new science fiction movie. It's definitely the best movie of the last ten years.

5 _____

Using non-defining relative clauses

We use **relative clauses** to provide information about a noun. A **relative clause** comes immediately after the noun.

Relative clauses are introduced by **relative pronouns**: *who* refers to a person, *which* / *that* refers to a thing, *where* refers to a place, *when* refers to a time and *whose* refers to possession.

*My grandmother, **who** is 77, goes cycling most days.*

*This coat, **which** I bought last year, has never been worn.*

*The Ritz hotel, **where** they stayed, is very expensive.*

*We met him on Sunday, **when** we were visiting friends.*

*Tom, **whose** birthday is in June, is older than me.*

Non-defining relative clauses give additional information about the noun. If we remove the relative clause, the sentence still makes sense.

*Tickets for the festival, **which** cost £200, are on sale now.*

Tickets for the festival are on sale now.

Tip **Defining relative clauses** give essential information about the noun. If we took out the relative clause, the sentence would not make sense.

*That's the writer **who** was on TV yesterday.*

That's the writer ...

The **non-defining relative clause** is between commas. The commas are like parentheses.

We usually put the less important piece of information into the **non-defining relative clause**.

Gemma's sister is called Elaine. She's a teacher.

► *Gemma's sister, **who's a teacher**, is called Elaine.*

We do not repeat the subject when we combine two sentences.

I bought my cell phone two years ago. It is already out of date.

► *My cell phone, **which** I bought two years ago, is already out of date.*

(**NOT** *My mobile, **which** I bought it two years ago, it is already out of date.*)

A **non-defining relative clause** can also come at the end of a sentence.

*I ran a ten-kilometer race yesterday, **which** was tiring.*

Note that, when referring to a thing in American English, "that" is most often used for defining clauses and "which" for non-defining ones.

1 Complete the review with the relative pronouns below.

when which who whose that

Mark Haddon is a British author ¹ best-selling novel *The Curious Incident of the Dog in the Night-Time* has won many awards. The book, ² first came out in 2003, is a murder mystery novel. It tells the story of 15-year-old Christopher, ³ has learning difficulties. Christopher starts a murder investigation ⁴ he discovers the dead body of his neighbor's dog. During his investigation he finds out a lot more than he expected. It is a wonderful book ⁵ you will find hard to put down.

2 Choose the correct non-defining relative clause (a or b).

- I have a lot in common with Jed,
a who he is a friend on Facebook
b who is a friend on Facebook
- We went to the fitness center in Langton,
a which isn't very far from Sam's home
b where isn't very far from Sam's home
- We're going to Julie's house,
a where is next to the park
b which is next to the park
- Dan's friend William, ..., wants to become an astronaut.
a whose dad is a mail carrier
b of who his dad is a mail carrier
- My great-grandmother, ..., was an amazing person.
a who I met only once
b who I met her only once
- This soccer stadium, ..., is going to be sold.
a that Darnholm United have played since 1901
b where Darnholm United have played since 1901
- The students enjoyed the trip to the museum,
a whose the school organized
b which the school organized
- The 1990s, ..., was an important decade for technology and communication.
a when the World Wide Web became available
b where the World Wide Web became available

3 Combine the sentences to make a non-defining relative clause. Use the correct relative pronoun.

- David is my best friend. I've known him since primary school.
.....
- Jake got some new shoes. The shoes were very expensive.
.....
- I'm meeting Charlotte Newton. Her brother Henry is a professional soccer player.
.....
- We went to a beach. There's a cafe at the beach.
.....
- My mom recently bought herself an e-book reader. An e-book reader is more convenient than paper books.
.....
- London is an enormous city. I used to live in London.
.....
- My best friend's name is Anita. She comes from Norway.
.....
- I've never worn my coat. I gave it to my younger brother.
.....

Features of a city 2.21

entertainment venue green space music festival
public transportation sandy beach skate park
sports facilities street art trendy stores

1 Match the pictures A–I with the correct words.



- A _____
B _____
C _____
D _____
E _____
F _____
G _____
H _____
I _____

2 Answer the questions with your own ideas.

- How often do you use public transportation?

- What sports facilities are there near your home?

- What street art is there in your town? Do you like it?

- Are there any green spaces in your town? Who uses them?

Multi-word verbs 2.22

come back come up get better go down keep on
take care of

3 Write phrases with the same meaning as the underlined words. Use the multi-word verbs above.

- Don't stop doing your homework. It's important!

- What time does the sun set in the evening?

- I hope we'll return to the U.K. next year.

- The house is big and difficult to maintain.

- Yesterday we got up early and watched the sun rise.

- My English has started to improve this year.

Feelings 2.23

annoyed / annoying bored / boring confused / confusing
depressed / depressing disappointed / disappointing
embarrassed / embarrassing excited / exciting
frightened / frightening frustrated / frustrating
tired / tiring worried / worrying

4 How do you think these people are feeling? Use the -ed form of the adjectives above.

- That's terrible! You borrowed my phone without asking me! _____
- Fantastic! We've won the game! _____
- I've been working all day. I need a rest! _____
- I've called my friends, but they're all busy. I don't have anything to do! _____
- I was singing in front of the whole school when I forgot the words! _____
- I hoped to win the race, but in the end I came third. _____

5 Choose the correct adjectives to complete the email.

em@il

To _____

Subject _____

Hi Evan,

I think your brother has a problem. He's always ¹**tired** / **tiring** because he doesn't get enough sleep. He can't concentrate properly in class. He gets ²**confused** / **depressing** when he tries to answer questions. It can be ³**exciting** / **embarrassing** for him when it's in front of the other students. I don't think he finds lessons ⁴**frightening** / **boring**. In fact, he's very interested in his school work. He wants to become a doctor, but he'll be ⁵**disappointed** / **excited** if he gets bad grades on his exams. It's ⁶**worried** / **worrying** behavior. I'd like to advise him to get more sleep, but he might feel ⁷**frustrated** / **annoyed** if I talk to him about these problems.

Talking about actions in the passive

Most sentences in English are active. In active sentences, we are interested in the person or thing doing the action.

*Tom **speaks** English.*

We use the **passive**:

- ▶ when we are more interested in the action than in the person or thing that performs the action.

*English **is spoken** all over the world.*

- ▶ when we don't know who performs the action, or when it is clear from the context who performs the action.

*These cars **are made** in Japan.*

We use *by* in passive sentences when we want to say who does the action.

*The World Cup **is watched by** millions of people.*

The **simple present passive** is often used to describe a general process.

*The products **are made** in the factory. Then they **are sent** to the warehouse.*

We can often use the active and the **passive** to say the same thing.

*A lot of young people **use** Snapchat.*

= *Snapchat **is used by** a lot of young people.*

*We **don't play** tennis at our school.*

= *Tennis **isn't played** at our school.*

We form the simple present **passive** with the verb *be* + past participle of the verb:

Affirmative (+)			
I He / She / It You / We / They	am ('m) is ('s) are ('re)	past participle	
Negative (-)			
I He / She / It You / We / They	am not ('m not) is not (isn't) are not (aren't)		past participle

Tip The simple past and past participle form of regular verbs is the same. Irregular verbs can be the same (*made / made, left / left, found / found*) or they can be different (*spoke / spoken, took / taken, came / come*). See page 126 and 127 of the Workbook for a list of irregular verbs.

1 Complete the sentences with the past participle form of the verbs in parentheses.

- This bread is (make) by the cafe on North Street.
- These cars are (produce) in Japan.
- People in Canada speak English, but French is (speak) there, too.
- A school uniform is often (wear) in British schools.
- These clothes are (design) by art students.
- A lot of fruit and vegetables are (throw) away.

2 Complete the sentences with the correct affirmative (+) or negative (-) form of the verb *be*.

- Millions of photos uploaded to Instagram every day. (+)
- This T-shirt made of cotton. (-)
- Everyone who comes into the building asked to show their identity card. (+)
- The clothes sent to other countries, where they are sold for a higher price. (+)
- In the U.K., children given a lot of homework until they start middle school. (-)
- The house heated by electricity. (-)

3 Read the ad for a pizza restaurant. Then complete the second ad with the correct passive verbs.

Fresh Pizza

At Bella Pizza we make our pizzas fresh every day from our own secret recipe, which only a few people know. And we use only the finest ingredients. The tomatoes grow in the south of Italy and the cheese producers use only the finest buffalo milk. Our skilled pizza chefs prepare the pizzas. Then the chefs cook them in our traditional pizza ovens. We serve them with fresh salad.

