

OXFORD

Oxford Discover Futures



Janet Hardy-Gould
Alex Paramour

Workbook

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e-book interactive features

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- 1** Study the reading strategy. Then skim the two texts on page 5 and choose the correct answers.



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 What is Text A?
a a website b a story c a leaflet
- 2 What is Text B?
a an email b a blog post
c a magazine article
- 3 Which text(s) is/are trying to sell something?
a Text A b Text B c both texts
- 4 In which text(s) can you find personal opinions?
a Text A b Text B c both texts
- 5 In which text(s) can you find some factual information?
a Text A b Text B c both texts

- 2** Read the texts and decide if the sentences are true (T) or false (F). Correct the false sentences.

- 1 Camp Morland is for teenagers aged thirteen to eighteen.
.....
- 2 There's a lunch break of one hour.
.....
- 3 Emi and her sister have different plans for the summer.
.....
- 4 Emi says that people usually have good ideas when they're very busy.
.....
- 5 Emi doesn't like doing schoolwork.
.....

- 3** Read the texts again and answer the questions. Find the sentence in the text that gives you this information.

- 1 Does Izzy usually prefer getting up late when she isn't at Camp Morland?
.....
.....
.....

- 2 Does Carlos always enjoy his summer vacation?
.....
.....
.....

- 3 Does Emi play a musical instrument?
.....
.....
.....

- 4 Does Emi have any pets?
.....
.....
.....

- 4** How do you like spending your time when you're not at school? Do you prefer to have a lot of plans or a lot of free time? Why?
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

A

GET READY FOR NON-STOP ACTION AT CAMP MORLAND!



WHAT IS CAMP MORLAND?

Camp Morland is an exciting summer camp for 13- to 16-year-olds. We offer over 100 activities, including sports, art, music, dancing, and cooking.

WHAT IS A TYPICAL DAY LIKE?

The day starts at 7:15. We have breakfast and then the first activity starts at 9:00. We stop for lunch at noon, and at 2:00 it's time for afternoon activities. Dinner is at 6:00 and then there are fun events, like parties and games. It's awesome!

WHAT DO OUR CUSTOMERS SAY?

"This is my third summer at Camp Morland and I love it. I'm not a morning person, but getting out of bed is easy here because there are so many fun things to do!"

Izzy, 15

"I'm usually bored at home during summer vacation, but not this year! My favorite thing about Camp Morland is the people.

Everyone is really friendly."

Carlos, 13

DON'T WASTE THE SUMMER DOING NOTHING — SPEND IT AT CAMP MORLAND!

To discover our fantastic low prices, visit www.camp-morland.com or call 08081 570573

B

The power of doing nothing

Posted by Emi | July 5

The summer is here at last! My sister is getting ready to go to summer camp, but I'm spending my vacation at home. My sister thinks I'm wasting the summer doing nothing, but I don't agree. In this post, I want to explain why. And no – it isn't because I'm lazy!

What is "doing nothing," anyway? Am I doing nothing when I'm reading? Hanging out with friends? Talking with my family? Daydreaming? Sleeping? These are the things that make me happy! How can they be a waste of time?

I think it's important to be bored sometimes. It gives us space to think and explore. I never have a great idea for a blog post when I'm running from soccer practice to my violin lesson. But scientists believe that when we're relaxing, our brains are still working. Ideas often come to me like magic when I'm taking the dogs for a walk. We use our imagination and discover who we really are when we have free time – and I mean *real* free time, not organized activities.

I have hobbies, I love learning, and I'm a good student. But I want to have time to enjoy the things that I'm doing. For me, life is about the quality of my experiences, not the number of different activities that I can do in one day.





Talking about time

- 1** Choose the correct verbs to complete the sentences.
- I play the piano, but it's difficult to ... time to practice.
a waste b find c share
 - The train trip from Moscow in Russia to Beijing in China ... seven days.
a takes b spends c makes
 - I write very slowly, so I always ... time during exams.
a save b run out of c have
 - We usually ... our summer vacation in Turkey because my grandparents live there.
a share b save c spend
 - I like walking, but I sometimes get the bus to ... time.
a make b find c save

- 2** Complete the tips with appropriate time verbs.

João_07 | June 26 | 16:08

Studying for exams: top tips

I have a big exam next week, and I only
¹ a few days to study for it.
Do you have any useful tips?

Eva_G | June 26 | 16:35

Work hard, but ² time for breaks, too. Don't ³ four hours sitting at your desk without moving. Every hour, try to take a break for ten minutes.

Lara | June 27 | 11:42

When you're at your desk, concentrate on your work. Don't ⁴ precious time looking at social media or playing games. I put my phone in another room, and I ⁵ hours that way!

Giulia | June 27 | 14:10

Do practice exams and use a timer to check how long each part ⁶ It's important to know this so that you don't ⁷ time during the real exam.

Ed | June 27 | 18:10

It's more fun when you ⁸ your study time with friends and study together. Teaching other people is a great way to learn.

Uses of get

- 3** Are these sentences true for you? Write A (always), S (sometimes), or N (never).

On school days, ...

- I get up before 7 a.m.
- I get the bus to school.
- I get some exercise at lunchtime.
- I get home after 5 p.m.
- I get to bed early.

- 4** Complete the article. Use expressions with *get* and the words below.

a lot of exercise to bed early the bus
to school up very tired



What's it like to grow up on a farm?

Clara is 14 years old and she lives on a farm in Wyoming, US, with her family.

What do you like about living on a farm, Clara?

Being close to nature all the time. We live in a beautiful place, and my sisters and I spend a lot of time outside. My parents' farm is really big, so we ¹ walking in the fields. We don't need to go to the gym!

What isn't so good about farm life?

It's hard work, and we don't have a lot of free time. We need to ²

at 5:30 a.m. every day to help with chores on the farm. We can't stay up late or we

³ We always need to

⁴ – I usually go to bed at 9:00 p.m.

What's a typical weekday morning like for you?

In the morning, I help to feed the animals.

That takes about an hour. At 7:15, I go back to the house to have a shower and have breakfast. I need to be quick because I

⁵ to school, and it stops at the farm at 7:45. I ⁶ at

about 8:20 and start classes at 8:30.

Talking about facts, routines, and actions in progress

- 5 Do the underlined verbs in the article refer to facts (F), routines (R), or actions in progress (AP)?



It's 5:00 a.m. and Max and Lisa Wolff ¹are already at work. They ²are baking bread and cakes in their bakery in Sydney, Australia. The bakery opens at 6:00 every day, so they ³get up very early. The Wolffs ⁴are originally from Germany, and they ⁵sell German bread and cakes in their bakery. Right now, Max ⁶is making *Franzbrötchen*, traditional pastries from the city of Hamburg. Max ⁷bakes *Franzbrötchen* every day because the customers ⁸love them. Today ⁹is Saturday, so 16-year-old Ben ¹⁰is helping his parents. He ¹¹goes to school from Monday to Friday, but he spends weekends at the bakery. "I need to get up very early, but I really ¹²enjoy working here," he says. "It's fun."

- 6 Complete the questions about the article from exercise 5 using the words in parentheses. Then answer them with complete sentences.

- When ?
(the bakery / open)
- in Germany?
(the Wolffs / live)
- What right now?
(Max / make)
- in the bakery today?
(Ben / help)
- there on weekdays?
(he / work)

- 7 Are the underlined verbs correct or incorrect? Check (✓) them or write an X. Then correct the mistakes.

- Ed ¹Are you thinking you're good at managing your time?
Abi Yes, I do. I'm pretty organized. ²I hate leaving things until the last minute.
Ed Do you usually do homework before dinner?
Abi No, ³I'm not When I get home, I always watch TV. I concentrate better after a break.
Ed ⁴Are you having activities after school?
Abi Yes, I do. ⁵I learn to play the guitar right now. I try to practice every day because ⁶I'm wanting to play in a band.
Ed ⁷Do you like being busy?
Abi I think it's good to be busy, but ⁸I'm believing free time is important, too.

- | | | | |
|---|-------|---|-------|
| 1 | ..... | 5 | ..... |
| 2 | ..... | 6 | ..... |
| 3 | ..... | 7 | ..... |
| 4 | ..... | 8 | ..... |

Talking about frequency

- 8 Look at the infographic. Complete the sentences using adverbs of frequency and the verbs.

How busy are students in Class 4B?

In a typical week, on how many days do you have activities after school?

Every day	♂	♂ = one student
Four days	♂♂♂♂	
Three days	♂♂♂♂♂♂♂♂	
One or two days	♂♂♂♂♂♂♂♂♂♂♂♂	
None	♂♂	

How often do you feel tired in class?

All the time	
Almost all the time	♂♂♂♂
Some of the time	♂♂♂♂♂♂♂♂♂♂♂♂♂♂♂♂
Not at all	♂♂♂♂♂♂♂

Most students in Class 4B have after-school activities, and only two students ¹ (do) anything after school. One student ² (be) busy with something. Being tired is a problem for a few people: four students say that they ³ (feel) tired at school. A lot of students ⁴ (be) tired in class. Seven students say they ⁵ (feel) tired.



9 Complete the sentences using the adverbs of frequency and the verbs.

always / not go often / be sometimes / start
usually / eat usually / not be

SCHOOL DAYS AROUND THE WORLD

- 1 In the US, the school day begins early. Students classes at 7:30 a.m. or even earlier.
- 2 In Japan, students together in their classrooms at lunchtime.
- 3 In Norway, the lunch break very long. Many students have 20 minutes to eat their lunch.
- 4 Students in South Korea work very hard. They at school until 11 p.m.
- 5 In Brazil, students to school in the morning. Some have classes in the afternoon instead.

Planner events

10 Match the events to the categories.

basketball game day trip to the beach
dentist's appointment doctor's appointment
guitar lesson IT project science exam
soccer practice violin exam

1	Sports		
2	Music		
3	Academic subjects		
4	Health		
5	Fun		

11 Write three events that you have in your planner for the next two weeks.

- 1
- 2
- 3

12 Combine nouns from each box to complete the events in Jack's planner.

basketball doctor's guitar history
math school

appointment exam game lesson
project trip

Monday	4:00: ¹ against Oakfield High School - Van leaves at 3:15 - Remember sneakers!!!
Tuesday	3:15: ² with Mrs. Murphy - Music Room 3
Wednesday	4:30: work on ³ (Jesse's house) - take laptop - find books about Ancient Rome
Thursday	9:00: ⁴ (2 hours) - Study Units 3 and 4 of book - No calculators allowed! 4:35: ⁵ - Dr. Rose, Brookfield Medical Center
Friday	⁶ to Warwick Castle! - Take lunch and a drink - Meet in the parking lot at 8:10

13 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- 1 How much time do you spend doing creative activities like art or music? Do you enjoy these kinds of activities?
.....
.....
- 2 How long does it usually take you to get to school? Do you think you have an easy or difficult trip? Why?
.....
.....
- 3 What time do you usually get home from school? What do you do after school?
.....
.....
- 4 How often do you get to bed early? Do you get enough sleep? Why? / Why not?
.....
.....

Listening

- 1 1.01 Study the listening strategy, then listen to the conversation. Who are the speakers and what is the situation? Choose the correct answers.



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 Joe and Olivia are ...
 a at home.
 b in a cafe.
 c in a mall.
- 2 They need to ...
 a organize a party.
 b buy a present.
 c make a cake.
- 3 They're ...
 a cousins.
 b classmates.
 c brother and sister.
- 2 1.01 Listen again and complete Joe and Olivia's planners with events a–f.
- | | |
|----------------|-------------------|
| a soccer game | d lunch with Suzy |
| b homework | e school trip |
| c piano lesson | f concert |

Joe

Wednesday 16

Thursday 17

1

Friday 18

2

Saturday 19

3

Sunday 20

Olivia

Wednesday 16

4

Thursday 17

Friday 18

Saturday 19

5

Sunday 20

6

- 3 When do Joe and Olivia finally agree to meet?

Speaking

- 4 Complete the dialogue with the sentences a–f.
- Are you free on Sunday afternoon?
 - Do you have any plans for this weekend?
 - I'm busy in the afternoon.
 - I have a math test on Monday morning.
 - It's her birthday next week.
 - There's a free music festival this weekend.

Music in the Park

Join us for two days of outdoor concerts
 Jazz, rock, salsa, swing, reggae, hip-hop,
 and more!

July 24–25 | 10 a.m. – midnight |
 Meadow Park

FREE!



- Ava 1
 Sara No, I don't. Why?
 Ava 2 Do you want to go with me? It's in the park. I go every year, and there are always really good bands.
 Sara That sounds fun! Oh no – wait! I forgot. 3 It's my little sister's party on Saturday. And in the morning I need to help my parents prepare the food.
 Ava Is it your sister's birthday?
 Sara 4 But the party is tomorrow.
 Ava No problem. The festival is on all weekend. 5
 Sara Yes, I am. 6 But I can study for that in the morning.
 Ava Great!

- 5 You invite a friend to go to an event with you. Write a dialogue. Choose one of these events or use your own idea. Use phrases from exercise 4.

- a street food festival
- a movie that your local movie theater is showing this week

A forum post

Your World Forum

Mealtimes in different countries

From Ella | 13 years | New Zealand

Hello! I'm doing a project at school about mealtimes around the world. Could you please answer these questions about your meals on a typical weekday?

- What time do you have breakfast, lunch, and dinner?
- Do you have any snacks during the day?
- What do you eat?
- Do you eat at home or at school?

Thanks! 😊



Reply from Sam | 12 years | Kenya

I'm from Nairobi, the capital of Kenya. I get up early on weekdays ¹..... I live ten kilometers from my school. I have breakfast at home at 6:45. I usually eat fruit and cereal, but I sometimes have *uji*. *Uji* is made with flour and warm milk, ²..... it's great when it's cold outside.

I have lunch in the school cafeteria at 1:30. I think it's too late ³..... I get hungry at 12:00. We often have *githeri*. It's made with maize and beans, and I think it's a good lunch ⁴..... it gives you a lot of energy.

I get home from school at 5:30 and have a snack – usually bread or fruit. Later, at 7:00, we have dinner. We often have *sukuma wiki*, a dish made from vegetables. It's healthy, cheap, and tasty, ⁵..... it's popular in Kenya.



1 Read Sam's post and answer the questions.

- 1 What time does Sam have breakfast, lunch, and dinner?

.....

- 2 Are your mealtimes the same or different on a typical weekday?

.....

- 3 How many kinds of Kenyan food does Sam write about?

.....

- 4 Why does he explain to his readers what these are?

.....

LANGUAGE POINT *because, so*

- 2 Complete Sam's post with *because* or *so*.

- 3 Choose *because* or *so* and complete the sentences with true information about you and your meals.

- 1 I usually have breakfast at **because / so**

- 2 At lunchtime, I often **because / so**

- 3 **because / so** I have a snack.

- 4 I have dinner at on weekday evenings **because / so**

Task A forum post

- 4 You are going to write a post for the forum about mealtimes, answering Ella's questions. Choose one of these places.

- your country or region
- another country or region that you know about

Think and plan

- 5 Think of some ideas for your forum post. Complete the chart.

Breakfast	
What time?	
What?	
Where?	
Lunch	
What time?	
What?	
Where?	
Dinner	
What time?	
What?	
Where?	
Snacks	
What time?	
What?	
Where?	

- 6 Study the writing strategy. Then think about the readers of your forum post and answer the questions.



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.

- 1 How old do you think most of the readers are?
.....
- 2 Where do you think the readers are from?
Are they all from your country or region?
.....
- 3 Look at your notes from exercise 5. What do you need to explain to someone who isn't from your country or region?
.....
.....
.....

Write a first draft

- 7 Write a first draft of your forum post. Write 120–150 words. Use your answers from exercises 5–7 to help you.

Review and edit

- 8 Read through your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Does it answer all of Ella's questions? ☐
- Does it include some opinions? ☐
- Did you think about your readers? Is your post easy for them to understand? ☐
- Is it interesting for people from other countries? ☐
- Is it too long or too short? ☐

Language

- Did you use *because* and *so* correctly? ☐
- Is your spelling correct? ☐
- Is your grammar correct? ☐

Organization

- Is your information in a logical order? ☐

- 9 Now write a final draft of your post.



Reading to learn

- 1** Look at the texts on page 5. What are they?
Choose two kinds of text below.

a blog post an email an essay a leaflet
a magazine article a story

- 2** Can you think of two differences between these kinds of text you chose in exercise 1?
Think about these things:

where you usually find them
why people write them
their design
the language they use

- 1**
.....
2
.....

- 3** Why is it important to think about the kind of text you're reading?

.....
.....

Vocabulary and Grammar

Talking about time

- 4** Think of six verbs that you can use with the noun *time*.

.....
.....
.....

- 5** Think of one way that you often ...

- 1** save time.
.....
2 waste time.
.....

Uses of *get*

- 6** Think of one more phrase with *get* in each group.

- 1** *get* = *become*: get tired,
.....
2 *get* = *use (transportation)*: get a taxi,
.....
3 *get* = *arrive*: get to school,
.....
4 *get* + *preposition*: get on,
.....

- 7** Do you think diagrams are a good way to remember groups of words and phrases?
If so, why?

.....
.....
.....

Talking about facts, routines, and actions in progress

- 8** Write five things that you do every weekday.

- 1** *I get up.*
2
3
4
5
6

- 9** Write questions using the simple present or present continuous. Then write answers that are true for you.

- 1** what / you / do / right now?
.....
.....
2 you / sit / at a desk / right now?
.....
.....
3 when / you / usually / do your homework?
.....
.....
4 how often / you / get / homework?
.....
.....
5 what language / you / study / right now?
.....
.....

- 10** What tense would you *mostly* use in each of these situations: the simple present (SP) or the present continuous (PC)?

- 1** A friend phones you and asks you if you're busy right now.
2 An exchange student asks you to describe a typical school day in your country.
3 Someone asks you what kind of movies you like.
4 Your friend's parents ask you about your favorite food.
5 You're late for a party. A friend phones you and asks why you aren't there.

Planner events

- 11** How many events can you make from these words? Make a list.

dentist's
flute soccer
geography

appointment exam
game lesson
practice test trip

Listening

- 12** What questions do you need to answer to understand the context of a conversation? Write four ideas.

- 1
- 2
- 3
- 4

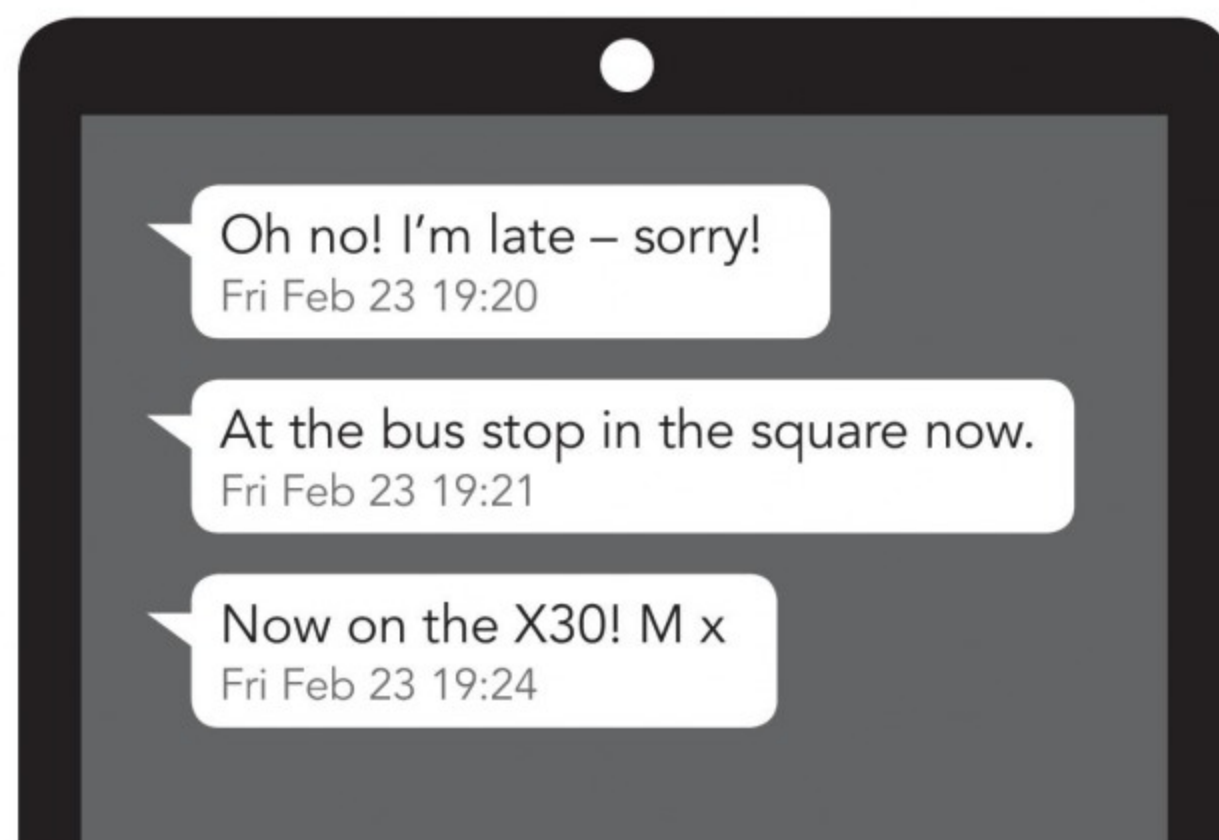
- 13** How can you find the answers to these questions?

-
-
-

Writing

- 14** Read Maya's messages. Who do you think she's writing to? Choose the best option.

- a her teacher
- b a friend from another country
- c a friend from her town



- 15** What do we need to know about our reader(s) when we write something in a forum?

- 1
- 2

- 16** Why is it important to know this?

-
-
-

Reflect

What is the value of time?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what is the value of time?

-
-
-
-

What is the most interesting thing you learned in the unit?

-
-
-
-



What do we remember?

- 1** Study the reading strategy. Look at the pictures and title of the article on page 15 and decide what you think the article is about. Then read to check your ideas.



Reading strategy

Previewing

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

The article is about a group of ...

- a teachers who made an app to keep students happy.
- b teenagers who made an app to keep teachers happy.
- c young children who won a prize for a new app.
- d teenagers who won a competition for a new app.

- 2** Match the headings 1–5 to the paragraphs A–D. There is one extra heading.

- 1 A prize-winning app for different ages
- 2 An app to share memories with friends
- 3 An idea for an app that started at home
- 4 A new memory app for teenagers
- 5 Keeping happy memories just for you

- 3** Answer the questions.

- 1 What idea did the teenagers base their app on?

- 2 What are the two examples of things to put on Memory Star? Give an example of another thing a teenager could put on it.

- 3 When can the Memory Star app help you?

- 4 How is the app different from other things in the world of digital technology?

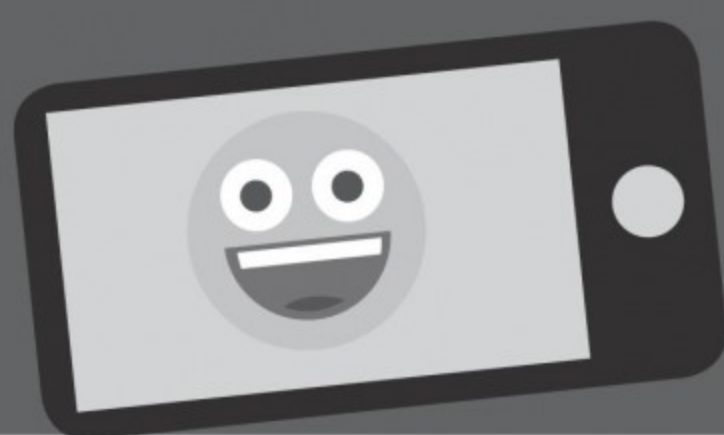
- 5 How is a memory jar different from Memory Star?

- 6 When do some people look through their memory jars? Why?

- 7 What two things show that Memory Star is a success?

- 8 Why is the Memory Star app good for all ages?

- 4** Imagine you want to save some good memories. What would you put on your app or in your memory jar? Why?



Keeping happy with the latest app

A Do you feel happy when you see a photo of smiling friends or a funny text message? The answer to this is probably "yes." Looking at personal photos and positive messages can often improve our mood. Based on this idea, five British students have created an app called Memory Star. It helps teenagers to save happy digital photos and messages – for example, a nice comment from a teacher or a funny photo with a friend. When you open the app, all the different memories appear on the screen in front of you. You can look at these at any time if you are feeling unhappy or "down."

B The app is different from many other things in the world of digital technology. The photos and messages aren't for sharing with other people or posting on social media; they are only for you to see. One of the makers of the app, Zuzia O'Donoghue, explained, "With Memory Star, you just look over all your memories without worrying ... about whether people ... think you look great or not. This is just to make you happy. You keep it for yourself, and no one else ever has to see it."

C The idea for Memory Star came from one of the teenagers, Sacha Botting. She had a glass "memory jar" in the kitchen at her house. She wrote down happy memories, put them in the jar, then looked at them at a later date if she felt down or stressed. Some people put things like old tickets or seashells in memory jars. Often people start making these jars in January. Then at the end of the year, they look at the jars and remember what they were doing at certain moments in the previous 12 months.

D Memory Star has been a big success. The students won a national competition with it, and the app was put online for people to download for free. One positive thing about the app is that it is very simple and useful for all ages. Gemma Kelly, who helped to make the app, said, "It really could be applicable to everyone. We [teenagers] forget we're not the only people who have stress; my ten-year-old sister loves the idea, and I'm sure adults will find a use for it, too."





Memories

1 Choose the correct word to complete the sentences.

- 1 “What was the name of your first teacher at school?” “I can’t **remember** / **memorize** / **remind**.”
- 2 To remember a new fact, you need to make it **memorable** / **memory** / **forgetful**.
- 3 She often puts a reminder in her smartphone because she’s very **memorable** / **unforgettable** / **forgetful**.
- 4 Looking at those pictures of my grandmother brought back old **memories** / **memorable** / **memorize**.
- 5 We’ve forgotten the directions to the new movie theater. Can you **remember** / **remind** / **forget** us?
- 6 Going to the Taj Mahal was an **unforgettable** / **forgetful** / **memory** experience.

2 Complete the online article with the words below.

bring back forget forgetful memories
memorize

Jobs for people with good ¹

Can you remember things easily? Maybe one of these jobs could be good for you one day.

Theater actor

Theater actors need to ² a lot of lines. For example, in the Shakespeare play, *Hamlet*, Hamlet has 1,422 lines and of course, the actor can’t ³ any of them.



Paramedic

When there is an accident, paramedics need to recall things that they learned in their training and quickly ⁴ a lot of information from their memory. Paramedics can’t be careless or ⁵ – people’s lives are in their hands.



3 Complete the second sentence with one word so that it means the same as the first sentence.

- 1 I’ll never forget my trip to the Amazon.
My trip to the Amazon was
- 2 He often forgets things.
He’s a person.
- 3 She has an instant memory for long lists of words.
She can instantly long lists of words.
- 4 I have very strong memories of my first day at school.
My first day at school was very
- 5 Can you remember names easily?
Do you have a good for names?
- 6 That concert in Mumbai was very memorable for us.
We’ll always that concert in Mumbai.

Technology

4 Complete the sentences with the words below.

app click cloud data digital internet
online playlist post smartphone virus

- 1 I always listen to this when I’ve finished studying. It has all my favorite songs on it.
- 2 How often do you comments on social media sites on the?
- 3 I’ve downloaded an onto my new – it gives the names of all the stars at night.
- 4 We had a terrible on our old laptop at home, and we suddenly lost all our important
- 5 “Where’s the link to that other website?” “You just need to here.”
- 6 There’s no Wi-Fi in this building, so we can’t go and do our homework.
- 7 We always store our information in the
- 8 In the days before photos, people put their photos in special books called “albums.”

Talking about past events

- 5 Complete the text with the simple past form of the verbs below.

build come eat live open sail
survive write



Places to visit in Belfast, Northern Ireland

The most popular visitor attraction in Belfast is the *Titanic* museum, which first ¹ in 2012. The museum is in the exact place where 3,000 workers ² the famous ship and where it first ³ from on April 2, 1912.

The museum has many important things that ⁴ from the *Titanic*. These include the menu showing the food that the passengers ⁵ for their last meal and the last letter that a passenger ⁶ on board.

The museum also has memories from the 706 people who ⁷ the *Titanic* and who ⁸ to tell their story.

- 6 Complete the sentences with the past continuous form of one of the verbs in parentheses.

- 1 "What your family on TV at 7:00 last night?" "The movie *Titanic*." (watch / see)
- 2 I my English vocabulary when my sister walked into my room. (understand / memorize)
- 3 What we in math this morning? Can you remember? (learn / know).
- 4 They the music when it suddenly stopped. (enjoy / prefer)
- 5 "You all look unhappy in that photo." "We the vacation. It was too hot." (not like / not enjoy)

- 7 Complete the text with the simple past or past continuous form of the verbs in parentheses.

Danger on Ice

Two young men from New York described an unforgettable cold evening in Central Park.

Ethan Turnbull, 24, ¹ (skateboard) with his friend Bennett Jonas, 23, when they suddenly ² (hear) a lot of noise. They ³ (look) across the park, and they ⁴ (see) some teenage boys on the ice on the pond there. The teenagers ⁵ (play) together. They ⁶ (take) selfies with their phones, and they ⁷ (not look) at the ice.

Suddenly, the ice ⁸ (break), and seven of the boys ⁹ (fall) into the deep water. Ethan and Bennett ¹⁰ (run) at once to the pond. Then Ethan ¹¹ (jump) into the water. There was a lot of noise because the boys ¹² (shout) "Help!" Ethan ¹³ (pull) the boys out of the freezing water. Paramedics soon ¹⁴ (arrive) with an ambulance to take the teenagers to the hospital.

- 8 Complete the questions with the simple past or the past continuous. Then try to answer the questions without looking back at the text in exercise 7. How much can you remember?

- 1 What in the park? (Ethan / do).
- 2 What kind of photos? (the teenagers / take)
- 3 What at once when the ice broke? (Ethan and Bennett / do)
- 4 How many boys into the water? (fall)
- 5 What? (the boys / shout)
- 6 What to the teenagers in the end? (happen)



Study and learning

- 9 Choose the correct words to complete the text.

Study Tips – learning new words



Make vocabulary memorable

- When you take out your notebook and ¹... a new word, use a different color or draw a picture next to it.
- If you ²... a new phrase out loud, say it in different ways – maybe a high voice or a low voice.
- When you ³... vocabulary in the dictionary and write down a ⁴... in your phone or notebook, always write an interesting ⁵... of the word and try to make it funny or unusual.

Study in a quiet place

- Study your new words in a quiet place without loud music. Remember to put your phone away and concentrate carefully. Stop when you have studied enough, and then ⁶... the words again the next day.

- | | |
|--------------|---------------|
| 1 a practice | c example |
| b definition | d write down |
| 2 a record | c write down |
| b repeat | d look up |
| 3 a look up | c practice |
| b record | d write down |
| 4 a record | c translation |
| b review | d practice |
| 5 a check | c review |
| b repeat | d example |
| 6 a look up | c example |
| b review | d definition |

- 10 Replace the underlined words with one of the words below.

check definition record repeat review

- 1 When I'm trying to learn a difficult word, I often say it again and again.
- 2 We need to make sure of the meaning of that new phrase in a dictionary.
- 3 Are you going to study again the vocabulary that we learned in class?
- 4 I can't remember what this word means. Can you give me the meaning of it again?
- 5 Where do you write your new vocabulary – on your laptop or in a notebook?

- 11 Complete the sentences with the simple past or past continuous form of the study words from exercises 9 and 10.

- 1 We the new words out loud when my friend started to laugh.
- 2 The student didn't know the new vocabulary, so he took out his pen and it
- 3 She was a new phrase in her dictionary when the teacher asked her a question.
- 4 I came home, had my dinner, and then the vocabulary for the exam.
- 5 She was the piano because she had a concert the next day.
- 6 I wasn't sure of the meaning of the word, so I quickly it in the online dictionary.

- 12 **CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- 1 How do you memorize vocabulary when you're studying for a test?
.....
- 2 What do you do if you don't understand an important word in a reading text?
.....
- 3 How do you keep your data safe on digital devices?
.....
- 4 What are the most important things on your smartphone? Why?
.....
- 5 Do you remember what you were doing this time last week?
.....

Listening

- 1 **2.01** Study the listening strategy. Then listen to the general ideas in the radio program. Choose the correct answers.



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.

- Hermann Ebbinghaus was one of the first people to study ...
a time. b modern history.
c memory.
- Ebbinghaus studied how people learned ...
a numbers. b words. c names.
- Ebbinghaus found two things that are interesting for ...
a students. b fathers. c writers.

The World's First ...

In the program *The World's First*, Adam March and Yasmin Kapoor look at Hermann Ebbinghaus and the important things that he studied.



- 2 **2.01** Listen again and check (✓) the things that we learn about Ebbinghaus.

- | | |
|--|--------------------------|
| a He never studied at a university. | ☐ |
| b He tried to learn short words. | ☐ |
| c He learned words and remembered most of them. | ☐ |
| d He understood that it's good to learn a lot at once. | ☐ |
| e He discovered things that are important today. | ☐ |

- 3 **2.01** Listen again and complete the sentences with numbers.

- Hermann Ebbinghaus was born in
- He first started to study memory in
- He memorized words with letters.
- After an hour, he remembered% of the words.
- After one day, he could remember% of the words.

Speaking

- 4 Choose the correct words to complete the sentences.

- What's the opposite **by / on / of** *unforgettable*?
- What's another word **for / to / at** *afraid*?
- What adjective can you make **on / from / to** *memory*?
- What's the definition **of / about / by** *forgetful*?
- How do you say this word **to / for / in** English?

- 5 Complete the dialogue about making vocabulary cards with the phrases below.

What adjective can you make How do you say
What's another word What's the opposite
What noun can you make

Paula Let's make a vocabulary card for a really useful word. What about *decide*?

1
from that?

Sofia *Decision*, of course.

Paula Oh, yes!

Sofia 2
from that?

Paula I don't know. I'll look at the online dictionary ... It's *decisive*.

Sofia I'll write that down.

3 for *decisive*?

Paula The dictionary says *determined* is very similar to *decisive*.

Sofia OK. I'll record that, too.

4 of *decisive*?

Paula I'm not sure. Oh, it's *indecisive*.

Sofia Yes – *indecisive*! That's me! I can never decide anything! Ha! Ha!

5 *indecisive*
in Spanish?

Paula Good question! Mmm ... it's *indeciso*.

Sofia Oh, it's the same in Italian!

Paula Now, what word should we do next?

Sofia I can't choose. I'm very *indecisive* – you know that!

- 6 Choose one of these situations and write a dialogue. Use phrases from exercises 4 and 5. Use the word family of *succeed* or another word family.

verb	noun	adjective	opposite adjective
succeed	success	successful	unsuccessful

- You have a new app to record word families, and you're putting some words in it with a classmate.
- You're giving your friend a test on a word family and the connections between the words.

A description of a memorable event

A memorable day

In September, I went to the *Great North Run* in Newcastle with my family. It's the biggest half-marathon in the world with over 50,000 runners.

a

We arrived at 8:00 and went to the starting line. ¹....., there weren't many people waiting there, although more families soon came along.

b

There were different vendors, so I had a cup of coffee and ²..... I bought a T-shirt. ³..... two hours, the race began.

c

Some of them were wearing funny colorful costumes. I was taking a photo when a man in a dinosaur suit ⁴..... fell over!

d

⁵..... on, we went to the finish line and watched the winners cross the line. ⁶....., we saw the winners get their medals – there was a lot of music and cheering.

e



1 Read the description. Complete a–e with the sentences.

It was an exciting end to an unforgettable day.

There were thousands of runners waving to their friends and families.

