

Ben Goldstein & Ceri Jones
with Vicki Anderson, Eoin Higgins
Cristina Rusu, Diana Todoran
and Ioana Tudose



Limba modernă 1 –
studiu intensiv

Engleză

Clasa a VII-a



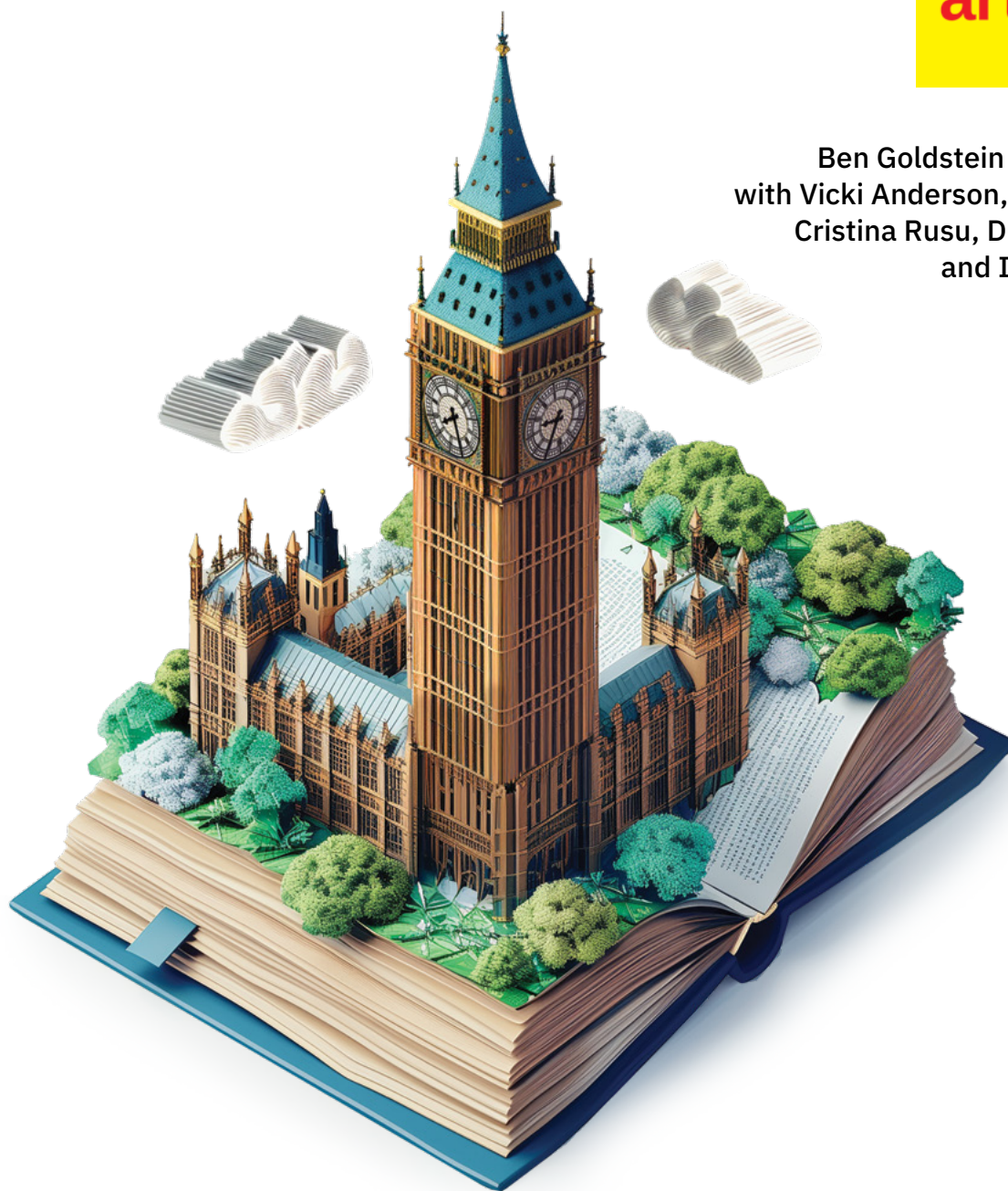
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Inspectoratul Școlar

Școala/Colegiul/Liceul

ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: nou, bun, îngrijit, neîngrijit, deteriorat.

* Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.

* Elevii nu vor face niciun fel de însemnări pe manual.

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Foreword

English and Romanian teachers have created, through *Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a*, a textbook that follows the Romanian Curriculum step by step, offering:

- high-interest video and stimulating global topics that spark curiosity and engage and motivate teenage learners;
- a careful progression of personalised language building activities that leads to greater spoken and written fluency;
- flexible teaching support for mixed-ability classes that includes graded tests and extra practice activities.



Unit tour **Limba modernă 1 – studiu intensiv. Engleză. Clasa a VII-a**



The Student's Book has two versions:

Student's Book – printed version



Student's Book – digital version

(includes, apart from the information from the printed version, over 200 MILA – multimedia interactive learning activities)

The Student's Book contains:

A *Starter* section to revise basic grammar and vocabulary + 8 Units + Extras.

Each unit has the following structure:

Vocabulary + Reading + Language focus 1 + Listening and vocabulary + Language focus 2 + Discover culture + Speaking + Writing + Extras.

There is a *Review* and an *Evaluation* test after every two units and also a *Final evaluation* test.

Extras: *Say it right!*, *Grammar reference*, *Vocabulary bank*, *Reading for pleasure*, *CLIL*, *Projects*, *Irregular verbs*, *Phonemic script*, *Word list*

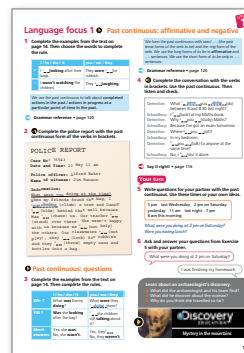
Unit opener

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic. Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.



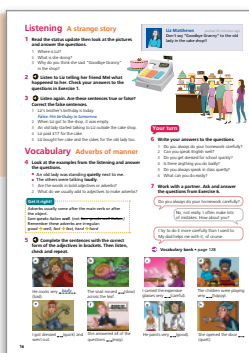
Vocabulary section focuses on a listen, check and repeat task through which students can hear how the target vocabulary is pronounced and practise it themselves.

Reading section features a reading text which provides a natural context for the new grammar. All reading texts are recorded.

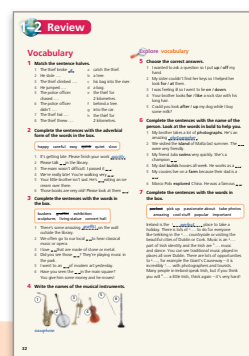


Language focus 1 and 2 sections highlight examples that are contextualised in the preceding reading and listening passages. Many of the Language Focus pages include a *Get it Right!* feature and a *Say it Right!* feature.

Listening and Vocabulary section provides a natural context for the new grammar and vocabulary items.