Fresh Pizza

At Bella Pizza our pizzas ¹ fresh every day from our own secret recipe, which ² by only a few people. And only the finest ingredients ³ The tomatoes ⁴ in the south of Italy and the cheese ⁵ using only the finest buffalo milk. The pizzas ⁶ by our skilled pizza chefs. Then they ⁷ in our traditional pizza ovens. They ⁸ with fresh salad.

4 Choose the active or passive form to complete the sentences.

- Winter storms **are sometimes damaged** / **sometimes damage** houses on the coast.
- Our art class **teaches** / **is taught** by Mr. Turner.
- The children **meet** / **are met** by their parents after school.
- Darius **plays** / **is played** the keyboard in a band.
- This computer **doesn't work** / **isn't worked**. Is there something wrong with it?
- My brother **doesn't invite** / **isn't invited** to the barbecue.
- The school bus **often arrives** / **is often arrived** late.
- A lot of products **don't make** / **aren't made** in this country any more.

Writing task



An opinion essay

Write an essay to give your opinion about the topic, "Should we exercise more at school?"

Think and plan



Writing tip

The aim of an opinion essay is to present your opinion about an essay topic and give reasons to support it.

1 Study the tip. Then read the opinion essay below and answer the questions.

- 1 What is the writer's opinion about the essay topic?
- 2 How many reasons does the writer give to support his/her opinion?
- 3 What are the reasons?
- 4 Where in the essay does the writer explain each of these reasons?
- 5 How does the writer begin the essay?
- 6 How does he/she end the essay?

Essay title **Is it a good idea to join a sports team?**

Introduction Many students I know are members of a sports team. In my opinion, this is a good idea. There are several reasons why I believe this.

Body paragraph (Opinion / reason 1) First, people on sports teams get a lot of exercise. Most teams practice two or three times a week and have games on weekends. Exercising helps you get fit. This means that joining a sports club is good for your health.

Body paragraph (Opinion / reason 2) Second, if you are a member of a sports team, you learn how to work with other people. Every time you play a game, you are working together to try to win. You also learn what to say to other players when things don't go so well. In this way, joining a sports team gives you valuable experience of teamwork.

Conclusion In conclusion, I think it is an excellent idea to join a sports team. I believe it adds two very positive elements to our lives: good health, and experience of teamwork. For these reasons, it could change your life forever.



Writing strategy



Generating ideas

Before you begin writing, list all the ideas you can think of about the essay topic. You can do this on your own or in a small group.

2 Read the writing task and study the strategy. Use the questions below to start thinking of ideas.

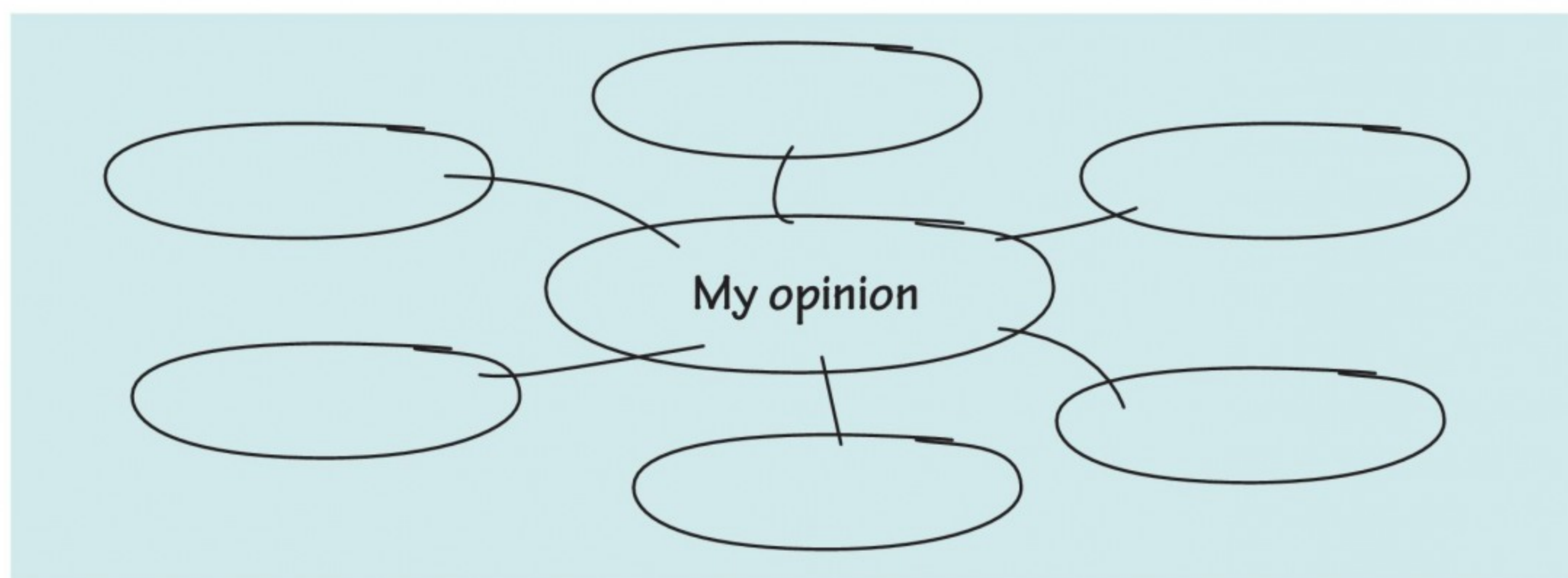
- 1 How much exercise do you get at home?
- 2 How much exercise do you get at school?
- 3 Do you think you should get more exercise? Why? / Why not?
- 4 Would you like to get more exercise at home? Or at school? What kind?

3 Think about your answers from exercise 1. What is your opinion about the topic in the writing task? Choose one of the options below.

I think we should exercise more at school.

I don't think we should exercise more at school.

4 Now think of reasons to support your opinion. Complete the mind map with six reasons.



Writing strategy



Selecting ideas

You don't need to use all your reasons in your writing. Choose your two best ideas. Use these questions to help you decide which reasons to use:

- Is the reason relevant?
- Can you say more about it?
- Is it easy to explain?

5 Study the strategy and your mind map in exercise 4. Choose your two best reasons that support your opinion about the essay topic.

Writing strategy



Organizing your ideas into paragraphs

An opinion essay usually has four paragraphs. It starts with an introduction, there are usually two main body paragraphs, and finally there's a conclusion. Each body paragraph will contain one of your reasons. You can use details such as examples, causes, results, advantages, and disadvantages to explain your reasons.

6 Study the strategy. Complete the paragraph plan below.

Paragraph plan: Should we exercise more at school?

My opinion:

Introduction

reason 1:

detail:

detail:

detail:

reason 2:

detail:

detail:

detail:

Conclusion

Drafting

Writing strategy



Writing an introduction

The introduction is the first paragraph of your essay. It introduces the topic you are writing about. In the introduction of an opinion essay, we usually:

- make a general statement about the topic
- state our opinion about the topic
- write a sentence that leads into the body of the essay.

- 1 Study the strategy and the introduction of the opinion essay on page 132. Complete the key phrases with the words and phrases used in the essay.

Key phrases Writing introductions

Most people say ...

Everybody / Nobody thinks ...

..... people I know ...

I think / I do not think ...

..... / In my view, ...

There are many facts in favor of my opinion.

There is a lot of evidence to support my point of view.

There are why I believe this.

- 2 Study the tip. Then plan the first sentence of your introduction. Use the questions below to help you.

- 1 What do your friends and family say about exercising at school?
- 2 What opportunities do you have to exercise at your school?
- 3 How many students exercise at your school?



Writing tip

Essays use neutral or formal language. You should not use short forms. For example:

I am (NOT *I'm*)

I do not (NOT *I don't*)

I have been (NOT *I've been*)



- 3 Write the introduction to your essay below. Use the key phrases to help you.

.....

.....

.....

.....