It was raining a little, but everybody in the crowd was happy and excited.

It was a memorable day that I'll never forget.

I helped him to stand up and he ran off.

LANGUAGE POINT Sequencing words

2 Read the description again, then complete 1–6 in the description with the words below.

after at first finally later suddenly then

3 Imagine you went to watch a sports event like a race with your family. Complete the sentences with your own ideas.

- 1 At first, we
- 2 Then I
- 3 After about we
- 4 I was when a suddenly
- 5 Later on, we
- 6 Finally, we

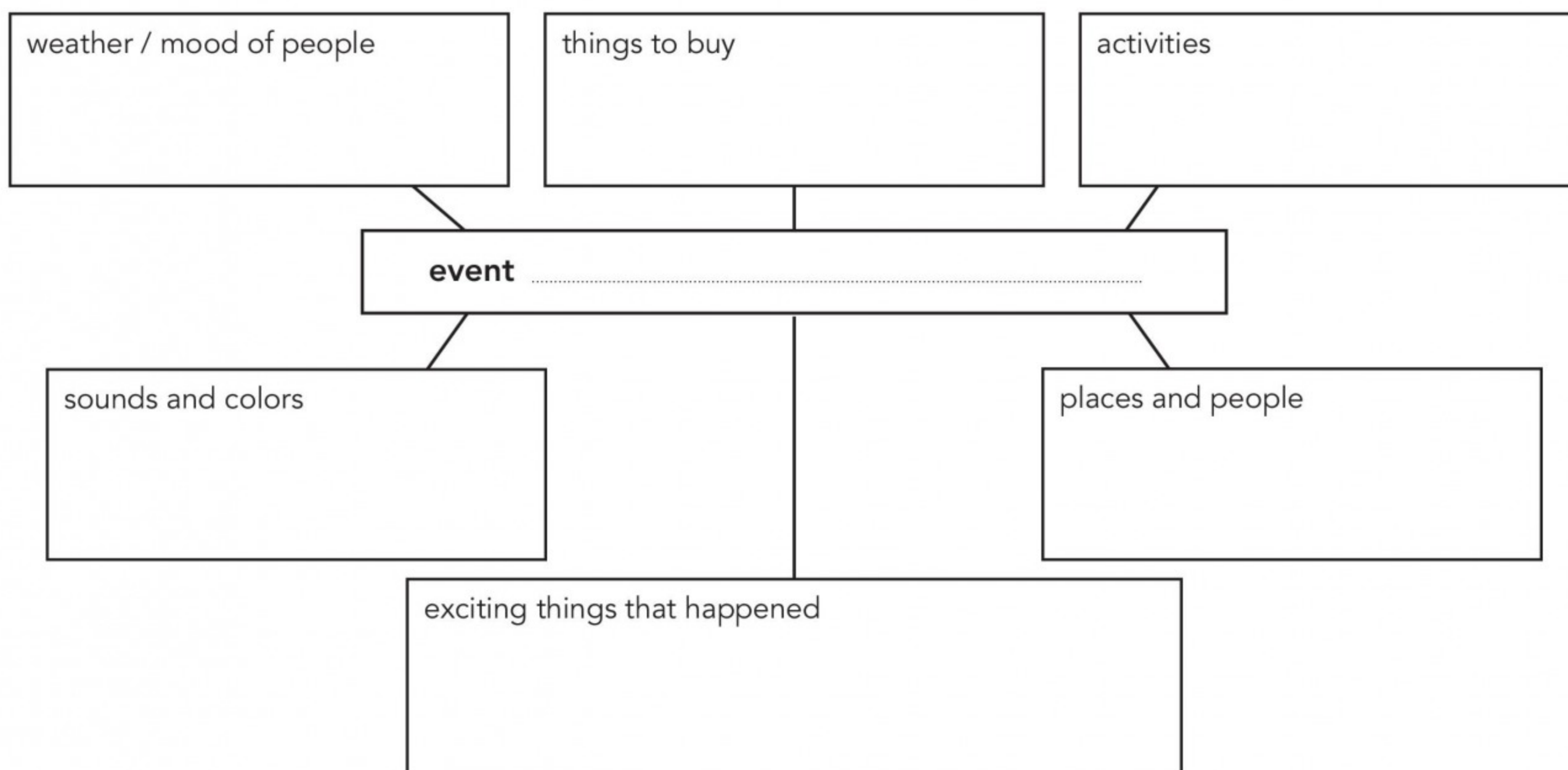
4 Study the writing strategy. Then complete the mind map with information from the text on page 20.



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.



Task A description of a memorable event

- 5 You are going to write an essay about a memorable event. Choose one of these events.
- a big public event like New Year celebrations
 - an exciting concert or show
 - a sports game or other event
 - a special day at a modern museum

Think and plan

- 6 Think of a memorable event for your essay. Copy the mind map from exercise 4 and complete it with your own ideas.

Write a first draft

- 7 Write a first draft of your essay. Write 120–150 words. Look back at your mind map and make notes about what you are going to include in three main paragraphs.
- 1 a short introduction explaining what the event was
 - 2 a paragraph with the main details of the event
 - 3 a short paragraph about the end of the day

Review and edit

- 8 Read through your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Does your essay include details and information to show why the event was enjoyable and memorable? ☐
- Does your essay include all the important details from your mind map? ☐

Organization

- Is your essay organized into three clear paragraphs? ☐
- Did you include sequencing words to order the different events in your essay? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐

- 9 Now write a final draft of your essay.



Reading to learn

- 1 What do you look at when you preview a text?
.....
.....
- 2 Why is it a good idea to preview a text?
.....
.....
- 3 When you are previewing a text, it's helpful to think what the text is about. What is the text on page 15 about?
.....
.....
.....

Vocabulary and Grammar

Memories

- 4 Write the words for these definitions.
 - 1 make somebody remember something
.....
 - 2 when a person easily forgets things
.....
 - 3 when you learn something so that you can remember it exactly
.....
- 5 Write three true sentences using each of the words from exercise 4.
 - 1
.....
 - 2
.....
 - 3
.....

Technology

- 6 Give three examples of data and technology words that are the same in your language.
.....
.....
- 7 Why are data and technology words often similar in different languages?
.....
.....
.....
.....
.....
.....
.....

- 8 Replace the underlined words with a data and technology word.
 - 1 My cousin often puts photos and comments on social media.
 - 2 We had a virus on our laptop last year, and we lost all our important information.
.....
 - 3 Was that your favorite list of songs that you were listening to?

Talking about the past

- 9 Complete the sentence.
We use the tense to talk about actions in progress in the past, and we use the to talk about completed actions.
- 10 Can you remember what was happening at these times yesterday?
 - 1 At seven o'clock yesterday morning, I
.....
 - 2 When we arrived at our first class yesterday, our teacher
.....
 - 3 At four o'clock yesterday afternoon, my friends and I
.....
 - 4 Just before dinner last night, I
.....
- 11 Complete these sentences with your own ideas.
 - 1 While we were looking at some old photos, we suddenly
.....
 - 2 I found my old smartphone while I
.....
 - 3 The students were all concentrating on the exam when
.....
 - 4 My friend quickly checked something on his favorite app while he
.....



Study and learning

12 Answer the questions with study and learning words.

1 How can you find the meaning of a word you don't know?

.....

.....

2 How can you record the meaning of a word?

.....

.....

3 How can you remember the pronunciation of a word?

.....

.....

13 What three things do you do to remember new vocabulary?

1

.....

2

.....

3

.....

Listening

14 When you listen to someone speaking in another language, what is important to try and understand?

.....

.....

15 Which things can help you to understand the general meaning of what someone is saying?

.....

.....

Writing

16 Why is it good to use a mind map when you are planning an essay?

.....

.....

17 Give three examples of sequencing words.

.....

.....

Reflect

What do we remember?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what do we remember?

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....



Is competition good for us?



Zac | November 25, 2018 | 15:37

My friend Jake is super-competitive. From soccer to video games, he always needs to be the best at everything! I'm into those activities too, but I'm much less interested in winning. Jake thinks competition is good for us and makes us do our best. I think life is much better when we relax and have fun. What's your opinion?

Lily | November 25, 2018 | 15:54

Jake is right! Can you imagine sports without competitions like the Olympics? Athletes train hard because they want to win, not because it's fun! ¹..... Why? Because I'm training to be an Olympic swimmer and I want to be the best! Humans are getting fitter and stronger all the time, and that's because we love competing.

Max | November 25, 2018 | 17:06

I agree with you, Lily. I enjoy awards ceremonies on TV because it's inspiring to see the world's best actors and musicians win awards. ²..... We need these kinds of competitions. They show us that with enough talent and hard work, we can be winners, too, and become as rich and successful as them.

Jen | November 25, 2018 | 19:26

Sorry, Max, but I don't think that's logical. All Olympic athletes are talented and train hard for years. They all dream of winning. ³..... The reality is that most athletes never win a gold medal, just as most actors and musicians never win an Oscar or a Grammy. I think that's sad.

Tanja | November 26, 2018 | 09:46

Jen – that's so true. Competitions and awards teach us that when one person succeeds, another person must lose. But why is that necessary? The world needs more than one great movie director, novelist, or photographer. ⁴..... Why can't we just be happy that there are so many great movies, books, and works of art for us to enjoy?

George | November 26, 2018 | 11:34

Tanja – there's a great talk about this by the author Alfie Kohn. You can watch the video [here](#). ⁵..... Apparently, studies with both children and adults have found that people are less creative and work less well in teams when they're trying to win a prize.

Chris | November 26, 2018 | 15:20

These are all interesting ideas, but let's be realistic: the world is a competitive place. We all need to discover early in life that we can't be the best at everything. Losing makes us stronger and teaches us to learn from our mistakes. ⁶..... That makes us better people, in my opinion.



Prizes

- 1** Read the clues and write the words below. You can use each word more than once.

certificate cup medal prize money
reward trophy winner

- 1** They're all things that people can receive when they win a competition.

.....
.....

- 2** They're often made of metal.

.....
.....

- 3** It's a special piece of paper with your name on it.

- 4** It's the person who comes in first in a competition.

- 5** You might receive one for doing good work, finding a lost pet, or helping the police to solve a crime.

- 2** Complete the quiz with the words below. There are two extra words that you don't need. Then take the quiz.

awards certificate prize money reward
trophy winner

The FIFA World Cup



Quiz



- 1** Which country was the of the first ever World Cup in 1930?
a Argentina b Uruguay
c Brazil
- 2** Which of these is one of the official for World Cup players?
a The Golden Scarf b The Golden Glove
c The Golden Sock
- 3** How much did Germany receive in when they won in 2014?
a \$3.5 million b \$35 million
c \$350 million
- 4** Which FIFA president gave his name to the famous gold that disappeared in 1983?
a Jules Rimet b Gianni Infantino
c Arthur Drewry

Suffixes: people

- 3** Complete the nouns for people with the correct suffixes *-er*, *-or*, *-ian*, or *-ist*. Make them plural where necessary.

Outliers: The Story of Success

Why do some people become world-famous ¹novel..... or ²sing..... when most people don't? Are they really more talented? The ³writ..... Malcolm Gladwell explores this in his book *Outliers: The Story of Success*. Here are some of his answers:

1. They practice more

Gladwell discusses the idea that to become really good at something, you need to spend 10,000 hours doing it. So to be a great ⁴guitar....., you need to spend 10,000 hours practicing the guitar. He believes that's why the Beatles became such amazing ⁵music.....: from 1960 to 1964, the band gave hundreds of concerts and spent over 10,000 hours playing their songs.

2. They're lucky

We can't choose when or where we're born, but it can be very important. According to Gladwell, most of Canada's best hockey ⁶play..... have birthdays in the earlier months of the year. He says that's probably because all children born in the same year play together in the same hockey league. The children born in January and February are bigger and faster than the children with November and December birthdays, so their hockey ⁷instruct..... choose them for the top teams.

3. They're lucky and they practice more

Gladwell uses the example of Bill Gates, the ⁸own..... of Microsoft, to show that there's often more than one reason for a person's success. Gates's school had computers at a time when most schools didn't. This helped him become one of the best computer ⁹programm..... in the world. Gladwell says that Gates clearly had talent and worked hard, but he had the right opportunities, too.

Making comparisons

- 4 Complete the article with the correct forms of the adjectives in parentheses. Use the comparative (+) or *less* and an adjective (-).

HOW TO make a complex decision

Some decisions are simple: we can easily see which option is ¹ (+ good). Other decisions are ² (+ hard) because there are a lot of factors to compare, and some factors are ³ (+ important) than others.

Imagine that you're trying to choose between two phones. Phone A costs \$700. It's ⁴ (+ fast) than Phone B, and it's 2 mm ⁵ (+ thin). Phone B only costs \$300, so it's a lot ⁶ (- expensive), and its camera is as good as Phone A's. Phone A is ⁷ (+ big), with a 14 cm screen, but Phone B's screen is 13 cm, so it isn't much ⁸ (+ small). How do you decide?!

You need to make a "weighted" list. Decide what factors are important to you. Then give a ⁹ (+ high) number to factors that are *really* important and a ¹⁰ (+ low) number to factors that are ¹¹ (- necessary). For example:

Factor	Importance
Under \$400	5
Fast	2
Good camera	4
Thin	1
Screen: 13 cm or more	4

Finally, calculate a total score for each phone. For example:

Phone A: $0 + 2 + 4 + 1 + 4 = 11$

Phone B: $5 + 0 + 4 + 0 + 4 = 13$ (winner!)

Now it's much ¹² (+ easy) to decide which phone to buy.

- 5 Read the statistics. Then complete the comparative sentences. Use the verbs below and any other necessary words.

expensive heavy long popular



- The Borg-Warner Trophy for Indy 500 racing weighs about 50 kg. The FIFA World Cup Trophy weighs about 6 kg.
The Borg-Warner Trophy is the FIFA World Cup Trophy.
 - In 2017, 111 million TV viewers in the US watched the Super Bowl on TV. Only 33 million watched the Oscars ceremony.
In 2017, the Oscars ceremony was the Super Bowl with US TV viewers.
 - The Self-Transcendence Race in Queens, New York is 3,100 miles (4,989 km) long. That's 119 times the distance of a marathon, which is 26 miles (42 km).
The Self-Transcendence race is 119 marathons.
 - The movie *Moonlight*, which won the Best Picture Oscar in 2017, cost \$1.5 million to make. The movie *Titanic*, which won the same award in 1998, cost \$200 million.
Moonlight was to make *Titanic*.
- 6 Complete the sentences with the correct form of the adjectives in parentheses. Use the superlative form (+) or *the least* (-). Add your own ideas to make the sentences true for you.
- is movie I've ever seen. (+ good)
 - is place in my country. (+ pretty)
 - is sport I've ever watched. (- exciting)
 - is north I've ever been. (+ far)
 - is food I've ever eaten. (+ delicious)



7 Look at the bold words. Are they adjectives (ADJ) or adverbs (ADV)?

- 1 Of all my friends, Joe sings **the best**.
- 2 You can draw a lot **better** than he can.
- 3 The science exam was very **hard**.
- 4 He speaks much **more quietly** than I do.
- 5 This is **the worst** book I've ever read.
- 6 Kim works **much harder** than you do.

8 Choose ONE of the adverbs in parentheses to complete each sentence. Use the correct comparative or superlative form.

- 1 I've read three books about HTML, and this one explains it It's great. (fast / badly / clearly)
- 2 You walk than I do. Please wait for me! (slowly / quickly / happily)
- 3 Of everyone in the class, Tom works He always does his homework. (hard / easily / quietly)
- 4 Of all the scanner apps that I've tried, this one works I recommend it! (well / noisily / politely)
- 5 Mia always arrives than the other students. She's never here on time. (badly / quickly / late)
- 6 The Oscars began 30 years than the Grammy Awards. (well / early / far)

Consumer information

9 Complete the definitions with the words below.

compare complain guarantee quality
recommend review

- 1 (verb): tell someone that something is good or useful
- 2 (noun): how good or bad something is
- 3 (verb): look at two or more things to see how they are similar and different
- 4 (noun): a promise in writing from a company to repair or replace an object if it breaks
- 5 (verb): write about something, giving your opinion
- 6 (verb): say that you're unhappy about something

10 Complete the article with the words and phrases below.

comparison websites complain complaints
delivery quality recommend reviews
reviewers value

Being a consumer in the last century

These days, it's easy to find information about products and services online. But what did people do before the internet?

- Comparing prices was much slower before there were ¹ To get the best ² for money, people needed to phone a lot of different companies and ask how much things cost. It took ages!
- It was more difficult to read up-to-date ³ of products. Now we can read opinions that people have posted in the last few days, but that wasn't possible before computers. There were consumer magazines, but the ⁴ were usually professional writers – not ordinary people – and each magazine only reviewed a few kinds of product. The other option was to ask your friends to ⁵ their favorite products to you.
- When consumers were unhappy with a product and wanted to ⁶, they usually wrote a formal letter. It was more difficult to tell other consumers that a product was bad ⁷ or that a ⁸ was late. Now we can make ⁹ in public on social media, and companies need to listen to us!

11 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- 1 What kinds of awards and prizes do students win at your school? What for?
.....
- 2 What's the most difficult thing you've ever done? Why was it hard?
.....
- 3 Do you think society gives awards to the people who work the hardest and do the best work? Why? / Why not?
.....

Listening

1 Look at the image from the video and read the description. Answer the questions.

- 1 What is the topic of Rachel's video?
.....
- 2 Do you think this is a useful gadget? Why? / Why not?
.....



Instapix vs. TinyPrint: which is better?



Rachel's Reviews

Published May 15, 2019

Would you like to print photos from your smartphone more quickly and easily? Then you need a pocket printer! Today I'm reviewing two of the most popular pocket printers to help you decide which one to buy!

2 **3.01** Listen to Rachel's video. Check (✓) all the things that she mentions.

price ☐ weight ☐ size of photos ☐
photo quality ☐ color of photos ☐

3 **3.01** Listen again. Fill in the missing information 1–6 in Rachel's notes.

Name: Instapix 500

Color of printer: white

Size of printer: ¹..... x 8 x 3 cm

Best thing about it: very ².....

Worst thing about it: quite ³.....

Name: TinyPrint

Color of printer: ⁴.....

Size of printer: 16 x 8 x 2 cm

Best thing about it: very ⁵.....

Worst thing about it: the ⁶.....

Speaking

4 Complete the interview about a backpack with the sentences a–f.

- a I can recommend it for most situations.
- b I really like the fact that you can put a bottle in the side pocket.
- c I'm not too happy about the size.
- d The best thing about it is the color.
- e This is great if you want to use it as a schoolbag.
- f What I don't like about it is that it's too small for my laptop.

Interviewer What's your opinion of the City Star Backpack?

Taylor I'm really happy with it. ¹..... I've got the purple one and I love it!

Interviewer Excellent! What else do you like about it?

Taylor ²..... I always carry water with me, so that's useful. Also, it's light, but very strong. ³..... I usually have a lot of heavy books to carry.

Interviewer Is there anything you don't like about it?

Taylor ⁴..... It's a little small.

Interviewer OK. Can you explain why?

Taylor ⁵..... In my opinion, it needs to be a few centimeters bigger.

Interviewer That's useful information – thanks. Finally, would you recommend this bag to other people?

Taylor Yes, I think so. ⁶.....

Interviewer Thanks very much for talking to me!

5 Study the speaking strategy. Then practice reading the dialogue in exercise 4 out loud. Use an appropriate tone of voice.



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.

6 You're talking to a company about a product. Choose one of the products below and write a dialogue. Use phrases from exercise 4. Read your dialogue out loud, thinking about your tone of voice.

an app a coat a laptop a video game

A comparison

Here at *Bookworm Magazine*, we love print books! But do you prefer e-books? If so, write and tell us why!

Which are better: e-books or print books?

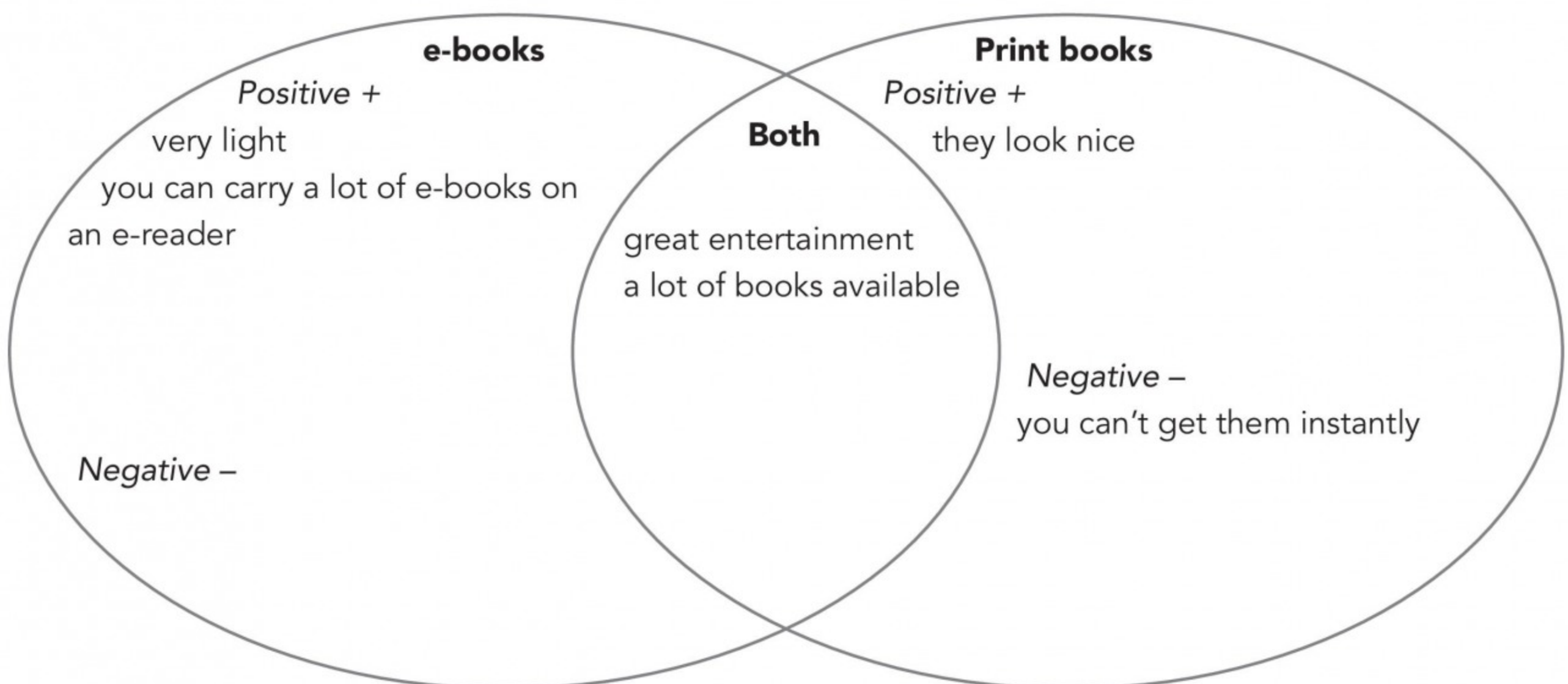


Both print books and e-books are great forms of entertainment. There are millions of print books and e-books to choose from, but ¹..... I think that e-books are better.

I love e-books because you can store hundreds of e-books on an e-reader. That's useful when you're traveling and you want to take different books with you. ²....., you can only carry one or two print books in your bag because they're heavy. I also like e-books because you can look up words in the dictionary. I like reading books in different languages, so that's very important for me.

So, ³....., I think that e-books are better. ⁴....., e-books are more convenient and they offer useful features that print books don't have.

- 1** Read Ethan's comparison. Complete the comparison diagram with his ideas. Then add more ideas of your own.



LANGUAGE POINT Introducing opinions

- 2** Complete the phrases to introduce opinions. Then match them to functions a–d.

1 in my

2 all in

3 the other

4 for several

- a introduces a contrast
- b introduces an explanation
- c introduces an opinion
- d introduces a summary

- 3** Complete Ethan's comparison with the phrases from exercise 2.

- 4** Do you agree or disagree with Ethan's opinion? Why? Use phrases from exercise 2 in your answer.

I agree / disagree with Ethan because ...

.....

.....

.....

.....

Task A comparison

5 You are going to write a comparison of two things. Choose one of these ideas.

- team sports vs. individual sports
- watching a movie at the movie theater vs. watching a movie at home

Think and plan

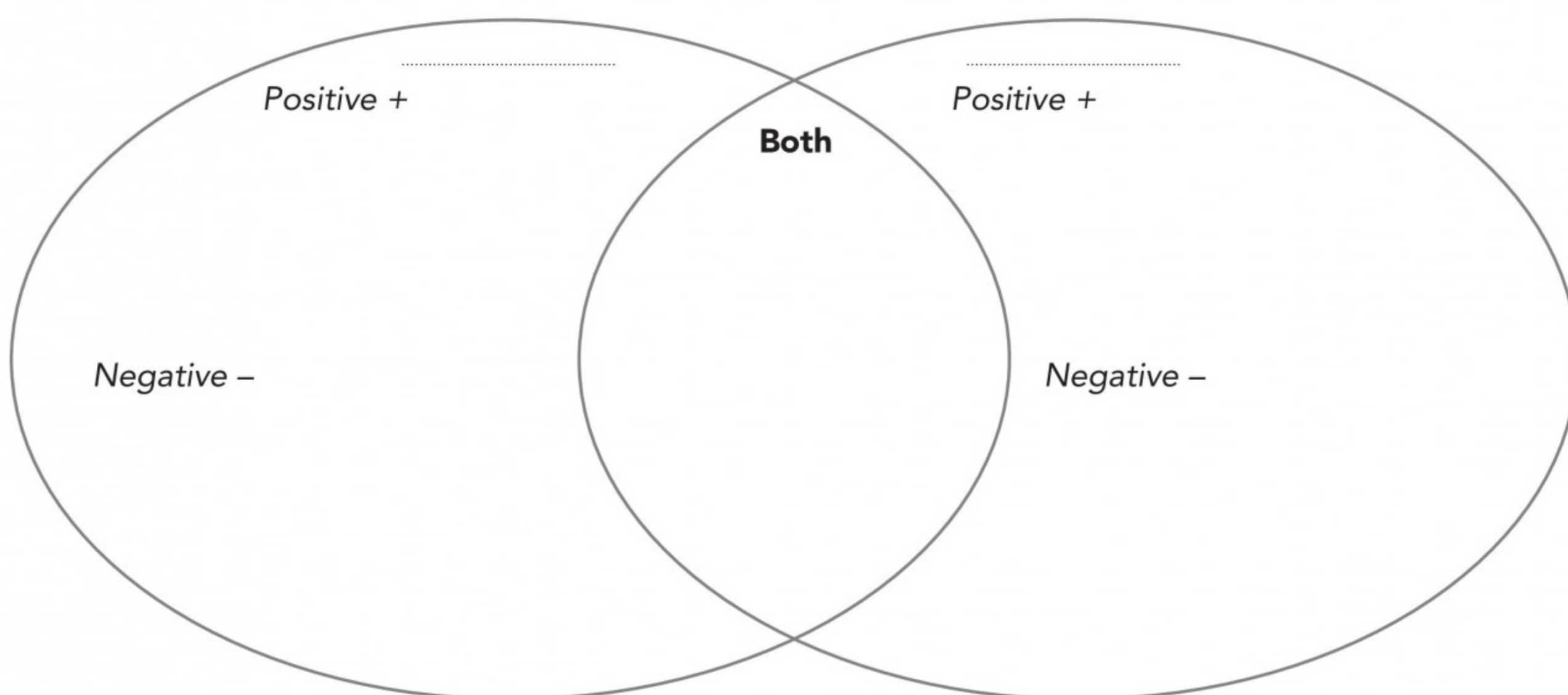
6 Study the writing strategy. Then complete a comparison diagram with ideas for your essay.



Writing strategy

Thinking of ideas: a comparison diagram

A diagram that shows positives and negatives can help us to organize our ideas when we plan our writing.



7 Which of the two things in your diagram do you think is better? Why? Choose two important differences between the two things.

- 1
- 2

8 Now plan the introduction to your comparison. Think of two important similarities between the two things.

- 1
- 2

9 What is your conclusion? How can you summarize the differences in a few words?

-
-
-

Write a first draft

10 Write a first draft of your comparison. Write 120–150 words. Use your answers from exercises 6–9 to help you.

Review and edit

11 Read through your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Are all your arguments true and relevant? ☐
- Is it clear what your opinion is? ☐

Language

- Did you use phrases for introducing opinions? ☐
- Is your spelling correct? ☐
- Is your grammar correct? ☐

Organization

- Did you include an introduction, a main paragraph, and a conclusion? ☐
- Does your conclusion summarize your main arguments? ☐

12 Now write a final draft of your comparison.



Reading to learn

- 1 Look at the layout of the online text on page 25. Check (✓) the information that this layout helps you find easily.

- 1 the main idea of each post
- 2 who wrote each post
- 3 the date of each post
- 4 the time of each post
- 5 the city where each person lives

☐
☐
☐
☐
☐

- 2 Do you think it's useful to read other people's opinions? Why? / Why not?

.....

.....

.....

Vocabulary and Grammar

Prizes

- 3 How many more types of awards and prizes can you think of?

trophy

.....

- 4 What do people receive awards for? Think of some more examples.

sports

.....

- 5 Think of a time when you entered a competition. What happened? Was it a positive experience? Why? / Why not?

.....

.....

.....

.....

.....

Suffixes: people

- 6 Add one more noun to each column of words in the chart.

-er	-or	-ian	-ist
teacher	actor	musician	novelist

- 7 Look at the people in the chart in exercise 6. Do you think some of them are more useful to society than others? Why? / Why not?

.....

.....

.....

.....

.....

.....

Making comparisons

- 8 Write sentences comparing these things. Use the adjectives and adverbs below or your own ideas.

badly cheap difficult easy exciting
hard important interesting relaxing
slowly useful well

- 1 (English and math)

I think

.....

- 2 (artists and doctors)

I think

.....

- 3 (playing sports and watching sports on TV)

I think

.....

- 4 (my best friend and I)

I think

.....

- 9 Complete the questions with superlative adjectives and adverbs. Then answer with your own ideas.

- 1 What's the (tasty) food you've ever eaten?

.....

- 2 What's the (beautiful) place you've ever visited?

.....

- 3 Of all the novelists you know, who writes (well)?

.....



10 When do people often compare ... ?

1 things

.....

.....

2 places

.....

.....

Consumer information

11 How can you find out about the quality and value of a product before you buy it?

.....

.....

.....

.....

12 Think of one advantage (+) and one disadvantage (-) of reading online reviews.

+

.....

.....

.....

.....

.....

.....

.....

.....

Speaking

13 How can you make people more interested in your ideas when you speak?

.....

.....

.....

14 In what situations is it important to speak in an interesting way? Think of three examples.

.....

.....

.....

Writing

15 How can you organize your ideas when you're comparing two things?

.....

.....

.....

16 Why is it useful to organize your ideas before you write?

.....

.....

.....

Reflect

How do we know what's the best?



After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how do we know what's the best?

.....

.....

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....

.....

.....





How do groups work together?

- 1 Study the reading strategy. Then skim the blog post on page 35 to get the gist. Choose the correct words to complete the summary.



Reading strategy

Reading for gist

When you're reading a text for the first time, try to read through it quickly, without stopping. Focus on the parts of the text that you understand and not on the parts that you don't understand.

The writer is very ¹happy / **worried** because it is ²easy / **difficult** to find the location of beautiful ³places / **buildings** from ⁴TV / **social media sites**.

- 2 Complete the blog with the sentences below. There is one extra sentence.

What's the problem with all these visitors?

We're not all irresponsible tourists!

Are beach vacations always the best?

Of course, the problem can only get worse in the next few years.

They can enjoy the places by looking at photos online!

But why are there crowds of people there?

- 3 Answer the questions.

- 1 How has Horseshoe Bend changed in recent years?

.....
.....
.....

- 2 Why is it very easy to find places like Horseshoe Bend now?

.....
.....
.....

- 3 What problems are there at Horseshoe Bend?

.....
.....
.....

- 4 Why will the problems at Horseshoe Bend become worse?

.....
.....
.....

- 5 What is Chris going to do to help stop the problem?

.....
.....
.....

- 6 Which comments agree with Chris and which ones disagree?

.....
.....
.....

- 7 Which person seems annoyed with Chris? Why?

.....
.....
.....

- 8 Which person thinks that this is an old problem? Why?

.....
.....
.....

- 4 Do you agree (A) or disagree (D) with these sentences? Explain why. Refer back to the blog post and comments.

It's OK to put photos of beautiful remote places and their location on social media.

.....
.....
Crowds of tourists in remote places are a serious danger to nature.

.....
.....
Tourists can go where they want. It's a free world.

.....
.....
.....



Traveler's Tales

by Chris Wetton

This week:

Are social media sites damaging beautiful areas?

Horseshoe Bend is one of my favorite places in the United States. It is a sudden bend in the Colorado River near the Grand Canyon, and you can look down on the river from 300 meters above. Ten years ago, Horseshoe Bend was a quiet and remote site with only 1,000 visitors a year. Now, over 5,000 tourists a day go to see it!

1



The answer is simple. People take photos of Horseshoe Bend, and then put them on social media sites like Instagram. They often attach a "geotag" to the photo. This gives the exact location of where the picture was taken. It is then very easy for large numbers of Instagram followers to visit the place.

2

Unfortunately, some of these tourists are irresponsible and they leave trash behind. Most of the visitors to Horseshoe Bend travel by car too, and now you can find a big, new parking lot there. So with all the traffic and the trash, it doesn't feel like a beautiful, remote place anymore.

3

The crowds of visitors will all take the famous photo looking down on Horseshoe Bend and then put it on their social media site with a geotag. Then more and more visitors will come every year. This is why I have already decided to stop putting geotags on photos on my Instagram account. It's the only way to save these beautiful places!

COMMENTS

Travelfan May 20 7:30

You're lucky, Chris – you've already been to Horseshoe Bend and other amazing places! But what about people like me? ⁴ I'd like to go there, too, and take my family with me.

AlexG May 21 10:15

I think Chris is right. Photos with geotags encourage too many tourists to visit these places. Why don't people just stay home? ⁵

OnTheRoad May 21 12:04

People have always looked at photos of beautiful places in books or magazines and tried to go there. This isn't a new thing, and you can't really stop people going there.



Groups

1 Choose the correct words to complete the sentences.

- 1 We often go to see our favorite basketball **group** / **member** / **team** play a big game.
- 2 My dad has been a soccer **fan** / **support** / **follower** for years.
- 3 Has Anna **joined** / **become** / **supported** a member of the new fan club?
- 4 Is he **follow** / **support** / **part** of the new online discussion group?
- 5 How many **followers** / **follow** / **supporters** does that actor have on Twitter?

2 Complete this part of a student's project with the words below.

fan clubs followers joined member
social media supported supporters team



Sports stars in Ancient Rome

Nowadays, sports stars have large

¹....., millions of ²..... on Instagram, plus large ³..... groups. But chariot racers in Ancient Rome had a lot of fans, too.

Each chariot racer was part of a different color ⁴.....: red, blue, green, or white.

The ⁵..... of each team always sat in the same place in the stadium. They ⁶..... their favorite racers by singing and shouting together.

The racers didn't always stay on the same team. The most famous racer of all – Diocles – started on the white team, and then became a ⁷..... of the green, and finally ⁸..... the red! People say that Diocles won 35,863,120 sesterces altogether – that's about \$15 billion! This makes him the highest paid sports star of all time.

Negative prefixes

3 Make the words below negative. Then use them to complete the sentences.

behave fortunately polite responsible
social

- 1 Some people shout things when they're in a crowd.
- 2 It was very sunny at the game, so I got too hot.
- 3 People writing graffiti on walls is an example of behavior.
- 4 She always forgets to feed the cat. She's very
- 5 The fans at the game didn't They sat quietly and watched the game.