Discover culture section expands on the unit topic and provides a motivating insight into a variety of cultures around the world.



Speaking section provides a progression of easy-to-follow activities which guide students towards written and spoken fluency.

Writing section includes a model text from the featured genre and follows a *Process Writing* methodology.

Review section provides two pages of exercises which are grouped under **Vocabulary** and **Language focus**. They come after every two units.

Manualul are două versiuni:

Varianța tipărită



Varianța digitală

(include, pe lângă informațiile din varianța tipărită, peste 200 de AMIL – activități multimedia interactive de învățare)

Manualul cuprinde:

0 secțiune introductivă de recapitulare a noțiunilor gramaticale și lexicale de bază + 8 Unități de învățare + *Anexe*.

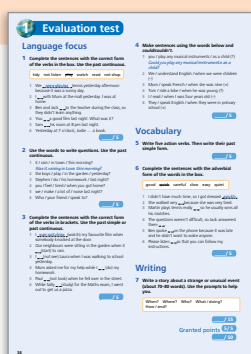
Fiecare unitate are următoarea structură:

Vocabular + Lectură + Gramatică 1 + Ascultare și vocabular + Gramatică 2 + Cultură + Comunicare + Redactare + Anexe.

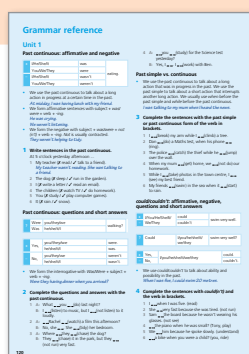
Există o recapitulare, un test la fiecare două unități și o testare finală.

Anexe: *Pronunță corect!, Gramatică, Vocabular, Lectură, CLIL, Proiecte, Lista verbelor neregulate, Tabel fonetic, Listă de cuvinte*

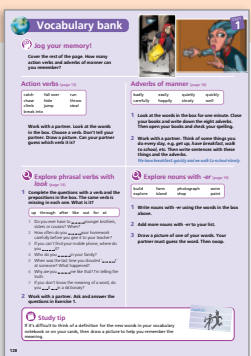
Evaluation test section contains two pages in which the students' knowledge is examined to determine what they have learned after every two units.



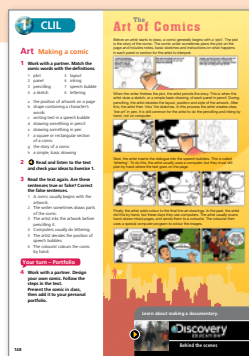
Grammar reference section provides more detailed examples and explanations, plus additional practice exercises.



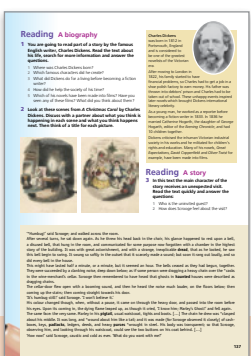
Vocabulary bank section contains all the new vocabulary from each unit. Activities revise and consolidate the language.



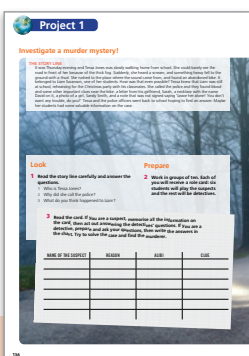
CLIL section gives students the opportunity to study other subjects through the medium of English. Each CLIL lesson is linked to the topic of the corresponding unit.



Reading for pleasure section focuses on the world of literature.



Projects section provides eight optional projects in which students are given a clear model to guide them.



Instrucțiuni de utilizare a manualului digital

The textbook contains three types of multimedia interactive learning activities (MILA). The three types of MILA are marked as follows/Activitățile multimedia interactive de învățare sunt de trei feluri și sunt simbolizate pe parcursul manualului astfel:

Static MILA – listening and studying an image/Activitate statică, de ascultare și observare a unei imagini

Animated MILA – film and animation/Activitate animată (film/animație)

Interactive MILA – exercise with immediate feedback after solving/Activitate interactivă, de tip exercițiu, cu feedback imediat în urma rezolvării

Other buttons used in the digital version/Alte butoane folosite în varianța digitală:

Cuprins manual

Fereastră de afișare a rezultatelor

Ajutor general manual

Micșorarea/mărirea imaginii

+

Salt la începutul/finalul manualului

→

←

→

Mărire pe tot ecranul

Schimbarea modului de afișare

Document

Includerea unei notițe

Pencil

Introducerea de marcaje colorate

Pencil

Informații despre utilizator

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Unit	Vocabulary	Reading	Language focus 1	Listening and vocabulary	Language focus 2
1 Strange stories 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 4.4	<p>p13 Action verbs</p>	<p>p14 A newspaper article</p> <p>Explore Phrasal verbs with <i>look</i></p>	<p>p15 ● Past continuous: affirmative and negative</p> <p>● Past continuous: questions</p> <p>● Mystery in the mountains</p> <p>p116 Say it right! <i>was/were</i></p>	<p>p16 A strange story</p> <p>Adverbs of manner</p> <p>Get it right! Irregular adverbs</p>	<p>p17 ● Past simple vs. continuous <i>couldn't</i></p>
2 Art all around us 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.3, 4.5	<p>p23 Art around us</p> <p>Get it right! <i>go there</i></p>	<p>p24 An online debate</p> <p>Explore collocations</p>	<p>p25 ● Present perfect: affirmative and negative</p> <p>● Present perfect: questions</p> <p>Get it right! <i>gone</i> and <i>been</i></p> <p>● The art of storytelling</p>	<p>p26 An interview</p> <p>Instruments</p>	<p>p27 ● Present perfect with <i>ever/never</i></p> <p>p116 Say it right! Strong and weak forms of <i>have</i></p>

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3 Adventure 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.3, 4.5	<p>p37 Expressions with <i>go</i></p>	<p>p38 An online advertisement</p> <p>Explore words in context</p>	<p>p39 ● Present perfect with <i>still, yet, already</i> and <i>just</i></p> <p>● The age of discovery</p>	<p>p40 An interview</p> <p>Phrasal verbs</p> <p>p116 Say it right! Consonant to vowel linking</p>	<p>p41 ● Present perfect with <i>for</i> and <i>since</i></p> <p>● Present perfect vs. past simple</p>
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General and specific competences from the curriculum explored in the units