Writing
strategy**Structuring paragraphs**

Each body paragraph of your opinion essay should have three or four sentences. In each paragraph, you should:

- give a reason for your opinion
- give some details about the reason
- explain the result of the reason.

4 Study the strategy and the two body paragraphs in the essay on page 132. For each paragraph answer the questions below.

- 1 What reason does the writer give to support their opinion?
- 2 What details does the writer give about the reason?
- 3 According to the writer, what is the result of the reason?

**Writing tip**

In an opinion essay, you need to express your opinion several times. Try to use a different phrase each time.

Key phrases Expressing an opinion

I think / I do not think ...	To my mind, ...
From my point of view, ...	
As far as I'm concerned, ...	

5 Study the tip above. Find two more phrases for expressing opinions in the essay on page 132.

**Writing tip**

Think about the best order to present your opinions. Start each body paragraph of your opinion essay with a sequencing word or phrase. This will make your essay easier to follow.

6 Study the tip above. Complete the key phrases for sequencing with the words used in the essay on page 132.



7 Study the reasons and details in your paragraph plan on page 133. Write the two body paragraphs of your essay below. Use the key phrases for expressing your opinions, and choose a sequencing word or phrase to begin each paragraph.

Key phrases Sequencing

First of all, ...

....., ...

To begin / start with, ...

Another reason is ...

....., ...

More importantly, ...

Writing strategy



Writing a conclusion

The conclusion is the final paragraph of an essay. It summarizes what you have written in your essay without introducing any new ideas. In the conclusion of an opinion essay, we usually:

- restate our opinion
- summarize the reasons that support our opinion.

8 Study the strategy and the conclusion of the essay on page 132 and answer the questions.

- 1 Which line in the conclusion restates the writer's opinion about joining a sports team?
- 2 Which line summarizes the writer's opinion?
- 3 Does the writer use the same words to restate their opinion and summarize their reasons as in the main body of the essay?
- 4 What final comment does the writer make?

9 Complete the key phrases for summarizing with the phrase used in the essay on page 132.

Key phrases Summarizing

To sum up,

To summarize,

To conclude,

All in all,

On the whole,

.....,



10 Write the conclusion to your essay below. Begin with one of the key phrases for summarizing. Briefly restate your opinion and your reasons.

.....

.....

.....

.....



Writing strategy



Review and edit

Review and edit

All writers need to review and edit their first draft. In this stage you need to read your work a number of times. First, focus on general aspects like organization and content. Then, focus on grammar. Finally, focus on details like spelling and punctuation.



Writing tip

Read your essay aloud when you review it. This makes it easier to find mistakes.

1 Study the strategy and the tip. Then read your first draft. Check the order and relevance of the content in your essay. Check (✓) the boxes when you have finished your review.

- 1 ☐ Does your essay begin with an introduction and end with a conclusion?
- 2 ☐ Have you stated your opinion clearly in the introduction and in the conclusion, using different words in each case?
- 3 ☐ Do each of the body paragraphs give information about only one of the reasons that support your opinion?
- 4 ☐ Are any ideas unclear? Can you add or expand the information to make them clearer?
- 5 ☐ Are the paragraphs in a clear and logical order? If necessary, reorder your paragraphs.

2 Read your first draft again. Check the grammar and correct it. Check (✓) the boxes when you have finished your review.

- 1 ☐ Do all your sentences have a subject and a verb?
- 2 ☐ Are the words in each sentence in the correct order?
- 3 ☐ Are all of the verb tenses and forms appropriate for the situations and the subjects?
- 4 ☐ Have you used personal pronouns (*she, her*, etc.) and demonstrative pronouns (*this, that*, etc.) to connect ideas and avoid repetition? Is it clear what each pronoun refers to?



Writing tip

Use capital letters:

- at the beginning of each sentence
- for months
- for days of the week
- for nations and nationalities
- for names and titles.

3 Study the tip. Then read your essay again and check the spelling, punctuation, and style of language. Make any corrections that are necessary. Check (✓) the boxes when you have finished your review.

- 1 ☐ Look for spelling mistakes. Use a dictionary or a spellchecker if you are unsure.
- 2 ☐ Check that each sentence ends with a period, question mark, or exclamation mark.
- 3 ☐ Check that you have used capital letters where necessary.
- 4 ☐ Look for any short forms and replace them with full forms.



Writing tip

After you review and edit your essay, ask someone else to review it, too.



4 Now write your corrected essay in your notebook or on your computer.



Before you read

1 Read *About the Author*. Then answer the questions.

- 1 When did the author start writing?
- 2 When did he write his first Sherlock Holmes story?
- 3 When did he write *The Hound of the Baskervilles*?

About the Author

Sir Arthur Conan Doyle (1859–1930) was born in Edinburgh, Scotland. When he was nine, he was sent away to boarding school in England. He was often unhappy, but he enjoyed writing stories. At the age of 17, he went to study medicine at Edinburgh University. He became a doctor, but continued writing. His first Sherlock Holmes novel called *A Study in Scarlet* appeared in 1887 and it was very successful. In the end, he wrote 56 Sherlock Holmes short stories and four novels including *The Hound of the Baskervilles*, which appeared in 1901. It is one of his most famous stories and has been made into many movies and TV dramas.

**2 You are going to read part of a Sherlock Holmes story, *The Hound of the Baskervilles*. Read *The Story So Far ...* Then answer the questions.**

- 1 Look at the picture of Sherlock Holmes below. How would you describe him?
- 2 Why has Dr. Mortimer come to see Sherlock Holmes and Dr. Watson?
- 3 What is the Hound of the Baskervilles?
- 4 What is Dr. Mortimer worried about?
- 5 Who is traveling to Baskerville Hall?
- 6 Look at the picture on page 139. Which of the adjectives below do you think you will find in the story to describe Baskerville Hall and the place around it? Explain why.
dark cosy friendly frightening gloomy gray grim rough sunny welcoming wild

The Story So Far ...

The story is told by Sherlock Holmes's assistant, Dr. Watson. One day, a man called Dr. Mortimer comes to ask Sherlock Holmes and Dr. Watson for their help. Dr. Mortimer is worried. He tells them about strange events at a big, old house called Baskerville Hall. The owner of the hall, Sir Charles Baskerville, has died. The local newspaper says that Sir Charles died of old age, but some people think this isn't true. There have been stories about the Hound of the Baskervilles, a big animal which killed an evil relative of Sir Charles. Over the years, many members of the Baskerville family have died mysteriously. Recently, people have seen a big creature in the countryside near Baskerville Hall. Dr. Mortimer wants to know: is the Hound of the Baskervilles responsible for Sir Charles's death? Sir Henry Baskerville is the new owner of Baskerville Hall. He just arrived in London from the USA. Dr. Mortimer takes Dr. Watson and Sir Henry on a long journey to see Baskerville Hall for the first time.



The Hound of the Baskervilles

Sherlock Holmes came to Waterloo Station to say goodbye to us. He repeated his warning that Sir Henry should not go on the ¹moor at night, and should not go anywhere alone. Then he checked with me that I had my
5 gun, an army revolver.

The train journey was fast and enjoyable. We were met at Newtown Station and driven to Baskerville Hall. The countryside we drove through was beautiful, but behind it we could see the long, dark, frightening hills of
10 the moor.

As we turned a corner, we were surprised to see a soldier on horseback. He was carrying a gun. Dr. Mortimer asked our driver why the soldier was there.

“A dangerous criminal has escaped from the prison, sir,”
15 he told us. “It was three days ago now, and people are frightened. His name is Selden. He’s the man who did that murder in London.”

I remembered the case well. It had been a very cruel murder. I thought of this killer out on the empty, wild
20 moor, and I felt more and more uncomfortable about my ²surroundings. The beautiful green fields with their thick hedges were behind us, and we were now on the cold, open moor. Everything was gray, hard, and wild. Huge rough stones stood on the hard ground. The tops
25 of the hills stood sharply like cruel teeth against the sky. A cold wind was blowing, and night was falling. I saw Sir Henry pull his coat closer round him.

At last we reached the gates of Baskerville Hall. From the gates a long, dark road led up to the house, with the
30 black shapes of old trees on each side of it. At the end of this road we could see the great house standing with a pale light round it like a ghost.