4 Replace the underlined words with negative words from exercise 3.

- 1 There was a lot of bad and unacceptable behavior after the game.
- 2 At the concert, a man tried to sit in my seat and didn't say sorry. We thought he was very rude.
- 3 We tried to get tickets to the show, but sadly they were sold out.
- 4 Do fans in your country ever act badly?
.....
- 5 Some of the fans tried to run onto the field. It was a stupid and thoughtless thing to do.

5 Complete the text with negative words from exercise 3.

How to be the best fan ever!

- 1 Always be responsible for your trash. Take it home or put it in the trash can! Throwing cans and bottles down is an thing to do.
- 2 Try not to talk too much during the event. It can be annoying and
- 3 Don't take photos all the time or the fans behind you won't be able to see.
- 4 Remember, if people, go and talk to one of the helpers at the event. They can stop bad behavior.

Talking about when things happen

- 6** Complete the second sentence with the present perfect and the word in parentheses so that it means the same as the first.
- We watched that fan video earlier. (already)
We
 - The last time I went to an important game was in May. (since)
I
 - She saw her favorite player a few minutes ago. (just)
She
 - It's been a long time since they visited the soccer stadium. (for)
They
 - You still haven't joined the fan club. (yet)
You

- 7** Complete the news article with the present perfect and the words and phrases below.

already / win be for just / become
not be since visit yet



Superfans who travel the world



If you go to an international figure skating competition, you will often see a lot of Japanese fans. Figure skating

1 very popular in

Japan 2 many years, and the fans travel the world to watch their favorite skaters.

One young fan, Ayumi Tanaka, 3 three countries 4 the start of this year to watch her favorite figure skater, Yuzuru Hanyu. Hanyu 5 many medals including an Olympic gold medal, and he 6 the world champion for the second time.

"I would definitely say that I'm a superfan," says Tanaka, "because I've traveled to many competitions. But I 7 to the Winter Olympics 8 – that's my real dream!"

Talking about experiences

- 8** Complete the sentences with the present perfect or simple past form of the verbs in parentheses.
- Our friends (buy) a lot of basketball merchandise at the game last week.
 - I'm a big tennis fan, and I (met) two of my favorite players.
 - We (not buy) that T-shirt yesterday – it was too expensive.
 - She likes American football, but she (not become) a superfan.
 - (he / wear) a costume to the convention on Saturday?
- 9** Complete the interview with the present perfect or simple past form of the verbs.



Every year, there is the Super Comic Con in London. It's a convention for comic and movie fans that 1 (begin) in 2012. Our reporter, Hanif Patel, 2 (just / interview) Daniel, one of the many fans who 3 (come) here in a "cosplay" costume.

Hanif First of all, what is cosplay?

Daniel It's when you wear a costume to look like a comic or movie character.

Hanif When 4 (you / start) coming here?

Daniel I first 5 (come) when I 6 (be) ten, with my dad.

Hanif Great. How many conventions 7 (you / be) to?

Daniel This is my third convention, and I 8 (wear) a different costume every time. I 9 (come) as Batman last year.

Hanif You're in a Star Wars costume this time, is that right?

Daniel Yes, I 10 (put on) a Luke Skywalker outfit this year.

Hanif Cool. And why do you enjoy cosplay? ...



Organizing a group trip or event

10 Some students are planning a trip to a museum. Choose the correct words to complete the dialogues.

- “Is the museum open on Tuesdays?” “We can **find out** / **send out** / **look up** from Mr. Tawdros.”
- “What about transportation? We need to **send out** / **figure out** / **get permission** how to get there.” “That’s a good point.”
- “Should we contact the museum for help?” “Yes, we can **plan** / **reserve** / **look up** their phone number online.”
- “What are you **planning** / **organizing** / **contacting** to do when we first get there?” “We haven’t decided yet.”
- “Do we need to **contact** / **reserve** / **find out** tables in the cafe?” “Yes, then we can be sure of a place to eat lunch.”
- “What time does the museum close?” “I don’t know. We need to **look up** / **book** / **check**.”

11 Complete the notice with the words below.

book check contact get organize
send out

How to ¹ an event in the school auditorium

A lot of students have asked if they can use the auditorium for events. Here’s what to do.

- First, you need to ²
Ms. Hussain, the principal. You can email her or leave a message at her office. You need to ³ permission from her to use the auditorium.
- Then speak to Mr. Jackson in the main office. He has the schedule for the auditorium. You need to ⁴ if it is free or not and then ⁵ the time that you want.
- Finally, you need to ⁶ the plans for your event to all the teachers, and they can tell their classes about it.

Mr. Romano, Vice Principal

12 Replace the underlined words in the message with the bold words from exercise 10. Change the form where necessary.



Hi Sara

I’m messaging you about the charity cake sale at the mall that we started to arrange ¹ last week. I’ve been busy since our last meeting, and this is what I’ve done.

I’ve communicated with ² the mall and I’ve got the OK ³ to sell our cakes there.

With the help of my sister, I’ve discovered ⁴ how to make some great-looking cupcakes.

I’ve mailed ⁵ some letters to other schools to tell them about our event.

Finally, I’ve answered the problem of ⁶ how to keep the cakes fresh. Hurrah!

See you on Tuesday.

Mariam

13 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- Are you a member of any fan clubs? Why? / Why not?
.....
- Which sports team in your country has a lot of fans who attend games or online followers? Why?
.....
- What is an example of irresponsible behavior that you’ve seen recently?
.....
- Give an example of something that you haven’t done yet, but you would like to do.
.....

Listening

- 1 4.01 Listen to a conversation between some students who are doing a team challenge. Complete the information.

The spaghetti tower challenge! Part of school volunteer week

Starts ¹ this Friday, Room 202.
Cost £3 for each team.

Build a spaghetti and marshmallow tower from one packet of dry spaghetti and ² packets of marshmallows!

You have ³ minutes to do this in teams of ⁴ The winners will be the team that builds the ⁵ tower. First prize – ⁶ tickets.



- 2 4.01 Listen again. What order does the group do tasks a–f? Number the sentences 1–6.

- Start making the tower.
- Sit down at the table.
- Plan the different jobs.
- Open the packets.
- Decide the group rules.
- Figure out how to build the tower.

- 3 4.01 Listen again. Write Becki, Layla, or Dan.

- is the team leader.
- wants to eat a marshmallow later.
- wants to make the tower from pyramids.
- would like to be a maker with Dan.
- says the rules of the group.
- is going to start making pyramids.

Speaking

- 4 Complete the sentences with the words below.

- anyone can could else first thing that
- Who take notes today?
 - Does want to make a poster?
 - What do we need to do?
 - The we need to do is get permission from Mr. Jackson.
 - I design a cool poster.
 - After, we need to find a place for the concert.

- 5 Complete the dialogue about planning a concert with the phrases from exercise 4.

Lily Hi, everybody! Welcome to the meeting.

1

Roshan I can. I've got my laptop with me.

Lily 2

Cara Good point, Lily. I'll go and ask him later.

Lily 3

What do you think, Jack?

Jack I think the music room is free on Fridays.

Cara 4

Roshan Well, it's important to advertise it.

Lily 5

Jack Sure. 6

I've got a good app for designing posters.

Cara We could put posters in the classrooms.

Roshan Great idea.

- 6 Study the speaking strategy. Then read the dialogue in exercise 5 again. Answer the questions.



Speaking strategy

Taking turns

When you talk in a group, everyone should have a turn speaking. Listen carefully and don't interrupt someone – give them time to finish speaking.

- What does Lily say to encourage another person to speak?
.....

- Give two examples of how Cara and Roshan show that they are listening to Lily.
.....

- 7 Choose one of these situations and write a dialogue. Use phrases from exercises 4 and 5.

- You're organizing a farewell party for a student who's going to live in another country.
- You're organizing a pizza party for students and parents at the end of the school year.

A description of a person

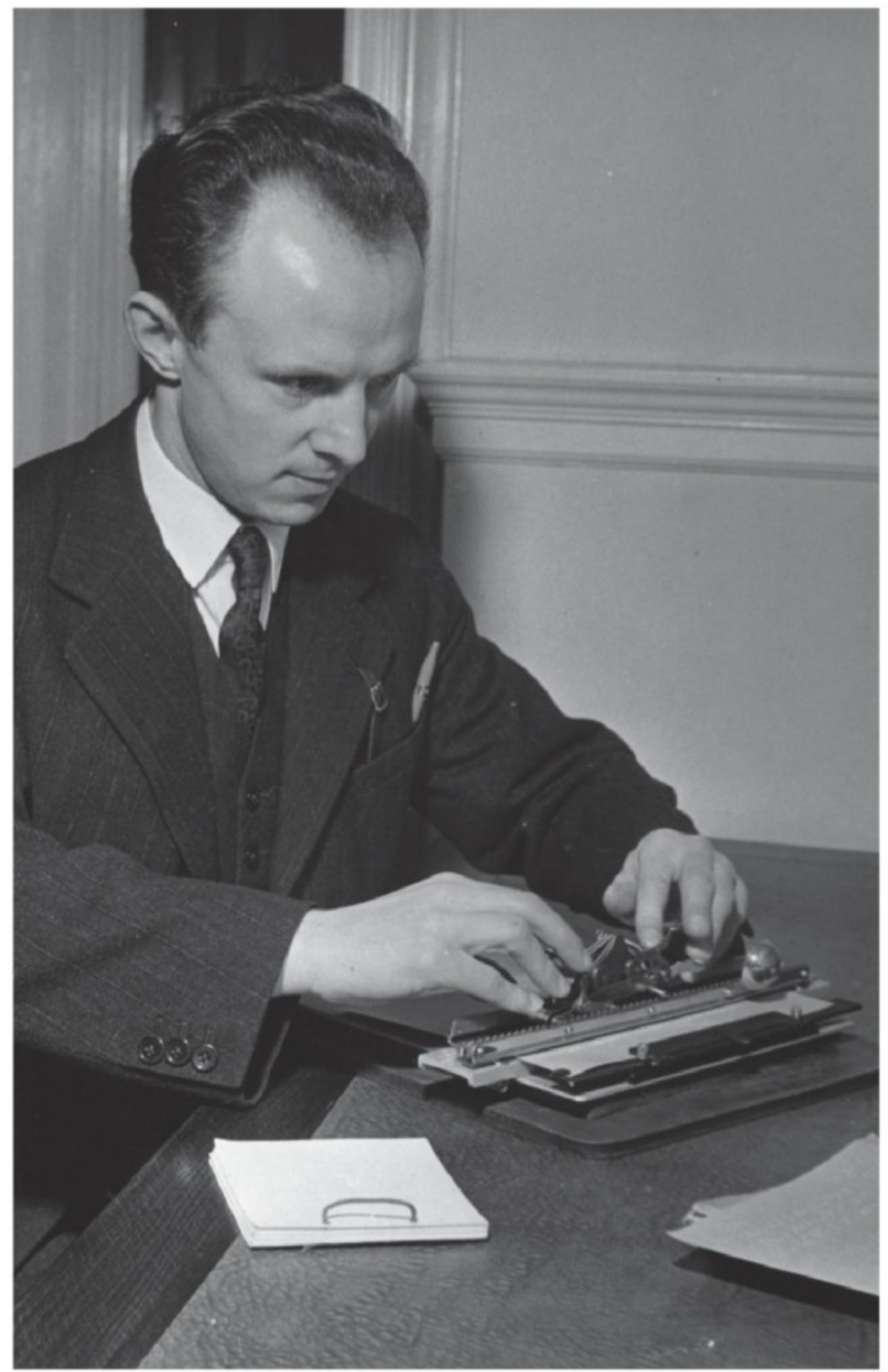
Sir John Wilson

Sir John Wilson started the charity Sightsavers. In my opinion, ¹he was a very interesting person, and I admire the work that his charity has done.

Sir John was born in 1919 in the UK. When he was 12, he had an accident in a school chemistry class, and ²this left ³him totally blind. However, he went to the University of Oxford and then worked for a charity for the blind.

For his work, ⁴he traveled across Africa with his wife, Jean, and he became worried about the many blind people ⁵there. So, in 1950, he and his wife started the charity Sightsavers. The organization's aim is to stop blindness and help people who have problems with ⁶their sight. Sir John died in 1999, but his charity has continued.

I really admire Sir John's life and the Sightsavers charity that he started. ⁷It has worked with millions of people and helped ⁸them with their sight problems.



1 Read the description of Sir John Wilson. Complete the information below.

Which organization did he start?	
When and where was he born?	
What things happened when he was younger?	
Why did he start the organization?	
What's the aim of the organization?	
What has the organization done?	

LANGUAGE POINT Avoiding repetition

2 Look at the underlined pronouns in the description. What words do they replace?

- 1 he
- 2 this
- 3 him
- 4 he
- 5 there
- 6 their
- 7 it
- 8 them

3 Read the text about the people who started a charity organization called War Child Canada. Choose the correct words to complete the text.

Dr. Samantha Nutt and Dr. Eric Hoskins started the charity War Child Canada in 1999 because ¹**them / their / they** wanted to help children living in war zones. ²**Their / Them / These** charity works in many different countries, and ³**them / these / it's** include Congo, Sierra Leone, and Afghanistan. War Child Canada helps to educate children, and ⁴**it / it's / they** tries to rebuild ⁵**they / them / their** lives. Both Dr. Nutt and Dr. Hoskins have received awards for the important work that ⁶**they / them / these** have done.

Task A description of a person

4 You are going to write a description of a person. Choose from the ideas below or use your own idea.

- a person who started a charity or another type of organization
- a person who has an interesting life story

Think and plan

5 Study the writing strategy. Then research online the person you want to write about and complete the chart.



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?

Who is the person and why do you admire them?	
When and where were they born?	
What things happened when they were younger?	
What have they done more recently?	
Why did you choose them?	

6 Read carefully through your chart in exercise 5. Make sure that you have only selected important information about the person.

Write a first draft

7 Write a first draft of your essay. Write 120–150 words. Use your notes from exercise 5 to organize your information into three main paragraphs.

- 1 a short introduction to give the name of the person that you admire
- 2 a paragraph with the main details about the person and what they have done
- 3 a short conclusion to say why you admire this person

Review and edit

8 Read through your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Did you only include essential information? ☐
- Did you make sure that you didn't put in any unnecessary details? ☐
- Is your essay organized into three clear paragraphs? ☐

Language

- Did you use pronouns to avoid repetition? ☐
- Is your spelling correct? ☐
- Is your grammar correct? ☐

9 Now write a final draft of your description.



Reading to learn

- 1** What's the general problem that Chris writes about in his blog post on page 35?

.....

.....

.....

- 2** When you're reading a text for the first time, how should you read it?

.....

.....

.....

- 3** Is it necessary to understand every word of a text? Why? / Why not?

.....

.....

.....

Vocabulary and Grammar

Groups

- 4** What's the word for these people?

A person who ... ?

- 1** likes a sports team and goes to their games

.....

- 2** has joined a club

.....

- 3** follows a famous person on Twitter or other social media sites

.....

- 5** Why do you think people join groups like fan clubs or social media groups?

.....

.....

.....

Negative prefixes

- 6** Make the words negative with a prefix. Then give an example of that type of behavior.

- 1** anresponsible action – when somebody

.....

- 2**-social behavior – when somebody

.....

- 3**behaving – when people

.....

- 7** What other words do you know with the negative prefixes *un-*, *im-*, and *mis-* (e.g., *unhappy*)? Write an example sentence with each word.

- 1**

.....

.....

- 2**

.....

.....

- 3**

.....

.....

Talking about when things happen

- 8** Write sentences with *just*, *already*, and *yet*.

- 1** What have you done in the last few minutes?

.....

.....

- 2** What things have you done so far today?

.....

.....

- 3** Is there anything that you plan to do today, but haven't done? Why?

.....

.....

- 9** Answer the questions with your own ideas and *for* or *since*.

- 1** How long have you been a fan of your favorite sports or TV star?

.....

.....

- 2** How long have you been in a group or on a team that you are a member of? When did you first join?

.....

.....

.....

Talking about experiences

- 10** Complete the sentences below.

- 1** We use the tense when we talk about general experiences.

- 2** We often use the when we give more details or say when we did something.

11 Imagine you are talking to a friend. Answer the questions.

Have you ever been to a big sports event?

.....

Great. Tell me more about it!

.....

Organizing a group trip or event**12** Which multi-word verbs with *out* or *up* have the meaning ... ?

- 1 try to find information online or in a dictionary
- 2 make messages, texts, or letters go somewhere

13 What are the four most important things that you need to do when you are organizing a school event?

1

2

3

4

Listening**14** Give an example of two things you can do to work efficiently as a team when you are working in a group.

1

2

Writing**15** What do you need to think about when selecting information for a piece of writing?

.....

.....

.....

16 What could happen if you have too many unnecessary details?

.....

.....

.....

17 Give five examples of pronouns.

.....

.....

18 Why do we use pronouns in a text?

.....

.....

Reflect**How do groups work together?**

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how do groups work together?

.....

.....

.....

.....

What was the most interesting thing you learned in the unit?

.....

.....

.....

.....





What do we need to survive?

- 1** Study the reading strategy. Then skim the blog post on page 45 and identify the main idea in each paragraph. Match paragraphs A–C to photos 1–3.



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.

1 2 3

- 2** Read the blog post again and choose the correct answers.

- 1 In the introduction, Duncan asks why ...
 - a the modern world is bad for our health.
 - b it's often difficult to be healthy.
 - c health advice isn't easier to understand.
 - d we don't know more about the human body.
- 2 When we think we're in danger, our brains ...
 - a communicate with other parts of the body.
 - b can't make quick decisions.
 - c need less energy.
 - d produce chemicals to help us feel calm.
- 3 Duncan says if you eat a lot of fat and sugar, you ...
 - a won't be hungry at mealtimes.
 - b probably won't be very healthy.
 - c will spend a lot of money.
 - d will feel tired all the time.
- 4 Duncan says that he ...
 - a usually goes to bed before his parents.
 - b sleeps more than his grandma.
 - c uses his phone after he goes to bed.
 - d doesn't always want to go to bed early.
- 5 He says that our bodies ... know what's best for us.
 - a always
 - b almost always
 - c sometimes
 - d never

- 3** Do you think these sentences are true according to the information in the blog post? Answer yes (Y), no (N), or not in text (NT).

- 1 Duncan sometimes gets stressed.
- 2 He's often late for school.
- 3 He only likes healthy food.
- 4 He sometimes disagrees with his parents.
- 5 He spends a lot of time on social media.
- 6 He thinks his grandma gets up very early.

- 4** Write a comment to Duncan about his blog post. Answer at least two of these questions.

- What do you think about the ideas in his blog post?
- Do you have any of the same problems as Duncan?
- Do you think life was easier or more difficult for people in the past?
- Do you agree that our bodies aren't well adapted to the modern world? Can you think of any more examples?

Posted by | November 26

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.....

.....

.....

.....

.....

Surviving the modern world

Posted by Duncan | November 25

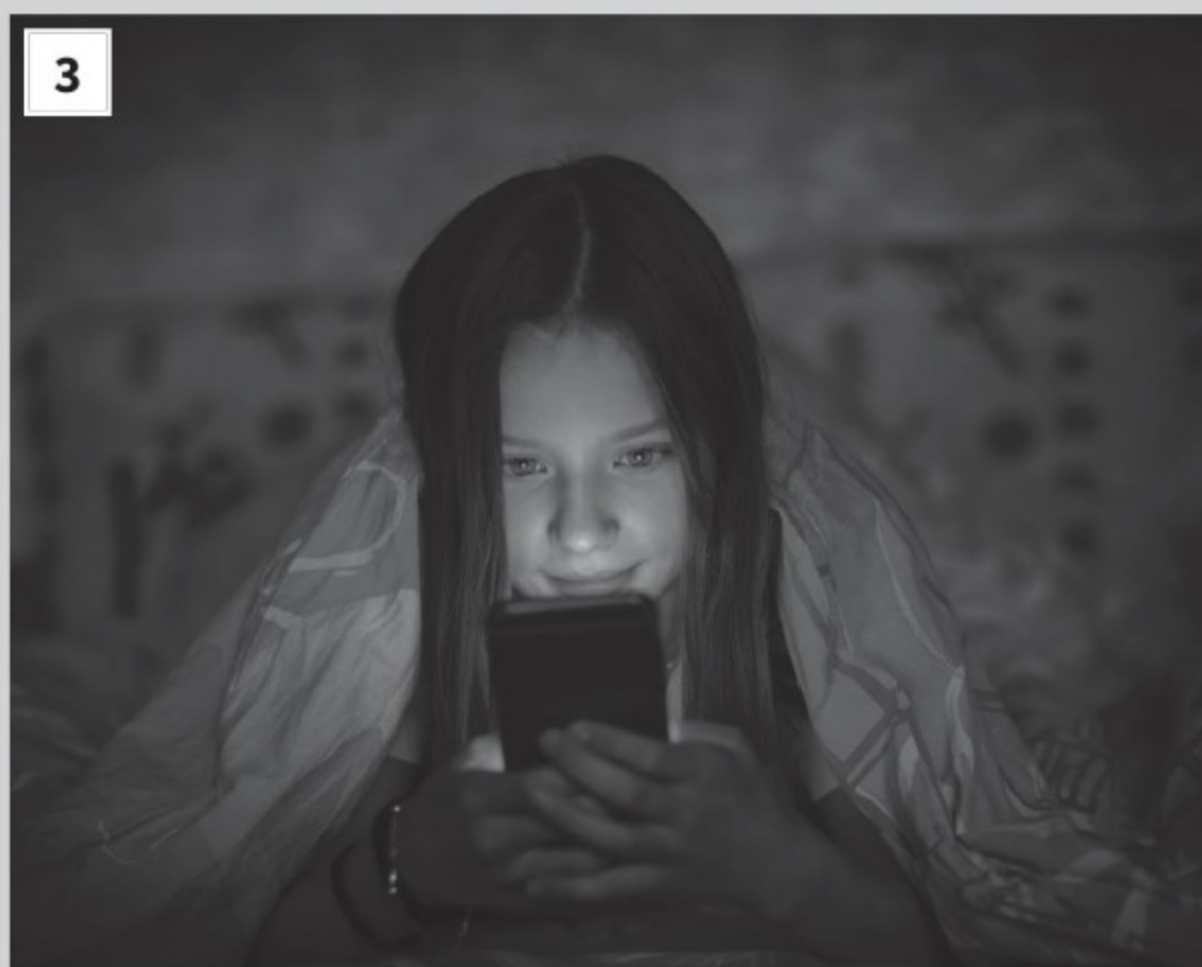
We know that we'll probably live longer if we stay calm, eat well, and get enough sleep. So why isn't it easier to do these things? The answer may be in our biology.

A For most of us, stress is a problem: it makes us feel terrible and it's bad for our health. So what is stress for? The answer is simple: it helps us survive. In the past, the world was a dangerous place for humans. If an animal wanted to hurt you, you needed to fight or run. Fortunately, the human body is adapted to do those things well. When we think we're in danger, the brain produces hormones – chemical messages – that tell the heart and other organs to work harder. This creates extra energy to fight or run – and that horrible feeling of stress. Nowadays, if we're lucky, our lives are much safer and our problems are smaller, but our bodies still react in the same way.

B Here's an interesting question: if fat and sugar are bad for us, why do we find them so delicious? In the past, humans needed all the energy they could get. When you found fatty or sugary food, it was best to eat it all: it was difficult to find, and it might be your last meal for days. Nowadays, we don't need to hunt animals or eat kilos of fruit to get enough energy. Fatty and sugary food is cheap and it's everywhere. But when we walk past a bakery, our brains still tell us, "Look – donuts! Eat them or you might not survive!"

C Studies show that getting enough sleep is really important for our health. So why is it sometimes so hard? Why doesn't my body tell me to sleep? My parents say it's because I use my smartphone in the evening. But there could be another reason. In the past, when humans lived in large groups, someone needed to be awake to look out for danger. Scientists think that might be why people of different ages prefer sleeping at different times. That might also explain why my grandma gets up at 6 a.m. on Saturdays and I wake up at ten!

So is it a good idea to listen to your body? Not always. Our bodies know a lot about survival, but less about the modern world.





Risk and danger

1 Choose two words to complete each sentence.

- Please don't get a motorcycle – it's too You might have a(n) (accident / hurt / dangerous)
- I'd like to try climbing, but I'm of falling and getting (safe / scared / injured)
- chemicals in the ocean are putting fish and other species in (danger / harmful / accident)
- Don't walk home at night – it's Be and take a taxi. (safe / risky / injured)
- It was really when the bus crashed, but luckily no one got (scary / danger / hurt)

2 Complete the second sentence with one word so that it means the same as the first.

- Air pollution is very bad for people's health.
Air pollution is very to people's health.
- It's dangerous to swim in the river.
Swimming in the river isn't
- My sister finds flying really scary.
My sister is really of flying.
- We'll be totally safe if we follow the rules.
We won't be in any if we follow the rules.
- There was an accident, but there were no injuries.
There was an accident, but no one injured.

Extreme adjectives

3 Complete the sentences with the extreme adjectives below.

boiling freezing huge tiny tragic

- Polar bears have adapted to survive the temperatures of the Arctic.
- The poison dart frog is a animal – less than two centimeters long – but it has enough venom to kill ten men.
- Death Valley in California is in summer – it's one of the hottest places on Earth.
- You can't drive across Australia in three days. It's a country!
- Captain Scott's expedition to the Antarctic ended with his death in 1912.

4 Replace the underlined words in the article with the extreme adjectives below.

boiling deadly fascinating freezing huge tiny tragic



The risks of space travel

We all know that astronauts are very brave. That's one reason why we find them ¹very interesting Not many of us like the idea of traveling far into space in a ²very small metal box! But what are the risks of space travel? Here are just a few of them:



There's some radiation here on Earth, but in space, the amounts of **radiation** are ³very big That's one reason why spacesuits are very important.



Temperature is another danger in space. It can be ⁴very cold – sometimes -129°C . But it can also be ⁵very hot, with temperatures of 121°C . Astronauts won't survive in these temperatures if they don't wear spacesuits.



Fire is always a risk on a space mission, and there have been a lot of ⁶very sad accidents. For, example, in 1967, three astronauts died in a fire on *Apollo 1*.



Flying around in **zero gravity** sounds like fun, but the effects on the human body can be ⁷very dangerous Zero gravity can be harmful to the heart, bones, and muscles unless astronauts exercise regularly when they're in space.

Talking about possibility and probability

- 5 Complete the probability chart with the adverbs and verbs.

could definitely won't may might
might not probably won't will definitely
will probably

Probability	
100%	It ¹ happen.
80%	It ² happen.
50%	It ³ / / happen or it ⁴ happen. We don't know.
20%	It ⁵ happen.
0%	It ⁶ happen.

- 6 Read the questions and answers. Then complete the sentences with appropriate verb forms. Include adverbs where necessary.



Your first ski trip: FAQs

Is skiing safe?

Usually, yes, but there are sometimes accidents. It's very important to be careful.

Is skiing easy?

Some people find it a little difficult when they first try it, but practice makes perfect!

Do I really need special clothes?

Yes, you do! It's always very cold in the mountains. In some Canadian ski resorts, it's sometimes below -20°C.

- You have an accident, but it's possible.
- Skiing be easy at the beginning.
- You start to enjoy skiing after two or three lessons.
- You need special clothes.

- 7 Make some predictions for the year 2100. Choose one option in each sentence and complete it with an appropriate modal verb and one of the verbs below.

be (x 2) have live (x 2) worry

In the year 2100, ...

- people *will definitely have* more / **fewer** car accidents.
- more / fewer people on Mars than on Earth.
- the world's population higher / lower than it is now.
- more / fewer people to the age of 100.
- people more / less about climate change.
- the world a safer / more dangerous place.

Talking about consequences

- 8 Choose the best option to complete the first conditional sentences.

- The black mamba is a deadly snake. If it ... you, you could die.
a 'll bite b bites c bite
- Don't drive this evening. You ... an accident if you're tired.
a could have b 'll definitely have
c have
- It's 30°C outside! You'll be boiling if you ... that coat!
a 'll wear b won't wear c wear
- This chicken may not be fresh. If we eat it, we ... ill.
a 'll get b might get
c probably won't get

- 9 Complete the first conditional sentences. Use the correct forms of the verbs below.

not have not save not work stay worry

- If we bees, many other plant and animal species could die.
- Your parents unless you call them.
- You a very interesting life unless you take a few risks!
- If this plan, we'll need to think of a new one.
- If you positive, everything will be OK.



10 Complete the tips with the pairs of verbs in the first conditional. Decide if you need to use *will, might, or could* in the result clause.

be / have enjoy / be steal / keep need / be
be / not take read / know

City survival tips

¹Discovering a new city is very exciting, but you your trip more if you smart and careful. Follow these tips to stay safe and have fun.

- ²Do your homework and learn about the city before you arrive. If you about the city's different areas, you which ones are interesting (and safe) to visit.
- ³Keep money in more than one place. You much less worried about losing your wallet if you some extra cash.
- ⁴You more comfortable if you too much luggage. It's much easier to get around the city with a lighter bag, so leave those extra pairs of shoes at home.
- ⁵Don't leave your backpack on the floor in public places. Someone it unless you it close to you.
- ⁶You to call the police if you in danger. If you're abroad, learn the local emergency phone numbers. You probably won't need to use them, but it's better to be safe!

Positive qualities

11 Match the qualities below to the sentences.

calm cooperative flexible hardworking
positive smart

- I don't mind changing my plans if I need to.
- I'm good at working on a team with other people.
- I'm happy to work long hours because I like doing things well.
- I don't usually get worried or stressed.
- Everything will be fine!
- I'm intelligent and make good decisions.

12 Complete the article with the adjectives below.

adaptable calm cooperative
hardworking imaginative tough



So you want to be

a firefighter ...

What will I do?

If you become a firefighter, you won't only fight fires: you'll probably do a lot of different things, so you'll need to be very ¹

For example, you might drive the fire truck, help people who have had an accident, or even rescue cats from trees. Sometimes you might need to be ² and think of solutions to unusual problems.

What personal qualities will I need?

It's a difficult and dangerous job, so it's very important to have the right personal qualities. If you're good at staying ³ in scary situations, you'll probably be a good firefighter. You'll need to be ⁴, too, because firefighters always work together in teams. You'll find it difficult to be a firefighter unless you're really ⁵ because you'll see injured people and tragic situations. Finally, of course, it's important to be ⁶ because the hours will be long and you'll often work at night.

13 CONSOLIDATION Answer the questions with your own ideas. Write complete sentences.

- Will you live abroad one day if you have the opportunity? Why? / Why not?
.....
.....
- Do you enjoy doing risky activities? Why? / Why not?
.....
.....
- Do you think the world will be a safer place in the future? Why? / Why not?
.....
.....

Listening

- 1 Study the listening strategy. Then read the podcast description and look at the photo. Choose the best title for the podcast episode.



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.

- a Learning to fly
- b How to build a boat
- c Life lessons from the ocean



- 2 5.01 Listen to the podcast. Check (✓) the skills that Meghan says she has learned.

- 1 planning ☐
- 2 being flexible ☐
- 3 living without her cell phone ☐
- 4 reading maps ☐
- 5 working with other people ☐
- 6 keeping calm ☐

- 3 5.01 Read the sentences, and then listen again. Are the sentences true (T) or false (F)?

- 1 Meghan became interested in boats two years ago.
- 2 She says that adventure sailing is a little risky.
- 3 She says that the weather changes very fast at sea.
- 4 On the boat, each person has one job to do.
- 5 Meghan hasn't always been a very calm person.
- 6 She thinks sailing might not be the right hobby for some people.

Speaking

- 4 Complete the dialogue about finding a route home with the sentences below.

What's our plan B if we can't get a taxi?

If that happens, we could call your parents.

I don't think that's a problem because we have lights on our phones.

What about if we call a taxi?

What should we do if we get lost?

If that doesn't work, we could call my dad.

Jake If we stay on this road, we won't get home before 9 p.m.

Paul OK. Let's look at the map. If we walk across this field, we'll get home more quickly.

Jake 1

Paul We won't. I know this area really well.

Jake It might get dark. What will we do then?

Paul 2

Jake I don't know. I think it's a little risky.

Paul OK. You're probably right.

Jake 3

Paul We can try, but the taxis might all be busy.

4

Jake 5

Maybe they'll come and get us.

Paul Let's call the taxi company first.

6

But he won't be happy!

- 5 Choose one of these situations and write a dialogue. Use phrases from exercise 4.

- You and a friend are camping on an island. You need to leave tomorrow, but people say that a big storm is coming.
- You and a friend are waiting for a bus to the airport, but the bus is late. If it doesn't arrive soon, you might miss your flight.
- You and a friend are on a school trip to the British Museum in London and you're lost. You don't have any data on your phones, and you can't find the rest of the group anywhere.

An information leaflet



HELP US MAKE BIKING SAFE

A

Biking is great exercise and a cheap form of transportation. And, of course, many people need to ride bikes, ¹s..... as teenagers who are too young to drive. But more bikes improve cities for everyone – not only bikers. For ²e....., if fewer people drive, the air will be cleaner, the roads will be safer, and car trips will be faster.

B

Biking on the road is dangerous. Drivers don't always see bikers, and every year there are tragic accidents. For example, road safety experts predict that about 100 bikers will probably die in the UK this year. Pollution is another health risk. If you ride your bike in heavy traffic, you'll breathe in harmful pollutants, ³l..... nitrogen dioxide and sulphur dioxide.

C

We need more bike lanes so that we don't have to ride our bikes in the road. Biking doesn't need to be risky.

D

- Write to your local government and tell them how you feel.
- Join our Twitter campaign.

1 Read the information leaflet. Complete paragraphs A–D with the questions.

What are the risks of biking in the city?

What can you do?

What do we want?

Why does our city need bike riders?

LANGUAGE POINT Introducing examples

2 Fill in the words and phrases 1–3 that introduce examples in the leaflet.

3 What other things can local governments do to make cities cleaner and safer? Add an example to each sentence using the words and phrases from exercise 2.

- 1 They can improve public transportation,
- 2 They can create areas where private vehicles, aren't allowed.
- 3 They can create green spaces,, with a lot of trees.



Task An information leaflet

4 You are going to write an information leaflet about a safety issue in your community. Choose one of these issues or think of your own idea.

- Crosswalks save lives
- Why all teenagers need to learn first aid
- Save our night buses!

Think and plan

- 5** Study the writing strategy. Then look at the chart. Find one example of each feature in the leaflet on page 50. Add it to the chart.

**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. Look at different kinds of factual texts so that you know what features to include in your own writing.

Features of a factual text		Examples
Long sections / paragraphs	☐	
Facts	☐	
Questions and answers	☐	
Predictions from experts	☐	
Bullet points and imperatives for instructions	☐	
Examples from real life	☐	

- 6** Think about the structure of your information leaflet. What three questions will your leaflet answer? Write them in the first column of the chart.

Question	Information, predictions, and examples
1	
2	
3	

- 7** What information, predictions, and examples will be useful for your leaflet? Do some research online. Then add notes to the second column of the chart in exercise 6.

- 8** What do you want readers to do after reading the leaflet? Think of two ideas.

- 1
2

Write a first draft

- 9** Write a first draft of your leaflet. Write about 150 words. Use your answers from exercises 6, 7, and 8 to help you.

Review and edit

- 10** Read through your first draft. How can you improve it? Use the checklist to help you.

**Writing checklist****Content**

- Does the text answer the questions? ☐
- Does it give readers all the information they need? ☐
- Does it include some features of factual writing? ☐
- Is it clear why the issue is important? ☐
- Are any parts too long or too short? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use appropriate phrases for giving examples? ☐

Pictures

- What pictures can you use to give your leaflet impact? ☐

- 11** Now write a final draft of your leaflet.