- Receive oral messages in different communication situations**
 - 1.1. Select the main ideas from TV programmes/audio-video recorded materials related to familiar topics, when the speakers talk relatively slowly and clearly
 - 1.2. Identify details from a regular everyday conversation, when the interlocutors rephrase or repeat certain words/phrases on demand
 - 1.3. Identify the main ideas from a clearly spoken discussion in the standard language
 - 1.4. Identify common aspects between your own culture and the culture of the language studied
- Speak in different communication situations**
 - 2.1. Report a happening/personal experiences
 - 2.2. Describe dreams, hopes, ambitions
 - 2.3. Provide responses to a suggestion using common formulas
 - 2.4. Participate in short conversations in common contexts, on general topics
 - 2.5. Show a positive attitude with respect to participating in a verbal exchange
- Receive written messages in different communication situations**
 - 3.1. Find relevant information from common materials such as brochures and short official documents, deducting from context the meaning of unknown words
 - 3.2. Identify the main aspects from short articles on familiar and up-to-date topics
 - 3.3. Identify information associated with personal experiences from various types of text (diary pages, letters, reviews, testimonies, etc.)
 - 3.4. Identify reasons in a text
 - 3.5. Find appropriate sources of reading and information
- Write messages in different communication situations**
 - 4.1. Elaborate a simple presentation or information message that is of immediate relevance to people around you
 - 4.2. Write a letter or a digital message using addressing, requesting, inviting expressions
 - 4.3. Present a real or imaginary event
 - 4.4. Write short presentations following a standardized format in which factual information is presented
 - 4.5. Show a positive attitude towards participating in the exchange of written messages

Competențe generale și specifice din programa școlară

- Receptarea de mesaje orale în diverse situații de comunicare**
 - 1.1. Selectarea principalelor idei din programe TV/ înregistrări audio-video pe teme familiare, dacă se vorbește relativ rar și cu claritate
 - 1.2. Desprinderea semnificației dintr-o conversație obișnuită de zi cu zi atunci când interlocutorii reformulează sau repetă la cerere anumite cuvinte/expresii
 - 1.3. Identificarea principalelor idei dintr-o discuție rostită clar în limba standard
 - 1.4. Identificarea unor elemente comune culturii proprii și culturii studiate
- Exprimarea orală în diverse situații de comunicare**
 - 2.1. Relatarea unei întâmplări/a unor experiențe personale
 - 2.2. Descrierea de visuri, speranțe, ambiții
 - 2.3. Oferirea de reacții răspuns la o sugestie, folosind formule uzuale
 - 2.4. Participarea la scurte conversații în contexte obișnuite, asupra unor subiecte generale
 - 2.5. Manifestarea unei atitudini pozitive față de participarea la dialog și exprimarea în public
- Receptarea de mesaje scrise în diverse situații de comunicare**
 - 3.1. Găsirea informației relevante din materiale uzuale de tipul broșurilor și al documentelor oficiale scurte, deducând din context semnificația cuvintelor necunoscute
 - 3.2. Identificarea aspectelor principale din articole scurte pe teme familiare și de actualitate
 - 3.3. Identificarea informațiilor asociate unor experiențe personale din diverse tipuri de text (pagini de jurnal, scrisori, recenzii, mărturii etc.)
 - 3.4. Identificarea motivelor dintr-un text
 - 3.5. Căutarea de surse adecvate de lectură și de informare
- Redactarea de mesaje în diverse situații de comunicare**
 - 4.1. Elaborarea unui mesaj simplu de prezentare sau de informare cu relevanță imediată pentru persoane din anturaj
 - 4.2. Redactarea unei scrisori/unui mesaj digital folosind expresii de adresare, de cerere, de invitare
 - 4.3. Prezentarea în scris a unui eveniment real sau imaginar
 - 4.4. Redactarea de prezentări scurte după un format standardizat, în care se prezintă informații factuale
 - 4.5. Manifestarea unei atitudini pozitive față de participarea la schimbul de mesaje scrise

Starter Unit

Meeting people

- 1  Complete the conversation with the words in the box. Then listen, check and repeat.

See I'm This Goodbye My
your is Pleased Her from

Kieran: Hello. ¹My name's Kieran. What's ²... name?
Fay: Hi, Kieran. I'm Fay. ³... is my friend. ⁴... name's Gulay.
Gulay: ⁵... to meet you Kieran!
Kieran: Where are you ⁶..., Gulay?
Gulay: ⁷... from Istanbul in Turkey.
Fay: Gulay ⁸... staying at our house.
Kieran: Well, I have to go. ⁹... you later!
Fay: ¹⁰... Kieran!

Routines

- 2 Match the daily routines with the pictures.

have lunch wake-up get up have dinner
have breakfast go to bed have a shower
do homework go to school

a wake up



- 3 Work with a partner. Use the activities in Exercise 2 to describe a typical day in your life.

I wake up at 7.30 am and I get up quickly. Then I have a shower and have breakfast at 8 am.

Free-time activities

- 4 Complete the free-time activities with **do, go, play, read, sing or watch**.

- | | |
|----------------|------------------|
| 1 go cycling | 6 ... exercise |
| 2 ... judo | 7 ... the guitar |
| 3 ... football | 8 ... a song |
| 4 ... a book | 9 ... basketball |
| 5 ... swimming | 10 ... a film |

- 5 Ask and answer questions about the activities in Exercise 4 with your partner.

A: Do you go cycling at weekends?

B: No, I haven't got a bicycle!

Wh- questions

- 6 Write the words in order to make questions.

- study / you / Where / do ?
Where do you study?
- old / you / are / How ?
- like / do / TV programmes / What / watching / you ?
- on holiday / you / Where / next summer / go / will ?
- teacher / last year / Who / English / your / was ?
- get / this morning / How / you / to school / did ?

- 7 Ask and answer the questions in Exercise 6 with your partner.

Prepositions

- 8 Complete the sentences with the correct preposition.

- We have lessons twelve o'clock. Then we go home.
- The coffee shop is James's school. Let's go there.
- I don't like to sing my parents and friends. I feel nervous.
- People the ages of 20 and 60 attended the concert.
- She had a scarf her neck.
- The train was really crowded. It was full people!

Adjectives

1 Choose the correct words to complete the sentences.

- 1 My brother is so annoying / friendly / weird – he is always borrowing my things.
- 2 Frank plays the guitar – he's really **excited** / **interested** / **surprised** in music.
- 3 My favourite comedian is Will Ferrell – he is so **funny** / **moody** / **unfriendly**!
- 4 I get really **embarrassed** / **interested** / **bored** when the news comes on – I change the channel.
- 5 I think Sam is a bit **tired** / **angry** / **upset** after the long journey so he's not coming out tonight.
- 6 I find films with clowns really **cheerful** / **scary** / **impatient**. I have nightmares after watching them.

2 Work with a partner. Use the adjectives in Exercise 1 to describe the following people.

- 1 a friend
- 2 a relative (brother, sister, uncle, aunt, etc.)
- 3 a teacher at school
- 4 a famous person

My friend Gill is really impatient; she hates waiting for the bus! She's really interested in cooking.

Comparative and superlative adjectives

3 Complete the conversations about TV programmes with the comparative or superlative adjectives. Then listen and check.

- 1 **A:** I think documentaries are (interesting) the news.
B: Really? I don't like documentaries or the news. Cartoons are the (good) thing on TV, in my opinion!
- 2 **A:** I think the (boring) programmes on TV are chat shows – I hate them!
B: Yes, I know what you mean. But I think reality shows are the (bad)!
- 3 **A:** I love watching romantic films! It's much (relaxing) watching action films!
B: Oh no, I love action films. They are (exciting) romantic films and they have the (good) special effects!