“I can understand why my uncle felt that trouble was coming to him here. It’s not a welcoming place,” said
35 Sir Henry, and his voice shook as he spoke.

As we got closer, we could see that the Hall was a heavy, dark building with a large main entrance. Most of the building was old and was covered in dark green ³ivy, but some of it had been built more recently and was of
40 grim, black stone. A dull light shone through the heavy windows. Black smoke was coming from one of the high chimneys of the main building.

“Welcome, Sir Henry! Welcome to Baskerville Hall.”

Barrymore, the ⁴butler, and his wife were waiting on the steps at the main entrance. They came down and took our
45 suitcases into the house. Dr. Mortimer left us to go home, and I went into the hall, where a fire was burning. It was a fine room, large and high.

“It’s exactly as I imagined an old family home,”
50 Sir Henry said.

Barrymore showed us to our rooms. He was a tall, handsome man, with a full black beard. After we had washed and changed our clothes, he brought our dinner. The dining room was gloomy. It needed more lights to make it brighter. On
55 the walls were the pictures of the Baskerville family from the past. They looked down on us silently, and did nothing to make us feel happier.

After dinner, we went to our rooms. Before I got into bed, I looked out of my window. A strong wind sang sadly as it
60 bent the trees in front of the Hall. A half-moon shone through the dark, flying clouds on to the wild and empty moor.

I could not sleep. Then, suddenly, in the middle of the night, I heard very clearly the sound of a woman crying. It was the crying of a person who was hurt by some deep sadness.

65 The sound was not far away, and was certainly in the house.

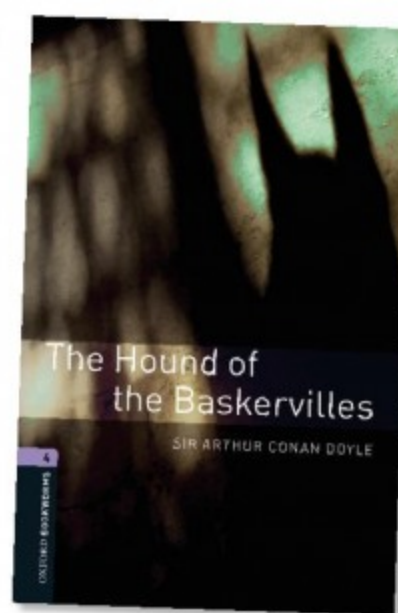
The next morning was sunny, and we were much more cheerful. I told Sir Henry about the crying I had heard. He rang the bell to call Barrymore, and asked him if he could explain the crying. Barrymore’s face went white when he
70 heard Sir Henry’s question.

“There are only two women in the house, Sir Henry,” he answered. “One is the maid, who sleeps on the other side of the house. The other is my wife, and she was certainly not crying.”

75 But he was telling a lie. I saw Mrs. Barrymore after breakfast. The sun was full on her face, and it was clear she had been crying.

Why had Barrymore lied? What deep sadness had made his wife cry? There was
80 a mystery surrounding this black-bearded, handsome man.

Extract from *The Hound of the Baskervilles*
Retold by Patrick Nobes
Oxford Bookworms 2008.



Glossary

¹moor – open, rough, windy land, usually on hills and without trees

²surroundings – all the things around you

³ivy – a climbing plant with shiny, dark green leaves

⁴butler – a male servant who works in someone else’s house

Recall



3 Read and listen to the story on page 139. Then number the events a–f in the order they happened 1–6.

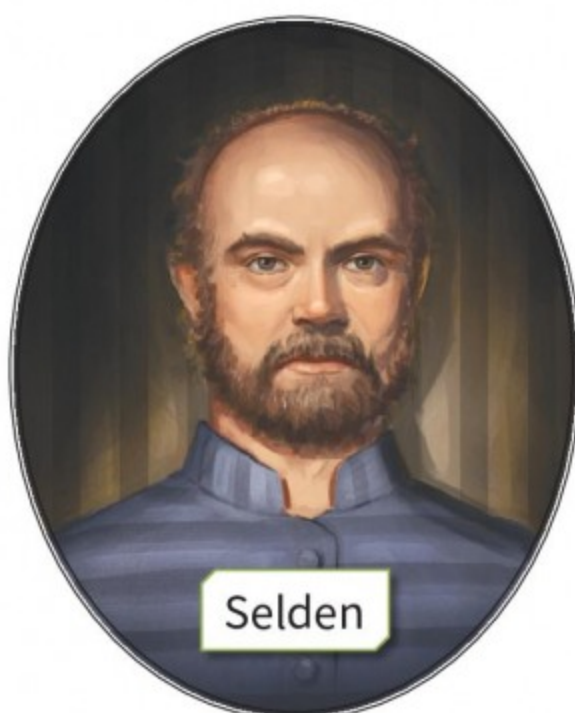
2.24

- a They saw a soldier and learned about the escape of a murderer.
- b Dr. Watson heard strange crying in the night.
- c Dr. Watson, Dr. Mortimer, and Sir Henry left London.
- d They arrived at Baskerville Hall and Barrymore the butler met them.
- e Sir Henry asked Barrymore about the crying, but he didn't tell the truth.
- f They arrived at the local station and began their journey to Baskerville Hall.

4 Complete the sentences with a word from the story.

- 1 At Waterloo Station, Sherlock Holmes made sure that Dr. Watson had a
- 2 On the journey, Dr. Watson learned that a dangerous had escaped.
- 3 When Sir Henry saw the house, he thought that it didn't look
- 4 Barrymore waited for the men on the of the big main entrance.
- 5 The dining room wasn't friendly because it didn't have enough
- 6 Dr. Watson was sure that the crying was inside the
- 7 When Sir Henry asked Barrymore about the crying, Barrymore's face changed and turned
- 8 Dr. Watson knew that Barrymore's had been crying.

5 What do we learn about these characters? Do you think they are good characters or bad characters? Work with a partner and make notes.



Selden



Sir Henry



Barrymore



Mrs. Barrymore

Interpret

6 Read the first four paragraphs of the story again up to line 17. Then answer the questions.

- 1 What two things does Sherlock Holmes do in the first paragraph which give a feeling of danger?
- 2 What other things at the beginning of the story help to increase the feeling of danger?

Literary strategy



Analyzing the setting

The setting is where a story happens. To analyze the setting ask these questions:

- Where does the story take place?
- How does the author describe what the place *looks, sounds, smells, and feels* like? Remember, the setting isn't only what the place looks like.
- What language does the author use to describe the setting? What comparisons does he make?
- What effect does the setting have on the characters?
- How does the setting help to create the mood of the story?