Reading to learn

- 1** Look at the blog post on page 45. What is the topic of each paragraph? Match questions 1–3 to paragraphs A–C.

- 1 Why don't young people always go to bed early?
- 2 Why do we get stressed?
- 3 Why do our bodies tell us to eat fat and sugar?

- 2** Why is it a good idea to identify paragraph topics when you read a text?

.....

.....

- 3** When could you use this strategy? Give an example.

I could use this strategy when

.....

Vocabulary and Grammar

Risk and danger

- 4** Add suffixes to the words to change them into adjectives.

- 1 danger.....: not safe
- 2 harm.....: causing harm or damage
- 3 scare.....: frightened

- 5** Write three true sentences using each of the adjectives from exercise 4.

- 1
- 2
- 3

Extreme adjectives

- 6** Give five examples of extreme adjectives that you studied in this unit. Underline any adjectives that were new for you.

.....

.....

- 7** Why do we use extreme adjectives?

.....

.....

- 8** Choose three of your adjectives from exercise 6. Think of some things, places, and events that you could describe using these adjectives.

Adjective	Things, places, and events

Talking about possibility and probability

- 9** Look at the sentence. Can you rewrite it in four different ways to make it less certain?

It'll definitely rain.

- 1
- 2
- 3
- 4

- 10** What do you think will (and won't) happen in the next month? Make three predictions.

- 1
- 2
- 3

Talking about consequences

- 11** Complete the first conditional sentences with your own ideas.

- 1 If you ride your bike too fast,
.....
- 2 Unless you wear a coat,
.....
- 3 You'll be very tired tomorrow if
.....

- 12** Why do we often use a first conditional sentence like those in exercise 11? Give an example.

We might use this kind of sentence to

.....

.....

Positive qualities

- 13** Add three more positive qualities to the word cloud.

imaginative
calm
adaptable

- 14** Choose one of these situations or think of another risky situation. Give three qualities that you need in that situation.

climbing a mountain going into space
working as a firefighter

Situation:

Qualities: You need to be,
....., and

Listening

- 15** How can you prepare before you do a listening activity in English?

.....
.....
.....

- 16** How can this help you to understand better?

.....
.....
.....

Writing

- 17** Give three more places where you might find a factual text.

a school textbook a campaign leaflet

- 18** Why do we often include examples in a factual text?

.....
.....
.....

- 19** Give two other features that you often find in a factual text.

.....
.....
.....

Reflect

What do we need to survive?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what do we need to survive?

.....
.....
.....
.....

What is the most interesting thing you learned in the unit?

.....
.....
.....
.....



1 Read the article on page 55, then choose the correct answers.

- 1 The inventions are similar because they are all ...
 - a made from recycled trash.
 - b designed to produce light.
 - c useful in places without reliable electricity.
 - d helpful in towns with expensive electricity.
- 2 The young people made their inventions because they all wanted to ...
 - a make a lot of money for their families.
 - b find the answer to a problem or difficulty.
 - c become very famous in their country.
 - d win an engineering prize at school.

2 Read the online article again. Make short notes in the chart.

Name and age when made invention	What invented	Why produced invention	What invention made from
Remya Jose,			
Ann Makosinski,			
Kelvin Doe,			

3 Study the reading strategy. Then explain what the underlined words from the online article refer to.



Reading strategy

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.

- 1 However, the 14-year-old found that it took too much time ... (line 5)
- 2 ... and used them to build her own machine, ... (line 9)
- 3 She wasn't doing well at school ... (line 18)
- 4 ... these turn heat into energy. (line 28)
- 5 ... this made daily life difficult for his family and friends. (line 33)
- 6 He later built a radio transmitter ... (line 41)

4 Answer the questions with your own opinions. Refer back to the online article.

- 1 Which invention could change people's lives the most? Why?
.....
.....
.....
- 2 Which person is the most inspiring? Why?
.....
.....
.....
- 3 Which invention would you buy and use? Why?
.....
.....
.....

Young inventors with plans to change the world



Meet three inventors who have had useful ideas from a young age – you'll definitely hear from them again!

When Remya Jose's parents became ill, she needed to wash clothes in a nearby river in India. However, the 14-year-old found that it took too much time, and it was very hard work after a long day at school. So Remya studied how a normal washing machine worked. Then she took some recycled bicycle parts and used them to build her own machine, with the help of a local car repair store.

Remya's pedal-powered washing machine is easy to use – you just sit on the bicycle seat, turn the pedals, and the wash goes around. The invention saves a lot of time and helps people to stay fit, too. It is very useful in areas with little or no electricity.



At the age of 15, Ann Makosinski from Canada had news from a good friend in the Philippines. Her friend was having problems studying and doing her homework. She wasn't doing well at school because she didn't have reliable electricity at home and there wasn't enough light to study in the evening.

Ann learned that this was a common problem for young people around the world. She wanted to help her friend, so she invented a flashlight to help her.

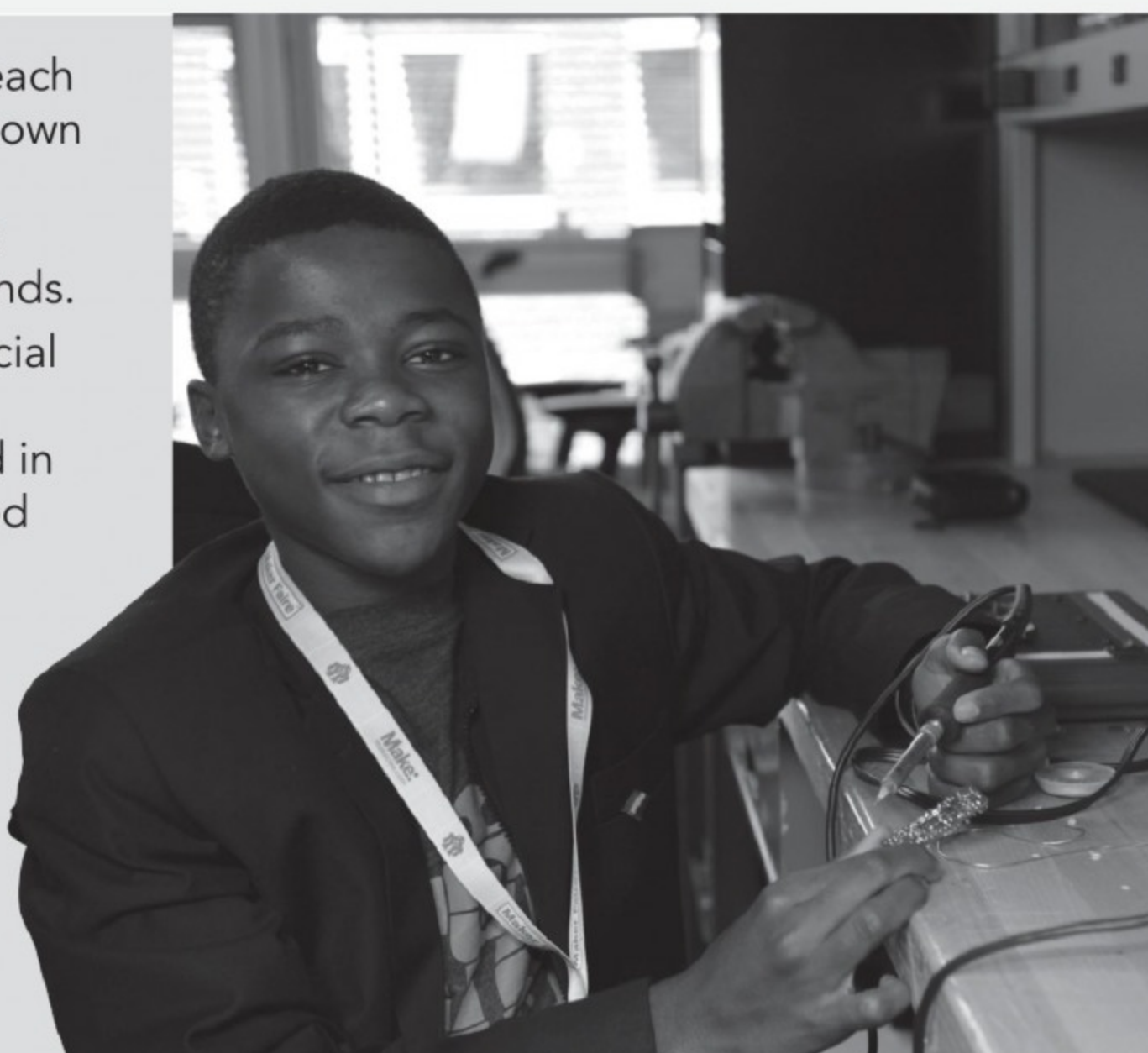
The flashlight works from the heat of your hands when you hold it, so it doesn't need expensive batteries or electricity. The outside of the flashlight is made from "Peltier tiles" – these turn heat into energy. Ann bought these tiles on eBay and the flashlight only cost \$26 to make.

As a young teenager Kelvin Doe began to teach himself engineering in his home city of Freetown in Sierra Leone. There were often serious problems with the electricity supply, and this made daily life difficult for his family and friends.

At 13, Kelvin started to invent and build special batteries. He made the batteries from acid, soda, and recycled metal parts that he found in recycle bins. The energy from these produced electricity for the homes in his community.

Kelvin continued with his interest in engineering. He later built a radio transmitter and started a radio station for young people in his city. He often played music himself with the name DJ Focus.

"They call me DJ Focus," he said, "because I believe if you focus, you can do an invention perfectly."





Waste and recycling

- 1** Replace the bold words with the words with the opposite meaning below.

go bad produce recycle rotten waste

- 1 Are you going to **save** that food?
.....
- 2 I think that these vegetables will **stay fresh**.
.....
- 3 Our solar panels **consume** a lot of energy.
.....
- 4 The eggs in this box are all **nice and fresh**.
.....
- 5 Are we going to **throw away** the bottles?
.....

- 2** Complete the quiz questions with the words below. Then choose the best answers for you.

broken disposable environment replacing
trash

ARE YOU
GOOD AT
HELPING THE ¹ ?



Find out with our quiz.

- 1** Do you try to repair things if they're ² ?

a Nearly always. **b** Some of the time. **c** Not usually.

- 2** Is the wastebasket in your room always full of ³ ?

a It's rarely full. **b** It's often full. **c** It's always totally full!

- 3** Do you buy ⁴ things that you only use once?

a No, I don't usually do that. **b** Yes, sometimes. **c** Yes, I do that a lot.

- 4** Do you ask your parents about ⁵ your cell phone?

a No, not normally. **b** Yes, occasionally. **c** Yes, often!

Mostly a answers: You try to reuse and keep things. Keep up the good work!

Mostly b answers: You don't waste too much stuff, but you could recycle more. Keep trying!

Mostly c answers: You're honest about throwing a lot away! Think carefully about reusing and recycling more in the future.

Adjective suffixes

- 3** Make adjectives from the nouns below using *-ful*, *-able*, and *-less*.

care dispose money recycle use waste

- 1 My coat has big pockets. They're really
- 2 People only use these knives and forks once. Then they put them in the trash.
- 3 "Are these paper plates?"
"Yes, they're made into other paper products."
- 4 Can you imagine a town where people don't buy but trade things?
- 5 He sometimes forgets to recycle things. He's a little
- 6 A lot of big supermarkets throw away good food. I think it's

- 4** Complete the text with words from exercise 3.

Five tips for throwing away less trash

by Brad Parker

I threw away a lot of things before, but last month we had a recycling course at school and I learned these top tips.

- 1 Watch some of the videos on YouTube to help you recycle and be less ¹ ! After we watched a few videos, I became less ² about throwing things away.
- 2 Keep a wastebasket in your bedroom for ³ things like cans or paper. Later, help your family by putting these things straight into their recycling bins if you have some.
- 3 Keep a box under your bed for ⁴ things that you can use again. Maybe you will need them in the future!
- 4 Don't use ⁵ things like paper cups that you only use once. Take your own cup when you go out!
- 5 Try to live for two weeks without spending money! A ⁶ life will help you be careful with things.

Talking about quantity

- 5 Think about the meaning of the underlined words and phrases. Then choose the correct words.
- There are too many people at this concert. I **can** / **can't** see a place to sit.
 - I had enough sleep last night, so I **felt** / **didn't feel** tired in the science exam this morning.
 - Students are throwing away fewer things at school now. The wastebaskets **are** / **aren't** very full every day.
 - There's too little drinking water in that village, and they **need** / **don't need** to bring in water from other places.
 - There isn't much information about recycling these bottles. It **'s** / **isn't** clear what to do.
 - If we produce less trash in the future, it will be **better** / **worse** for the environment.
 - I have a lot of free time, so I **can** / **can't** help you.
- 6 Choose the correct words to complete the text.

The Freecycle Network

What can you do if you have ¹... stuff in your bedroom and ²... drawers to put it in? If you are fine giving your things away, you can put them on the Freecycle website and give them to another person.



The idea for Freecycle started in 2003 in the US. A man called Deron Beal was worried that ³... things were thrown away and there wasn't ⁴... information about giving things away. Today the Freecycle network exists in ⁵... countries around the world – over 110 different countries in fact, including Spain, Turkey, and Mexico.

- | | | | |
|---|--------------|--------------|------------|
| 1 | a few | b too few | c too much |
| | d too many | | |
| 2 | a too few | b too little | c not much |
| | d less | | |
| 3 | a a little | b enough | c too much |
| | d too many | | |
| 4 | a too many | b enough | c less |
| | d few | | |
| 5 | a too many | b a lot | c a lot of |
| | d not enough | | |

Talking about the future

- 7 Complete the sentences with the correct form of *will* or *be going to* and the verbs below.
- help not play not use recycle
start stay
- I've changed my mind. I that trading game later. I've got too much homework.
 - We throw away so many plastic bottles. Maybe one day we more plastic.
 - "I don't know how to use this swap website." "Don't worry. I you. I used it last week."
 - My dad has decided to take our trash to the recycling center every week. He this weekend.
 - In ten years' time, I think that most people money in stores.
 - Tell me about your vacation plans. you in a hotel?
- 8 Complete the second sentence with the correct form of *will* or *be going to* so that it means the same as the first.
- He plans to swap his tennis racket for a skateboard.
He
 - I might stay at home later and play that game.
I think I
 - We can get you a coffee because we can see you're in a hurry.
We
 - I've decided to buy fewer things in the future.
I
 - I might give my old camera to my cousin.
Maybe I
 - They plan to use those new recycling bins.
They



- 9 Complete the interview with the correct form of *will* or *be going to* and the verbs in parentheses.

Living without plastic

The Mayfield Family have decided to give up single-use plastic for Reduce Plastics Week. Our reporter George Callas talked to Emily Mayfield, aged 12.

- GEORGE So, you ¹ (stop) using plastic.
- EMILY Yes, we ² (not buy) any food or drinks with plastic packaging for a week – that's the plan!
- GEORGE ³ your parents and your sister (participate), too?
- EMILY Yes, they are. We're all worried about plastic waste. People think that there ⁴ (be) more plastic than fish in the oceans by 2050! So, we want to stop using plastic. But speak to us next week. See how we get along!
- GEORGE Thanks. I ⁵ (come back) and find out if it was difficult or easy for you!
- EMILY Great! We ⁶ (be) happy to speak to you. I've decided that I ⁷ (write) a blog, too – so you can read about my experience. I think we ⁸ (not find) it easy – so many things have plastic packaging!

Making things

- 10 Choose the correct words for each description.

- Small metal or plastic covers that you put on the top of bottles: **pieces of wood** / **bottle tops** / **scissors**
- Very thin rope that you use for tying things together: **string** / **cardboard** / **tape**
- A tool for cutting; it has two sharp parts that are joined together: **knife** / **scissor** / **scissors**
- Thick paper that is used for making boxes, etc.: **tape** / **wood** / **cardboard**
- This was once part of a tree; it is hard and often brown in color: **piece of wood** / **colored paper** / **spray paint**

- 11 Read the text, then complete it with the words below.

cardboard glue piece of wood scissors
spray paint tape

A bookmark for Mother's Day



Does your younger brother, sister, or cousin need to give a present for Mother's Day or a birthday? Help them make this bookmark – it's quick, cheap, and easy. You don't need expensive things like ¹ or glitter!

- First, get three popsicle sticks – a popsicle stick is the ² that you find inside a popsicle! Join these together on the back with some clear sticky ³ and turn them over.
- Then take a piece of thin white ⁴ and draw on it the shape of two rabbit's ears, two eyes, two cheeks, a nose, and two feet! Use some pens or pencils to color the inside of them, just like the photo. Then use some ⁵ to cut out all the different shapes.
- Next, take some ⁶ and put it on the back of the cardboard shapes. Stick them to the front of the popsicle sticks to make them look like a rabbit. Wait for everything to dry. The present is now ready!

- 12 **CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- Do you think reusing everyday things is important? Why? / Why not?
.....
- How much of your trash does your family recycle every week?
.....
- Is it truly possible for people to produce their own food and live a "moneyless" life?
.....
- To help the environment, what do people need to use less of?
.....

Listening

- 1 6.01 Listen to a TV program about making things. The hosts are making a “map table.” Answer the questions.



- How long does the map table take to make?
 - Who could help you?
 - Where can you find more information about making the table?
- 2 6.01 Study the listening strategy. Then listen again and complete the specific information in the instructions.



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.

How to *make a map table*

You'll need: an old ¹..... map, scissors, some special ²....., a paint brush, some varnish, and a small old table.

- Make sure the ³..... on top of your table is clean. Then use the ⁴..... to cut the map to the same size as the table.
- ⁵..... the ⁶..... over the table.
- Push the map down onto the top of the table. Leave it to dry.
- Take some ⁷..... varnish and put it all over the map. Your table is ready!

- 3 6.01 Listen again and correct the sentences.

- You can make the table over several evenings.
- You could use a city map or a map of your capital city.
- Ask your friends if you want to use one of their tables.
- You need to push the map down quickly.
- Use your fingers to make the map flat.

Speaking

- 4 Choose the correct words to complete the sentences.

- One / A / This thing we can do is to make some bowls.
- Another idea is for / to / that create cool vases for flowers.
- Those are good ideas. What more / other / else?
- How about creating / create / to create some colorful boxes?
- Great. Some / Any / Few more ideas?
- I think we must / can't / could design some nice bags.

- 5 Complete the dialogue about upcycling with the phrases below. There is one extra phrase that you don't need.

another idea is any more how about
how to I think we could we can do
what else

- Jamila** Hey, have you had any good ideas?
Ollie Yes, one thing ¹..... is to make the CDs into coasters.
Lily Good idea! ²..... put colored paper on them. They would look really good.
Jamila Yes, that's nice. My mom would like those. ³..... ideas?
Lily Well, ⁴..... to tie string through the CDs. Then you can put them in the garden and keep away the birds.
Jamila My grandpa would like that idea! ⁵.....?
Ollie ⁶..... making the CDs into small photo frames?
Lily Good idea! Let's make those.

- 6 Choose one of these situations and write a dialogue. Use phrases from exercise 5.

- You are at a youth club with your friends. You have some old jeans and T-shirts. You would like to make them into new things.
- You are with your friends over summer vacation. You want to make some things for your bedrooms from recycled cardboard boxes.
- You are with some classmates. You are trying to think of how to recycle yogurt containers. You want to make things for a charity sale at school.

A factual article

- 1 Read this factual article about food waste from an environmental website for young people. Complete the article with the words below.

according in problem says waste worse



Why we need to throw away less food!

In some countries there is an increasing ¹ of people and supermarkets throwing away a lot of food. This is bad for the environment, and it is also a ² of fruit, vegetables, and meat. People throw away food for different reasons. Often it is because they have bought too much and it has gone bad before they can eat it. ³ to the environment organization The Natural Resources Defense Council, up to 40% of food in the United States is thrown away! This food often goes into landfill sites and it creates methane gas, which contributes to global warming. If people don't stop wasting food, this will get ⁴. Clearly we need to find a solution for this problem. The United Nations ⁵ that we need to reduce food waste and take it more seriously. ⁶ my opinion, governments need to help people understand the dangers of wasting food by putting lots more information online.

- 2 Study the writing strategy. Then divide the article into three paragraphs by drawing an arrow ↓ at the end of paragraphs one and two.



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. Remember to start a new paragraph when you change topic.

- 3 Write the number of the paragraph in the article where you find this information.
- 1 a possible future solution
 - 2 why the problem happens
 - 3 the general problem
 - 4 a statistic about how bad the problem is
 - 5 the future consequences
 - 6 information from an international organization saying it is an important problem

LANGUAGE POINT Introducing information from different sources

- 4 Write two sentences introducing the information from these sources. Use *According to* and *says / say*.
- 1 the government / food waste is increasing
 - 2 Experts / the problem is getting worse

Task A factual article

- 5 You are going to write a factual article about electronic waste or “e-waste” for your school website. Look at the photo and write down six things that could be e-waste.
- | | |
|---|---|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |



Think and plan

6 Research online and make notes for your factual article about e-waste.

Title of article	
What's the general problem with e-waste?	
Why is e-waste an increasing problem?	
What statistics show the importance of this problem?	
Why is e-waste dangerous?	
What are the future consequences of e-waste?	
What have important organizations said about the problem?	
In your opinion, what are the solutions to the e-waste problem?	

Write a first draft

7 Write a first draft of your article. Write about 150 words. Use your notes from exercise 6 and organize your information into three main paragraphs.

- 1 a short introduction giving the problem
- 2 a paragraph with the causes and dangers of the problem
- 3 a short conclusion with a possible solution to the problem

Review and edit

8 Read through your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Did you include all the important information from your notes? ☐
- Did you start a new paragraph for each new topic? ☐
- Did you use sources to support your ideas? ☐

Language

- Did you introduce sources of information correctly? ☐
- Is your spelling correct? ☐
- Is your grammar correct? ☐

9 Now write a final draft of your article.



Reading to learn

- 1** In the online article on page 55, which person ... ?
- found parts for their invention in recycle bins
 - created a machine that helps you with two things at once
 - made something cheaply with parts bought online

2 What do pronouns do?

.....

3 When you are reading, why is it important to understand what pronouns refer to?

.....

Vocabulary and Grammar

Waste and recycling

4 Complete the sentences.

- When something becomes rotten, it
- When you put something in the wastebasket, you it

5 Write the verbs beginning with *re-*.

- when you turn old waste paper into a new paper product
- when you keep a plastic cup and use it again
- when you get a new phone instead of your old one

Adjective suffixes

6 Complete the words with suffixes *-able*, *-ful*, or *-less*. Then answer the questions with your opinions.

- What do you think is the most use-dispos..... product? Why?

- What kinds of products or food are people waste..... and care..... with?

Talking about quantity

7 Complete the sentences with the words below. Then finish them with your own ideas.

enough fewer little

- I don't have space in my closet because I have too many
- I had too time last week, so I couldn't
- TV would be better with boring programs about

8 Which of the quantity words above are used ... ?

- with count nouns
- with noncount nouns
- with both count and noncount nouns

Talking about the future

9 Choose the correct words to complete the rules.

- We often use *will* / *going to* when we talk about things we have already planned and decided.
- We often use *will* / *going to* when we offer to do things and make predictions about the future.

10 Answer the questions with your own ideas.

- What is your prediction about the future of recycling?

- What are your plans for the next school break?

Making things

11 Complete the sentences with "making" words. What can you do if ... ?

- your favorite music poster is in two pieces
Find some and stick it together.
- the bowl you made in art class is a boring color
Take a can of and paint it red.
- you want to make an invitation to a party
Buy some, maybe blue or green, and then write the time and place of the party on it.

- 12** What was the last creative thing that you made? Describe how you made it and the materials used.

.....

.....

.....

.....

Listening

- 13** Answer the questions about creative thinking.

- 1 What's a good target number of ideas when you are thinking creatively?
- 2 When do you have more creative ideas – earlier or later? Why?

.....

.....

- 3 What's the best way to start creative thinking? On your own or in a group? Why?

.....

.....

- 4 What specific details can you listen for if you are arranging to meet a friend?

.....

.....

.....

Writing

- 14** What two words or phrases can we use to introduce information from different sources?

.....

- 15** Give an example of something surprising that you have learned recently using the words from exercise 14.

.....

.....

.....

- 16** Why is it good to give your sources of information in an article?

.....

.....

- 17** Why is it important to use paragraphs when you write an article?

.....

.....

Reflect

How can we live with less?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how can we live with less?

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....





What is intelligence?

- 1** Study the reading strategy and the questions. Then scan the article on page 65 and find the answers as quickly as you can.



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.

- 1 Who wrote the article?
.....
.....
 - 2 In what year did Daniel Kahneman publish the book *Thinking Fast and Slow*?
.....
.....
 - 3 How many copies of the book has he sold?
.....
.....
 - 4 What award did Kahneman win in 2002?
.....
.....
 - 5 What is the answer to the bat and ball problem?
.....
.....
.....
- 2** Match headings 1–6 to paragraphs A–E.
- 1 Lazy System 1 vs. Powerful System 2
 - 2 Why Kahneman and Tversky's ideas matter
 - 3 How we solve simple problems
 - 4 A well-known logic puzzle
 - 5 How we solve complicated problems
- 3** Read the text again and answer the questions.
- 1 How did Kahneman and Tversky change our view of intelligence?
.....
.....
.....
 - 2 When do we use System 1 thinking?
.....
.....
.....
 - 3 What is the problem with System 1 thinking?
.....
.....
.....

- 4** What kind of thinking do you think you use for these activities: fast System 1 thinking or slow System 2 thinking? Write *F* (fast) or *S* (slow).

- 1 notice that someone's voice sounds angry
.....
 - 2 tell someone your name
.....
 - 3 compare two smartphones and decide which one is a better value for the money
.....
 - 4 count the number of times the letter "a" appears in a paragraph of a book
.....
 - 5 say the alphabet backwards
.....
 - 6 read the word "cat"
.....
- 5** Can you think of a situation in your life when you often make decisions using emotion and instinct instead of logic? Think about these situations or use your own ideas.
- what to eat or drink
 - how to spend your money
 - how to spend your time
-
.....
.....
.....
.....
.....
.....
.....
.....
.....

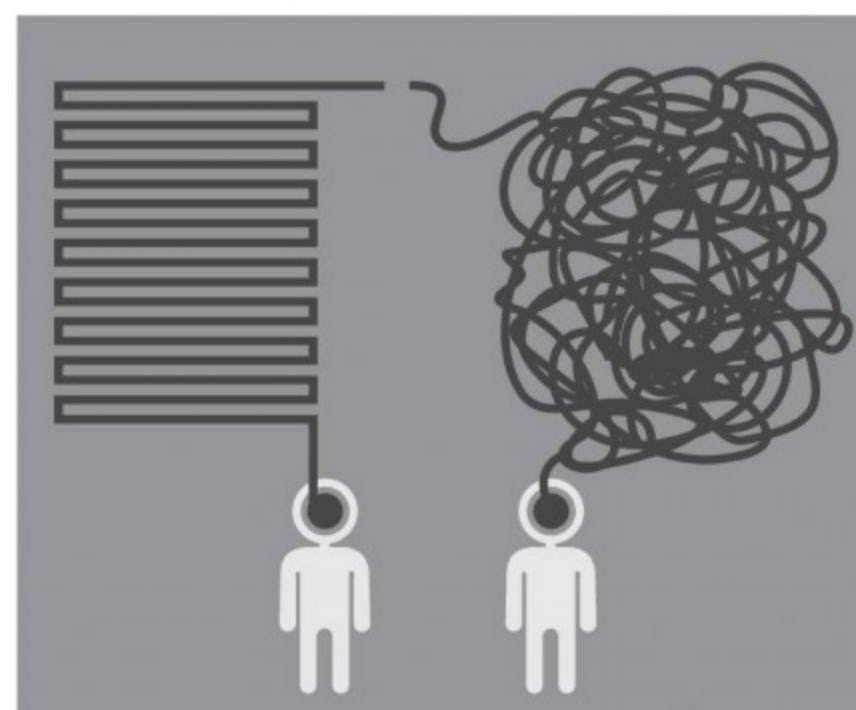
How logical are we really?

BY SAM EDWARDS

I'm a logical person. I think carefully and I make sensible decisions. Well, that's what I believed before I read Daniel Kahneman's 2011 book *Thinking Fast and Slow*. Now I'm not so sure!

A

The work of psychologists Daniel Kahneman and Amos Tversky has changed the way we understand intelligence. They've shown that we aren't as good at logical thinking as we believe. Kahneman won a Nobel Prize in 2002, and his book *Thinking Fast and Slow* has sold over 2 million copies.



B

Kahneman explains that we think in two different ways. The first kind of thinking, System 1, is fast and automatic. We use it to answer questions like this:

$$2 + 2 = ?$$

We also use System 1 thinking to make emotional decisions – for example, to decide if someone is happy or sad – and to recognize things that are very familiar to us. These activities are very easy. In fact, we can't stop them happening.

C

Now try to solve this problem (without a calculator!):

$$17 \times 24 = ?$$

Were you able to do it? For difficult tasks like this, we need a different kind of thinking: System 2. System 2 thinking is slow, careful, and logical. We need to pay attention, so we can't do other things at the same time.

D

System 2 thinking makes us tired, so most of the time we use System 1 to save energy. In general, this works well, but not always. Sometimes, when we need System 2 thinking to answer a difficult question, we use System 1 instead. We quickly choose the obvious answer. Unfortunately, it's often wrong!

E

Kahneman gives this problem as an example. What's the first answer you think of?

A bat and ball cost \$1.10. The bat costs \$1 more than the ball. How much does the ball cost?



Most people quickly say "10 cents." But that's because they're using fast System 1 thinking. It seems easy, but it's the wrong answer. Now think about the problem again. Can you use slow System 2 thinking to solve it?

Kahneman shows that even very intelligent people make these kinds of mistakes all the time. When we think we're using logic, our emotions and instincts are often making decisions for us – not only about math problems, but also in many other areas of our lives.

***SOLUTION:** Remember that the bat doesn't cost \$1 – it costs \$1 more than the ball. If the ball costs 10 cents, the total cost will be \$1.20. The correct answer is that the ball costs 5 cents and the bat costs \$1.05.



Intelligence

1 Choose one word to complete each sentence. Check (✓) the sentences that you agree with.

- 1 True **smart** / **intelligent** / **wisdom** can only come from experience, not from books. ☐
- 2 It's better to be happy than to be very **intelligent** / **genius** / **common sense**. ☐
- 3 **IQ** / **Wise** / **Prodigy** people know how to learn from their mistakes. ☐
- 4 You can only become a **sensible** / **genius** / **skillful** if you're born with a special talent. ☐
- 5 Very smart people aren't always good at making **intelligence** / **smart** / **sensible** decisions. ☐

2 Complete the blog post with the words below.
clever genius IQ prodigies skillful skills

Noun suffixes

Are child prodigies born or made?

Posted by Luca | June 25

How does a young child become a mathematical

¹....., a
²..... violinist, or an amazing soccer player? Is it natural intelligence? Or could it be the decisions that their parents made?



Starting early and practicing a lot seems to be important. We often hear about sports stars who trained from a young age. The tennis players Andy Murray and Serena and Venus Williams are famous examples. They had ambitious parents and spent years developing their ³.....

Child ⁴..... are probably naturally ⁵....., too, but scientists are still trying to understand what natural intelligence really means. In the past, people thought that you could measure intelligence using an ⁶..... test. However, we now know that intelligence is much more complicated than that.

So are child prodigies born or made? Well, we don't yet know for sure, but the best answer might be "both."

3 Circle eleven more verbs and write the noun forms in the chart.



verb + *-ment*

verb + *-ion*

verb + *-ance*

verb + *-ing*

4 Complete the article with nouns formed from the verbs and adjectives in parentheses. Use the suffixes below and make the nouns plural if necessary.

-ance -ence -ing -ion -ity -ment

What do we need to be creative?

What are the best conditions for ¹..... (creative)? Do we need total freedom to explore ideas? In fact, the opposite may be true.

Many people believe that having some rules to follow can help. For example, imagine that your art teacher asks you to do a ²..... (draw). Where do you start? There are so many ³..... (possible) that it's difficult to decide what to draw.

Now imagine that you need to create an ⁴..... (advertise) for a healthy soft drink. There's an important ⁵..... (differ) between this task and the first one. It gives you a problem to solve. With more specific ⁶..... (instruct), it's easier to think of ideas.

People in creative jobs usually have to follow rules. For example, actors aren't free to do what they want during a ⁷..... (perform). They have a script to follow. It's the same for authors and journalists. Most forms of ⁸..... (write) need to be adapted to a particular purpose. Often, creativity isn't thinking of original ideas – it's making original connections between the ideas that other people give you.

Talking about ability

5 Complete the sentences with your own ideas.

- 1 When I was six years old, I could
.....
- 2 I really admire people who can
.....
- 3 To work well in a team, it's important to be able to
.....
- 4 One day, scientists will probably be able to
.....
- 5 Before I went to school, I couldn't
.....

6 Complete the article with the correct forms of *can* and *be able to*. Sometimes there is more than one possible answer.

THE POWER OF THE SMARTPHONE

Do you ever stop to think how incredible a smartphone is? You

1
hold it in one hand, but it

2
process information very quickly. In fact, modern smartphones are much faster than the computers

that NASA used to put the first man on the moon. In 1969, the computer on the *Apollo 11* spacecraft

3 help astronauts travel to the moon and back. Today, a typical smartphone 4 perform operations thousands of times faster than that computer.

So how will smartphones develop in the next few years? What new things 5

we do with them?

Experts predict that as objects become more connected, we'll use our smartphones to control everything in our homes. But if objects can communicate with other objects, some experts believe that our smartphones may become less important. For example, we might not need to use our phones to buy food online because our fridge

6 do it for us.

There's one thing that we know for sure: our smartphones will one day seem as old-fashioned as the *Apollo 11* computers – and maybe sooner than we realize.



7 Rewrite the sentences, correcting the mistakes. One sentence is correct.

- 1 My best friend cans dance really well.
.....
- 2 Will we able to grow food on Mars one day?
.....
- 3 I could be able to read when I was three.
.....
- 4 He couldn't speak French before he moved to Paris.
.....
- 5 When we'll be able to cure all diseases?
.....

Talking about possibility

8 Read sentences a–f. Then answer the questions.

- a There may be intelligent life on other planets.
- b You can get lost very easily in this city.
- c Robots might become more powerful than humans.
- d We may not need airplane pilots for much longer.
- e Maybe it'll stop raining soon.
- f There could be thousands of ocean species that scientists haven't discovered yet.

- 1 Which sentences refer to the present?
.....
- 2 Which sentences are future predictions?
.....

9 Complete the second sentence so that it means the same as the first. Use the words below.

can't could may maybe not

- 1 My package might arrive tomorrow.
..... my package will arrive tomorrow.
- 2 We could lose this game.
We not win this game.
- 3 Wear your coat. It might be cold outside.
Wear your coat. It be cold outside.
- 4 It's impossible to get good pizza in this town.
You get good pizza in this town.
- 5 Maybe it won't rain tomorrow.
It might rain tomorrow.



- 10** Choose the correct verbs to complete the article. Circle all possible answers.

Getting ready for THE FUTURE



In the past, people ¹... learn a skill when they were young and use it all their life, but that ²... be true for anyone in ten years' time. Technology is getting smarter all the time. So how ³... humans succeed in this new world of AI?

1. Keep learning new skills In the future, we ⁴... stop learning new things because technology will develop very fast. In the past, people ⁵... study only arts or only sciences. In the future, we'll probably need to have different kinds of knowledge.

2. Develop your creativity Robots ⁶... clean our houses or drive our cars in the future, but we'll still need people to have ideas. Luckily, experts believe that we ⁷... improve our creative thinking skills with practice.