4 Work with a partner. Use comparatives and superlatives to compare TV shows you know.

Adverbs

5 Choose the correct words to complete the sentences.

- 1 Tina and I spoke **quiet** / quietly because we didn't want to wake up the baby.
- 2 We were all **happy** / **happily** to see Vicky again.
- 3 I'm sorry. I draw very **bad** / **badly**. What do you think?
- 4 We ran **quick** / **quickly** but the bus left without us.
- 5 Everyone thought it was an **easy** / **easily** exam.
- 6 Ian speaks French very **good** / **well**. He lived in France for a year.
- 7 Drive **slow** / **slowly** Granny. I think Susan's house is near here.
- 8 Be **careful** / **carefully** – they bite!

6 Match four of the sentences in Exercise 5 to the pictures below.



Comparative and superlative adverbs

- 1** David is writing about his classmates. Complete the text with the comparative and superlative adverbs of the adjectives in brackets.



So these are my classmates – we're all really different. Alice is the best in the class. She works ¹ *more quickly* (quick) than anyone else in the class. Ryan is good at Maths so he does his Maths homework ² (easy). Christine does her homework ³ (careful) than anyone else but it takes her hours so she definitely does things ⁴ (slow). I sit beside Paola. I can draw ⁵ (good) than she can but she's really nice and she sits ⁶ (quiet) than I do.

Past simple

- 2** Complete the table with the past simple form of the verbs in the box.

watch leave help dance get go be wash
come walk stop take eat work have see

Regular	Irregular
<i>watched</i>	<i>left</i>

- 3** Complete the sentences with the past simple form of the regular verbs in Exercise 2.

- It was a lovely day so we *walked* around the park.
- My mum in a cinema when she was young.
- Tell me about the film. I (not) it last night because I went to bed early.
- you Carl with his homework?
- It was a great party and the music was amazing. We for hours.
- Sorry we're late. We at a shop to buy some ice cream.
- I my dad's car two hours ago and now it's raining!

- 4** Complete the news story with the past simple form of the irregular verbs in Exercise 2. Use one verb twice.

Last weekend, my family and I ¹ *went* to the mountains. It ² great. We ³ a really good time. We ⁴ early in the morning. My cousin Gina ⁵ with us. We ⁶ some food – sandwiches and drinks – and we ⁷ under the trees in the forest. We ⁸ some beautiful birds. When we ⁹ home we ¹⁰ very tired but happy.



- 5** Write three true past simple sentences about you, your friends or your family with the verbs and the time adverbs / expressions.

eat	ago
see	last week
watch	yesterday
be	last weekend
walk	last month
had	last Friday
come	yesterday morning
wash	last year
dance	

My friend Anne ate pizza last Friday.

- 6** I know what you did last weekend! Rewrite the news story in Exercise 5 so it is true for you. Then work with a partner and ask and answer questions using question words and the past simple.

Where did you go last weekend?

I went to the countryside, to visit my grandparents.

Speaking Explaining a problem

UNIT
S



Real talk: Do you often lose things?

- 1 Watch the teenagers in the video. How many teens lost something once?
- 2 Do you often lose things?

- 3 Shelley and Ed are talking about a problem. What did Shelley lose?



- 4 Complete the conversation with the phrases in the *Useful language* box.

Useful language

I don't know what to do.
What's the matter?
I'm not sure.
OK, don't panic!
Oh no!
For one thing (no one rang me).
Let me think ...
I hope so!

Ed: Hi, Shelley! What's the ¹...*matter*... ?
Shelley: I can't find my schoolbag! It's got all my books in!
Ed: Oh ²...! Where did you go after school?
Shelley: Umm, let me ³... I went to watch a basketball match. After that, I went to buy a drink, and then we went to the park.
Ed: Did you leave it in the park?
Shelley: I'm ⁴... I was on my way home when I realised I didn't have it. I went back to the park but I couldn't find it! I don't ⁵... to do!
Ed: OK, don't ⁶... Perhaps a friend saw it and took it home.
Shelley: No, I don't think so. For one ⁷..., no one rang me.
Ed: Well, maybe you left it in the shop.
Let's go and ask if it's there.
Shelley: OK – I ⁸...!

- 5 Listen again and check your answers.
- 6 Work with a partner. Practise the conversation in Exercise 4.
- 7 Change the words in bold in the dialogue. Use the ideas below. Take turns to talk to a friend and explain what the problem is. Use the situations below or your own ideas.

Problem 1

You are at school. Your mobile isn't in your bag. It's new and was quite expensive. It has all your numbers in it and hundreds of songs. You had it this morning at home.



Problem 2

You are at a friend's house. You can't find your memory stick. It has all the work you did for a group presentation. You need it tomorrow. You had it earlier today at school.





Strange stories



In this unit ...



Mystery in the mountains p15



A story from under the sea p18



Strange events p20



CLIL Behind the scenes p148

Vocabulary

- Action verbs
- Adverbs of manner
- Phrasal verbs with *look*
- Nouns with *-er*

Language focus

- Past continuous
- Past continuous vs. past simple
- *could(n't)*

Unit aims

I can ...

- tell a story using action verbs.
- understand strange stories.
- talk about my activities in the past.
- describe how I do things.
- talk about the things I could and couldn't do when I was younger.
- tell someone my news.
- write a story.

BE CURIOUS



What can you see in the photo?

Start thinking

- Do you think this is a real photo? Why/Why not?
- What other strange things do you know about?
- Can you think of an explanation for these mysteries?

Vocabulary Action verbs



- 1 Look at the story. What do you think happened?
- 2 Match the words in the box with the pictures (a–h). Which pictures are missing? Then listen, check and repeat.

catch chase climb hide steal fall over
jump ~~run away~~ throw break into

a *run away*

- 3 Complete the sentences with the past simple form of the verbs in Exercise 2.

- 1 The thief broke into the boot of the car.
- 2 The thief my bag.
- 3 The thief from our car.
- 4 I the thief.
- 5 The thief into a garden.
- 6 The thief his bag over a wall.
- 7 The thief over a wall.
- 8 The thief the bag.
- 9 The thief
- 10 I the thief.

- 4 Listen to the conversation. What action verbs from Exercise 2 do the speakers use?

Your turn

- 5 Work with a partner. Cover the sentences in Exercise 4. Then ask and answer questions about the story.

What happened in picture a?

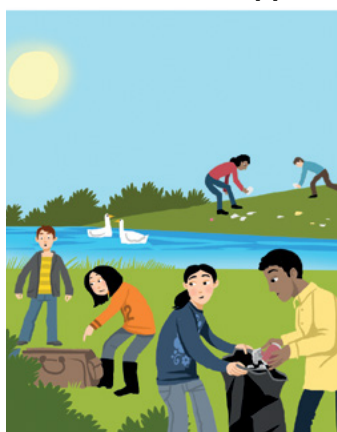
The thief ran away from the car after stealing a bag.