7 Read the story again from paragraph five (line 18). Answer the questions and analyze the setting.

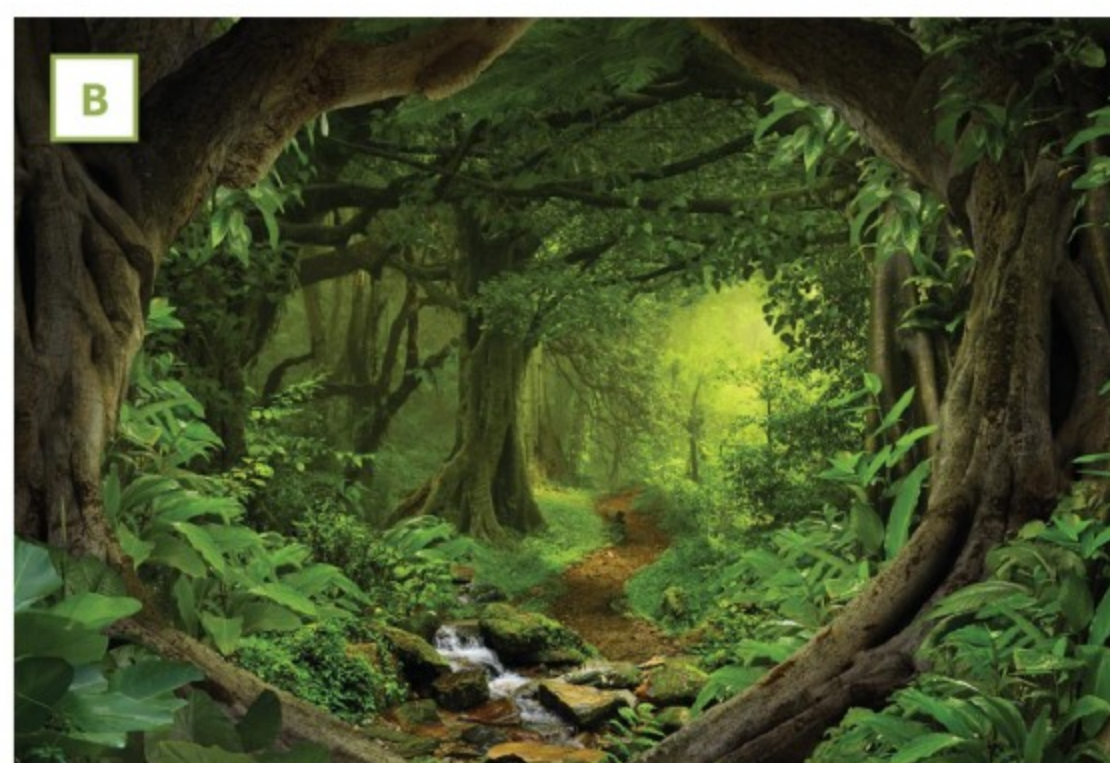
- 1 How does the countryside change when the men arrive nearer to Baskerville Hall?
- 2 How does the author describe the moor in lines 21 to 24?
- 3 What comparison does the author use to describe the hills in lines 24 to 25? What effect does this give?
- 4 How does the author make the road up to Baskerville Hall seem frightening?
- 5 How does the setting make Sir Henry feel? Give two examples.
- 6 What can the characters see around the walls of the dining room? How does it make them feel?
- 7 When Dr. Watson is in his room, what two things does he hear?
- 8 What is the mood of the story? How does the setting help to create the mood?

Respond



8 Work in pairs. Plan and write one or two paragraphs to describe the setting of a story. Follow the steps.

- 1 Choose one of the pictures as your setting.
- 2 Decide what type of story it is going to be:
 - adventure • fantasy • mystery • science fiction
- 3 Plan the mood you want to create; for example *danger*, *excitement*, *fear*, or *happiness*.
- 4 Think of two main characters – the narrator and another person.
- 5 Plan and make notes about the characters as they arrive in the setting. What do they ... ?
 - see • hear • smell • feel
- 6 Think about any other characters that they meet or hear who show the mood of the story.
- 7 Look back at *The Hound of the Baskervilles*. Underline useful phrases for describing a setting.
- 8 Write two paragraphs to describe your setting. Then read them to the class.



Before you read

About *One Thousand and One Nights*

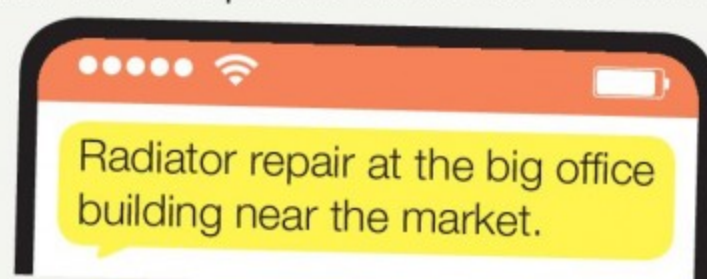
One Thousand and One Nights is a collection of Middle Eastern stories. It was written by many people from across Asia and North Africa. Most of the stories date from the 8th to the 13th century, although some were added later. These include *Ali Baba and the Forty Thieves*, *The Seven Voyages of Sinbad*, and *Aladdin's Wonderful Lamp*. All of the stories in *One Thousand and One Nights* are stories within another story. The stories are told by Queen Scheherazade to entertain her husband King Shahryar. The King plans to kill his wife, and she tells a story each night, leaving it unfinished to delay her execution. This is a modern re-telling of one of the stories.

1 Read *About One Thousand and One Nights*. Then answer the questions.

- 1 Do you know any of the stories in *One Thousand and One Nights*? What are they about?
- 2 You are going to read a modern version of *Ali Baba and the Forty Thieves*. Look at the picture of the main character, Aziz Bakir. Can you describe him?
 - What is his job? • What is his personality? • Do you think he is rich or poor?

Aziz Bakir and the Forty Thieves

Aziz Bakir sat on the bus watching the stores and offices of the city go past. With his bag of tools and dirty clothes he looked like any other workman on his way to a job. He pulled out his phone and read the message.



- 5 In a small room in the office basement, Aziz looked at the radiator. "It's an easy job," he thought. "But I won't get a lot of money for it." He thought about all the things that he needed money for. "I need a car for work. Then I could drive, and not get the bus. My tools are really heavy. And I
- 10 want to send Marian to college next year. She always gets good grades and she'll be 18 soon."

Aziz began to work, but suddenly he heard a noise outside the door. He looked through the keyhole and saw a large group of men carrying metal boxes. "There are 30, or maybe

- 15 40 of them!" thought Aziz. "What are they all doing here?"

The men were standing in front of a big metal door. "It looks like a strong room for keeping money in," thought Aziz. "Maybe they're thieves." One tall man with dark hair shouted "Open Sesame!" and the door opened.

- 20 "Nobody will guess our code," laughed one of the men. "It's so obvious!"

"And you won't tell anybody, Samir!" said the tall man, his



eyes flashing angrily. "Or you know what'll happen!"

"Yes, Fahad," answered Samir quickly.

- 25 The men went into the strong room. Shortly afterwards, they came out without the boxes. Fahad shouted "Close Sesame!" and the door closed. Then, the men left.

Aziz thought, "I must have a look in that room." So, he went to the door, cried, "Open Sesame!" and it opened. He

- 30 walked in, leaving the door open behind him. There were boxes everywhere. He looked in one and then another – they were full of gold bars!

"I'll take one bar and sell it," thought Aziz. "Then, I could help my family." He left the room, cried, "Close Sesame!"

- 35 and the door shut at once.

Back at his small apartment, he explained everything to his wife Fatima, and his daughter Marian.



"But isn't it wrong to steal, Dad?" asked Marian, looking at him with her quick, dark eyes.

- 40 "Um ... yes, but I was only taking things from thieves," smiled Aziz.

That evening, Aziz and his family had an invitation to dinner at his brother's house.

"Nasir only wants to show us his new car," said Fatima.

- 45 "You're probably right," smiled Aziz. "But let's go. He's my only brother, after all."

Aziz, Fatima, and Marian arrived at Nasir's large house with a big, expensive box of chocolates.

"Where did you get those from?" Nasir asked at the door.

- 50 His hair was short and fashionable and he was wearing an expensive suit.

"I had some luck," smiled Aziz.

"What do you mean? You're never lucky!" laughed Nasir. In the end, Aziz told Nasir his story.

- 55 "I'll go tomorrow and get that gold!" said Nasir excitedly. "If I take my new car, I can bring it all home."

Early the next morning, Nasir put on workman's clothes. "Nobody will look at me in these," he thought. Then he drove to the office building. He went down to the basement and shouted, "Open Sesame!" The door opened, he went in and closed it behind him. He looked at all the gold. "My brother was right for once!" he laughed.

- 60 Nasir moved the boxes, ready to take them away. Then he went to open the door. "Oh no! I can't remember the code," he thought, in a panic. "I know, I'll call Aziz." But he couldn't get a phone signal in the basement. He shouted different words: "Open door! Open wide! Open air!" But the door stayed closed.

- 70 Later that morning, Fahad and his men returned. When Fahad found Nasir, he was angry. "How did you get in here?" he asked. Then he turned to Samir. "Tie him to that chair!" he shouted. "We'll come back for him later." Then, they left.

- 75 Aziz tried to call Nasir all afternoon. "What's happened to him? He always answers his phone," he worried. "I'll go to the strong room and see."

Aziz found Nasir tied to the chair. "Help! They're coming back soon!" said Nasir, terrified.

- 80 "It's OK, brother. You'll be all right," said Aziz, and he quickly untied Nasir from the chair and they hurried outside to the car.

They began to drive away, but just then Fahad and his men returned. In their hurry, Aziz and Nasir didn't see the men.

- 85 "Follow that car!" Fahad ordered Samir, who was on a motorbike. Samir followed Aziz to his apartment. He watched Aziz take Nasir inside, but he didn't see Marian at the window taking a photo of him.