3. Learn foreign languages Soon machines ⁸... translate for us, but language skills will still be useful. You ⁹... work with people all around the world, so understanding other cultures will be important.

- | | | | |
|---|-----------|----------------|--------------------|
| 1 | a could | b were able to | c can |
| 2 | a can't | b may not | c might not |
| 3 | a can | b are | c are able to |
| 4 | a can't | b couldn't | c won't be able to |
| 5 | a could | b can | c were able to |
| 6 | a could | b might | c may |
| 7 | a can | b can't | c may not |
| 8 | a able to | b will be able | c will be able to |
| 9 | a may | b might | c could |

Skills: nouns and adjectives

- 11** Are the bold words nouns (N) or adjectives (A)? Check (✓) the opinions that you agree with.

- Using social media is a good way to develop your **communication** skills. ☐
- Some people are naturally more **imaginative** than others. ☐
- Scientific** subjects are more difficult than arts subjects. ☐
- Emotional intelligence is more important than **logic**. ☐
- All students should study **mathematics** until they're 18. ☐
- Anyone can become really good at playing a **musical** instrument if they practice a lot. ☐

- 12** Complete the words with the correct noun or adjective suffixes.

- I don't think that's a very logic..... decision.
- Listening to other people is a very important aspect of communic.....
- The discovery of electricity is one of the most important scien..... achievements of all time.
- Computers can solve very complex mathematic..... problems.
- If you use your imaginat....., you'll think of an idea.
- I want to be a fashion designer because I'm art..... and I love clothes.

- 13 CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- What new skill would you most like to learn in the next year? Why?
.....
- Do you think it's a good thing to be a child prodigy? Why? / Why not?
.....
- What do you think will be the most useful skill for people to have in 20 years' time? Why?
.....
- Who's the wisest person you know? Why?
.....
- What are you good at? What kinds of jobs can you do with those skills?
.....

Listening

- 1 Look at the poster. What kinds of knowledge and skills would be useful in this competition?

.....

.....

.....

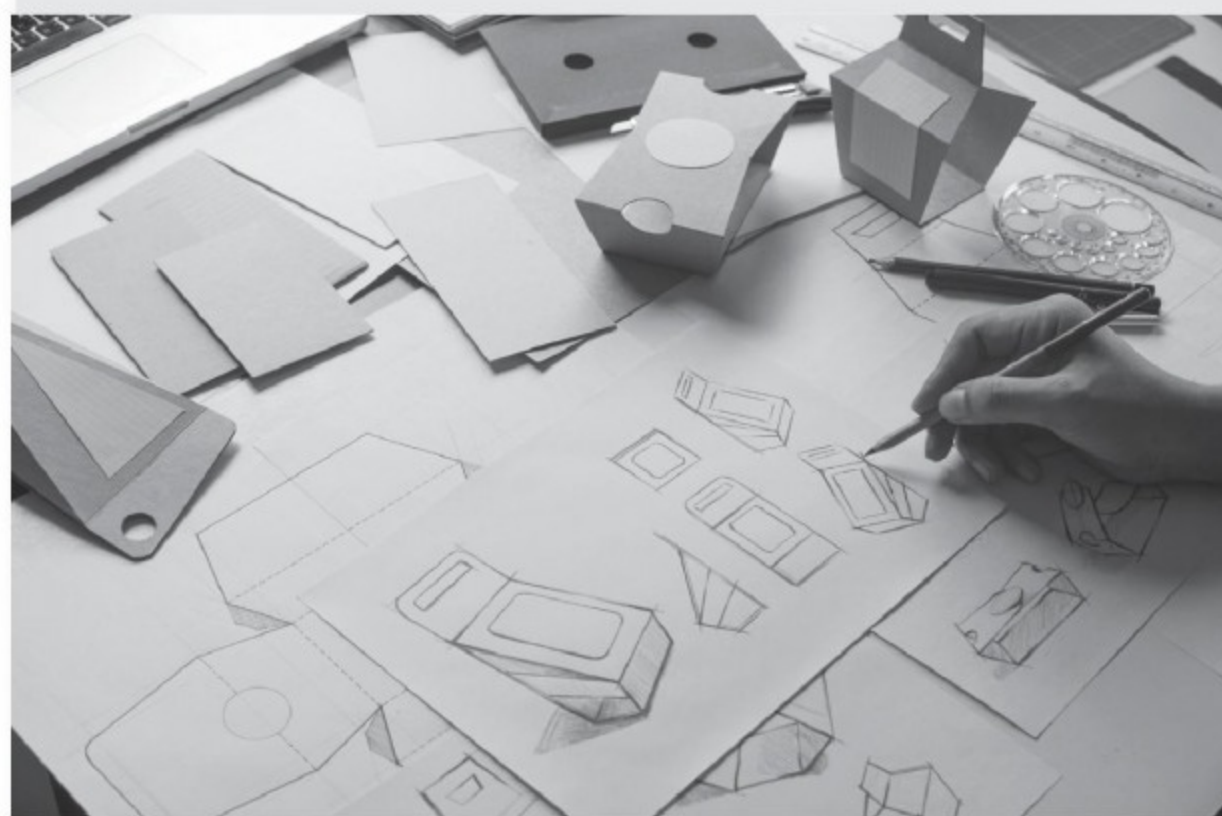
Kingston School Product Design Challenge

➡ May 26 | School Auditorium

Do you have an idea for an original product?

Please work in pairs. You'll need to:

- + create a poster showing your product's main features
- + give a presentation explaining how you'll sell it



- 2 7.01 Listen to the dialogue. Who agrees to do each task, Tammy (T), Raj (R) or both (B)?

- 1 give the presentation
- 2 plan how to sell the product
- 3 prepare the presentation
- 4 design the poster
- 5 write the text for the poster

- 3 7.01 Read the sentences, then listen again. Are the sentences true (T) or false (F)?

- 1 Tammy and Raj's idea is a water bottle that you can keep money in.
- 2 Raj doesn't enjoy acting.
- 3 Tammy knows a lot about marketing.
- 4 They agree to meet again next Thursday.
- 5 Tammy thinks they should use a computer to create their poster.
- 6 Raj's brother knows how to design posters.

Speaking

- 4 Complete the dialogue about making a short movie with the sentences a–f.

- a I'm pretty good at thinking of creative ideas.
- b I don't know how to direct a movie.
- c I'm not very good at making things.
- d I'd like to make the costumes.
- e I think that writing the script is a good job for me.
- f You're probably best at directing.

Marc OK, so we need to write the script, make the costumes, and direct the movie. So, first of all, who should direct it?

Ana ¹..... You take great photos and you have excellent communication skills.

Marc I'm not sure. ².....

Ana Well, now is a good time to learn! You'll be able to find some tips online.

Marc OK, I'll try! So what are you going to do?

Ana ³..... I have a few ideas already and I've written scripts before.

Marc That's fine. You're better at writing than I am. But we can discuss the plot together. ⁴.....

Ana Perfect. That just leaves making the costumes. I don't think I'm the best person for that job. ⁵..... What about you?

Marc ⁶..... I'm pretty artistic. But you can help me – it'll be fun!

- 5 Study the speaking strategy. Then complete the sentences with reasons from exercise 4.



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.

- 1 Ana thinks Marc should direct the movie because

- 2 Marc is nervous about the idea because

- 3 Ana wants to write the script because

- 6 Choose one of these situations and write a dialogue. Use phrases from exercise 4.

- You're organizing an end-of-term party.
- You're starting a class magazine or blog.
- You're creating a website for a school club.

A biography

AMAZING LIVES:

HEDY LAMARR



During her life, Hedy Lamarr was famous for being a beautiful Hollywood actress. But years later, the world discovered her amazing secret: she was also an inventor. In fact, Lamarr helped to invent Bluetooth and Wi-Fi.

Lamarr was born in Austria in 1914. She was an intelligent child and ¹..... she was ten years old, she could play the piano and speak four languages. She started acting when she was 16.

Lamarr went to the US ²..... 1937 and acted in her first English-language movie the ³..... year. ⁴..... 1940s, she was one of the biggest stars in Hollywood.

But Lamarr wasn't only interested in movies. ⁵..... World War II, she and a friend invented a new kind of radio technology. Many years ⁶....., this became the basis for the Bluetooth and Wi-Fi technology that we all use today.

1 Read the biography and answer the questions.

- 1 Why was Hedy Lamarr famous during her life?
.....
.....
- 2 What could she do when she was a child?
.....
.....
- 3 What was her main scientific achievement?
.....
.....

LANGUAGE POINT Time references

2 Complete the time references 1–6 in the biography with the words below.

before during following in in the later

3 Read the final part of the biography and complete the time references with appropriate words.

Not many people knew about Lamarr's scientific achievement until ¹..... 1990s. Then journalists started to become interested in it, and ²..... 1997, she won two awards for her work. But she never received any money for her invention ³..... her life, and she was pretty poor when she died three years ⁴..... in 2000.

In 2016, the director Alexandra Dean made a documentary movie about Lamarr. When the movie appeared in movie theaters the ⁵..... year, Lamarr finally became famous around the world for her skills as a scientist and inventor.

Task A biography

4 You are going to write biography of a talented person. Choose one of these people or another person who inspires you.

- Ada Lovelace
- Ella Fitzgerald
- Leonardo da Vinci
- Malala Yousafzai
- Pelé
- Stephen Hawking

Think and plan

- 5** Find information about the person's life online or in the library. Make sure you use a reliable source. Make notes in the chart.

Year of birth (and death)	
Early life	
Main work and achievements	
Later life	

- 6** Now choose the most relevant information to include in your biography. Use these questions to help you.

1 What's the most important thing that this person achieved?

.....

.....

2 Why is it important?

.....

.....

3 Which events in the person's life help to explain how or why they achieved it?

.....

.....

.....

- 7** Now think about the organization of your biography. Decide which of these sections you want to include. Then decide how to organize your ideas logically using paragraphs.

introduction early life main achievement(s)
later life / death importance of the person's
achievements

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Write a first draft

- 8** Write a first draft of your biography. Write about 150 words. Use your answers from exercises 5–7 to help you.

Review and edit

- 9** Study the writing strategy. Then read through your first draft. How can you improve it? Use the checklist to help you.

**Writing strategy****Reviewing your first draft**

When you review your first draft, it's a good idea to read it a few times, thinking about different things each time. First, think about the content. Then think about the organization. Finally, look at the language. How can you improve it?

**Writing checklist****Content**

- Is your biography interesting? ☐
- Does it include the most relevant information? ☐
- Did you use time references to show the order of events? ☐

Organization

- Did you use paragraphs in a logical way? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use time references correctly? ☐

- 10** Now write a final draft of your biography.



Reading to learn

- 1 Look at the factfile. Then scan the paragraph below as quickly as possible and find the missing information.

Name: Daniel Kahneman

Year of birth:

Subject:

Research partner's name:

Year he won a Nobel Prize:

Daniel Kahneman was born in Tel Aviv in 1934. He studied psychology and became a university professor. In the late 1960s, he started doing research with another psychologist, Amos Tversky. They worked together for almost 30 years and became famous for studying the way people make decisions – especially about how to spend money. Sadly, Tversky died in 1996 at the age of 59, but Kahneman continued their work and won the Nobel Prize in Economics in 2002.

- 2 Think of one more kind of text that we often scan for specific information.

.....

.....

.....

Vocabulary and Grammar

Intelligence

- 3 Give an example of a situation in which you need ...

- 1 intelligence
- 2 wisdom
- 3 skills

Noun suffixes

- 4 Complete the nouns with the correct suffixes.

Verb → Noun	
move	¹ move
hear	² hear
Adjective → Noun	
creative	³ creativ
intelligent	⁴ intellig

- 5 Complete the questions with the noun forms of the verbs or adjectives in parentheses. Then answer them with your own ideas.

- 1 Do you think (read) makes people wiser?

.....

.....

- 2 What do you think (creative) is?

.....

.....

Talking about ability

- 6 Complete the sentences to make them true for you.

- 1 I can

- 2 When I was four, I couldn't

- 3 When I was ten, I could

- 4 I can't

- 5 When I'm 17, I'll be able to

- 7 Rewrite sentences 1–4 from exercise 6 using *be able to*.

- 1

- 2 When I was four,

- 3 When I was ten,

- 4

- 8 Give an example of a situation when people often need to talk about their abilities.

.....

.....

Talking about possibility

- 9 Rewrite the sentences with appropriate modal verbs. Then match them to the functions a–c.

- 1 It isn't possible to ski in my country.

People

- 2 Maybe I'll become a famous inventor.

I

- 3 Maybe sleep is more important than we realize.

Sleep

- a a prediction about the future that isn't certain

- b something that isn't possible in the present

- c something that isn't certain in the present

10 Write another sentence using each of the functions a–c from exercise 9. Use your own ideas.

- a

 b

 c

Skills: nouns and adjectives

11 Write the adjective form of these nouns.

- 1 music
 2 science
 3 communication
 4 art
 5 imagination

12 Choose one of these activities. What kinds of intelligence, qualities, and skills do you think people need to do this activity well?

design an app play basketball
 play the piano organize a party
 sell a house write a book

.....

Speaking

13 Complete the sentences with your own ideas and opinions, giving reasons.

- 1 I enjoy (subject) at school because
 2 I'd like to try (hobby / activity) because

14 Why is it useful to explain our opinions and preferences when we speak to people?

.....

Writing

15 Complete the missing words in the time references. Then add two more time references that you can use to describe events in the past.

The year ...

Ten years, ...

.....

16 Why do we use time references when we describe events in the past?

.....

Reflect

What is intelligence?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what is intelligence?

.....

What is the most interesting thing you learned in the unit?

.....





How can we stay healthy?

- 1** Read the article on page 75. What is the best short summary of the text?

The text is about ...

- a the health benefits for younger people of taking up a team sport.
- b the social benefits for teenagers of regular exercise and changes in diet.
- c the different social benefits for young people of being active and participating in sports.

- 2** Read the online article again. Which benefits are mentioned in the text?

Exercise can help you to ...

- 1 improve how you feel about yourself. ☐
- 2 fall asleep faster and sleep longer. ☐
- 3 sleep well and wake up earlier. ☐
- 4 learn to communicate with others in a group. ☐
- 5 avoid having problems with your friends. ☐
- 6 learn to make new friendships. ☐

- 3** Study the reading strategy. Then write a summary of the online article in the chart.



Reading strategy

Summarizing a text

We sometimes need to summarize a text to explain it to other people.
When we summarize, we briefly describe the main ideas.

- 4** Answer the questions. Refer back to the online article.

- 1** Have you experienced any of the social benefits of exercise mentioned in the article?

.....

.....

.....

.....

- 2** Do you think that team sports are always good for young people? Why? / Why not?

.....

.....

.....

.....

- 3** What other social benefits are there of regular exercise and sports? Give an example.

.....

.....

.....

.....

Overall idea	The article is about
Paragraph Two	It explains that one benefit of exercise is that
Paragraph Three	It explains that exercise can help
Paragraph Four	It describes how exercise, and in particular team sports, can
Paragraph Five	It says that one benefit of exercise is that you can learn to
Conclusion	Finally, it concludes by saying that



BEING ACTIVE – IT ISN'T ONLY ABOUT STAYING FIT!

Most young people know that exercise can have a lot of health benefits. For example, it can help you to lose weight or strengthen your muscles. However, not everybody knows that exercise can have social benefits, too. Different kinds of exercise from running to basketball can give you these benefits – but what are they? Read on and find out!

A number of studies show that exercise and sports can help young people to improve their self-esteem – this is how positive you feel about yourself. A study in Canada found that 11- and 12-year-old students who were more physically active had higher self-esteem. Learning and participating in a sport or activity can help you to feel more in control of the things that you do, which is an important part of self-esteem.

Regular exercise can also help you to feel more relaxed, and this can help you to go to sleep more quickly at night. Experts say that teenagers should get between eight to ten hours of sleep every night. According to the US National Sleep Foundation, exercise helps you to fall asleep faster, and it also increases the amount of time that you stay asleep. Having a good night's sleep is important – it can make you feel in a better mood. Not having enough sleep can make you feel irritable and less sociable.

Some kinds of exercise such as team sports help you with teamwork skills. For example, games such

as volleyball or soccer need a lot of teamwork, and they can help you to work together with people in a group. Team sports can also help you to communicate better with others because there is often a need for fast and effective communication. Think about soccer players shouting to each other!

Exercise and sports can also help you to learn something important in life – how to make and keep new friends. The American National Alliance for Youth Sports says that when people make friends through sports, the friendship can last a long time. Of course, being on a team is good for making new friends, but other activities are helpful, too. For example, if you have an interest in mountain biking, you might tell others about it and then decide to go on a bike ride together.

So next time you do something active, remember – it's not just about getting in shape – there are a lot of other benefits, too, from having a good night's sleep to making new friends.



Health

- 1** Complete the sentences with an adjective or multi-word verb made from the word in parentheses.
- 1 Fruit and vegetables are foods. (health)
 - 2 We eat a lot of eggs and fish – they're very (nutrition)
 - 3 If you eat a lot of fast food, you might weight. (put)
 - 4 I soda because it contains too much sugar! (give up)
 - 5 Last year, I tennis for the first time. (take)
 - 6 Too much salt could be for you. (health)

- 2** Replace the underlined words in the messages with the words below. Change the form where necessary.

exercise give up in shape lose weight
my diet take up

Hi, guys, I think I've been spending too long playing video games with my friends recently, and I don't feel ¹strong and healthy at all! Any ideas? Xander

Hey Xander – I know the answer – it's sports. If you ²start a sport that you enjoy, you won't feel like you're doing ³physical activity – it'll just feel like fun! Try basketball – I love it! Abi

I know what you're saying, Xander! I was unfit last year, so I ⁴stopped spending a lot of time on social media on weekends, and I started biking with a friend. Doing things with someone else is helpful. I also changed ⁵the food I eat, and I've ⁶got thinner, too. Ed



Nouns and verb forms

- 3** Complete the sentences with the words below. Decide if they are nouns (N) or verbs (V).

help interest laugh smile start study

- 1 Scientists are now showing an in the healthy effects of laughter.
- 2 Did you know that when you, your brain releases "happy" chemicals into your body?
- 3 Your sister has a very funny It's wonderful to hear.
- 4 Can I you with your essay about healthy lifestyles?
- 5 What time is that TV program going to? It always makes me smile.
- 6 Our neighbor is taking linguistics at the university – it's the of language and communication.

- 4** Complete the sentences with one of the words from exercise 3 and your own ideas.

- 1 My cousin has a big, wide *smile* – especially when *he's really happy*
- 2 I never need any with
.....
- 3 I often when I see a funny
.....
- 4 When I'm older, I'd like to go to college and subjects like
.....
- 5 One of these days I'm going to get organized and make a on
.....
- 6 Are youed in?
.....

- 5** Complete the definitions with the nouns below.

answer change end guess plan worry

- 1 If there is a in your behavior, you start doing things differently.
- 2 If you can give the to a question, you know the correct information.
- 3 If you have a, you know what you are going to do.
- 4 If something is a, you aren't very sure about it.
- 5 If you come to the of something, you finish it.
- 6 If something is a, it concerns you and makes you feel unhappy.

Giving instructions and advice

- 6 Complete the sign with the affirmative or negative imperative of the verbs below.

empty enjoy not climb not jump
not talk read sit wear

Hylands Wood Scout Camp Climbing Wall

Please ¹ and follow these five rules before you use the climbing wall with your teachers.

- 1 ² a safety helmet at all times when you climb.
- 2 Put on sneakers or climbing boots before you start. ³ the wall in sandals or flip-flops.
- 3 Always ⁴ your pockets before you climb. Falling objects like money or a cell phone can hurt people.
- 4 When you aren't climbing, ⁵ quietly on the bench at the bottom – ⁶ or shout to people on the wall.
- 5 Always get down carefully at the end – ⁷
- ⁸ your climb!

- 7 Complete the sentences with *must*, *must not*, *should*, or *shouldn't*.

- 1 It's better to stop for a moment before you cross a road. You just walk without looking.
- 2 You have lights on your bike at night. If you don't, the police will stop you.
- 3 People skate or ride bikes in this mall. It's against the rules.
- 4 I think it's helpful for bike riders to wear the right clothes. They try to wear comfortable things.
- 5 It's illegal in our country to drive over 50 km an hour in town. Drivers go over this speed.
- 6 Our teacher says that we listen to loud music when we study. She says it isn't a good idea.

Making nouns from verbs

- 8 Complete the online information text with the gerund of the verbs below.

do listen put on trampoline understand visit

The Accident Prevention Society

Staying safe at a trampoline park



Trampoline parks are opening in many different cities. ¹ one of these places is fun, but it can be risky, too. If you want to take up ² at a special park, follow this advice to stay safe.

- Look at all the information when you arrive at the trampoline park. Reading and ³ the instructions on the safety leaflet is very important!
- Wear special "grip socks" on your feet. ⁴ the right clothes is necessary to avoid accidents.
- You should have some trampolining lessons before you visit the trampoline park so that you can work on ⁵ different jumps safely.
- All trampoline parks have instructors and other staff. ⁶ to their instructions is essential!

- 9 Complete the second sentence with a gerund at the beginning so that it means the same as the first sentence.

- 1 It's dangerous to wear headphones when you ride a bike.
.....
- 2 The best idea is to find a safe crosswalk.
.....
- 3 It's illegal not to stop at traffic lights.
.....
- 4 It's better to ride a bike in bright clothes.
.....



Describing advertising

10 Choose the correct words to describe the sentences.

- 1 “We’ll never forget the TV advertising campaign about wearing a seat belt.” **memorable / simple / serious**
- 2 “Did you hear that radio ad? It was really uninteresting!” **shocking / horrible / boring**
- 3 “I’m sure this poster about stopping smoking will make people give up.” **effective / upsetting / complicated**
- 4 “We didn’t understand that long ad. It had so many different messages.” **smart / complicated / shocking**
- 5 “I’ve seen that ad four times, but it still makes me want to cry.” **upsetting / boring / serious**

11 Complete the students’ text from a school website with the words below.

complicated boring effective memorable
serious simple

How to create an ¹..... poster for your event by Lara Evans and Shami Chandra



We’ve made a lot of posters this year for different events at school, and this is what we’ve learned!

- 1 You should make sure the title of your poster is short and very ²..... – people won’t stop and read a long, ³..... sentence.
- 2 Use bright colors like red or orange for important words and phrases. This will stop your poster from looking plain and ⁴.....
- 3 Be creative with your poster and use a funny picture. Remember it doesn’t need to be too ⁵.....
- 4 Finish your poster with a short, ⁶..... phrase that people won’t forget. Something like *Don’t miss the event of the school year!*

12 Choose the correct words to complete the text.

A Road Safety Poster by Emre Kartal

In my opinion, this old poster about road safety works really well and it is very ¹.... It has a clear and ²... message that is easy to understand – don’t use or play with your cell phone when you cross the street!



The image shows a car hitting a boy, which I think is very ³..., and I found it very worrying and ⁴... to look at. To be honest, it is a very unpleasant and ⁵... photo, but this means that you will always remember it – it’s a very ⁶... image.

- | | |
|-----------------|---------------|
| 1 a horrible | b serious |
| c upsetting | d effective |
| 2 a boring | b horrible |
| c simple | d complicated |
| 3 a shocking | b simple |
| c complicated | d boring |
| 4 a complicated | b upsetting |
| c boring | d clever |
| 5 a simple | b clever |
| c boring | d horrible |
| 6 a memorable | b horrible |
| c complicated | d serious |

13 **CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- 1 Do you think you have a healthy diet? Why? / Why not?
.....
.....
- 2 Give two examples of health advice that a doctor might give you.
.....
.....
- 3 What do you think are the important qualities of a good health poster?
.....
.....

Listening

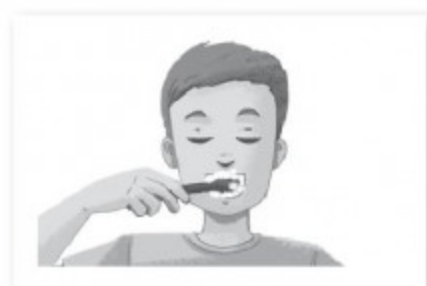
- 1 **8.01** Listen to Luke and Anna. They are talking to a group of school students about taking care of their teeth. Check (✓) the tips they mention.



- 1 Drink soda with a straw. ☐



- 2 Never have sugary food or drinks late in the evening. ☐



- 3 Always brush your teeth after breakfast. ☐



- 4 Wear a mouth guard for contact sports. ☐

- 2 **8.01** Listen again. Correct the bold words in the sentences.

- Luke and Anna are going to talk for **twenty** minutes.
- Twenty-five** per cent of all 12-year-olds have some tooth decay or "bad teeth."
- You should have soda or sugary food at the same time as **water**.
- Don't eat a lot of **fruit** between meals.
- Never have sugary snacks or drinks before school.

- 3 **8.01** Read these sentences. What kind of word do you think goes at the end? For example, a place or a kind of sport. Then listen again and complete the answers.

- Luke and Anna are speaking at a
- Snacks that are healthy for your teeth include plain popcorn, cheese, and
- Always brush your teeth for
- Visit your dentist at least once a
- Luke lost a tooth playing

Speaking

- 4 Complete the sentences with the words below.

ask did do just know really
this your

- **you** **that** you need to get an hour of activity or exercise every day?
- **think** – you could walk to school instead of taking the bus.
- **you** **want to** spend a lot of time sitting down every day?
- It's** **choice**. You could be more active.
- **yourself** **question** – how much exercise do I really get every day?

- 5 Complete the dialogue about giving advice with the bold phrases from exercise 4.

Ben Hi, Alice. Your school bag looks heavy.

Alice Yes, it is.

Ben 1 it's bad to carry a really heavy bag?

Alice Yes, that's what my mom says!

Ben It can give you back problems when you get older. 2 have back pain?

Alice No, of course, I don't.

Ben Well, 3 – you could probably carry less stuff.

4 every morning – do I really need all these things?

Alice I suppose you're right. I'll try tomorrow.

Ben Remember, 5 I think you could make your bag a lot lighter.



- 6 Choose one of these situations and write a dialogue. Use phrases from exercises 4 and 5.

- Your best friend spends a lot of time in front of a computer screen. Persuade her that taking regular screen breaks is really important.
- Your younger cousin often goes to bed very late. Explain to them that it's very important to have a good night's sleep.

- 7 Study the speaking strategy. Then practice saying your dialogue. Stress the important words to get your message across.



Speaking strategy

Effective speaking

Good speakers vary the intonation, stress, and speed of their speech.

An opinion essay

Schools should give all students classes in road safety. Do you agree?

In my ¹....., there should be classes in road safety for all students at school.

The roads in my city are becoming busier and more dangerous for children every year. However, right now there aren't any classes at my school in how to be safe on the roads. I ²..... we should change this situation because the safety of young people is very important. Last year, in the UK, 54 children under the age of 16 were killed, and over 1,900 children were seriously injured on the roads, so it's a very ³..... to start road safety classes. If we have these classes in all schools, there might be fewer injuries in the future.

So, all in all, I ⁴..... this is something we must change. ⁵....., the safety of young people on the roads is essential, and all students should learn about road safety at school.



1 Read the opinion essay. Answer the questions.

- 1 Does the person agree or disagree with the question?
- 2 What's the situation right now?
.....
.....
- 3 What does the person think that schools should do to change the situation?
.....
.....
- 4 What might happen if the situation changed?
.....
.....

LANGUAGE POINT Introducing opinions

2 Complete the text with the words and phrases below.

believe that for me good idea opinion think

3 Complete these sentences with your opinions about the question below.

What other subjects should students learn?

- 1 In my opinion,
.....
.....
- 2 I think
.....
.....
- 3 For me,
.....
.....
- 4 It's a very good idea
.....
.....
- 5 I believe that
.....
.....

Task

4

- We should ban skateboarding downtown. Do you agree?
- Three hours of sports and exercise should be compulsory in schools every week. Do you agree?
- The government should ban ads for fast food for children and teenagers. Do you agree?

Think and plan

5

my opinion about the title in one sentence	
the situation right now	
Does the situation need to change? Yes or no? If yes, how?	
What might happen if the situation changes?	
Why are changes important? Or why doesn't the situation need to change?	

Write a first draft

6

- 1 a short introduction with your opinion
- 2 a paragraph explaining the situation and your opinions on it
- 3 a short conclusion with a brief summary of your opinions

Review and edit

7



Writing strategy

Reviewing: checking language and punctuation

When you're doing a final review of your work, think about your spelling, grammar, punctuation, and style.

- 1 In my opinion, we ~~shouldn't~~ have healthy cooking classes in our schools.
- 2 there isn't any special rooms in my school for cooking classes.
- 3 Are these classes really necessary
- 4 Maybe it's a good idea to think again about this in the future.

8



Writing checklist

Content

- Did you summarize your opinion in one sentence at the beginning?
- Did you introduce your opinions using the correct phrases?

Organization

- Is your essay organized into three clear paragraphs? ☐

Language

- Did you review your essay for mistakes in spelling, grammar, punctuation, or style?
- Did you read through your essay at least twice? Try putting a piece of paper over the essay and moving it down so that you read it line by line.

9



Reading to learn

- 1 In one sentence, what is the article on page 75 about?

.....

.....

- 2 When might you need to summarize a text?

.....

.....

- 3 What *shouldn't* you do when you summarize a text?

.....

.....

Vocabulary and Grammar

Health

- 4 What advice would you give to a friend who wants a healthier lifestyle? Use health vocabulary.

1 You should

.....

2 You shouldn't

.....

- 5 Answer the questions using multi-word verbs.

- 1 What sports would you like to start doing? Why?

.....

.....

- 2 What unhealthy habits would you like to stop? Why?

.....

.....

Nouns and verb forms

- 6 Complete these sentences with a noun that is also a verb, and your own ideas.

- 1 What are your hobbies? I have an

..... in

- 2 What do you find funny? I often have a

..... when

- 7 What other words do you know that are both nouns and verbs? Example: *question*.

.....

.....

- 8 Choose a word from exercise 7. Write two sentences – one with the word as a noun, one with the word as a verb.

1 noun –

.....

2 verb –

.....

Giving instructions and advice

- 9 Complete the sentences.

- 1 When we talk about rules we use and the negative

- 2 When we give or ask for advice we use and the negative

- 10 Imagine that a new student has arrived at your school. Answer the questions using the affirmative or negative of *should*, *must*, or the imperative.

- 1 What are the rules about cell phones?

.....

- 2 Where can I print out reports?

.....

- 3 What equipment is necessary for math classes?

.....

- 4 What's the latest time that I need to arrive?

.....

Making nouns from verbs

- 11 Complete these sentences with your own ideas. Use a gerund.

- 1 is really good for your health.

- 2 can make you a lot fitter.

- 3 A lot of people would feel better if they gave up

- 4 too many sugary things isn't the best idea.

- 5 I think my friend should take up – they would be good at it.



Describing advertising

12 Which adjective describes an ad that ... ?

- 1 makes you want to cry
- 2 does not make you feel interested
- 3 makes you feel surprised because it shows something very bad

13 What is the best ad that you have seen recently? Why did you think it was good?

.....

.....

.....

Listening

14 What three things can a person do to get a message across when they're speaking and to keep their audience interested?

A speaker can ...

- 1
- 2
- 3

Writing

15 Give three examples of phrases that you could use to introduce opinions in an opinion essay.

.....

.....

.....

16 What four areas do you need to review when you read the final draft of an essay?

.....

17 Why is it important to review your essay? Why is reviewing helpful for the reader of the essay?

.....

.....

.....

18 What kind of mistakes do you find when you review your own essays?

.....

.....

.....

Reflect

How can we stay healthy?



After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, how can we stay healthy?

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....





Why do we tell stories?

1 Read the introduction “What Are Fables?” on page 85 and complete the sentences with one word.

- 1 A fable is a short story with a
- 2 The characters in a fable are often
- 3 The theme of a fable is human
- 4 Aesop was a writer of fables from Ancient
- 5 The *Panchatantra* is a collection of fables from
- 6 In the past, people told stories to share their with younger people.

2 Read *The Tale of Three Fish* and answer the questions. Use your own words where possible.

- 1 Why did the fish have a happy and comfortable life in the lake?
.....
.....
.....
- 2 Why did the fishermen decide to return to the lake the next day?
.....
.....
.....
- 3 How did the second fish feel when he heard about the fishermen’s conversation?
.....
.....
.....
- 4 Why didn’t the third fish want to leave?
.....
.....
.....
- 5 What happened to the three fish in the end?
.....
.....
.....

3 Study the reading strategy. Then answer the questions.



Reading strategy

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.

- 1 What do you think the theme of the fable is? Is there more than one possible theme? Use the ideas below and your own ideas.

acting quickly believing gossip
friendship listening to advice
thinking about consequences
thinking logically

- 2 Do you think that the fable teaches an important lesson?

- 4 Do you think that telling stories is a good way to teach life lessons? Why? / Why not? Can you think of any other examples of stories that teach important lessons?

WHAT ARE FABLES?

A fable is a short, simple story that teaches a life lesson, or moral. Although the theme of a fable is always human behavior, the characters are often animals, who speak and act like people. Some fables end with a clear moral, such as “always tell the truth” or “be prepared.” Others leave the reader to decide what the moral is.

The fable has been popular around the world since ancient times. In Europe, the most

famous writer of fables is Aesop, who probably lived in Ancient Greece from 620 to 564 BCE. Another well-known collection of fables is the Indian *Panchatantra*, whose author, Vishnu Sharma, probably lived in about 300 CE. However, we don’t know much about these authors. We can’t be certain that they wrote the fables or even that they existed at all.

It’s likely that people told fables for centuries before anyone wrote them down. Before there were movies, TV programs, or even books, telling fables and other kinds of stories was a very important way for older people to share their wisdom with younger people.

The Tale of THREE FISH

Adapted from the *Panchatantra*

There were once three fish who lived in a beautiful lake. The fish lived a happy and comfortable life in the lake, which had been home to their families for many years. It was a safe place to live, the water was clear and pure, and there was plenty for the fish to eat.

But one day, their lives changed forever. One of the fish heard two fishermen talking as they were walking next to the lake. “Look! This lake is full of fish,” said one of the fishermen excitedly. “You’re right!” replied the other fisherman. “Let’s come back tomorrow and go fishing!”



The fish was very frightened. We’re in danger in this lake, he thought. We must find a new place to live. He went to tell his two friends.



When the second fish heard the news, he was terrified. “We can’t stay here,” he said fearfully. “I love this lake, but it isn’t safe anymore.” He agreed to leave with the first fish immediately.

But the third fish felt differently. “I’m not going anywhere,” he announced calmly. “This lake is my home. Why should I leave because of something you think you heard?”

The first and second fish tried to persuade their friend to go with them. But the third fish had made his decision. And so, while his two friends left, he bravely stayed.



Early the following morning, the fishermen returned with huge fishing nets. The third fish quickly realized that he’d made a terrible mistake. That morning, the fishermen caught every last fish in the lake.



Literary genres

- 1 Read the article and complete it with the literary genres below.

fantasy historical fiction horror mystery
science fiction

How do I choose a genre for my story?

Before you start writing a story, it's a good idea to choose a genre. This will help you make important decisions about the plot and the characters. Here are some popular genres and some important things to think about if you choose one.

1: In this genre, there's a problem that the readers or characters need to solve – often a crime. You need to give your readers some clues to make the story interesting, but you also need to surprise them at the end. It isn't easy!

2: Writers of this kind of fiction need to understand what scares people and why. Your story doesn't need to be violent. It could be a story about ghosts or strange events that are frightening in a different way.

3: To write this kind of story, you need to imagine what life might be like in the future or on another planet. You might also need some knowledge of physics, chemistry, or biology to make your plot more realistic.

4: This is another genre that requires a lot of imagination because you need to create a whole new world. Are your characters human? How do they communicate? How is their world different from ours? These are important things to think about before you start writing.