- 6 Write down your story based on the pictures (80–100 words). Share your story with your partner.

➔ Vocabulary bank • page 128

Reading A newspaper article

- 1 Work with a partner. Look at the pictures. How do you think the four pictures are connected? Which pictures do you think show what happened first in the story?



- 2 Read the newspaper article and check your ideas to Exercise 1.

[HOME](#)
[WORLD](#)
[UK](#)
[BUSINESS](#)
[EDUCATION](#)

TREASURE IN THE PARK

Pupils from Parkland School in Leeds were surprised last week when they were cleaning the park. They were looking for rubbish when they found something that looked like treasure!

'I was looking after their bags when I heard someone shout by the lake. I ran over and one of the children was jumping and pointing at a large bag. They weren't laughing but they were really excited,' said their teacher, Mrs Gibson. 'I phoned the police immediately.'

The police looked in the bag. It was full of expensive objects like watches and clocks, and even some gold. There were also some old photos, a Hungarian passport, two train tickets to Berlin and an old newspaper from 1956.

But where did these things come from? Who did they belong to? What were they doing there?

Police detective Stuart Bolan said, 'This morning I spoke to the police in Hungary and they are trying to find the owner of the passport. The bag was in the park for a very long time so it really is a mystery.'

Were the children still talking about it a week later? 'They are very excited and are going to do a project on what they found,' said Mrs Gibson.

- 3 Read the text again and answer the questions.

- What school did the children go to?
To Parkland School in Leeds.
- Where did they find the treasure?
- What did the teacher do when she saw the bag?
- Who opened the bag?
- What was inside the bag?
- Who did the police speak to about the objects?

Explore Phrasal verbs with look

- 4 Find four examples of **look + preposition** in the newspaper article. Then complete the sentences with the correct preposition.

- I was looking **for** my keys, when I found my mobile phone.
- Can you look **in** the kitchen for my bag?
- My aunt is working so I'm looking **after** my little cousin.
- I'm not sure what it is but it looks **like** an old boot.

Vocabulary bank • page 128

Your turn

- Look at the text. Write your own answers to the three questions in bold in the fourth paragraph.
- Work in small groups. Compare your answers to the questions in Exercise 5 and decide which is your favourite.

I think thieves stole these objects.

I agree. But where did they come from?

FACT! Four months before the 1966 World Cup in England, a thief stole the World Cup trophy and hid it inside some newspaper at the bottom of a garden. A dog called Pickles found it seven days later while he was walking with his owner. Both Pickles and his owner received a reward!



Language focus 1 Past continuous: affirmative and negative

- 1 Complete the examples from the text on page 14. Then choose the words to complete the rule.

	I / he / she / it	you / we / they
+	I ¹ looking after their bags.	They were ² for rubbish.
-	I wasn't watching the children.	They ³ laughing .

We use the past continuous to talk about **completed actions in the past** / **actions in progress at a particular point of time in the past**.

→ Grammar reference • page 120

- 2  Complete the police report with the past continuous form of the verbs in brackets.

POLICE REPORT

Case No: 76543

Date and Time: 21 May 11 am

Police officer: Alfred Baker

Name of witness: Jim Hanson

Information:

What were you doing at the time?

When my friends found the bag, I ¹was climbing (climb) a tree and Danny ².... (hide) behind that wall because Max ³.... (chase) us. Our teacher ⁴.... (stand) over there. She wasn't happy with us because we ⁵.... (not help) the others. Our classmates ⁶.... (not play), they ⁷.... (look) for rubbish and they ⁸.... (throw) empty cans and bottles into a bag.


Past continuous: questions

- 3 Complete the examples from the text on page 14. Then complete the rules.

	I / he / she / it	you / we / they
Wh- ?	What was Danny doing ?	What were they ¹ <u>doing</u> there?
Y/N ?	Was she looking after the bag?	² the children still talking about it?
Short answers	Yes, she was . No, she wasn't .	Yes, they ³ No, they weren't .

We form the past continuous with *was* / (the past tense forms of the verb *to be*) and the *-ing* form of the verb. We use the long forms of *to be* in **affirmative** and sentences. We use the short form of *to be* only in sentences.

→ Grammar reference • page 120

- 4  Complete the conversation with the verbs in brackets. Use the past continuous. Then listen and check.

Detective: What ¹were you doing (do) between 8 and 8.30 last night?

Schoolboy: I ².... (look) at my Maths book.

Detective: Why ³.... you (study) Maths?

Schoolboy: Because I've got an exam tomorrow.

Detective: Where ⁴.... you (sit)?

Schoolboy: In my bedroom.

Detective: ⁵.... you (talk) to anyone at the same time?

Schoolboy: No, I ⁶.... (do) it alone.

→ Say it right! • page 116

Your turn

- 5 Write questions for your partner with the past continuous. Use these times or your own ideas.

5 pm last Wednesday 2 pm on Saturday
yesterday 11 am last night 7 pm
8 am this morning

What were you doing at 2 pm on Saturday?
Were you having lunch?

- 6 Ask and answer your questions from Exercise 5 with your partner.

What were you doing at 2 pm on Saturday?

I was finishing my homework.

Learn about an archaeologist's discovery.

- What did the archaeologist and his team find?
- What did he discover about the woman?
- Why do you think she travelled so far?




Discovery
EDUCATION


Mystery in the mountains

Listening A strange story

1 Read the status update then look at the pictures and answer the questions.

- Where is Liz?
- What is she doing?
- Why do you think she said "Goodbye Granny" in the shop?

2  Listen to Liz telling her friend Mel what happened to her. Check your answers to the questions in Exercise 1.

3  Listen again. Are these sentences true or false? Correct the false sentences.

- Liz's brother's birthday is today.
False. His birthday is tomorrow.
- When Liz got to the shop, it was empty.
- An old lady started talking to Liz outside the cake shop.
- Liz paid £17 for the cake.
- Liz bought her cake and the cakes for the old lady too.


Vocabulary Adverbs of manner

4 Look at the examples from the listening and answer the questions.

- An old lady was standing **quietly** next to me.
 - The others were talking **loudly**.
- Are the words in bold adjectives or adverbs?
 - What do we usually add to adjectives to make adverbs?

Get it right!

Adverbs usually come after the main verb or after the object.
Sam speaks Italian well. (not ~~Sam speaks well Italian.~~)
Remember these adverbs are irregular:
good → well, fast → fast, hard → hard

5  Complete the sentences with the correct form of the adjectives in brackets. Then listen, check and repeat.



He cooks very *badly*... (bad).



The snail moved (slow) across the leaf.



I carried the expensive glasses very (careful).



The children were playing very (happy).



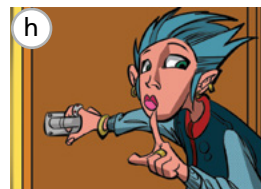
I got dressed (quick) and went out.



She answered all of the questions (easy).



He paints very (good).



She opened the door (quiet).