Samir quickly called Fahad, "Those men are at apartment seven, Station Buildings," he whispered.

- 90 "Good work!" said Fahad. "We'll pay them a visit tomorrow." Inside the apartment, Aziz told his wife and daughter everything. Fatima was worried. "Nasir is in danger!" she said to Aziz. "He must stay with us for a few days. He'll be safer here."

- 95 "I'm not so sure," said Marian, and she showed them her photo.

"Oh no!" said Aziz. "That's one of the thieves and he knows where we live."

- 100 The next day, Fahad came to the apartment block. He was wearing workman's clothes and driving a big truck. On the truck, there were 39 pipes, and inside each pipe was one of Fahad's men, ready to jump out. Fahad unloaded the pipes near Aziz's apartment and knocked on the door. Marian answered.

- 105 "We're doing work on these buildings," Fahad said, and pointed at the pipes. But Marian saw one of the men inside the pipes, so she quickly shut the door and called the police. Soon, three police cars arrived, surrounded the pipes, and caught the thieves.

- 110 "Thank you!" said police chief Dixon to Marian and Aziz. "We've wanted to catch Fahad and his men for a long time!"

- Some days later, Aziz had a message. "Those thieves took the gold from an important bank," he explained to Marian and Fatima. "Now the bank wants to give us a big reward! We can buy a car!" laughed Aziz. "And maybe move to a better apartment!"

- 115 "And, most importantly, we can send Marian to college next year!" said Fatima.



Recall



2 Read and listen to the story. Then write the correct names next to the descriptions.

2.25

Aziz Dixon Fahad Fatima Marian Nasir Samir

- | | |
|---|--------------------------------|
| 1 A poor worker who needs more money | 5 Aziz's wife |
| 2 The leader of the thieves | 6 Aziz's daughter |
| 3 Aziz's brother | 7 The head of the police |
| 4 One of the thieves who follows Aziz | |

3 Read the summary of the story. Find nine more mistakes and correct them.

bus

Aziz took the ~~train~~ to an office building where he began to repair a window. Suddenly, he heard a noise and saw some men. One of them cried, "Open now!" and they went inside a room.

Aziz went into the room, found some gold there, and took two bars of it. Later, he told his brother about the gold. The next week, Nasir went to the room, but the thieves caught him and tied him to a table. Luckily, Marian rescued him.

One of the men followed Aziz to his office and the next day, the thieves hid in some trees near there. Fatima saw the men and rang the police. In the end, Nasir caught the thieves.

4 Answer the questions.

- Why do the thieves think that people won't be able to guess their secret code?
- Why does Nasir put on workman's clothes?
- Why does Aziz think that something bad has happened to Nasir?
- Why does Marian close the front door when Fahad visits?
- Why is the police chief happy with Marian and Aziz?

Interpret

5 Which character in the story says sentences 1–4? What do we learn about the characters from what they say?

- "And you won't tell anybody, Samir. Or you know what'll happen!"
- "You're probably right. But let's go. He's my only brother, after all."
- "My brother was right for once!"
- "Nasir is in danger!"



6 How honest are these characters? Order them on the line below. Then discuss with a partner. Find evidence from the story.

Honest

Dishonest



Aziz



Fahad



Nasir



Marian

Literary
strategy

Analyzing a character

To analyze a character in a story, study the text closely and ask:

- What does the character say?
- What does the character do?
- What do the other characters say about them?
- What does the character look like?
- Which adjectives could you use to describe their personality?

- 7** Think about the story *Aziz Bakir and the Forty Thieves*. Match the adjectives below with the characters. Add two more adjectives for each. Use a dictionary to help you.

aggressive cheerful cruel curious easygoing loyal rude ruthless

Aziz	
Fahad	



- 8** Complete the character chart for Nasir. Then explain your ideas to a partner.

Character chart: Nasir	
What important things does he say?	
What does he do?	
What do other people say about him?	
What does he look like?	
What's his personality?	

Respond



- 9** Work in pairs. Plan and write a modern version of *Aladdin's Wonderful Lamp*. Follow the steps.

- 1 Read the story below. Think about how you can tell the story in a modern way.
- 2 Plan the four main characters. Make notes about what they might look like, say, do, etc. Think of adjectives to describe them.
- 3 Plan and write a rough draft of your story.
- 4 Swap your story with another pair. Read the story and give feedback.
- 5 Think about the feedback. Write a final version of your story.
- 6 Read your story to the class. Which story ... ?
 - is the funniest
 - is the most original
 - has the best characters
 - has the best ending

Aladdin's Wonderful Lamp

Aladdin is a poor child living with his mother. His father is dead. One day, Aladdin is playing in a quiet street when a magician talks to him. He says that he is Aladdin's uncle. He wants Aladdin to work with him and says he will make him rich.

The magician tells Aladdin to go to a dangerous cave to get a special oil lamp, and he gives him a magic ring. But he tricks Aladdin and shuts him in the cave. Aladdin touches the ring and a genie appears. The genie asks Aladdin what he wants. Aladdin asks to go home and takes the lamp with him.

At home, Aladdin's mother cleans the lamp and a different genie appears. This genie gives Aladdin any wish he wants. With the genie's help, Aladdin becomes rich and powerful, and marries a princess.



Before you read

About Greek myths

The people of Ancient Greece told stories about different heroes which have been passed down over many centuries. Archaeologists have found many ancient stone statues that show characters from these stories. The stories often emphasized the importance of bravery, intelligence, strength, and right and wrong. People enjoy the stories today because the themes and ideas are still important. Historians think that the myth of King Midas was based on a real king from the region of Phrygia in Anatolia, which is now in Turkey.

1 Read *About Greek myths*. Then answer the questions.

- 1 Do you know any Greek myths? Have you seen any movies based on Greek myths?
- 2 Stories based on myths often have a strong moral. What is the moral of a story? Choose the correct answer.
 - a the lesson or message you can learn from the story ☐
 - b the language used to tell the story ☐
 - c the main idea of the story ☐



King Midas

Characters

King Midas

Linos, Midas's servant

Alexandra, Midas's young daughter

Alexandra's maid

Timon, an important person in the city

Dionysus, son of Zeus

Scene One

King Midas is in his room at the palace. His servant Linos stands at his side.

Midas: *(Counting piles of gold coins.)* One hundred, two hundred, three hundred ... *(Continues counting.)*

(Knock at the door. Linos opens it. The maid is there.)

Linos: What can I do for you?

Maid: Alexandra wants to see her father.

(Alexandra runs into the room.)

Alexandra: Papa! I hurt my knee.

Midas: *(Still counting.)* That's nine hundred ... or is it a thousand? *(Annoyed.)* Can't you see I'm working, Alexandra?

Alexandra: So much gold, Papa!

Midas: Not enough! I need more. You can never have too much gold! That's a lesson you need to learn, Alexandra. Now leave me alone.

Maid: I'm sorry, Your Majesty. I will take Alexandra away at once. *(Leaves with Alexandra.)*

Midas: Hmm. I need to start again. One hundred, two hundred ... *(Continues.)*

(Knock at the door. Linos opens it. Timon is there.)

Linos: How can I help you?

Timon: I must speak to your master now! *(Rushes in.)* Your Majesty, there has been a fire in the city. Thousands of people have lost their homes and we need money to help them.

Midas: That's eight hundred ... or maybe nine hundred? *(Doesn't look up.)* Money, Timon? I've already given the city money this year. I'm busy.

Timon: But ... Your Majesty ...

Midas: *(Shouting.)* Leave! At once!

(Timon leaves.)

Midas: Now, where was I? *(To Linos.)* I'm tired. *(Yawns.)* I'll put the gold away now and count it later. I think I shall have a sleep now. *(Gets onto bed.)*

Linos: Is that everything, Your Majesty?

Midas: Yes, Linos. You can go.

(Midas falls asleep and dreams. Dionysus appears to him in his sleep.)

Midas: Who are you?

Dionysus: I am Dionysus, son of Zeus. I listen to people and I help them. I've come to help you. I can give you any wish that you want.

Midas: A wish? What shall I wish for ... I want everything I touch to turn to gold!

Dionysus: Are you sure that's what you want?

Midas: Yes!

Dionysus: Very sure?