5: To write in this genre, you need to do some research. What was life like for people at that time in the past? How did people speak? What did they wear? You need to find out the answers to these questions and more.

Descriptive adverbs

- 2 Complete the columns of the chart with adverbs formed from the adjectives below. Then use the adverbs to complete the sentences.

brave fearful hasty knowing weary

Adjective + <i>ly</i>	Adjective – <i>y</i> + <i>ily</i>



- 1 Helena wasn't frightened anymore. Holding her sword in the air, she ran toward the dragon.
- 2 There was a loud noise outside. Mick looked at Karl They both understood what this meant: the aliens had landed.
- 3 Tom's mom came into the room. Tom hid her present behind a cushion before she could see it.
- 4 The terrified mouse looked up at the cat. "Please ... don't hurt me," said the mouse
- 5 I walked through the woods. My feet hurt and it was getting dark, but I was still a very long way from home.

- 3 Complete the second sentence with an adverb formed from the underlined adjective so that it means the same as the first.

- 1 The detective gave the man a suspicious look.
The detective
- 2 The boy spoke. His voice was hesitant.
The boy
- 3 "We won!" Bella said. She sounded very happy.
"We won!"
- 4 With care, the boy picked up the little bird.
The boy
- 5 "I'm fine," was the girl's calm reply.
"I'm fine,"

Using non-defining relative clauses

- 4 Complete the book review with the relative pronouns below.

when where which who whose

review

★★★★★ The Graveyard Book

is a novel by the British author Neil Gaiman.

The main character is a little boy named Bod,

¹ family dies at the beginning of the story. Bod escapes and goes to a graveyard.

There he meets Mrs. Owens, ² is

a ghost. Mrs. Owens and her husband decide to

take care of Bod and become his new parents. Bod

grows up in the graveyard, ³ he

lives happily with the ghosts. But as he gets older,

he learns more about his past and his life gets more complicated ...

The Graveyard Book sounds scary, but it isn't – it's warm, funny, and entertaining. If you like fantasy

and horror books with a sense of humor, you'll

really enjoy it. I bought this book last summer,

⁴ I was on vacation, and I finished

it in two days. You can also buy this book as a

graphic novel, ⁵ I recommend

because the illustrations are beautiful.

- 5 Which non-defining relative clause is missing from each sentence? Match 1–4 to a–d.



- 1 Neil Gaiman, ... , is a popular author of fiction for adults, teenagers, and children.
- 2 Gaiman enjoys combining different genres in his books,
- 3 As a child, he spent a lot of time in libraries,
- 4 One of Gaiman's most famous novels for young readers is *Coraline*,
- a which mix fantasy, horror, science fiction, and comedy
- b who has sold millions of books around the world
- c which became an animated movie in 2009
- d where he discovered his love of reading

- 6 Find and correct the mistakes in three of the non-defining relative clauses. One sentence is correct.

- 1 John Green's first novel was *Looking for Alaska* which he wrote in 2005.

- 2 R. J. Palacio's novel *Wonder* is set in New York City, which the author was born.

- 3 Zadie Smith published her first novel in 1999, when she was 24 years old.

- 4 Malorie Blackman, who's most famous novel is *Noughts & Crosses*, is a British author.

- 7 Use the notes to answer the questions about Charles Dickens's classic novel *Oliver Twist*. Include a non-defining relative clause in each answer.

Title: Oliver Twist

(also the name of the main character)

Author: Charles Dickens

(lived from 1812 to 1870)

Main character: a young boy named Oliver
(his mother dies when he's a baby)

Setting: Mainly East London

(Oliver meets a gang of criminals there)

- 1 What is the title of the book?

- 2 Who is it by and when did the author live?

- 3 Who is the main character?

- 4 Where is the novel set and what happens there?



Describing news stories

8 Choose the best options to complete the text.



Finding reliable information online

The internet is a great place to get news and other kinds of information, but we need to choose our sources carefully. Anyone in the world can post something on the internet, so online sources can be ¹... . Here are some important questions to ask about the texts we read online.

Is this fact or opinion? News stories and blog posts often express personal opinions, not facts. Sometimes writers use phrases like "I think" or "In my opinion" to show that their ideas are ²... , but they often *don't* do this, so be careful!

Is this a real story? A news story can be well designed and look ³... , but that doesn't mean it's real. If you can't find the information on any other news websites, it might be ⁴... . Remember, too, that some people write silly stories to make other people laugh. If a story doesn't seem ⁵... , it might be a joke.

What's the full story? Read the whole story – not just the headline! Journalists often write dramatic headlines so that you click on stories and read them. But these kinds of headlines are often ⁶... . You need to read the details to really understand a story and, if possible, look for more information in other places, too.

- | | | | |
|---|---------------|---------------|--------------|
| 1 | a reliable | b unreliable | c authentic |
| 2 | a objective | b exaggerated | c subjective |
| 3 | a authentic | b unreliable | c dramatic |
| 4 | a neutral | b realistic | c fake |
| 5 | a subjective | b realistic | c neutral |
| 6 | a exaggerated | b authentic | c realistic |

9 Rewrite the underlined parts of the sentences, using antonyms. Keep the meaning the same.

- Don't use unreliable sources of information when you're writing an essay.
.....
- The journalist that reported the incident didn't describe it in a neutral way.
.....
- This story isn't authentic. I don't believe a word of it.
.....
- This is a subjective article, but the writer expresses some interesting opinions.
.....
- This is an exaggerated description of the event: 50 people were there, not 500.
.....

10 **CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- Do you prefer reading fiction or non-fiction? Why?
.....
.....
- What genre of fiction do you like best? Why?
.....
.....
- Who is your favorite author? Why?
.....
.....
- Do you usually read books slowly and carefully, or do you read quickly? Do you think it's OK to skip parts of a story? Why? / Why not?
.....
.....
- Think of a website that you often use to get information online. Do you think it's reliable? Why? / Why not?
.....
.....

Listening

- 1 Look at the online news story. Do you think it's reliable? Why? / Why not?



33 mins ago

STAY IN YOUR HOMES!

News Zebra

Local residents terrified as deadly SHARK swims around town!!!

Like Comment Share

- 2 **9.01** Study the listening strategy. Then write events a–f in the order you think they happened. Finally, listen and check.

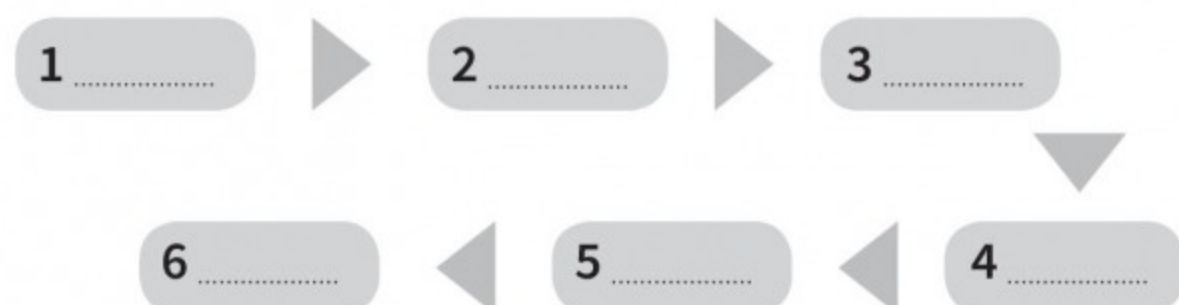


Listening strategy

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* or *finally*. Try to identify these words when you listen to help you understand the order of the events in the story.

- a A man took a photo of the shark.
- b A girl thought she saw a shark.
- c The man sent the photo to the police.
- d The police started looking for the shark.
- e The girl told her parents about the shark.
- f The man posted the photo online.



- 3 **9.02** Listen to the second part of the conversation. Why does Lucy think Olly's news story is fake? Complete the sentences.
- 1 She's never heard of the
 - 2 The style of reporting is
 - 3 The is terrible.
 - 4 The isn't authentic.
 - 5 The story isn't on any major websites.

Speaking

- 4 Complete the dialogue about a news story with the sentences a–f.

- a I think it's probably reliable.
- b The incident happened two days ago.
- c The story is told by a journalist.
- d This kind of story often appears on fake news sites.
- e The style of reporting isn't too exaggerated.
- f I think the person reporting also wants to show that crime is increasing.

Toby I've found an interesting story about a bank robbery in the city. I've just texted you a link. Maybe we could use it in our media studies project.

Leah We need to use recent stories in our project. How old is it?

Toby It's from this week. ¹..... The story appeared on the website on Monday. But do you think it's reliable?

Leah Well, let's see. Who wrote it?

Toby ²..... But it includes eyewitness accounts, too.

Leah Do we know if it's authentic? ³..... Where's it from?

Toby It's from a good-quality online newspaper. ⁴..... It seems very objective.

Leah OK, but remember that news sources are never completely neutral. It's important to think about who wrote it and why.

Toby You're right – this story doesn't just give facts. ⁵..... But other news sources include the same information, so I think the details of the incident are correct. There's also a video of different eyewitnesses saying what happened.

Leah OK. ⁶..... Let's use it.

- 5 Find a news story online that you think is probably reliable. Why do you think it's reliable? Write a dialogue using phrases from exercise 4.

A narrative



Jess woke up feeling cold. She opened her eyes. This wasn't her bedroom. She sat up and looked around her. She was in a large, empty room. There were no windows or doors and the walls, floor, and ceiling were ¹as white as The only sound that Jess could hear was her heart, which was beating ²like a Where was she?

Then Jess noticed a button on the wall. Hesitantly, she pressed it and a window appeared. Jess stood up and looked at the landscape outside. There weren't any buildings – just a huge desert, which was orange-red and ³as dry as a She definitely wasn't in Vancouver anymore.

"Hello, Jess," said a voice. Someone was standing behind her. She jumped ⁴like a "It's OK," the voice said hastily. "Don't be scared."

Jess turned around and saw a girl wearing a silver spacesuit.

"Where am I?" asked Jess.

"Welcome to Mars," replied the girl, smiling.

- 1 Read the beginning of the story and answer the questions.
- 1 Where did Jess expect to be when she woke up?
.....
 - 2 What was the room like?
.....
.....
 - 3 What did she see through the window?
.....
 - 4 Who appeared while Jess was looking out of the window?
.....
 - 5 Where was Jess?
.....
 - 6 Do we know how she got there?
.....

LANGUAGE POINT Similes

- 2 Complete the similes 1–4 in the story with the nouns and phrases below.
- bone drum fresh snow frightened rabbit
- 3 Complete the sentences with your own similes. Use the adjectives, adverbs, and verbs in parentheses.
- 1 "I didn't want to wake you," said the girl. "You (were sleeping)"
 - 2 "How did I get here?" Jess asked (fast)
 - 3 On Mars, the sky was (orange)
 - 4 Gravity was weaker on Mars. Jess felt (light)
 - 5 When she tried to walk, she (floated)

Task A narrative

- 4 You are going to write the opening of a story that is set in a very different time or place from where you live. Choose one of the stories below.
- a science-fiction story set in space or in the future
 - a story set in a specific place and time in history

Think and plan

- 5 Use the charts to help you plan your story. Think about the questions and make notes.

Main character(s)
Name(s)
Appearance / Personality
Feelings when the story begins

Setting (choose A or B)

A Space / Another planet

- Why are the characters in space / on this planet?
- How long have they been away from Earth?
- What is the spacecraft / planet like?

B Earth in the past or future

- Where is the story set?
- In what year?
- How is it different from the world you live in?

Action

What happens in the story opening?

First,

Then,

Next,

- 6** Study the writing strategy. Then look at the “plot hooks” below. Check (✓) the one(s) that *The Journey* uses to interest the reader.



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.

- 1 a joke ☐
- 2 a mysterious setting ☐
- 3 a dramatic moment ☐
- 4 a description of the character’s feelings ☐
- 5 a visual description of the scene ☐
- 6 an interesting or surprising fact ☐

- 7** Now think about your story. How could you use one or more of these plot hooks to interest your readers? Write down some ideas.

.....

.....

.....

- 8** Think of a strong opening line for your story.

.....

.....

- 9** Think of two or three things that you could describe using similes.

.....

.....

.....

- 10** Finally, think of a good title for your story.

.....

.....

Write a first draft

- 11** Write a first draft of your story opening. Write about 150 words. Use your answers from exercises 5–10 to help you.

Review and edit

- 12** Read through your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Is your story opening interesting? Does it use a plot hook to get the reader’s attention? ☐
- Does it describe the scene for the reader? ☐
- Does the reader have enough information to understand what’s happening? ☐
- Is the order of the events clear? ☐
- Does it have a good title and opening line? ☐

Language

- Is your spelling correct? ☐
- Is your grammar correct? ☐
- Did you use some similes to make your writing more descriptive? ☐
- Did you use any descriptive adverbs? ☐
- Did you use relative clauses correctly? ☐

- 13** Now write a final draft of your story opening.

Reading to learn

- 1 What is the “theme” of a story? Choose the best definition.
 - a the main events and characters in a story
 - b the place or time where a story happens
 - c the main idea of a story, which is sometimes under the surface
- 2 Why is it useful to think about the theme of a story when you’re reading?

.....

.....

.....

Vocabulary and Grammar

Literary genres

- 3 Read the descriptions and write the genres.
 - 1 a story that’s set in space or in the future
.....
 - 2 a very old traditional story from a particular culture
.....
 - 3 a story that actors perform in a theater
.....
 - 4 a scary story about ghosts, vampires, monsters, etc.
.....
 - 5 a story set in a different, often magical, universe
.....
- 4 Which genres of literature do you enjoy reading? Are there any genres that you don’t often read? Why?

.....

.....

.....

Descriptive adverbs

- 5 Think of an adverb to describe the way a character in a story might ...
 - 1 walk
 - 2 talk
 - 3 look at something or someone

- 6 Why do we often use descriptive adverbs when we’re telling a story?

.....

.....

.....

Using non-defining relative clauses

- 7 Write five *wh-* words that we can use to introduce a non-defining relative clause.
.....
- 8 Match 1–5 to a–e and join the sentences using non-defining relative clauses.
 - 1 *Jane Eyre* is a novel by Charlotte Brontë, *whose sisters were also novelists*
 - 2 *The Hunger Games* is set in a fictional country called Panem,
 - 3 *War and Peace* is a novel by Leo Tolstoy,
 - 4 *One Thousand and One Nights* is a collection of Middle Eastern and Indian folktales,
 - 5 Octavio Paz won the Nobel Prize for Literature in 1990,
 - a He was born in Russia in 1828.
 - b Her sisters were also novelists.
 - c It includes the stories of Aladdin and Ali Baba.
 - d Many people there are very poor.
 - e He was 76 years old in 1990.

- 9 Complete the sentences about different books that you’ve read. Use a non-defining relative clause in each sentence.

- 1 My favorite book is
(book title),
- 2 (book title)
is set in
(place),
- 3 I read (book title)
for the first time in
(year),
- 4 The main character in
(book title) is
(name),
- 5 (book title)
is a book by
(author),

Describing news stories

10 Complete the chart with the antonyms.

objective	≠	
	≠	exaggerated
authentic	≠	
reliable	≠	

Listening

11 Complete the eyewitness account with appropriate sequencing words.

"¹....., I smelled smoke, so I went outside into my yard.
²..... I saw that my neighbor's house was on fire, so I immediately called the fire station.
³..... I heard my neighbor's dog barking and I realized that the dog was in the house. I broke the kitchen window and rescued the dog.
⁴..... the firefighters arrived and put out the fire. ⁵..... my neighbor came home, and I explained what had happened. It was scary, but I'm glad that I was able to save the dog and that no one was hurt ⁶....."

12 Why is it a good idea to pay attention to sequencing words when you're listening to someone telling a story?

Writing

13 Think of two different plot hooks you can use in the opening of a story.

14 Why do writers use plot hooks in the opening of a story?

Reflect

Why do we tell stories?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, why do we tell stories?

What is the most interesting thing you learned in the unit?

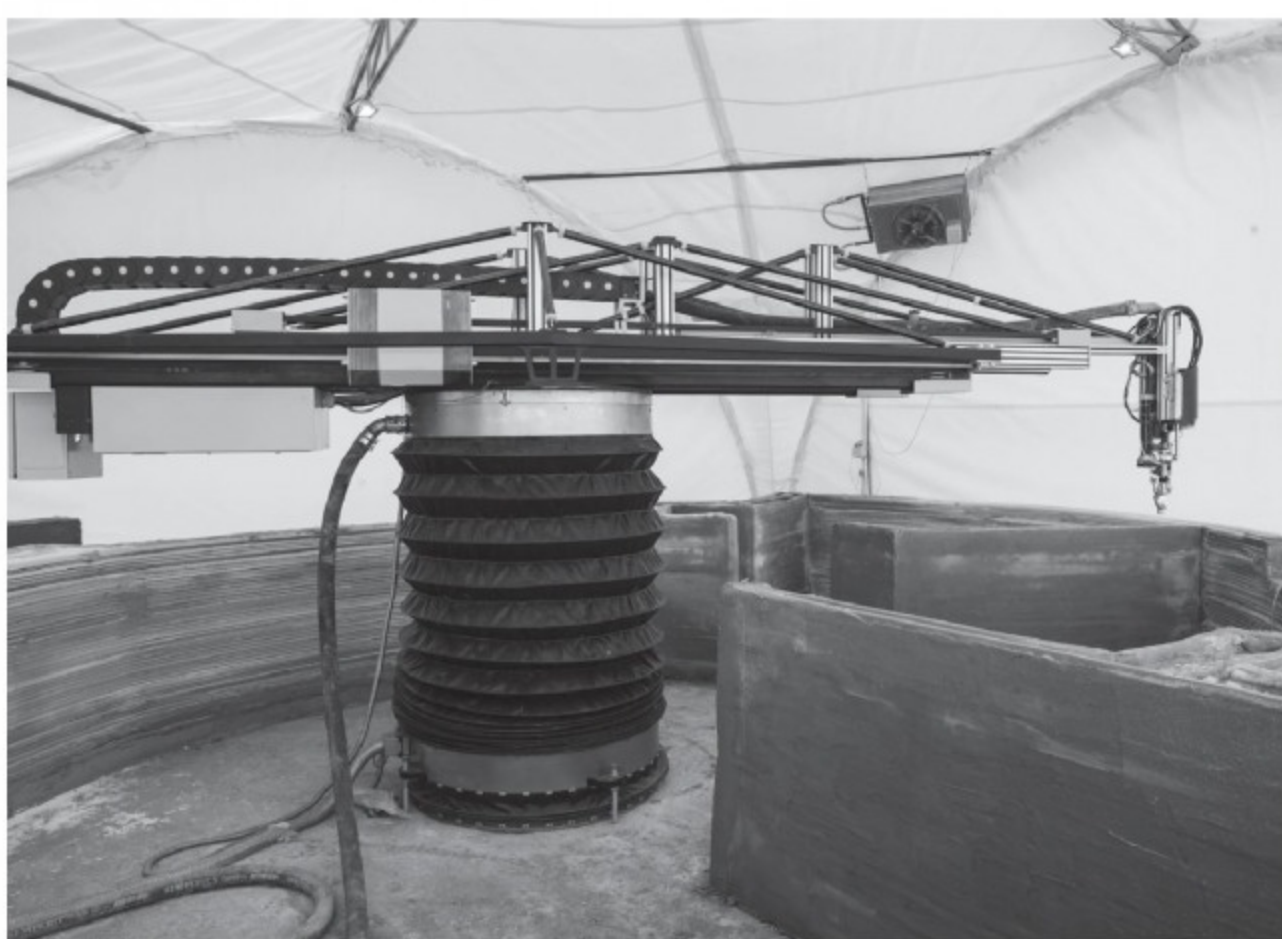
A

Printing your own home

by Emma Price



▲ The 3D-printed house in Russia



▲ The 3D printer for the walls of the house in Russia.

Imagine your family wants a new home. You go to a website, choose a house, print out the different pieces, and put them together. Maybe this sounds like a dream, but this idea is already partly happening on a new website. First, the website allows you to choose a digital plan for your house. Then, you get a “printer” – a big machine that cuts large pieces of wood into smaller parts. You put these parts together to make the house from the plan.

You can now find examples of 3D-printed buildings around the world. They are made from different materials, including concrete. Recently, a company printed the concrete walls for a house in Russia in less than 24 hours. The “printer” was a machine that put down layers of concrete to make the walls. Houses are not the only things which are 3D-printed today. There are 3D-printed bridges, office buildings, and even sports facilities like small swimming pools.

3D-printed buildings are getting better all the time, and they can have many advantages and uses. For example, they are often built quickly and could be useful after earthquakes when new buildings are suddenly needed. They can be cheap to build, too, and might help with housing problems in our megacities. What is certain is that we will see a lot more of these buildings in the future.

B

Alex22 Sept 17 10:32

I was really interested to read this. I totally agree with the advantages of 3D-printed buildings, but one impressive use for them is missing.

I think that one day these 3D-printed buildings will be important on other planets. In the future, humans will need to travel to the moon or Mars to find new places to live. Of course, they'll have to build homes very quickly there, and 3D printing could be the answer.

I read recently about some exciting plans for a building in space. The European Space Agency asked architects to design a research base for the moon. They designed a small building for four people with parts that can be 3D-printed in space. How cool is that? The outside of the building will be printed from the soil on the moon's surface! Maybe it'll be the start of 3D-printed buildings on other planets.

What do you guys out there think about this? Are 3D buildings in space part of the near future or just a dream?



Features of a city

1 Match the phrases 1–5 to the words a–e.

- | | |
|--|----------------------|
| 1 Does your city have good public | <i>b</i> |
| 2 On my street, they're building a skate | ..... |
| 3 In the next town, there are sandy | ..... |
| 4 In July, there's a festival of street | ..... |
| 5 My city always holds a huge music | ..... |
- a beaches.
b transportation?
c art.
d park.
e festival.

2 Complete this factfile with the phrases below.

entertainment venues green spaces
public transportation sports facilities
street art trendy stores

Reykjavik is one of the smallest capital cities in the world, but there's a lot to do there.

There's only one kind of ¹
in Reykjavik – that's the bus system. But don't worry, the buses are easy to find because they're all yellow. There are also boat trips that start near the big Harpa concert hall – this is one of the most famous ²
in the city.

If you want to be active and find good ³
go to the Laugardalur area of the city. You can use amazing outdoor swimming pools here. There are also relaxing ⁴
like the botanical gardens.

Although it's possible to spend a lot of money buying things in the ⁵
here, you can still enjoy yourself for free. The city is well known for its ⁶
such as murals and graffiti paintings. You can also swim at one of the famous sandy beaches.



Multi-word verbs

3 Choose the correct words to complete the sentences.

- Sunset is early at this time of year. The sun goes **up** / **down** / **back** at around 6:30.
- Life always gets **better** / **after** / **on** in the Antarctic in the early spring.
- A lot of people leave the research station in the winter. They can't keep **after** / **down** / **on** with their work.
- It's freezing here in February, but fortunately the temperature goes **down** / **up** / **back** in March.
- In the summer, the sun usually comes **up** / **down** / **after** at around 5:30 in the morning.



4 Look at these questions for a scientist who works at a research station in Antarctica. Replace the underlined verbs with the verbs with the opposite meaning below.

come back come up get better go down
keep on take care of

- Do you stay at the research station in the winter months and help to neglect it?
.....
- Are you going to stop your important research into climate change?
- When are your colleagues planning to go to the research station?
- Does the number of workers on the research station rise a lot in the winter?
- When is the weather going to worsen?
.....
- What time does the sun go down in the summer?

- 5 Complete the article with the correct form of the multi-word verbs from exercise 4.

THE CURIOSITY ROVER ON MARS

The *Curiosity Rover* is a vehicle that is exploring the planet Mars. Scientists from NASA communicate with and ¹..... the vehicle from a distance, and they have learned many interesting things from the photographs that have ²..... from it. For example, on Earth when the sun ³..... in the evening or ⁴..... in the morning, the colors that we see are yellow, orange, or red. But on Mars the sunsets and sunrises are blue, and daytime is orange-red.

If scientists ⁵..... studying all the photographs that are sent back from Mars, we will learn even more about the planet, and our understanding of it will improve and ⁶.....



Talking about actions in the passive

- 6 Complete the second sentence with the passive so that it means the same as the first. Only use *by* where necessary.

- 1 People make these homes from recycled materials.
These homes
- 2 All the famous architects admire this building.
This building
- 3 They don't build these houses in windy places.
These houses
- 4 A French company makes these windows.
These windows
- 5 They take the rainwater from the roof.
The rainwater
- 6 People don't live in this apartment all year round.
This apartment

- 7 Choose the correct words to complete the text.

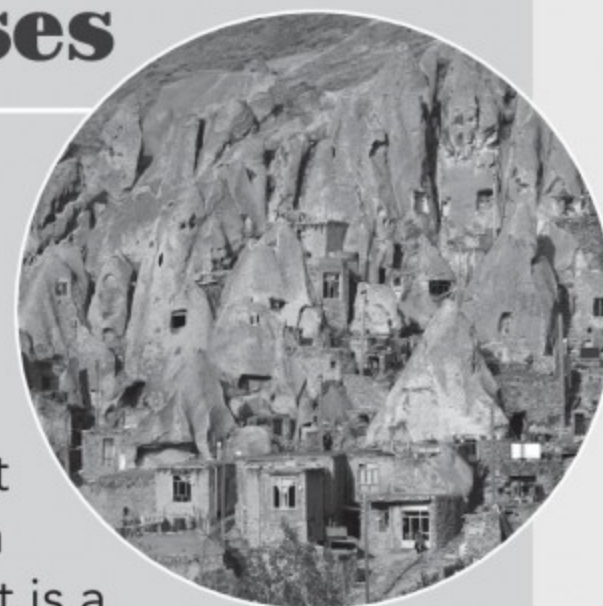
The World's Most Unusual Houses

The Houses of Kandovan Village

Kandovan village ¹... in the northeast of Iran, and it is famous for houses that ²... into the rock. Although it is popular with tourists, it is a working village that ³... by 600 people. Many of the homes are hundreds of years old, but they ⁴... today.

The area around Kandovan ⁵... in volcanic rock, and the houses ⁶... inside this special rock. The rock is very energy efficient – it is cool in the summer and warm in the winter. This is why many people ⁷... homes inside the rocks to this day.

Interestingly, these homes ⁸... for many months of the year and they don't need air-conditioning in summer – this means they are environmentally friendly.



- | | | | | |
|---|---|---------------|---|----------------|
| 1 | a | are located | b | is located |
| | c | located | d | locates |
| 2 | a | are cut | b | is cut |
| | c | be cut | d | will cut |
| 3 | a | inhabited | b | inhabit |
| | c | are inhabited | d | is inhabited |
| 4 | a | lives in | b | lived in |
| | c | are lived in | d | is lived in |
| 5 | a | is covered | b | are covered |
| | c | covered | d | cover |
| 6 | a | have built | b | is built |
| | c | are built | d | built |
| 7 | a | makes | b | make |
| | c | is made | d | are made |
| 8 | a | not heated | b | aren't heating |
| | c | isn't heated | d | aren't heated |



Feelings

- 8** How do the people feel? Match the words below to the sentences.

bored confused depressed disappointed
frightened frustrated

- 1 I looked for the library in my new town, but I couldn't find it for ages.
- 2 We read our school schedule, but we didn't understand it.
- 3 I felt sad because I couldn't see my old school friends anymore.
- 4 It was scary walking home in the dark alone. I sometimes heard strange noises.
- 5 At first, we were excited about moving, but in the end we preferred our old house.
- 6 After school, there wasn't a lot to do.

- 9** Complete the leaflet with the *-ing* or *-ed* form of the adjectives from exercise 8.



Tanya



Lucas

The Heritage School

Advice for new students by Tanya Stevens and Lucas Ribeiro

Our school is very friendly, but it's big and noisy, too! If it's a little ¹..... on the first day, don't worry! Here's some advice:

There are a lot of different buildings, so you can feel ²..... when you first arrive. When you walk up and down the same corridor again and again, it can be very ³..... Ask for help if you are lost!

Remember, a new school will feel different from your old one. Maybe it won't be as exciting as you wanted, and it will be a little ⁴..... at first. Or maybe the classes will be longer and you will feel tired or ⁵..... in them. But be patient – you will soon learn to like the school!

If you're feeling unhappy and you become ⁶....., it's important to speak to someone. Come and find us in the office at lunchtime – we're always happy to listen!

- 10** Complete the sentences with your own ideas.

- 1 I think I might get a little depressed if I
.....
- 2 It was very frustrating recently when I tried to
.....
- 3 I once felt very frightened when
.....
- 4 The most boring movie I've ever seen is
..... because
.....
- 5 The most confusing thing that I've studied is
..... because
.....
- 6 As a young child, I felt disappointed when
.....

- 11 CONSOLIDATION** Answer the questions with your own ideas. Write complete sentences.

- 1 What are some of the best features of your capital city?
.....
- 2 Good public transportation is the most important feature of any modern city. Do you agree with this? Why? / Why not?
.....
- 3 What things are getting better in your city or area?
.....
- 4 What famous things are produced in your country?
.....
- 5 How is water provided in your area?
.....
- 6 What things do you find frustrating when you travel?
.....

Listening

- 1 10.01 Jasmine is in Melbourne, Australia. Listen to Jasmine video calling with her friend Ethan. Choose the correct sentences.



Jasmine is ...

- a disappointed because she couldn't find any trendy stores.
- b frustrated because she's had problems getting around the city.
- c depressed because she's lost her phone.

Ethan ...

- a is a little annoyed with Jasmine, but tries to help her.
- b wants to help Jasmine, but interrupts her a lot.
- c listens carefully to Jasmine and tries to help.

- 2 10.01 Listen again. Correct the bold words in the sentences.

- 1 It's Jasmine's **second** week in Melbourne.
.....
- 2 Jasmine and Kate tried to go **to the park**, but came back.
- 3 Ethan says that **street art** can be confusing.
.....
- 4 Jasmine is going to ask her **sister** for help.
.....

- 3 Complete Jasmine's message to Ethan with one or two words from the listening.

Hey, Ethan!

You were right about talking to my
1..... She helped Kate and me
to get the 2..... downtown,
and this time we didn't go in the wrong
3.....!

We went to Flinders Street and saw a lot of
the cool 4..... around there. Then
we went into all the different 5.....
and I bought some things.

Thanks for your help!

Jasmine 😊

Speaking

- 4 Choose the correct words to complete the sentences.

- 1 That's **the** / **some** / a shame.
- 2 Do you want to talk **about** / **of** / **to** it?
- 3 I'm sorry to hear **those** / **that** / **these**.
- 4 That doesn't **hear** / **listen** / **sound** good.
- 5 I know what you **mean** / **saying** / **tell**.
- 6 I'm sure it will be OK **of** / **in** / **to** the end.

- 5 Complete the dialogue about joining a new club with the phrases below.

Do you want to talk I know what you
I'm sorry to hear I'm sure it will
That doesn't That's a

Ruby Hi, James! How is your new basketball club?
James It's a little disappointing. My old club was better.

Ruby Oh. 1..... that.
2..... about it? What's the problem?

James Well, the sports facilities there aren't very good.

Ruby 3..... shame.

James And it takes too long to get there.

Ruby 4..... sound good.
What about the people?

James They're nice, but it's difficult to talk to them.

Ruby 5..... mean. It isn't easy to talk to new people.

James But there's one very friendly boy. I talked to him a lot last week.

Ruby He sounds great.

James Yes, he's very helpful. He'll be there next week.

Ruby Well, don't worry. It's early yet.

6..... be OK in the end at the new club.

James Thanks. It's been really good talking to you.

- 6 Choose one of the situations below. Write a dialogue where you show empathy. Use phrases from exercise 4 and follow the speaking strategy.



Speaking strategy

Showing empathy

We use a gentle, reassuring tone of voice to show the other person that we understand how they feel.

- Your best friend has recently started at a new school and isn't very happy there.
- Your cousin, who is in a sports training program in a different city for two weeks, wants to come home early.

A formal letter



1 Max is interested in the Young Conservationists program. Look at the information and answer the questions.

1 What outdoor activities are there at the nature reserve?

.....

2 How long is the program?

2 Read the formal letter that Max writes. Complete the letter with the words below.

dear first forward grateful inquire
sincerely third writing

1 Mr. Rivera,

I am ² to you because I am interested in participating in the Young Conservationists program this July. I **am** twelve years old, and I am hoping to **attend** the program with two friends. I am **contacting** you to ³ about transportation, the clothes **required**, and accommodations.

⁴, I would like to ask about transportation. **The advertisement** says that travel by bus is included. Is there a bus to the reserve from my town, Oakdale? Second, I **would like** to know about the clothes for activities. Do I have to buy outdoor gear? ⁵, I want to ask about accommodations. If my friends sign up for the program, too, **would it be possible to** be in the same cabin?

I would be ⁶ if you could **reply** soon so that my friends and I can sign up for the program.

I look ⁷ to hearing from you.

Yours ⁸

Max Andrews

Young Conservationists



Participate in a program at a nature reserve in Oregon.

- Learn about the environment and do conservation work.
- Hike the nature trails, build camp fires, look at the stars!

Dates: July 26 to 31

Travel: transportation by bus included

Accommodations: in cabins at the reserve

Contact us: info@actioncons.org

By mail: Mark Rivera, Young Conservationists, 192 Court Road, Florence, OR 55555, United States

LANGUAGE POINT Formal words

3 Look back at the formal words in bold in the letter. Match the formal words a–h to the informal words 1–8.

- | | |
|---------------------------------|-------------------------|
| a I am | 1 needed |
| b attend | 2 I'm |
| c contacting | 3 I'd like |
| d required | 4 come to |
| e The advertisement | 5 can we |
| f I would like | 6 write back |
| g would it be possible to | 7 getting in touch with |
| h reply | 8 your ad |

4 What informal words have the same meaning as the bold words? Complete the sentences with the words below.

ask for chance get help really

1 We would like to **obtain** some leaflets.

.....

2 I would like to **request** more information.

.....

3 Your website is **extremely** interesting.

.....

4 Could you please **assist** us when we arrive?

.....

5 I want the **opportunity** to take this program.

.....

Task A formal letter

- 5 You are going to apply for one of the programs in these ads. What other information would you like to know? Make notes about three different things.



MARINE CAMP

Come to this marine education camp. Learn all about marine life.

You will:

- study the plants, fish, and ocean animals.
- learn to sail, windsurf, and snorkel.

Transportation: bus included from Miami airport

Accommodations: in single-sex tents on our campsite

Program dates: August 5–10 or August 11–16

Email us: info@marinecamp.com

Or write to us: Marine Camp, 1200 Beach Ave, Big Pine Key, FL 33043, United States

Teenage Drama School



Stay in a beautiful college in Dublin, Ireland, from 1st to 7th July. Join students from over ten different countries at our drama school.

Participate in singing, acting, and dance lessons every day and perform in a full musical production of *Singing in the Rain*.

Students stay in single-sex boarding houses. International students arrive at Dublin Airport near the college.

Further information: info@dublinteentheatre.com

or write to: Ann O'Neill, 44 Leeson Street, Dublin, D04 A318, Ireland

Think and plan

- 6 Study the writing strategy. Then complete the letter planning chart.



Writing strategy

Writing a formal letter

There are rules for writing formal letters in English. You must:

- write a greeting and a sign-off.
- organize your letter into paragraphs.
- say why you are writing in the first paragraph.
- include a closing sentence before the sign-off.

Greeting
Reason for writing
Important things I'd like to know
Question 1
Question 2
Question 3
Summary / would like reply soon
Closing sentence
Signature

Write a first draft

- 7 Write a first draft of your letter using your notes to help you. Make sure that you use formal language and organize the letter correctly.

Review and edit

- 8 Read through your first draft. How can you improve it? Use the checklist to help you.