Liz Matthews

posted 45 minutes ago

Don't say "Goodbye Granny" to the old lady in the cake shop!!



Your turn

6 Write your answers to the questions.

- Do you always do your homework carefully?
- Can you speak English well?
- Do you get dressed for school quickly?
- Is there anything you do badly?
- Do you always speak in class quietly?
- What can you do easily?

7 Work with a partner. Ask and answer the questions from Exercise 6.

Do you always do your homework carefully?

No, not really. I often make lots of mistakes. How about you?

I try to do it more carefully than I used to. My dad helps me with it, of course.

➔ Vocabulary bank • page 128

Language focus 2 Past simple vs. continuous

1 Complete the examples from the listening on page 16. Then complete the rules.

- 1 Something strange **happened** to me today while I **was**
- 2 When I got to the cake shop, four people **waiting**.
- 3 An old lady **was** quietly in front of me.
- 4 The others **talking** so loudly so I couldn't her very well.
- 5 What you **say**?
- 6 I only **paying** for my brother's cake.

We use the past ¹.... to talk about finished actions in the past. We use the past ².... to talk about actions in progress in the past.

We use these two tenses together to show that the past simple action happened in the middle of the past continuous action, interrupting it.

As a general rule, we use *while* in the clause with the continuous action, and *when* in the clause with the interrupting action.

2 Choose the correct verbs to complete the sentences.

- 1 Liz **shopped** / **was shopping** when something strange **happened** / **was happening** to her.
- 2 The cake shop **wasn't** / **wasn't being** very crowded when Liz **arrived** / **was arriving**.
- 3 While she **waited** / **was waiting** in the small queue, an old lady **approached** / **was approaching** her.
- 4 The old lady **showed** / **was showing** Liz a photo of her granddaughter while she **talked** / **was talking** about her.
- 5 When Liz **asked** / **was asking** how much her cake cost, the shop assistant said she **had** / **was having** to pay for the lady's cakes as well.
- 6 The old lady **left** / **was leaving** the shop while Liz **paid** / **was paying** for the cakes.

3 Rewrite the sentences in two different ways. Use *when* or *while*.

- 1 I was watching TV. My best friend called.
While I was watching TV, my best friend called.
I was watching TV when my best friend called.
- 2 My dad was driving home from work. His car suddenly stopped.
- 3 Alex was walking home from school. It started raining.
- 4 We saw our Maths teacher. She was waiting at the bust stop.
- 5 My mum was reading a book in the living room. My brother entered the room.

 Grammar reference • page 120

4 Complete the text with the correct form of the verbs in brackets. Then listen and check.

October 24

When I woke up, it ¹ **was raining** (rain). I ².... (walk) to the bathroom, but my brother ³.... (have) a shower. I ⁴.... (tell) him to be quick and then I ⁵.... (go) to the kitchen. Dad ⁶.... (read) the newspaper, and Mum ⁷.... (listen) to the news. '8.... (you sleep) well?' asked Dad. 'No,' I said, 'I ⁹.... (have) a strange dream about a cat in my English class! The cat ¹⁰.... (sit) next to me and she ¹¹.... (answer) all the teacher's questions. She could speak human language easily and she ¹².... (raise) her paw every time she ¹³.... (want) to say something!' Dad ¹⁴.... (laugh) and ¹⁵.... (go) to the kitchen to make breakfast. I ¹⁶.... (look) out of the window while I ¹⁷.... (lay) the table and I ¹⁸.... (see) the cat from my dream. She ¹⁹.... (look) at me fixedly. I couldn't believe my eyes!

Your turn

5 Write five questions. Use the prompts and the past simple or past continuous.

- 1 rain / when / you / wake up / this morning?
Was it raining when you woke up this morning?
- 2 your phone / ring while / you / have breakfast?
- 3 anything strange / happen / while / you / go to school?
- 4 when / you / go into the classroom / your teacher / write on the board?
- 5 while / you / listen / to the teacher / you / look out of the window?

6 Ask and answer the questions in Exercise 5 with your partner.

Was it raining when you woke up this morning?

No, it wasn't, but I woke up very early.

could(n't)

7 Complete the examples from the listening on page 16 with *could* or *couldn't* and the verb in brackets.

- | | |
|---|--|
| + | I ¹ (play) it well when I was younger. |
| - | I ² (not hear) her very well. |

 Grammar reference • page 120

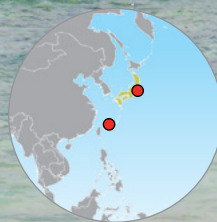
8 Which of the things in the box could you do when you were at primary school? Write sentences with *could* or *couldn't* and an adverb from page 16.

ride a bike play a musical instrument
use a computer sing play your favourite sport

I could swim quickly but I couldn't speak English well.



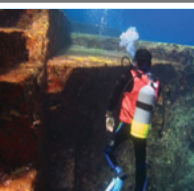
Discover culture



- 1** Work with a partner. Look at the photos. What is different about them? How do you think life in the two places is different?
- 2** In which of the places in Exercise 1 would you like to live? Why? Consider population, culture, amazing objectives you could visit.
- 3** Watch the first half of the video (until 1.17) and check your answers to Exercise 1. What are the names of the two places?



Find out about a lost city under the water.



Discovery
EDUCATION

A story from under the sea



- 4** Watch the second half of the video and complete Kihachiro Aratake's story.

This is Kihachiro Aratake – he's a ¹.... He was diving near the ².... of Yonaguni when he found something amazing. It looked like a small ³.... under the water. It had ⁴...., steps and tall towers. One stone had strange marks – was it ancient writing? Some ⁵.... think this structure is over 10,000 years old. They say it was once above the water.

- 5** Test your memory. Are these sentences true or false? Correct the false sentences.

- 1 Yonaguni is far from Japan. *True*
- 2 An old man is telling stories to some children.
- 3 Some people are dancing.
- 4 Kihachiro is with some friends on the boat.
- 5 He swims down the 'streets' of the underwater city.
- 6 There are lots of fish swimming around the ancient stones.

- 6** Watch the video again. Check your answers to Exercise 5.

- 7** Which sentence best summarises the video? Choose the best option.

- 1 Yonaguni is a secret place where people go on holiday.
- 2 Yonaguni is a calm place where people have a lot of time to do what they like.
- 3 Yonaguni is mysterious and we don't know much about its ancient stories.


Your turn

- 8** Work with a partner. Ask and answer the questions.

- 1 What are the good things about living in a big capital city?
- 2 What are the good things about living on a small island?
- 3 Are there any mysterious places in Romania like the underwater city? Where are they? What is their story?

Reading An article

1 Work with a partner. Look at the map and the photo. Where is Easter Island? What can you see in the picture? Who do you think built the statues?

2  Read the article and match the questions (a–d) with the paragraphs (1–4).


- a Was life on the island always easy?
- b Where is Easter Island?
- c Who built the stone statues?
- d Why is it called Easter Island?