Midas: Yes! Yes! Of course I'm sure!

Dionysus: Your wish will begin tomorrow at sunrise.

(Midas wakes up.)

Midas: That was strange. Who was that man? Was it a dream? Will all the things I touch really turn to gold? Only tomorrow will tell.

Scene Two

King Midas is walking in the palace garden at sunrise.

Linus: Your Majesty is awake early this morning.

Midas: I'm waiting for the sun to come up. Ah, here it is! What shall I touch first? A stone.

(Picks up stone.) Ha! Look! Come here, Linos!

Linus: The stone ... It's ... gold, Your Majesty!

Midas: Yes! Gold! Solid gold! Now, what next? A leaf, perhaps. *(Picks up a leaf.)* Look! Everything I touch becomes gold! I can sell it all! Then I'll need an army of men to count my money!

Linus: *(Confused.)* Er, yes ... yes. Shall I bring your breakfast, Your Majesty?

Midas: *(Running and touching different things.)* Yes. I'm hungry!

Linus: *(Leaves and returns with breakfast.)* Your breakfast.

Midas: Making gold has made me thirsty! I'll have my milk first. *(Drinks milk.)* Aagh! Help!

Linus: What's the matter?

Midas: *(Speaking with difficulty.)* The milk ... it's turned to gold in my mouth. *(Takes the gold out.)* Let me try some bread. No! It's become gold, too! I can't eat anything. I'm going to starve to death and leave Alexandra alone in the world! *(Starts to cry loudly.)*

(Maid and Alexandra enter garden.)

Maid: Come back, Alexandra!

Alexandra: But I can hear him crying. Papa, are you all right? *(She touches him and turns into gold.)*

Midas: No! My little Alexandra! Why did I ask for this wish?

Scene Three

King Midas is in his bedroom at the palace.

Midas: Today has been the worst day of my life.

(Getting into bed.) No! My bed has turned gold, too!

Linus: Let me put the cover on you.

Midas: No, don't come near me! You'll turn to gold. Listen, I'm going to sleep now. *(Falls asleep.)*

(Linus exits and Dionysus appears.)

Midas: Dionysus! Help me!

Dionysus: I helped you before. I gave you your wish.

Midas: I didn't understand. I was thinking only about gold ... and becoming richer. Please change back my wish!

Dionysus: Why do you want me to change it?

Midas: I've changed my mind. I've realized that some things are more important than any gold. Please help me!

Dionysus: I see. Well, go to the river tomorrow at sunrise. Put your hands in the water, and the gold inside you will wash away.

Scene Four

King Midas is in the palace garden at sunrise. He is on his knees washing his hands in the river. He looks sad. Alexandra is still standing as a statue nearby. The maid (alive) is next to her. Linus appears.

Linus: Why are you washing your hands in the river, Your Majesty?

Midas: I'm washing away the gold. Now ... *(Picks up stone.)* It hasn't turned to gold! Hurrah! I've lost my golden touch!

(Alexandra comes back to life.)

Alexandra: Papa! You look happy!

Maid: You're alive, Alexandra!

Midas: I have suddenly realized something. My family and my people are more important than any amount of gold or money. *(Turns to Linus.)* Linos, call for Timon. We need to send money to help the people who lost their homes in the fire.

Linus: Yes, I'll do that at once.

Maid: And Alexandra, you must come away now, so your father can work.

Midas: No! She must stay here with me. My days of counting gold are over. From now on my family always comes first.



Recall



2 Read and listen to the playscript. What do we learn about King Midas? Choose the correct answer.

2.26

- 1 He's violent and selfish, he tries to change, but he can't. ☐
- 2 He's greedy and unkind, but he'll never learn to change. ☐
- 3 He's selfish and greedy, but he decides to change. ☐

3 Read and listen to the playscript again. Check (✓) the events that happen.

- 1 Midas tries to count his money, but he doesn't finish. ☐
- 2 Alexandra helps her father. ☐
- 3 Midas has an important visitor. He gives him money. ☐
- 4 In a dream, Dionysus gives Midas a wish. ☐
- 5 After sunrise, the first thing that Midas touches becomes gold. ☐
- 6 Midas touches his servant Linos and he turns to gold. ☐
- 7 Dionysus talks to Midas twice in a dream. ☐
- 8 Midas changes his ideas about gold. ☐

4 Match the scenes 1–4 with the summary sentences 1–5.

There is one extra sentence.

- 1 Midas uses his wish, but he also learns what it means.
- 2 Midas gives away some gold to his servants.
- 3 Midas realizes what is important in his life.
- 4 Midas thinks only about his gold. He wants more.
- 5 Midas is very unhappy and wants to change his wish.

5 Are sentences 1–6 true (T), false (F) or not found (NF)?

- 1 Midas is pleased to see his daughter in scene one.
- 2 Midas's wife is also interested in gold.
- 3 Midas is very sure what he wants for his wish.
- 4 When Midas drinks and eats, he starts to learn that his wish was wrong.
- 5 Midas's people are happy that he turns things to gold.
- 6 At the end, Midas wants to count his money again.

Interpret

6 What do you think is the moral of the King Midas story? Explain your answer.

- 1 Honesty is always the best thing. ☐
- 2 Two wrongs don't make a right. ☐
- 3 Be grateful for what you have. ☐

7 Look back at the playscript and answer the questions.

- 1 What do we learn about the character of King Midas in scene one?
- 2 Which lines in scene one tell us what Midas is like as ... ?
a a father b a king
- 3 What does Midas's wish show about his personality?
- 4 Dionysus asks Midas twice if he is sure about his wish. What does this make us think?
- 5 What important event makes King Midas want to change his wish?
- 6 At the end, Midas has learned a lesson. What is it?
- 7 Do you agree with the lesson that Midas learned?

Literary
strategy

Analyzing dialogue

A playscript is different from a narrative story because it only has dialogue. The dialogue can show the feelings of the characters. For example:

Midas: *Can't you see I'm working, Alexandra?* (He feels annoyed.)

Alexandra: *So much gold, Papa!* (She feels amazed and surprised.)

Midas: *I'm going to starve to death and leave Alexandra alone in the world!*
(He feels very worried and unhappy.)

8 Analyze these lines of dialogue from the playscript. What feelings do they show?

- 1 Timon: *I must speak to your master now!*
- 2 Midas: *Leave! At once!*
- 3 Midas: *I'm waiting for the sun to come up. Ah, here it is!*
- 4 Alexandra: *But I can hear him crying. Papa, are you all right?*
- 5 Midas: *Hurrah! I've lost my golden touch!*
- 6 Maid: *You're alive, Alexandra!*

Respond



9 Work in groups. Prepare, rehearse, and act out one of the scenes from the *King Midas* playscript. Follow the steps.

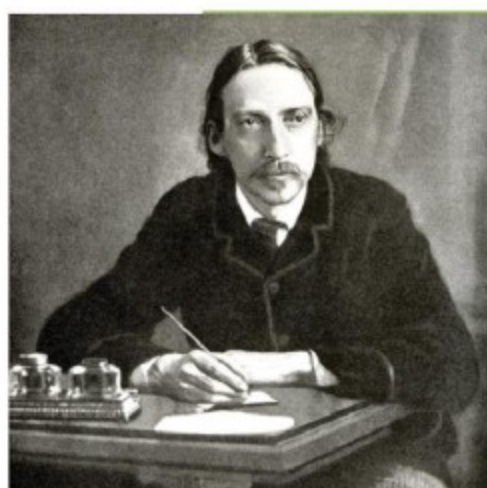
- 1 Study your scene together. Decide which person will play each role and which person will be the director.
- 2 Take turns and read the scene out loud in your group. Check any unknown words or phrases and any words you don't know how to pronounce. Use a dictionary to help you.
- 3 Read the scene out loud again, taking your roles. Put feeling into the dialogue and emphasize the important words. The director gives feedback.
- 4 With the help of the director, think about the different hand movements you need to make when you are speaking and where to stand and move during the scene.
- 5 Help each other to learn the lines. If you have a longer part, you can look at the playscript during the performance.
- 6 Do a full rehearsal of your scene. The director will comment. Discuss any changes. Rehearse the scene again.
- 7 Perform your scene to the class in the order of the playscript.