Writing checklist

Content

- Did you use the correct salutation and closing? ☐
- Is your letter organized into clear paragraphs? ☐
- Did you put a closing sentence before your signature? ☐
- Did you include all the questions you want to ask? ☐

Language

- Did you use formal words and phrases? ☐
- Are your spelling and grammar correct? ☐

- 9 Now write a final draft of your letter.



Reading to learn

- 1** Why is it important to identify the author's purpose when you read a text?

.....

.....

.....

- 2** What kind of things can help you to identify the author's purpose?

.....

.....

.....

- 3** Write two things that are different between Text A and Text B on page 95.

1

.....

.....

2

.....

.....

Vocabulary and Grammar

Features of a city

- 4** Read the clues and write the city features.

- 1** pictures, paintings and sculptures in public places
- 2** fashionable places to buy things
- 3** places where you can do different sports

- 5** What do you think are the three most important features of a modern city? Why?

1

.....

2

.....

3

.....

Multi-word verbs

- 6** What multi-word verbs have the same meaning as these verbs? Then write true sentences with the multi-word verbs.

- 1** to return – to
-
- 2** to continue – to
-
- 3** to fall or decrease – to
-

- 7** Complete the questions and then answer them with your own ideas.

- 1** What things are improving and better in your town or city?

.....

.....

.....

- 2** Why do we need to of the environment?

.....

.....

.....

Talking about actions in the passive

- 8** Complete the sentences with the present passive form of the verbs in parentheses and the name of a place.

- 1** The most famous buildings in my country (locate) in
- 2** Cars (not allow) in the downtown area of
- 3** Some of the best food in the world (find) in

- 9** Complete these sentences with a verb in the present passive and your own ideas.

- 1** Many of the houses in my area from
- 2** In my region, most energy by
- 3** A lot of the vegetables we eat by

Feelings

10 Complete the sentences with *-ing* or *-ed* adjectives.

- 1 When you feel afraid – you're
- 2 If a situation makes you very sad, it's
- 3 If you try to do something without success, you feel
- 4 If a book isn't interesting or exciting, it's

11 Write sentences with *-ing* and *-ed* adjectives about the different topics. Write sentences that are true for you.

- 1 A movie you saw

.....

- 2 An exam you took

.....

Listening

12 In general, how can we show empathy in conversations with other people?

.....

.....

.....

13 Give two examples of phrases to show empathy. Give one example of a phrase that doesn't show empathy.

Showing empathy

1

2

Not showing empathy

3

Writing

14 How do you start and finish a formal letter when you don't know the person's name?

Start:

Finish:

15 What important thing do you need to say in the first paragraph?

.....

16 Why is it important to use formal language in a formal letter?

.....

.....

.....

17 Give examples of three formal verbs that you might use in a formal letter.

.....

Reflect

What makes a good place to live?

After watching the Reflect video and discussing the lesson questions, write your answers here.

In your own words, what makes a good place to live?

.....

.....

.....

What is the most interesting thing you learned in the unit?

.....

.....

.....





Exam preparation

Reading

Exam task missing sentences

- 1 Study the exam strategy. Then read the text and fill in the blanks 1–5 with the missing sentences a–e.



Exam strategy

When a text has missing sentences, skim the text first to understand the main idea, ignoring the blanks.

- a Now they're using it to give healthy people new skills, like drawing and solving math problems.
- b No device can help you to understand another culture.
- c These sit inside the user's ear, like a hearing aid, and translate speech for them.
- d The internet is replacing our memory, and this is only the beginning.
- e Then something amazing happened.

Listening

- 2 Study the exam strategy. Then look at the exam task in exercise 3. Choose two of the words below to predict what you might hear in each recording.



Exam strategy

Sometimes you have to listen to a recording and choose the correct picture. Look carefully at each of the pictures before the task begins. Try to predict the topic of each recording.

band bus (x 2) game locker miss
soap opera social media

- 1
2
3
4

New technologies are changing how and what we learn. With Google in our pockets, we don't need to memorize facts anymore. ¹..... Technology will soon change the way that we learn skills, too.

At the University of Sydney, scientists are using technology to help people learn in a different way. In one experiment, a volunteer with no artistic talent drew a picture of a cat. It wasn't good. Later, the researchers put electromagnets around his head. These gave his brain small magnetic shocks. ²..... The young man drew another picture, and it was much better!

Originally the team designed this device to help patients with psychological problems. ³..... But can these devices turn people into talented experts without years of study?

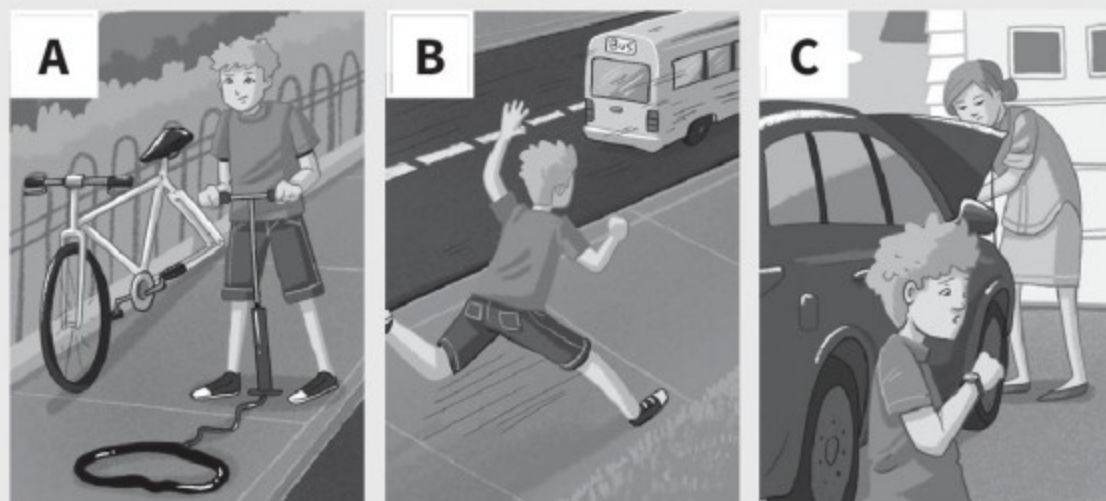
In the future, maybe we won't need some skills – if machines can do things for us. Millions of people already use *Google Translate* to communicate when they don't speak the other person's language. Now several companies are developing tiny translating devices. ⁴..... So, is it time to give up language classes completely?

Right now, machines can only help us with one aspect of language learning. When you learn someone's language, you are also learning about how other people think and what is important to them. ⁵..... Can a machine show you how to behave at dinner in Japan – or tell you to take off your shoes when you enter a Turkish house? And what happens to the conversation when your batteries run out?

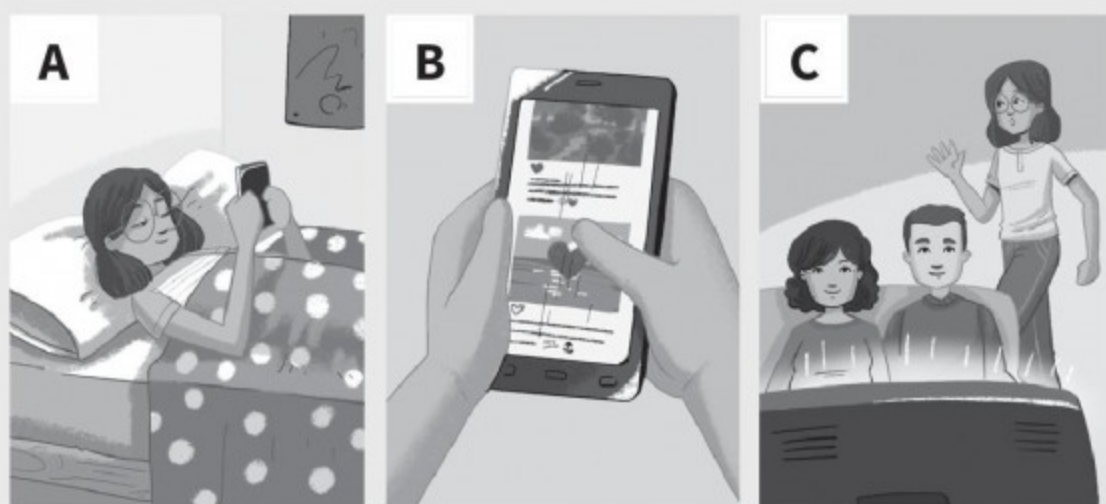
Exam task multiple choice

- 3  11.01 For each question, there are three pictures and a short recording. Listen to the recordings and choose the correct answers.

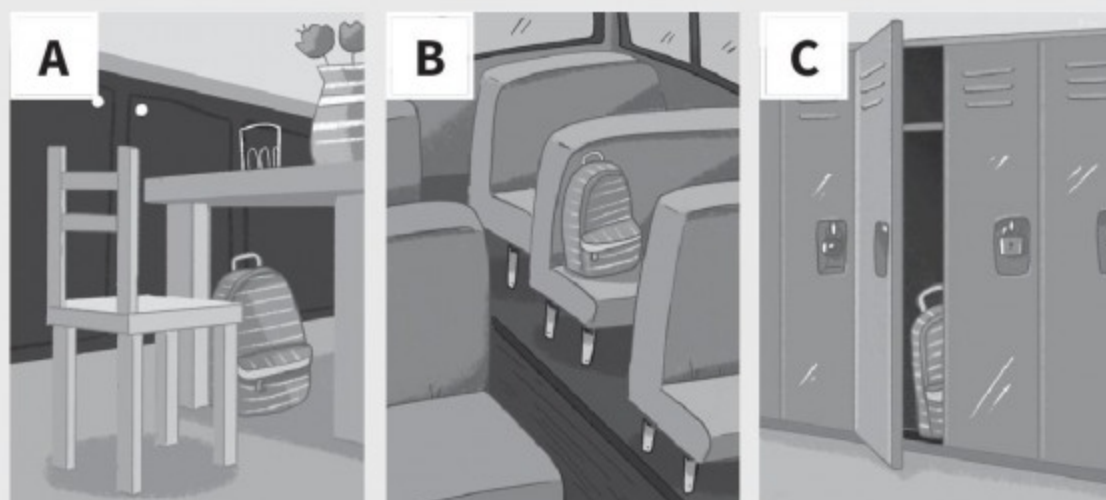
1 Why did Harry miss the school trip?



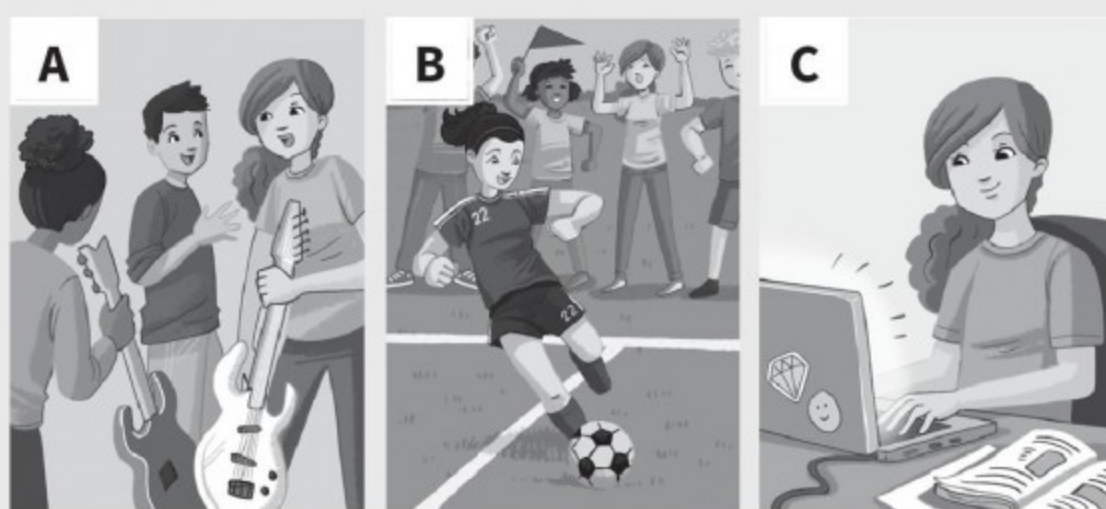
2 What does Kelly call “a waste of time”?



3 Where is Hakeem’s bag?



4 What doesn’t Megan want to do?

**Speaking****Exam task** personal questions

- 4 Study the exam strategy. Then answer the questions. Remember to give complete answers.

 Exam strategy

When someone asks you personal questions, try to give complete answers. However, any information that you give must be relevant to the question.

- 1 What do you like doing in your free time?
- 2 What is your favorite school subject?
- 3 Do you have any plans for this weekend? What?
- 4 Tell us about your hometown.

Writing

- 5 Study the exam strategy. Then look at the exam task below and write notes.

 Exam strategy

Before you write an article, always make notes. What are the main points and what are you going to say about them? Remember to have a separate paragraph for each main point.

Exam task article

- 6 Write an article.

You see this message on an online forum.

Can anyone help me?

I’m doing a project about how people spend their free time around the world. Can you write a short article and tell me what you do in your free time? Please mention:

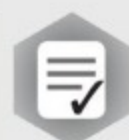
- hobbies and sports, and how much time you spend on them
- time in front of the TV and on the internet / social media
- anything else you spend time on (e.g., reading or listening to music)

Thanks very much.

Write your article in 90–100 words. Remember to check your spelling and punctuation.

Reading

- 1** Study the exam strategy. Then look at the question and read the first paragraph of the text about Usain Bolt. Choose the correct answer. Then think about why the other options are incorrect.

**Exam strategy**

Read the answer choices in multiple-choice tasks very carefully. Many choices contain words and information from the text, but aren't correct. Underline the parts of the text that show the correct answer, and then check that the other choices are incorrect.

How does the writer describe the crowd's feelings about Bolt's last race?

- a They showed him that they supported him.
- b They didn't support him anymore.
- c They were upset about buying tickets for the event.

Exam task multiple choice

- 2** Read the text and choose the correct answers.

- 1 The writer suggests that Usain Bolt ...
 - a is the most successful athlete of all time.
 - b isn't only famous for winning races.
 - c is a better runner than Carl Lewis.
- 2 What does the text say about the 100 metres at the Beijing Olympics?
 - a Before this race Bolt wasn't a very successful athlete.
 - b It wasn't easy for him to win the race.
 - c The race helped to make him famous.
- 3 What does the author say in paragraph 3?
 - a People didn't understand how difficult it was for him.
 - b Bolt was relaxed before races because nobody could beat him.
 - c Bolt had a great time during his racing career.
- 4 Advertising companies ...
 - a have helped to make Bolt more famous.
 - b have given him a lot of money.
 - c are very important for the Olympic Games.

The unbelievable Usain Bolt



In August 2017, Usain Bolt ran his last international race, at the World Athletics Championships in London. Many people bought tickets for the race because they wanted to see him. Unfortunately, Bolt didn't win, but the crowd still cheered for him. Bolt may be one of the most successful athletes of all time, but there is more to his greatness than winning races. Not even Carl Lewis – who has more Olympic medals – ever came close to Bolt's popularity.

Not many people knew Usain Bolt's name before he ran in the 2008 Beijing Olympic 100 metres – although he already had a world record for the event. But then he won the gold medal and he made it look so easy! The next day, photos of him doing his now-famous lightning bolt pose were in newspapers around the world. Bolt went on to win two more gold medals in Beijing, making him a national hero in his home country of Jamaica.

Over the next few years, Bolt won race after race. He was amazingly relaxed before races, too: he joked and entertained the crowd, and they loved it! It always seemed to them that Bolt was having a great time. But the reality was that he was training very hard, day after day for years – and often in a lot of pain.

Amazingly, Bolt came back after injuries and won three gold medals at the 2012 London Olympics. He did it again in 2016, getting three more Olympic golds in Rio. This amazing record makes him very popular with advertisers, and their sponsorship has made him rich.

Usain Bolt may be a superstar today, but he was born in a poor village with no running water, and he's never forgotten that. Bolt helps his old schools and his village, too. And he always makes time to talk and laugh with his fans. It's because of that warm personality that the world loves Usain Bolt.

Listening

- 3 Study the exam strategy. Then look at the sentences in the exam task. What kind of word do you think completes each sentence?



Exam strategy

Read the sentences carefully before you listen. Decide what kind of information you need to complete them. For example, a sentence may need a noun or a verb.

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | |

Exam task completing sentences

- 4 11.02 You will hear a girl talking about a trip to Canada. Listen and complete each sentence with one or two words.

- Ivy's expedition started in the
- They had to keep a and make a documentary about the trip.
- Ivy says it was important to other people and respect them.
- Some dangerous live along the Babine River.
- The best thing about the trip was with people.

Speaking

Exam task collaborative task

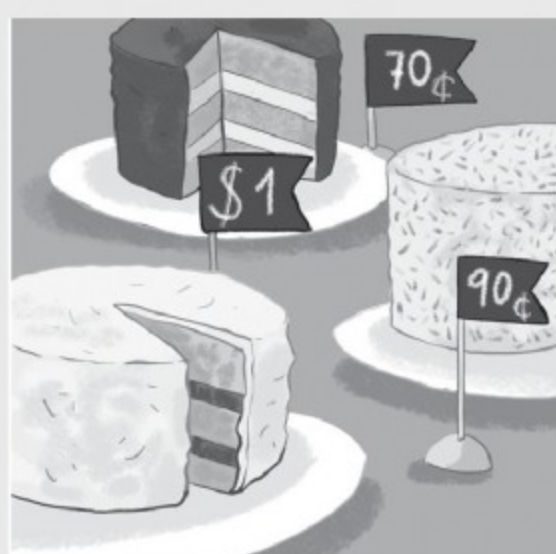
- 5 Study the exam strategy. Then discuss the task below.



Exam strategy

When you do a collaborative task, try to discuss the pros and cons of each option as fully as possible. Take turns speaking and asking each other's opinions.

Your school is going to organize an event to raise money for a local charity. Talk about the different things you could do, and decide which is the best.



Writing

- 6 Study the exam strategy. Then look at the exam task. Should your answer use formal or informal language? How can you tell?



Exam strategy

Read the question carefully and think about the kind of text you are going to write. What style is it, and do you need to use formal or informal language?

Exam task email

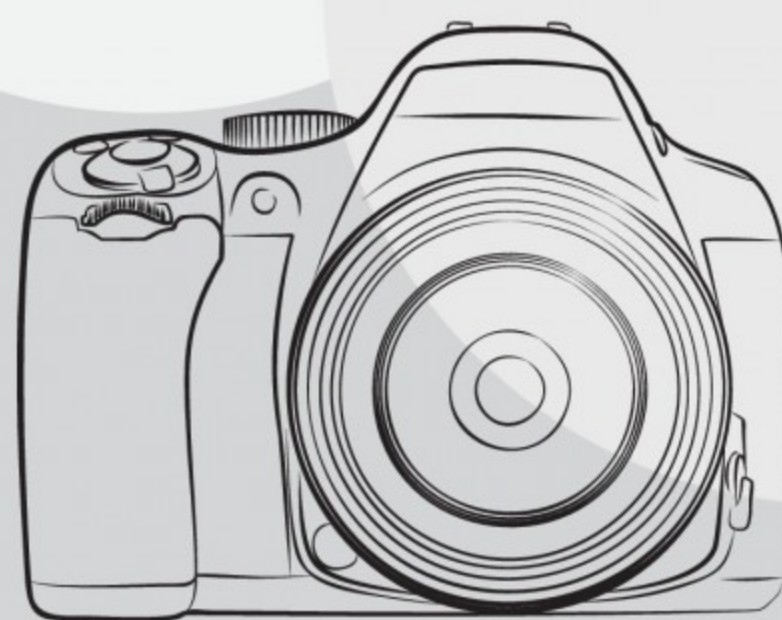
- 7 Write an email.

You've just seen this advertisement for a school club.

Photography Club

Join us and learn to take great photos!
We organize photography trips, and we also teach photo-editing skills.

For more information, write to Mrs. Gravesdale (Grade 10 Geography teacher).



Write an email and include the following points:

- mention your interest in the club
- ask where the club meets and at what time
- ask what equipment you need to bring

Write your email in 90–100 words. Remember to check your spelling and punctuation.



Exam preparation

Reading

- 1** Study the exam strategy. Then quickly read paragraphs 1–5 in the exam task. Write down two or three words to describe each person.



Exam strategy

When matching people to paragraphs about things like places or activities, you often have to remember a lot of information. Write down or think of a few words to describe each person – so that you need to remember less information.

Exam task multiple matching

- 2** Five teenagers all want to help their town or the environment this summer. Match each person 1–5 with the best activity A–E for them.

- 1** Mirjana is a very friendly person, and she loves camping. Last year she worked as a wildlife volunteer in the New Forest, studying the wild horses there.
.....
- 2** Jane lives on a farm, and she loves helping her parents take care of the animals. She likes watching wildlife documentaries, too, and she wants to be a vet when she's older.
.....
- 3** Mark enjoys working outdoors. On weekends, he helps his father, who is a construction worker. He also loves hiking and camping, and he's very interested in watersports.
.....
- 4** Jared has a weekend job at a local garden center, and he really enjoys this job. He isn't very interested in sports, but he likes being outside. He's also very interested in history.
.....
- 5** Suna is very fit, and she recently ran a half marathon in London. Last year she organized a school clean-up day: students cleaned an area full of garbage that is across from the school.
.....

A Clean up the Hiking Trail

We are looking for volunteers to help clean up the western hiking trail this summer. You're going to pick up garbage and help to rebuild hiker shelters. Enjoy beautiful views of the mountains, great hiking, and afternoons off on a beautiful lake, kayaking or canoeing.

B Replant the Caledonian Forest

Spend a week with us in one of Britain's most beautiful locations: Scotland's Caledonian Forest. Volunteers are going to plant trees and will also have the chance to study Scotland's amazing wildlife. You'll camp and work with people from all over Europe – a great chance to make new friends!

C Turtle Watch

Spend this summer on the beautiful Greek island of Kefalonia, and help local biologists to study the sea turtles that visit the island. You'll also take care of turtles that are injured by fishing boats. And after work there will be a lot of time to relax on the beach!

D Get plogging this summer

Plogging means running and picking up garbage at the same time, and it's the perfect workout! As well as getting a lot of exercise, you'll help to keep our beaches clean. We meet on Saturdays and Sundays at ten outside the Wheeldale Hotel – bring running shoes and a big garbage bag.

E Work at Crownham House

Spend this summer at Crownham House, one of Savannah's finest 18th-century houses. We are looking for weekend volunteers to show people around the house and explain its history. You'll also work in the garden, which is one of the most beautiful in Georgia.

Listening

- 3** Study the exam strategy. Then look at the exam task and find the key words in each question. What do you think each recording is going to be about?



Exam strategy

Read all the choices in multiple-choice questions. Find any key words to help you to predict the information you need to listen for. Remember that the words in the questions will not be exactly the same as the words on the recordings.

Exam task multiple choice

- 4**  **11.03** You will answer questions about five short recordings. Listen to the recordings and choose the correct answers.
- Two people talk on the phone about an earthquake. How does Lucy feel now?
 - tired, but happy to be safe
 - worried about the earthquake
 - sad because people are in hospital
 - A boy talks about getting lost in the woods when he was a child. He ...
 - managed to get out of the woods alone.
 - phoned his parents.
 - stayed calm and helped people to find him.
 - A girl talks about her bike accident. Why did the accident happen?
 - It was her fault for going too fast.
 - There was something wrong with the bike.
 - It happened because of somebody else.
 - Two people talk about a dangerous sport. What does the boy say?
 - He's happy that he did it, but he won't do it again.
 - He loved it, and wants to continue with the sport.
 - The experience bored him.
 - You hear a teacher talking to her students about a fire practice at school. What is the most important thing to do?
 - to take their things and leave the room clean
 - to leave the room as fast they can
 - to stay calm

Speaking

Exam task

describing and discussing a photo

- 5** Study the exam strategy. Then talk about the photo below. Try to talk for one minute.



Exam strategy

When you talk about photos, you need to describe them carefully. You should also make guesses about how the people in the photos are feeling, what has just happened, or what is going to happen.



Writing

- 6** Study the exam strategy. Then look at the exam task and write notes to plan your article. Think of a sentence to introduce the topic of each paragraph.



Exam strategy

Plan your article carefully, using a different paragraph for each important point. The first sentence of each paragraph should introduce the topic.

Exam task

article

- 7** Write an article.

You are going to write an article about waste.

Write your article and mention:

- why people often waste resources like water, food, and electricity
- why this is a problem for the environment
- how people can use less of these things

Write your article in 90–100 words. Remember to check your spelling and punctuation.



Exam preparation

Reading

- 1 Study the exam strategy. Then look at the exam task. What kind of text appears in each question?



Exam strategy

Identify the kind of text in each question – this will help you to understand the purpose and main idea of each text.

- 1
- 2
- 3
- 4

Exam task short texts

- 2 Look at the texts in questions 1–4. What do they say? Choose a, b, or c.

- 1 *Kelly – your cousin called. She can't meet you this Friday because she has a hospital appointment then. Can you call and say if you're free next weekend?*
Dan

- a Kelly won't be able to see her cousin when she's in London.
- b Kelly's cousin is in the hospital right now.
- c Kelly's cousin is able to meet her on a different day.

2

Sally, I'm going to be late this afternoon. Sorry! Go to the restaurant after your band practice and join the others. I'll come later. Vincent

- a Sally should meet her friends before Vincent comes.
- b Vincent is going to be late because of a band practice.
- c Vincent can't meet Sally's friends this afternoon.

3

Buy any cake with your juice, and get another glass for free.

- a You can have a free cake when you buy a juice.
- b You can get two juices for the price of one if you buy a cake as well.
- c When you buy a cake, you don't have to pay for your juice.

4

Warning: This property is protected by cameras 24/7.

- a We warn you that there are cameras here.
- b Be careful because there is property in the area.
- c You should be careful when the cameras are on.

Listening

- 3 Study the exam strategy. Then read a short extract from a recording and statements 1–4. Check (✓) the correct statement.



Exam strategy

Listen carefully to who says what in the recording. Sometimes the information in a statement about the recording is true for one speaker, but not for the person that the statement mentions.

"I recently went to a meditation class with my friend Lucy. We all sat around and tried to meditate, and Lucy soon appeared to be very relaxed – but I just couldn't concentrate. I was really uncomfortable, and after a while I began to find the whole thing funny. I think the teacher noticed me smiling, and Lucy was really annoyed with me afterward."

- 1 The speaker enjoyed the class, but her friend didn't. ☐
- 2 The speaker wasn't comfortable during the class. ☐
- 3 Lucy found everything funny. ☐
- 4 The teacher was angry with the speaker. ☐

Exam task true or false

- 4  11.04 You will hear a radio program about healthy eating. Listen and decide if the sentences are correct (Yes) or incorrect (No).
- 1 Melissa's book is very similar to other books about healthy eating.
 - 2 Sugar can make you feel both good and bad.
 - 3 Both speakers try not to eat sugary food.
 - 4 Some vitamins help to change how people feel.
 - 5 Bacteria can produce chemicals that go to our brains.

Speaking

- 5 Look at the photos below. Which do you think is more important for a healthy lifestyle? Why?



- 6 Study the exam strategy. Then look at the words and phrases below. Underline the ones that you can use to gain time.

 Exam strategy

When someone asks you a question, you often need a little time to think about your reply. You can use some words and phrases to delay your answer and give yourself more thinking time.

However I don't agree
I'm not sure Let me think about that
That's an interesting question
The reason is that ...

Exam task answering longer questions

- 7 You have just discussed the photos on the left and decided which is more important for your health. Now answer these follow-up questions.
- 1 Do you play sports or get exercise by walking or doing jobs at home? Which is the most important for you?
 - 2 Why is it important to get some exercise?
 - 3 Do you think that all fast food is bad? Why? / Why not?
 - 4 Why is sleep important for our health?

Writing

- 8 Study the exam strategy. Then read the exam task and plan your email. Write the main points down, and then add extra information to develop each point.

 Exam strategy

When you're writing an email, develop each of the points in the task, making sure that everything you put is relevant to the original question. Avoid irrelevant or repeated information.

Exam task email

- 9 Write an email.
- You were planning to go to a friend's concert, but you couldn't go because you were sick or had a minor accident. Write your friend an email and ...
- apologize for not coming to the concert.
 - mention your sickness or accident and say how you are now.
 - ask how the concert went, and promise to go to the next one.
- Write your email in 90–100 words. Remember to check your spelling and punctuation.



Exam preparation

Reading

- 1 Study the exam strategy. Then answer the first question in the exam task. Underline the part of the text where you found the answer.



Exam strategy

Find the correct answers in the text, and underline the part of the text that refers to them.

Exam task multiple choice

- 2 Read the text and choose the correct answers.

→ My year on a tiny island ←

I move around a lot because of my parents' jobs. But last year the government sent us to Tristan da Cunha – a tiny British island in the South Atlantic Ocean. When my parents told me we were going there, I was shocked!

There isn't an airport on Tristan da Cunha – you get there by ship. The ship leaves from Cape Town in South Africa. As our ship left Cape Town, I looked back at the bright lights of the city. Seven days and 2,800 km later, I got my first look at Tristan – and my heart sank! All I could see were fishing boats, houses that looked more like huts, and stone walls made of black rock.

Tristan has a population of just over 250 people, who are mostly fishermen and farmers. They have a market, a school, a small museum, and a pretty boring cafe. And that's about it! The nearest movie theater is 2,400 km away on St. Helena – but there is a DVD store!

"You'll soon make new friends," my parents said, and actually they were right. I met Sally and Koos on my first day at school. They're from the island, and I soon started to see the place through their eyes. I even began to like it. Then in May, the winter came.

Tristan gets icy winds from the Antarctic and terrible storms. Sometimes you can't go outside for days. But I made the best of it, staying over with Sally and Koos and watching DVDs with them. I was really sorry to leave them when my parents' jobs on the island ended after one year. I hope to visit them again one day – but I'm happy to be back in London!

- 1 When Joshua first learned that his family was going to Tristan da Cunha, he was ...
 - a very excited about seeing a new place.
 - b calm, because he was used to moving house.
 - c very surprised that they were going there.
- 2 What is the main purpose of paragraph 3?
 - a to show how few people live on the island
 - b to show that there isn't much to do on the island
 - c to suggest that the islanders should build a movie theater
- 3 Sally and Koos ...
 - a are bored with living on a small island.
 - b helped Joshua to change his opinions of Tristan.
 - c were on the island for a short time, like Joshua.
- 4 When the winter came, Joshua ...
 - a hated being inside all the time.
 - b couldn't go outside and visit his friends.
 - c tried to do things and stay positive.
- 5 What might Joshua write about his trip?
 - a I was really pleased to leave that terrible place.
 - b I really miss the island, and I want to go back there.
 - c There isn't much to do on the island, but my friends helped me to enjoy my time there.

Listening

- 3 Study the exam strategy. Then look at the exam task and find the key words.



Exam strategy

Read the task carefully before you listen. Find the key words in the questions and answers to help you predict the main points of the text. But remember that the words in the task won't be exactly the same as the words on the recording.

Exam task multiple choice – long text

- 4  11.05 You will hear an author giving a talk to a school writing club. Listen and choose the correct answers.
- What does the author say about the start of her career?
 - She won a school prize for her first ever story.
 - Nobody helped her to become a writer.
 - She didn't expect a magazine to publish her story.
 - Daisy Ashford began writing when she was ...
 - nineteen.
 - four.
 - nine.
 - What is true about all of Paolini's novels?
 - They were very popular with literary experts.
 - They were all made into movies.
 - A lot of people have bought them.
 - What advice does she give to young writers?
 - Keep trying even when you fail.
 - It's easier to write non-fiction than fiction.
 - Take writing courses.

Speaking**Exam task** describing and discussing a photo

- 5 Study the exam strategy. Then talk about the two photos below. Try to talk for one minute.

 Exam strategy

You may forget words when you are talking, so try to think of another way to say what you mean. And if you use the wrong word, just keep going.

**Writing**

- 6 Study the exam strategy. Then complete the sentences. Replace the underlined words with more interesting ones from the words below.

 Exam strategy

Use a variety of verbs, adverbs, and adjectives to add description, interest, and excitement to your story. For example, you could use *tiny* instead of *small*, *incredibly* instead of *very*, or *dash* instead of *run*.

delicious exhausted huge hurried raced
starving terrible terrified violently

- A There was a bad ¹ sound, and then the plane began to shake a lot ² They were 10,000 meters over the Pacific, and Anna was scared ³
- B Ali walked quickly ⁴ along the busy street, and then he started running. He ran ⁵ through the crowd of late-night shoppers, banging into several of them. He was soon tired ⁶, but he didn't stop.
- C I was hungry ⁷, so I went to my favorite snack bar and ate one of their large ⁸ sandwiches. It was really good ⁹ after not eating all day!

- 7 Look at the exam task and write notes.

Exam task story

- 8 Write a story.

Your English teacher wants you to write a story with one of the titles below:

How sports changed my life

The day I was in the news

Mission to Mars

Write your story in 90–100 words. Remember to use a variety of adjectives, adverbs, and verbs to make your story more interesting and check your spelling and punctuation.

Key phrases bank

Unit 1

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.

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.

Unit 2

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

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)?

Unit 3

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.

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)

Unit 4

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

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

Unit 5

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.

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



Unit 6

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.

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?

Unit 7

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.

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

Unit 8

Talking about health

... is / isn't good for you.
 It's healthy / unhealthy to
 I try to avoid
 I do / don't do enough
 The best way to ... is to

Persuading

Did you know that ... ?
 Just think
 Do you really want to ... ?
 Ask yourself this question
 It's your choice.

Unit 9

Talking about preferences

I prefer ... to
 I'd (much) rather (read) ... than
 I like ... better than
 Which (kind of story) would you rather read?
 Which (genre) do you like best?
 My favorite (genre) is

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

Unit 10

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.

Empathy

Do you want to talk about it?
 That's a shame.
 That doesn't sound good.
 I'm sorry to hear that.
 I know what you mean.
 I'm sure it will be OK in the end.

Projects key phrases

Doing a class survey

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.

Designing a poster**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 ... ?

Giving a presentation**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.

Taking part in a class 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, ...

Writing workshop key phrases**Writing introductions**

Most people say ...

Everybody / Nobody thinks ...

Many people I know ...

I think / I do not think ...

In my opinion / 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 several reasons why I believe this.

Expressing an opinion

I think / I do not think ...

From my point of view, ...

As far as I'm concerned, ...

To my mind, ...

In my opinion, ...

I believe ...

Sequencing

First of all, ...

First, ...

To begin / start with, ...

Another reason is ...

Second, ...

More importantly, ...

Summarizing

To sum up, ...

To summarize, ...

To conclude, ...

All in all, ...

On the whole, ...

In conclusion, ...