3 Read the text again and order the events.

- a There wasn't enough food.
- b Explorers called the island Easter Island.
- c People arrived on the island from Polynesia.
- d The islanders built large stone statues.
- e 111 people lived on the island.
- f People started fighting each other.



Explore nouns with -er

4  Complete the table with -er nouns. The first three are in the article.

	noun with -er		noun with -er
explore	1 <i>explorer</i>	paint	5
farm	2	build	6
island	3	shop	7
swim	4	photograph	8



Vocabulary bank • page 128

Your turn

5 Write your answers to the questions.

- 1 Would you like to live on Easter Island? Why/Why not?
- 2 Why do you think people from Polynesia travelled to Easter Island?
- 3 How do you think the islanders moved the statues next to the sea?

6 Work in small groups. Compare your answers from Exercise 5.

I'd love to live on Easter Island because life there is so simple. The island is cool and full of mystery. I could write a book about it.

The Mystery of EASTER ISLAND



1

When European explorers landed on Easter Sunday, 5 April 1722, they called this island, Easter Island, also known as Rapa Nui. They found some unusual things there; they weren't alone – people were living on the island and there were about 900 large stone carvings of moai, human-faced statues.

2

Easter Island is about 4,000 kilometres from any other country. Now you can fly there in about five hours from Chile but when the first people arrived from Polynesia between the years AD 300 and 1000, the only way to get there was a very long journey by boat.

3

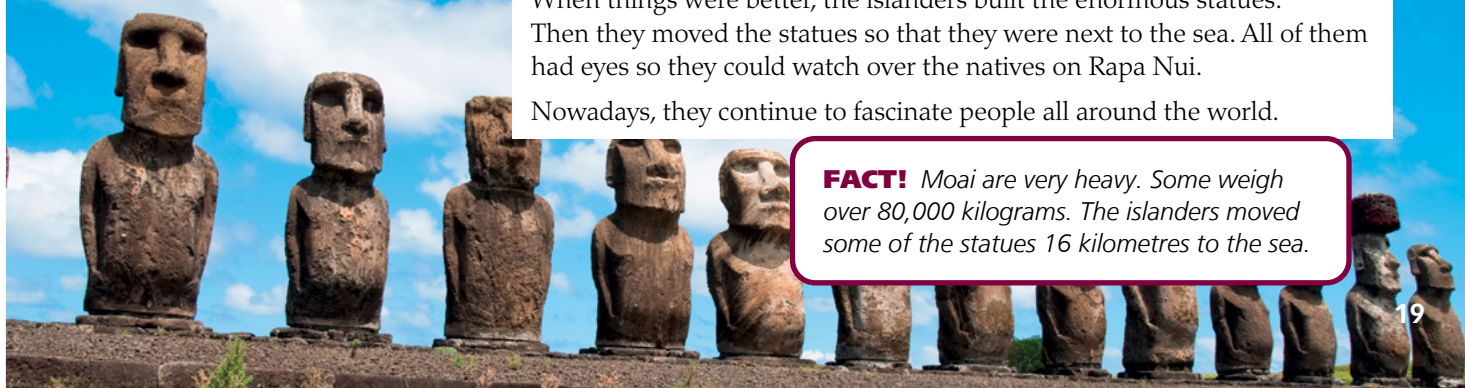
For thousands of years, life was easy for the inhabitants of Easter Island. At first, they were successful farmers and they also caught fish. At one time, around 12,000 people lived here. But at the start of the 17th century, several tribes were fighting each other because there wasn't enough food. In 1877, instead of over 10,000 people, there were only 111 left.

4

When things were better, the islanders built the enormous statues. Then they moved the statues so that they were next to the sea. All of them had eyes so they could watch over the natives on Rapa Nui.

Nowadays, they continue to fascinate people all around the world.

FACT! Moai are very heavy. Some weigh over 80,000 kilograms. The islanders moved some of the statues 16 kilometres to the sea.



Speaking Telling someone your news



Real talk: What's an interesting or unusual thing that happened to you recently?

1 Watch the teenagers in the video and put the sentences in the correct order.

- a) I lost my cat.
- b) I scored the winning goal.
- c) There was some chocolate on everybody's desk.
- d) My lunch wasn't there. **1**
- e) We were wearing the same shirt.
- f) The lock on my bike wasn't there.

2 What's an interesting or unusual thing that happened to *you* recently? Ask and answer with your partner.

3 Listen to Alice telling Lisa an interesting story. What did Alice win?

4 Complete the conversation with the phrases in the *Useful language* box. Then, listen and check your answers.

Useful language

Really? What?	How/That's weird!
What did you say?	What happened next?
Something strange happened	What did you do?

Alice: 1.... this morning!
Lisa: 2....
Alice: Well, I was walking into class when my phone rang.
Lisa: 3....
Alice: Well, I answered it and a woman I didn't know started speaking.
Lisa: 4....
Alice: She asked 'Is that Alice Bradman?' I said, 'yes'. And then she said, 'Alice, you're the winner in our photography competition.'
Lisa: Wow! 5....
Alice: I said 'Great! Thank you very much!'
Lisa: Cool! But Alice, you never take photos.
Alice: I know and I never enter competitions!
Lisa: Oh! 6....! What did you win?
Alice: A new digital camera!



7 Change partners. Take turns to tell each other your interesting story.

Something strange happened this morning

Really? What?

Well, I was...

What did you do?

5 Work with a partner. Practise the conversation in Exercise 4.

6 Think of an interesting story. Use the useful language to ask and answer questions about your story with your partner.

1 Look at the picture and read the story. Who is the man in the picture and what is he doing?

STORY OF THE WEEK

SHARE

LIKE

COMMENTS 2

In the last week's competition, you wrote stories about something strange or unusual that happened to you or to someone you know. Here is the best!


One day last summer, my brother Mickey was driving slowly along a quiet road in the USA when he saw a car next to the road. A man was trying to change a wheel. Mickey stopped his car and helped the man. While they were changing the wheel, they talked about their families. Then, the man asked Mickey for his address. At first, Mickey said no, but the man asked him again and again, so finally, Mickey gave him his address.

One week later, Mickey got a letter:

Dear Mickey,
Thanks for your help. I know a lot about computers but nothing about cars!
Bill Gates.

In the letter there was a cheque for \$10,000.

Stacey, 14.



2 Answer the questions about the story.

- 1 When did the story happen?
- 2 Where did the story happen?
- 3 Who were the people in the story?
- 4 What happened in the beginning, in the middle and at the end of the story?

Useful language

Sequencing language 1 – time and sequencing adverbs

Time and sequencing adverbs allow us to express the temporal relationships between events and the order in which they happen. These adverbs play a key role in organising our thoughts, narratives, and descriptions.

We use sequencing language to ...

- start a story (**One day** last summer, ...)
- order events (**At first**, Mickey said no.)
- finish a story (**Finally**, Mickey gave him his address.)