10 Work in groups. Think about your performance. Share your ideas with the class.

- What things worked well in the performance?
- In general, what things do all the groups need to do to improve their performance?
- What other things could you add to the performance to make it better? (For example, music.)
- What scenery, costumes, and other objects would you need for the performance?



Before you read



About the Author

Robert Louis Stevenson (1850–94) was a Scottish poet, novelist, and travel writer. As a young man he traveled in Europe, and later lived in other parts of the world. He wrote a lot of famous poetry and novels, including *Treasure Island* (1883).

“From a Railway Carriage” was published in 1885 at a time when train travel was changing everyday life, and a train journey was still an amazing experience for many people.

1 Read *About the Author*. Then answer the questions.

- 1 What is the most famous novel that Robert Louis Stevenson wrote? Do you know this story?
- 2 When did Robert Louis Stevenson write “From a Railway Carriage”?
- 3 Look at the picture of Robert Louis Stevenson. What can you see in the picture?

Recall



2 Read and listen to the poem. Find things in the picture that are mentioned in the poem.

2.27

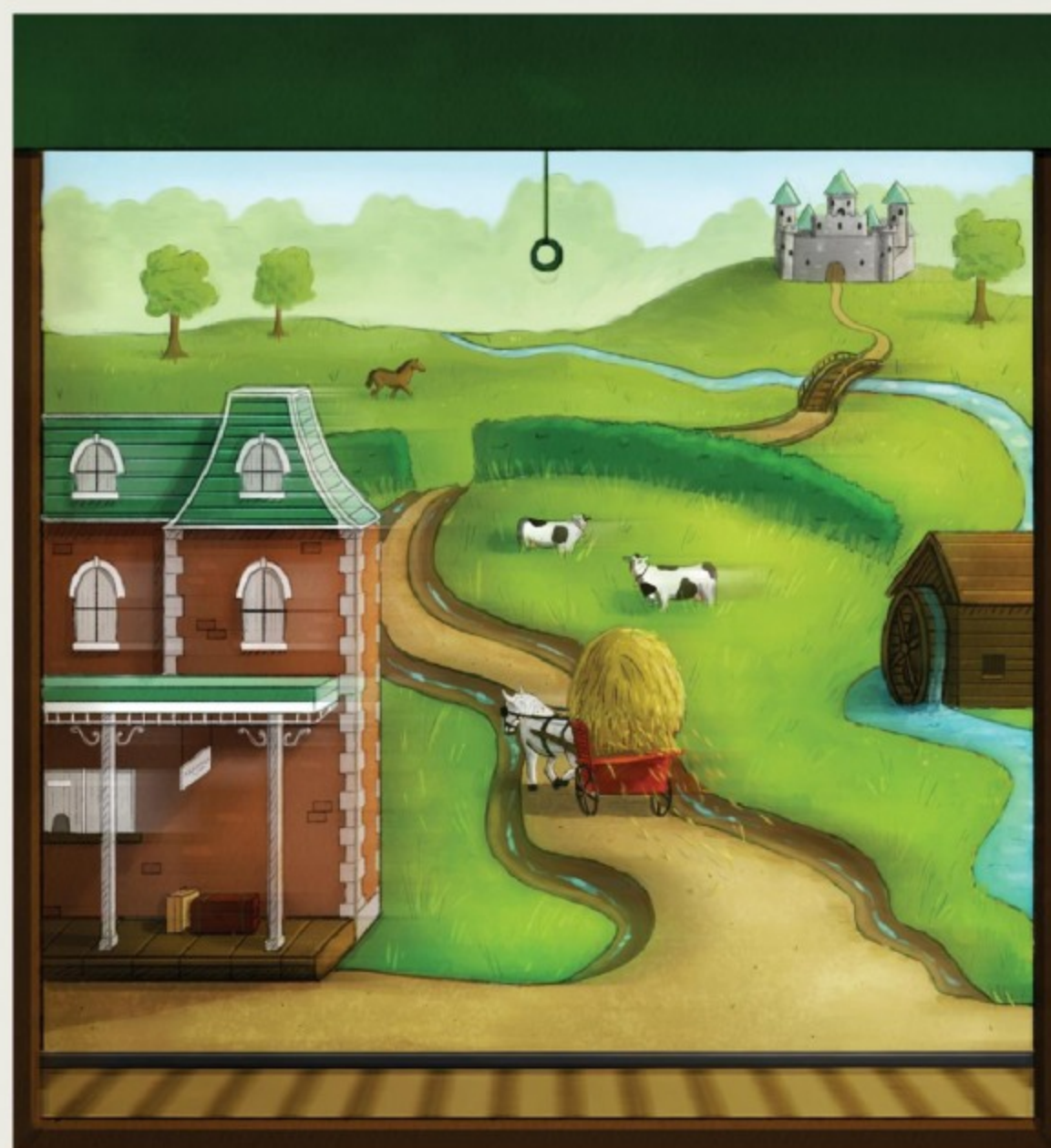
3 Read and listen to the poem again. Number a–f in the order they appear in the poem.

- | | |
|--|---|
| a a young person out alone | d a building next to some water |
| b places to cross a river and places to live | e some high land and then flat land |
| c some green fields with animals in them | f a person who isn't moving |

From a Railway Carriage

Faster than fairies, faster than witches,
 Bridges and houses, hedges and ditches;
 And ¹charging along like troops in a battle,
 All through the meadows the horses and cattle:
 All of the sights of the hill and the plain
 Fly as thick as ²driving rain;
 And ever again, in the wink of an eye,
 Painted stations ³whistle by.

Here is a child who ⁴climbers and ⁵scrambles,
 All by himself and gathering ⁶brambles;
 Here is a ⁷tramp who stands and gazes;
 And there is the ⁸green for stringing the daisies!
 Here is a cart run away in the road
⁹Lumping along with man and load;
 And here is a mill and there is a river:
 Each a ¹⁰glimpse and gone forever!



Glossary

- ¹charging along – moving forward quickly and violently
²driving rain – rain blown by the wind, that falls very hard
³whistle by – move quickly past
⁴climbers – climb up a hill using both feet and hands
⁵scrambles – climb up a hill quickly, but with difficulty
⁶brambles – blackberries (the fruit of a bramble)

- ⁷tramp – a person with no home or job who travels from place to place
⁸green for stringing the daisies – a small area of grass where you can sit and make necklaces from daisy flowers
⁹lumping along – bumping up and down
¹⁰glimpse – when you see something for a very short time

Interpret

4 Answer the questions.

- 1 Which three verbs in the first verse give the idea of speed?
- 2 The second verse is like a series of photos taken from the train. Which three people are in the photos? What are they doing?
- 3 What does the poet mean when he says, "Each a glimpse and gone forever!"? Why is this a good end to the poem?



5 Listen to the poem again. Clap along to the rhythm. What feeling does it give?

2.27

Literary strategy



Identifying rhyming words

A rhyme scheme is the pattern of end rhymes. The rhymes can affect the feeling of a poem.

- Read and listen to the poem. Listen carefully to the sounds in the words at the end of each line. Remember that rhymes come from sounds, not spelling.
- Consider how the rhyming words can affect the feeling of the poem.



6 Study the literary strategy. Work in pairs. Study the poem and answer the questions.

- 1 Underline the words that rhyme. Where are they on the lines? Which lines rhyme together?
- 2 Say the eight pairs of rhyming words with your partner. Which pair doesn't rhyme very well?
- 3 Which pairs of words are spelled very differently?



7 Read and listen to a different poem by Robert Louis Stevenson, "The Swing." Answer the questions.

2.28

- 1 Underline the words that rhyme. Which lines rhyme together?
- 2 How do the rhymes affect the feeling of "The Swing"?
- 3 "The Swing" and "The Railway Carriage" are about movement and looking at the world in a different way. How is the child in "The Swing" seeing the world? What can the child see?

The Swing

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!
Up in the air and over the wall,
Till I can see so wide,
River and trees and cattle and all
Over the countryside –
Till I look down on the garden green,
Down on the roof so brown –
Up in the air I go flying again,
Up in the air and down!



Respond



8 Work in pairs. Write a new verse for "From a Railway Carriage." Try to keep the rhythm and rhyme pattern of the original poem. Use an online rhyming dictionary to help you.

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