Wordlist

The words in **bold** are the target vocabulary. Learn these words after each unit. Words marked with the key symbol  are part of the Oxford 3000™, a list of the 3000 core words that every learner of English needs to know. For more information and to download a copy of the list, visit the OALD website at <http://www.oup.com/elt/oald>

Phonetic symbols

Vowels

/i/	see
/ɪ/	sit
/e/	ten
/æ/	cat
/ɑ/	hot
/ɔ/	saw
/ʊ/	put
/u/	too
/ʌ/	cup
/ə/	about
/eɪ/	say
/aɪ/	five
/ɔɪ/	boy
/aʊ/	now
/oʊ/	go
/ɜr/	bird
/ər/	winner
/ɪr/	near
/er/	hair
/ɑr/	car
/ɔr/	north
/ʊr/	tour

Consonants

/p/	pen
/b/	bad
/t/	tea
/d/	did
/k/	cat
/g/	got
/tʃ/	chin
/dʒ/	June
/f/	fall
/v/	voice
/θ/	thin
/ð/	then
/s/	so
/z/	zoo
/ʃ/	she
/ʒ/	vision
/h/	how
/m/	man
/n/	no
/ŋ/	sing
/l/	leg
/r/	red
/j/	yes
/w/	wet

Wordlist key

(adj)	adjective
(adv)	adverb
(conj)	conjunction
(n)	noun
(phr)	phrase
(v)	verb

Unit 1

- active (adj) /'æktɪv/ 
- announcement (n) /ə'naʊnsmənt/ 
- basketball game** (n) /'bæskɪtbɔ:l geɪm/
- brain (n) /breɪn/
- break (n) /breɪk/ 
- carefully (adv) /'kerfəli/ 
- checklist (n) /'tʃeklɪst/
- cruel (adj) /'kru:əl/ 
- daydream (v) /'deɪdri:m/
- dentist's appointment** (n) /'dentɪsts ə'pɔɪntmənt/
- dentist's office** (n) /'dentɪsts 'ɑ:fɪs/
- essential (adj) /ɪ'senʃl/ 
- exercise (n) /'eksəsaɪz/ 
- factory (n) /'fæktəri/ 
- find out (v) /faɪnd aʊt/
- find time** (phr) /faɪnd taɪm/
- forum (n) /'fɔ:rəm/
- free-time (n) /fri: taɪm/
- function (v) /'fʌŋkʃn/ 
- get busier** (phr) /get 'bɪziər/
- get home** (phr) /get hoʊm/
- get some exercise** (phr) /get səm 'eksəsaɪz/
- get the bus** (phr) /get ðə bʌs/
- get to bed early** (phr) /get tə bed 'ɜ:rlɪ/
- get up** (v) /get ʌp/
- giraffe (n) /dʒə'reɪf/
- happiness (n) /'hæpɪnəs/ 
- have time** (phr) /hæv taɪm/
- history exam** (n) /'hɪstri ɪg'zæm/
- incredibly (adv) /ɪn'kredəbli/ 
- make time** (phr) /meɪk taɪm/
- manage (v) /'mænɪdʒ/ 
- math test** (n) /mæθ test/
- mention (v) /'menʃn/ 
- multitasking** (n) /ˌmʌlti'tæskɪŋ/
- organization** (n) /ˌɔ:rgənə'zeɪʃn/ 
- organize** (v) /'ɔ:rgənəɪz/ 
- piano lesson** (n) /'piə:nəʊ 'lesn/

plan (n / v) /plæn/ 
 precious (adj) /'preʃəs/
 properly (adv) /'prɒ:pərli/ 
 relax (v) /rɪ'læks/ 
 run out of time (phr) /rʌn aʊt əv taɪm/
 save time (phr) /seɪv taɪm/
 school trip (n) /sku:l trɪp/
 science project (n) /'saɪəns 'praɪdʒekt/
 screen time (n) /skri:n taɪm/
 share time (phr) /ʃer taɪm/
 situation (n) /,sɪtʃu'eɪʃn/ 
 skill (n) /skɪl/ 
 soccer practice (n) /'sɔ:kər 'præktɪs/
 social media (n) /'səʊʃl 'mi:diə/
 spend time (phr) /spend taɪm/
 subject (n) /'sʌbdʒekt/ 
 take time (phr) /teɪk taɪm/
 talk (v) /tɔ:k/ 
 task (n) /tæsk/ 
 time management (n) /taɪm 'mænɪdʒmənt/
 tip (n) /tɪp/ 
 tired (adj) /'taɪəd/ 
 to-do list (n) /tə du list/
 traffic (n) /'træfɪk/ 
 valuable (adj) /'væljuəbl/ 
 value (n) /'vælju:/ 
 waste time (phr) /weɪst taɪm/

Unit 2

access (n) /'ækses/ 
 activity (n) /æk'tɪvəti/ 
 aim (n) /eɪm/ 
 app (n) /æp/ 
 benefit (n) /'benɪfɪt/ 
 bring back a memory (phr) /brɪŋ bæk ə 'meməri/
 check (v) /tʃek/ 
 click (n / v) /klɪk/ 
 colorful (adj) /'kʌlərfʌl/
 compare (v) /kəm'per/ 
 compete (v) /kəm'pi:t/ 
 competition (n) /,kɑ:mpə'tɪʃn/ 
 competitor (n) /kəm'petɪtər/ 
 condition (n) /kən'dɪʃn/
 connect (v) /kə'nekt/ 
 connection (n) /kə'nekʃn/ 
 copy (v) /'kɑ:pi/ 
 costume (n) /'kɑ:stʊ:m/

crew (n) /kru:/ 
 data (n) /'dætə/ 
 definition (n) /,defɪ'nɪʃn/ 
 digital (adj) /'dɪdʒɪtl/ 
 doubtful (adj) /'daʊtfl/
 dramatic (adj) /drə'mætɪk/ 
 example (n) /ɪg'zæmpl/ 
 excited (adj) /ɪk'saɪtɪd/ 
 exercise (n) /'eksəsaɪz/ 
 experiment (n) /ɪk'sperɪmənt/ 
 expert (n) /'ekspɜ:t/ 
 forget (v) /fər'get/ 
 forgetful (adj) /fər'getfl/
 however (conj) /haʊ'evər/ 
 iceberg (n) /'aɪsbɜ:rg/
 improve (v) /ɪm'pru:v/ 
 internet (n) /'ɪntənet/ 
 lifeboat (n) /'laɪfbəʊt/
 look up (v) /lʊk ʌp/
 memorable (adj) /'memərəbl/
 memorize (v) /'meməraɪz/
 memory (n) /'meməri/ 
 method (n) /'meθəd/ 
 nowadays (adv) /'naʊədeɪz/
 online (adj / adv) /,aɪn'lain/ 
 opposite (n) /'ɑ:pəzət/ 
 passenger (n) /'pæsɪndʒər/ 
 perfect (adj) /'pɜ:rfɪkt/ 
 playlist (n) /'pleɪlɪst/
 post (n / v) /pəʊst/ 
 practice (v) /'præktɪs/ 
 procession (n) /prə'seɪʃn/
 record (v) /rɪ'kɔ:rd/ 
 reliable (adj) /rɪ'laɪəbl/ 
 remember (v) /rɪ'membər/ 
 remind (v) /rɪ'maɪnd/ 
 repeat (v) /rɪ'pi:t/ 
 research (n) /'ri:sɜ:rtʃ/ 
 review (v) /rɪ'vju:/ 
 scared (adj) /skɜ:d/ 
 shine (v) /ʃaɪn/ 
 sink (v) /sɪŋk/ 
 smartphone (n) /'smɑ:rtfəʊn/
 store (v) /stɔ:r/ 
 strategy (n) /'strætədʒi/ 
 stressed (adj) /strest/
 survey (n) /'sɜ:veɪ/ 

survivor (n) /sər'vaɪvər/
 tasty (adj) /'teɪsti/
 technique (n) /tek'ni:k/ 
 the cloud (n) /ðə klaʊd/
 tragedy (n) /'trædʒədi/
 tragically (adv) /'trædʒɪkli/
 translation (n) /trænz'leɪʃn/ 
 unforgettable (adj) /ˌʌnfər'getəbl/
 useful (adj) /'ju:sfl/ 
 virus (n) /'vaɪrəs/ 
 write down (v) /raɪt daʊn/

Unit 3

artist (n) /'ɑ:tɪst/ 
 award (n) /ə'wɔ:rd/ 
 behavior (n) /bɪ'heɪvjər/
 blog (n) /blɔ:g/ 
 brake (n) /breɪk/
 carefully (adv) /'kerfəli/ 
 certificate (n) /sər'tɪfɪkət/
 clever (adj) /'klevər/ 
 come first (phr) /kʌm fɜ:rst/
 comment (n) /'kɔ:ment/ 
 compare (v) /kəm'per/ 
 comparison website (n) /kəm'pærɪsn 'websaɪt/
 competition (n) /ˌkɑ:mpə'tɪʃn/ 
 complain (v) /kəm'pleɪn/ 
 complaint (n) /kəm'pleɪnt/ 
 convenient (adj) /kən'vi:niənt/ 
 crime (n) /kraɪm/ 
 cup (n) /kʌp/ 
 delivery (n) /dɪ'lɪvəri/ 
 diet (n) /'daɪət/ 
 engaging (adj) /ɪn'geɪdʒɪŋ/
 equipment (n) /ɪ'kwɪpmənt/ 
 exception (n) /ɪk'sepʃn/
 fair (adj) /fer/ 
 fairness (n) /'fɜ:nəs/
 guarantee (n) /ˌgærən'ti:/ 
 judge (n / v) /dʒʌdʒ/ 
 medal (n) /'medl/ 
 musician (n) /mju'zɪʃn/ 
 navigate (v) /'nævɪgeɪt/
 opinion (n) /ə'pɪnjən/ 
 player (n) /'pleɪər/ 
 popularity contest (n) /ˌpɒ:pju'lærəti 'kɑ:ntest/
 positive (adj) /'pɒ:zətɪv/ 

preview (v) /'pri:vju:/
 prize money (n) /praɪz 'mʌni/
 pros and cons (n) /prəʊz ən kɒnz/
 quality (n) /'kwɒlɪti/ 
 reckon (v) /'rekən/
 recommend (v) /ˌrekə'mend/ 
 respond (v) /rɪ'spɔ:nd/ 
 review (n / v) /rɪ'vju:/ 
 reviewer (n) /rɪ'vju:ər/
 reward (n) /rɪ'wɔ:rd/ 
 scroll down (v) /skroul daʊn/
 similarity (n) /ˌsɪmə'lærəti/ 
 skillful (adj) /'skɪfl/
 sophisticated (adj) /sə'fɪstɪkətɪd/
 special offer (n) /'speʃl 'ɑ:fər/
 speed (n) /spi:d/ 
 statistics (n) /stə'tɪstɪks/
 successful (adj) /sək'sesfl/
 talented (adj) /'tæləntɪd/ 
 track (n) /træk/ 
 train (v) /treɪn/ 
 trophy (n) /'trɒfi/
 value (n) /'vælju:/ 
 winner (n) /'wɪnər/ 

Unit 4

achieve (v) /ə'tʃi:v/ 
 admirer (n) /əd'maɪərər/
 advertise (v) /'ædvətaɪz/ 
 antisocial (adj) /ˌænti'səʊʃl/
 background (n) /'bækgraʊnd/ 
 be part of (phr) /bi: pɑ:rt əv/
 become a member of (phr) /bɪ'kʌm ə 'membər əv/
 bold (n) /bəʊld/
 book (v) /bʊk/ 
 charity group (n) /'tʃærəti gru:p/
 check (v) /tʃek/ 
 chess board (n) /'tʃesbɔ:rd/
 chess piece (n) /tʃes pi:ɪs/
 contact (n / v) /'kɑ:ntækt/ 
 convention (n) /kən'venʃn/
 craziness (n) /'kreɪzɪnəs/
 decorate (v) /'dekəreɪt/ 
 fan club (n) /fæn klʌb/
 figure out (v) /'fɪgʒər aʊt/
 find out (v) /faɪnd aʊt/
 follow (v) /'fɒ:ləʊ/ 

follower (n) /'fɑ:ləʊər/
gang (n) /gæŋ/
get permission (phr) /get pər'mɪʃn/
gladiator (n) /'glædiətər/
identity (n) /aɪ'dentəti/ 
impolite (adj) /,ɪmpə'lait/
improve (v) /ɪm'pru:v/
irresponsible (adj) /,ɪrɪ'spɑ:nsəbl/
join (v) /dʒɔɪn/ 
look up (v) /lʊk ʌp/
merchandise (n) /'mɜ:rtʃəndaɪs/
misbehave (v) /,mɪsbɪ'heɪv/
organize (v) /'ɔ:rgənaɪz/ 
passion (n) /'pæʃn/ 
peaceful (adj) /'pi:sfl/ 
plan (n / v) /plæn/ 
psychologist (n) /saɪ'kɒlədʒɪst/ 
reserve (v) /rɪ'zɜ:rv/ 
scream (v) /skri:m/ 
send out (v) /send aʊt/
set the mood (phr) /set ðə mu:d/
social media group (n) /'səʊʃl 'mi:diə gru:p/
sponsor (n) /'spɒnsər/ 
spread (v) /spred/ 
stand out (v) /'stændaʊt/
striking (adj) /'straɪkɪŋ/ 
support (n / v) /sə'pɔ:rt/ 
supporter (n) /sə'pɔ:rtər/ 
take turns (phr) /teɪk tɜ:rnz/
team (n) /ti:m/ 
thoughtful (adj) /'θɔ:tfl/
tournament (n) /'tɜ:rnəmənt/
unfortunately (adv) /ʌn'fɔ:rtʃənətli/ 
volunteer group (n) /,vɒlən'tɪr gru:p/
wish (n / v) /wɪʃ/ 
worthwhile (adj) /,wɜ:θ'waɪl/

Unit 5

adaptable (adj) /ə'dæptəbl/
amazing (adj) /ə'meɪzɪŋ/ 
antibiotics (n) /,æntɪbaɪ'ɑ:tɪks/
astronaut (n) /'æstrənɔ:t/
bacteria (n) /bæk'tɪrɪə/ 
be scared of (phr) /bi: skerd əv/
blood (n) /blʌd/ 
boiling (adj) /'bɔɪlɪŋ/
breed (v) /bri:d/

calm (adj) /kɑ:m/ 
consequence (n) /'kɒnsəkwens/ 
cooperative (adj) /kou'a:pərətɪv/
cultivation (n) /,kʌltɪ'veɪʃn/
danger (n) /'deɪndʒər/ 
dangerous (adj) /'deɪndʒərəs/ 
deadly (adj) /'dedli/
dormant (adj) /'dɔ:rmənt/
earthquake (n) /'ɜ:rθkweɪk/ 
enormous (adj) /ɪ'nɔ:rməs/ 
environment (n) /ɪn'vaɪrənmənt/ 
expedition (n) /,ekspe'dɪʃn/ 
extinct (adj) /ɪk'stɪŋkt/
fascinating (adj) /'fæsɪneɪtɪŋ/ 
flexible (adj) /'fleksəbl/ 
freezing (adj) /'fri:zɪŋ/
frog (n) /frɒg/
fuel (n) /'fju:əl/ 
get hurt (phr) /get hɜ:rt/
get injured (phr) /get 'ɪndʒərd/
hardworking (adj) /,hɑ:rd 'wɜ:rkɪŋ/
harmful (adj) /'hɑ:rmfl/ 
have an accident (phr) /hæv ən 'æksɪdənt/
huge (adj) /hju:dʒ/ 
hurry (n / v) /'hɜ:ri/
icicles (n) /aɪsɪklz/
imaginative (adj) /ɪ'mædʒɪnətɪv/
leaflet (n) /'li:flət/
lightning (n) /'laɪtnɪŋ/
nature conservation (n) /'neɪtʃər ,kɒnsə'veɪʃn/
obvious (adj) /'ɒ:bviəs/ 
population (n) /,pɒ:pju'leɪʃn/ 
positive (adj) /'pɒ:zətɪv/ 
protect (v) /prə'tekt/ 
purpose (n) /'pɜ:rpəs/ 
rainforest (n) /'reɪnfɔ:rɪst/
recognize (v) /'rekəɡnaɪz/ 
replace (v) /rɪ'pleɪs/ 
risky (adj) /'rɪski/
rollercoaster (n) /'rəʊlərkəʊstər/
safe (adj) /seɪf/ 
scary (adj) /'skəri/ 
shark (n) /ʃɑ:rk/
shiny (adj) /'ʃaɪni/ 
shoot (v) /ʃu:t/ 
smart (adj) /smɑ:rt/ 
snakebite (n) /'sneɪkbait/



species (n) /'spi:ʃi:z/ 
 surprise (n) /sər'praɪz/ 
 survival (n) /sər'vaɪvl/
 threat (n) /θret/ 
 tiny (adj) /'taɪni/ 
 tough (adj) /tʌf/ 
 tragic (adj) /'trædʒɪk/
 wilderness (n) /'wɪldərnəs/
 worried (adj) /'wʊrɪd/ 
 wound (n) /wu:nd/

Unit 6

avoid (v) /ə'vɔɪd/ 
 bird feeder (n) /'bɜ:d fi:dər/
 bottle top (n) /'bɔ:tl tɔ:p/
 broken (adj) /'brʊkən/ 
 burn (v) /bɜ:rn/ 
 candle holder (n) /'kændl hoʊldər/
 cardboard (n) /'kɑ:rdbɔ:rd/
 careless (adj) /'kerləs/ 
 closet (n) /'klaɪzət/ 
 colored paper (n) /kʌlərd 'peɪpər/
 compost (v) /'kɔ:mpəʊst/
 container (n) /kən'teɪnər/ 
 damage (n) /'dæmɪdʒ/ 
 disposable (adj) /dɪ'spəʊzəbl/
 drawers (n) /drɔ:ɪz/
 environment (n) /ɪn'vaɪrənmənt/ 
 exchange (v) /ɪks'tʃeɪndʒ/ 
 explore (v) /ɪk'splɔ:ɪr/ 
 field (n) /fi:ld/ 
 firewood (n) /'faɪərwʊd/
 fragment (n) /fræg'ment/
 glue (n) /glu:/ 
 go bad (v) /gəʊ bæd/
 independently (adv) /,ɪndɪ'pendəntli/
 moneyless (adj) /'mʌnɪləs/
 mountain of garbage (n) /'maʊntn əv 'gɑ:rbɪdʒ/
 orbit (v) /'ɔ:rbɪt/
 packaging (n) /'pækɪdʒɪŋ/
 piece of wood (n) /pi:s əv wʊd/
 pile (n) /paɪl/
 planet (n) /'plænit/ 
 pollute (v) /pə'lu:t/
 possess (v) /pə'zes/ 
 probably (adv) /'prɔ:bəbli/ 
 produce (v) /prə'du:s/ 

recyclable (adj) /,ri:'saɪkləbl/
 recycle (v) /,ri:'saɪkl/ 
 replace (v) /rɪ'pleɪs/ 
 reuse (v) /,ri:'ju:z/
 rocket (n) /'rɔ:kɪt/
 rotten (adj) /'rɔ:tən/
 satellite (n) /'sætələɪt/ 
 scissors (n) /'sɪzərz/
 seed (n) /si:d/ 
 shelf (pl. shelves) (n) /ʃelf/ 
 shocked (adj) /ʃɔ:kt/ 
 solar panel (n) /səʊlər 'pænl/
 solution (n) /sə'lu:ʃn/ 
 space junk (n) /speɪs dʒʌŋk/
 spray paint (n) /spreɪ peɪnt/
 stick (v) /stɪk/ 
 string (n) /strɪŋ/ 
 stuff (n) /stʌf/ 
 surrounded (adj) /sə'raʊndɪd/
 swap (v) /swɔ:p/
 tape (n) /teɪp/ 
 throw away (v) /θrou ə'wei/ 
 tool (n) /tu:l/ 
 trailer (n) /'treɪlər/
 trash (n) /træʃ/ 
 useful (adj) /'ju:sfl/
 vase (n) /veɪz/
 waste (v) /weɪst/
 wasteful (adj) /'weɪstfl/

Unit 7

3D printer (n) /θri: di: 'prɪntər/
 activity (n) /æk'tɪvəti/ 
 artistic (adj) /ɑ:r'tɪstɪk/ 
 ATM (n) /,eɪ ti: 'em/
 blink (v) /blɪŋk/
 blood vessel (n) /'blʌd vesl/
 cell (n) /sel/ 
 clever (adj) /'klevər/ 
 common sense (n) /kə:mən 'sens/
 communicate (v) /kə'mju:nɪkeɪt/ 
 communication (n) /kə'mju:nɪ'keɪʃn/ 
 communicative (adj) /kə'mju:nɪkeɪtɪv/
 connection (n) /kə'nekʃn/ 
 creativity (n) /,kri:ɪ'eɪ'tɪvəti/
 development (n) /dɪ'veləpmənt/ 
 discovery (n) /dɪ'skʌvəri/ 

dominant (adj) /'dɑːmɪnənt/
electricity (n) /ɪˌlek'trɪsəti/ 
engineer (n) /ˌendʒɪ'nɪr/ 
entertainment (n) /ˌentər'teɪnmənt/ 
fluently (adv) /'fluːəntli/
genius (adj) /'dʒiːniəs/
hearing (n) /'hɪrɪŋ/ 
imagination (n) /ɪˌmædʒɪ'neɪʃn/ 
imaginative (adj) /ɪ'mædʒɪnətɪv/
intelligence (n) /ɪn'telɪdʒəns/ 
intelligent (adj) /ɪn'telɪdʒənt/ 
invent (v) /ɪn'vent/ 
invention (n) /ɪn'venʃn/ 
inventor (n) /ɪn'ventər/ 
IQ (n) /ˌaɪ 'kjuː/
logic (n) /'lɑːdʒɪk/
logical (adj) /'lɑːdʒɪkl/ 
maintenance (n) /'meɪntənəns/
mathematical (adj) /ˌmæθə'mætɪkl/
microscope (n) /'maɪkrəskoʊp/
movement (n) /'muːvmənt/ 
musical (adj) /'mjuːzɪkl/ 
oxygen (n) /'ɑːksɪdʒən/
preference (n) /'prefrəns/
process (v) /'prɑːses/ 
prodigy (n) /'prɒdədʒi/
robot (n) /'rəʊbɑːt/ 
satnav (n) /'sætɪnæv/
scientific (adj) /ˌsaɪən'tɪfɪk/ 
sensible (adj) /'sensəbl/ 
skill (n) /skɪl/ 
skillful (adj) /'skɪfl/
speech (n) /spiːtʃ/ 
strength (n) /streŋθ/ 
transmit (v) /trænz'mɪt/
voice recognition (n) /vɔɪs ˌrekəɡ'nɪʃn/
wisdom (n) /'wɪzdəm/
wise (adj) /waɪz/ 

Unit 8

although (conj) /ɔːl'ðəʊ/ 
at risk (phr) /ət rɪsk/
bin (n) /bɪn/ 
boring (adj) /'bɔːrɪŋ/
calorie (n) /'kæləri/
campaign (n) /kæm'peɪn/ 
choice (n) /tʃɔɪs/ 

clever (adj) /'klevər/ 
complicated (adj) /'kɑːmplɪkeɪtɪd/ 
contagious (adj) /kən'teɪdʒəs/
debate (n) /dɪ'beɪt/ 
diabetes (n) /ˌdaɪə'biːtiːz/
diet (n) /'daɪət/ 
effect (n) /ɪ'fekt/ 
effective (adj) /ɪ'fektɪv/ 
exciting (adj) /ɪk'saɪtɪŋ/
exercise (n) /'eksəsaɪz/ 
explanation (n) /ˌeksplə'neɪʃn/ 
fake (v) /feɪk/
fit (adj) /fɪt/ 
force (v) /fɔːrs/ 
gesture (n) /'dʒestʃər/
give up (v) /ɡɪv ʌp/
healthy (adj) /'helθi/ 
heart disease (n) /hɑːrt dɪ'ziːz/
helmet (n) /'helmt/
help (n / v) /help/ 
horrible (adj) /'hɔːrəbl/ 
illustrate (v) /ɪ'ləstreɪt/ 
in shape (phr) /ɪn ʃeɪp/
interest (n) /'ɪntrəst/ 
interest (v) /'ɪntrest/ 
joy (n) /dʒɔɪ/ 
laugh (n / v) /læf/ 
life expectancy (n) /laɪf ɪk'spektənsi/
litter (n) /'lɪtər/
lose weight (phr) /luːz weɪt/
memorable (adj) /'memərəbl/
nutritious (adj) /nu'trɪʃəs/
operation (n) /ˌɔːpə'reɪʃn/ 
pedestrian crossing (n) /pə'destriən 'krɔːsɪŋ/
powerful (adj) /'paʊərfl/ 
put on weight (phr) /pʊt ɑːn weɪt/ 
reduce (v) /rɪ'duːs/ 
relationship (n) /rɪ'leɪʃnʃɪp/ 
seat belt (n) /sɪt belt/
serious (adj) /'sɪriəs/ 
shocking (adj) /ʃɑːkɪŋ/
simple (adj) /'sɪmpl/ 
slogan (n) /'sləʊɡən/
smile (n / v) /smaɪl/ 
start (n / v) /stɑːrt/ 
strengthen (v) /'streŋθən/
stressful (adj) /'stresfl/

study (n / v) /'stʌdi/ 
take up (v) /teɪk ʌp/
unhealthy (adj) /ʌn'helθi/
upsetting (adj) /ʌp'setɪŋ/

Unit 9

advertiser (n) /'ædvɜːtaɪzər/
authentic (adj) /ɔː'thentɪk/
be set in (phr) /biː set ɪn/
bravely (adv) /'breɪvli/
calmly (adv) /'kɑːmli/
carefully (adv) /'keɪfəli/ 
classic (n) /'klæsɪk/ 
dragon (n) /'dræɡən/
dramatic (adj) /drə'mætɪk/ 
elderly (adj) /'eldərli/ 
emergency exit (n) /i'mɜːɪdʒənsi 'eksɪt/
entertain (v) /,entər'teɪn/ 
eventually (adv) /ɪ'ventʃuəli/ 
exaggerated (adj) /ɪɡ'zædʒəreɪtɪd/
explore (v) /ɪk'splɔːr/ 
eyewitness (n) /'aɪwɪtnəs/
fake (adj) /feɪk/
fantasy (n) /'fæntəsi/
folktale (n) /fəʊkteɪl/
genre (n) /'ʒɑːnrə/ 
hastily (adv) /'heɪstɪli/
hesitantly (adv) /'hezɪtəntli/
historical fiction (n) /hɪ'stɔːrɪkl 'fɪkʃn/
horror (n) /'hɔːrər/ 
incident (n) /'ɪnsɪdənt/ 
inform (v) /ɪn'fɔːrm/ 
intrigued (adj) /ɪn'triːɡd/
investigate (v) /ɪn'vestɪɡeɪt/ 
knight (n) /naɪt/
knowingly (adv) /'nəʊɪŋli/
land (v) /lænd/ 
landing (n) /'lændɪŋ/
made-up (adj) /meɪd ʌp/
mystery (n) /'mɪstri/ 
neutral (adj) /'nuːtrəl/
novel (n) /'nɔːvl/ 
objective (adj) /əb'dʒektɪv/ 
persuade (v) /pə'sweɪd/ 
play (n) /pleɪ/ 
plot (n) /plɔːt/ 
poetry (n) /'pəʊətri/ 

realistic (adj) /,riːə'lɪstɪk/ 
refuse (v) /rɪ'fjuːz/ 
reliable (adj) /rɪ'laɪəbl/ 
report (n / v) /rɪ'pɔːrt/ 
reporter (n) /rɪ'pɔːrtər/ 
response (n) /rɪ'spaʊns/ 
science fiction (n) /'saɪəns 'fɪkʃn/
setting (n) /'setɪŋ/ 
source (n) /sɔːrs/ 
stream (n) /striːm/ 
subjective (adj) /səb'dʒektɪv/
suspiciously (adv) /sə'spɪʃəsli/
theme (n) /θiːm/ 
unreliable (adj) /,ʌnrɪ'laɪəbl/
venture (v) /'ventʃər/
villager (n) /'vɪlɪdʒər/
wearily (adv) /'weɪrəli/

Unit 10

accommodations (n) /ə,kə:mə'deɪʃnz/ 
annoyed (adj) /ə'nɔɪd/
annoying (adj) /ə'nɔɪɪŋ/ 
architect (adj) /'ɑːrkɪtekt/ 
be situated in (phr) /biː 'sɪtʃueɪtɪd ɪn/
bored (adj) /bɔːrd/ 
boring (adjective) /'bɔːrɪŋ/ 
cafeteria (n) /,kæfə'tɪrɪə/
climate change (n) /'klaɪmət tʃeɪndʒ/
colleague (n) /'kɔːliːg/ 
collect (v) /kə'lekt/ 
come back (v) /kʌm bæk/
come up (v) /kʌm ʌp/
complain (v) /kəm'pleɪn/ 
confused (adj) /kən'fjuːzd/ 
confusing (adj) /kən'fjuːzɪŋ/ 
congratulate (v) /kən'grætʃuleɪt/
continent (n) /'kɔːntɪnənt/ 
deep (adj) /diːp/ 
depressed (adj) /dɪ'prest/ 
depressing (adj) /dɪ'presɪŋ/ 
disappointed (adj) /,dɪsə'pɔɪntɪd/ 
disappointing (adj) /,dɪsə'pɔɪntɪŋ/ 
dormitory (n) /'dɔːrmətɔːri/
embarrassed (adj) /ɪm'bærəst/
embarrassing (adj) /ɪm'bærəsɪŋ/ 
entertainment venue (n) /,entər'teɪnmənt 'venjuː/
excited (adj) /ɪk'saɪtɪd/ 

exciting (adj) /ɪk'saɪtɪŋ/ 
flush (v) /flʌʃ/
freeze (v) /friːz/ 
frightened (adj) /'fraɪtnd/ 
frightening (adj) /'fraɪtnɪŋ/ 
frustrated (adj) /'frʌstreɪtɪd/
frustrating (adj) /'frʌstreɪtɪŋ/
generate (v) /'dʒenəreɪt/ 
get better (v) /get 'betər/
go down (v) /ɡoʊ daʊn/
grateful (adj) /'ɡreɪtfl/ 
green space (n) /ɡriːn speɪs/
heat (n) /hiːt/ 
indoors (adv) /,ɪn'dɔːr/ 
inhabitant (n) /ɪn'hæbɪtənt/
isolation (n) /,aɪsə'leɪʃn/
keep on (v) /kiːp ɔːn/
location (n) /ləʊ'keɪʃn/ 
maintain (v) /meɪn'teɪn/ 
music festival (n) /'mjuːzɪk 'festɪvl/
outdoors (adv) /,aʊt'dɔːr/ 
penguin (n) /'peŋɡwɪn/
pipe (n) /paɪp/
public transportation (n) /'pʌblɪk ˌtrænsˈpɔːr'teɪʃn/
remote (adj) /rɪ'moʊt/ 
rise (v) /raɪz/ 
sandy beach (n) /'sændɪ biːtʃ/
skate park (n) /skeɪt pɑːrk/
sports facilities (n) /spɔːrts fə'sɪlɪtɪz/
staff (n) /stæf/ 
street art (n) /striːt ɑːrt/
take care of (v) /teɪk keər əv/
tired (adj) /'taɪəd/ 
tiring (adj) /'taɪərɪŋ/
trendy store (n) /'trendɪ stɔːr/
wind turbine (n) /'wɪnd tɜːrbɪn/
worried (adj) /'wɜːrɪd/

Literature

aggressive (adj) /ə'ɡresɪv/
basement (n) /'beɪsmənt/
boarding school (n) /'bɔːrdɪŋ skuːl/
bramble (n) /'bræmbl/
bravery (n) /'breɪvəri/
butler (n) /'bʌtlər/
cart (n) /kɑːrt/
cattle (n) /'kætl/
charge along (v) /tʃɑːrdʒ ə'lɔːŋ/
cheerful (adj) /'tʃɪrfl/ 
clamber (v) /'klæmbər/
curious (adj) /'kjʊəriəs/
ditch (n) /dɪtʃ/
driving rain (n) /'draɪvɪŋ reɪn/
easy-going (adj) /'iːzi 'ɡoʊɪŋ/
evil (adj) /'iːvl/ 
fairy (n) /'feri/
gaze (v) /geɪz/
genie (n) /'dʒiːni/
gloomy (adj) /'ɡluːmi/
greedy (adj) /'ɡriːdi/
grim (adj) /ɡrɪm/
gun (n) /ɡʌn/ 
hedge (n) /hedʒ/
interrupt (v) /,ɪntə'rʌpt/ 
ivy (n) /'aɪvi/
load (n) /ləʊd/ 
loyal (adj) /'ləɪəl/
lump along (v) /lʌmp ə'lɔːŋ/
maid (n) /meɪd/
moor (n) /mʊər/
mysteriously (adv) /mɪ'stɪriəsli/
myth (n) /mɪθ/
pale (adj) /peɪl/ 
pass down (v) /pæs daʊn/
plain (n) /pleɪn/
radiator (n) /'reɪdiətər/
rude (adj) /ruːd/ 
ruthless (adj) /'ruːθləs/
sadness (n) /'sædnəs/
scramble (v) /'skræmbl/
selfish (adj) /'selfɪʃ/
servant (n) /'sɜːrvənt/ 
starve (v) /stɑːrv/



surroundings (n) /sə'raʊndɪŋz/

swing (n) /swɪŋ/

terrified (adj) /'terɪfaɪd/

tramp (n) /træmp/

untie (v) /ʌn'taɪ/

whistle by (v) /'wɪsl baɪ/

witch (n) /wɪtʃ/

glimpse (n) /glɪmps/

thief (n) /θi:f/

troops (n) /tru:ps/

Irregular verbs

Infinitive	Infinitive phonetics	Past simple	Past simple phonetics	Past participle	Past participle phonetics
be	/bi:/	was, were	/wəz/, /wɜ:r/	been	/bin/
beat	/bi:t/	beat	/bi:t/	beaten	/'bi:tn/
become	/bi'kʌm/	became	/bi'keɪm/	become	/bi'kʌm/
blow	/bləʊ/	blew	/blu:/	blown	/bləʊn/
born	/bɔ:rn/	born	/bɔ:rn/	born	/bɔ:rn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkən/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃəʊz/	chosen	/'tʃəʊzn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cut	/kʌt/	cut	/kʌt/	cut	/kʌt/
do	/du:/	did	/dɪd/	done	/dʌn/
drive	/draɪv/	drove	/drouv/	driven	/'drɪvn/
eat	/i:t/	ate	/et/	eaten	/'i:tn/
fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
feel	/fi:l/	felt	/felt/	felt	/felt/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flaɪ/	flew	/flu:/	flown	/fləʊn/
forget	/fər'get/	forgot	/fər'gɑ:t/	forgotten	/fər'gɑ:tn/
get	/get/	got	/gɒt/	gotten	/gɑ:tn/
give	/gɪv/	gave	/geɪv/	given	/'gɪvn/
go	/gəʊ/	went	/went/	gone, been	/gɔ:n/, /bɪn/
grow	/grəʊ/	grew	/gru:/	grown	/grəʊn/
have	/hæv/	had	/hæd/	had	/hæd/



Infinitive	Infinitive phonetics	Past simple	Past simple phonetics	Past participle	Past participle phonetics
hear	/hɪr/	heard	/hɜːrd/	heard	/hɜːrd/
hit	/hɪt/	hit	/hɪt/	hit	/hɪt/
hold	/hoʊld/	held	/held/	held	/held/
hurt	/hɜːrt/	hurt	/hɜːrt/	hurt	/hɜːrt/
know	/noʊ/	knew	/nuː/	known	/noʊn/
leave	/liːv/	left	/left/	left	/left/
lose	/luːz/	lost	/lɔːst/	lost	/lɔːst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
meet	/miːt/	met	/met/	met	/met/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/riːd/	read	/red/	read	/red/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/siː/	saw	/sɔː/	seen	/siːn/
sell	/sel/	sold	/soʊld/	sold	/soʊld/
send	/send/	sent	/sent/	sent	/sent/
spend	/spend/	spent	/spent/	spent	/spent/
teach	/tiːtʃ/	taught	/tɔːt/	taught	/tɔːt/
tell	/tel/	told	/toʊld/	told	/toʊld/
think	/θɪŋk/	thought	/θɔːt/	thought	/θɔːt/
throw	/θrou/	threw	/θruː/	thrown	/θroun/
wake	/weɪk/	woke	/woʊk/	woken	/'woʊkən/
wear	/wer/	wore	/wɔːr/	worn	/wɔːrn/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rou/	written	/'rɪtən/

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