3 Find more examples of sequencing language in the text in Exercise 1.

4 Complete the paragraph with the words in the box.

Finally first ~~one~~ then when While

1. One afternoon I was doing my homework quietly in my bedroom. 2. I heard a strange noise outside. At 3., I didn't want to go outside, but 4. I opened the door and went into the garden. There was a very small dog. 5. I was playing with the dog, my mum came home. She was laughing. Five minutes later, my dad and sister arrived. They were laughing too. 6., I understood. The dog was my birthday present!



Get Writing

PLAN

- 5** Make notes about something strange or unusual that happened to you. It can be true or invented. Use the questions in Exercise 2.

WRITE

- 6 Write your story.** Use your notes from Exercise 5, and the language below.

One day/night last week/month/year...

He/she was ...ing when ...

Then, ...

While he/she was ...ing ...

At first, ... but ...

So finally, ...

Two days/weeks/months later ...

CHECK

- ## 7 Can you say YES to these questions?

- Have you got sequencing language to show the order the events happened?
- Have you got the information from Exercise 5?
- Have you got the language from Exercise 6?



Art all around us



In this unit ...



The art of storytelling p25



A world of music p28



Have you ever been to a concert? p30



CLIL Perspective p149

Vocabulary

- Art around us
- Collocations
- Musical instruments
- Phrasal verbs with up

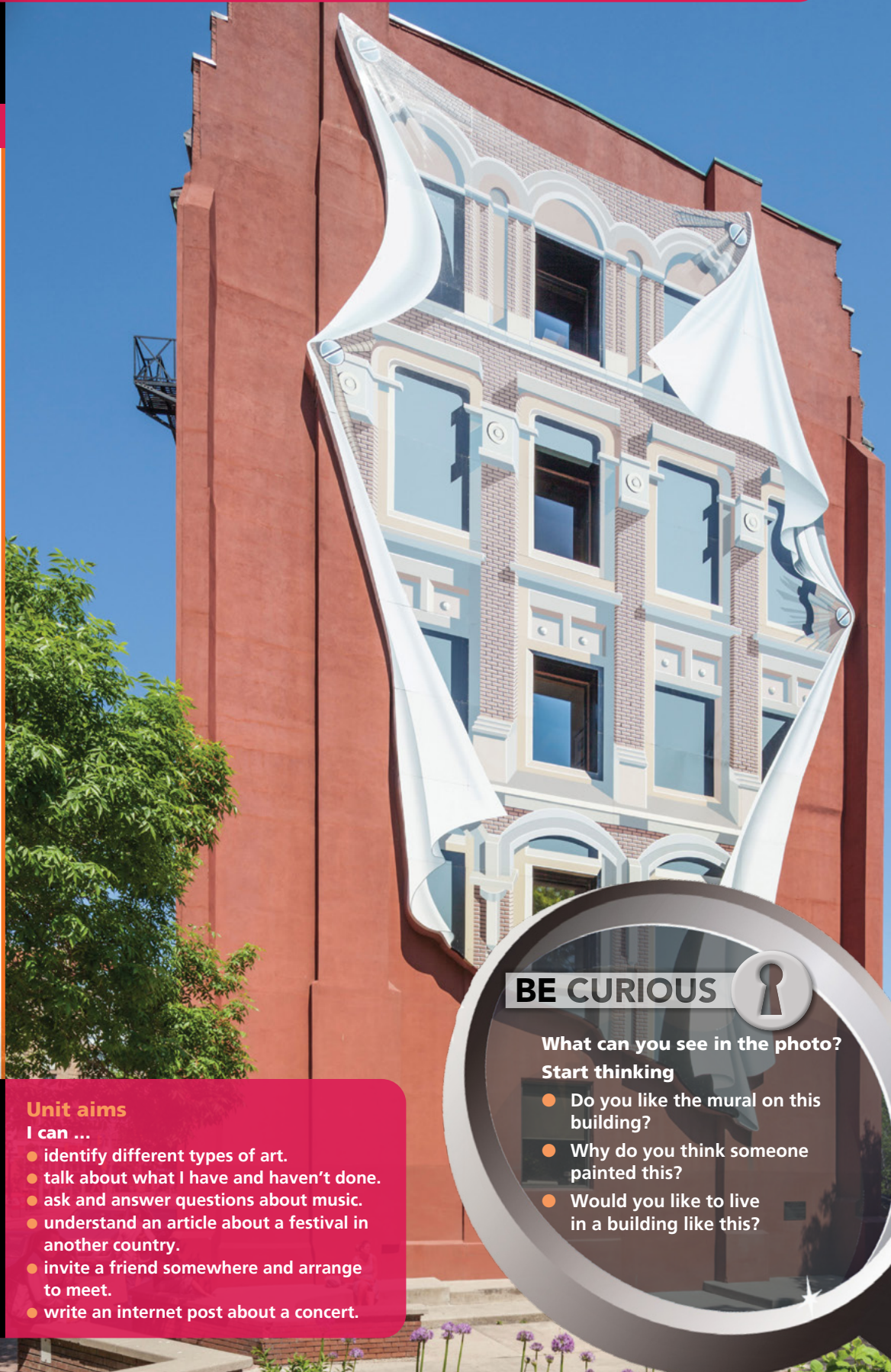
Language focus

- Present perfect for indefinite past time
- Present perfect with ever/never

Unit aims

I can ...

- identify different types of art.
- talk about what I have and haven't done.
- ask and answer questions about music.
- understand an article about a festival in another country.
- invite a friend somewhere and arrange to meet.
- write an internet post about a concert.



BE CURIOUS



What can you see in the photo?

Start thinking

- Do you like the mural on this building?
- Why do you think someone painted this?
- Would you like to live in a building like this?



Vocabulary Art around us

- 1 Match the words in the box with the art around us (a–j). Which word describes where we see paintings? Then listen, check and repeat.

concert hall busker living statue juggler sculpture
mural exhibition gallery painting graffiti portrait painter

a *busker*

- 2 Complete the chart with the words from Exercise 1.

works of art	places to see art or music	a performer or an artist
		<i>busker</i>

- 3 Listen to two groups on a day trip in London. What did each group see? Write the words from Exercise 1 in your notebook.

Group 1: *gallery*

Group 2:

Your turn


- 4 Ask and answer with your partner.

- Which of the people, places and things in Exercise 1 can you find near where you live?
- Do you like watching street performers like jugglers and human statues? Why?/Why not?
There's a gallery of modern art quite near my house, but I don't go there very often!

Get it right!

When we use *there* after *go*, we don't use the preposition *to*.
We go **there** three times a week.
Did you go **there** on your own?

Reading An online debate

- 1 Work with a partner. Look at the pictures below. What do you think makes a person an artist?
- 2  Read the debate. What do Josh and Kirsten think art is?
- 3 Read the article again. Are these sentences true or false? Correct the false sentences.
 - 1 Josh likes doing graffiti.
 - 2 To Josh, photographs that people post online aren't examples of art.
 - 3 Josh and his friends like the portraits he draws and the photos he takes.
 - 4 Kirsten enjoys going to art museums.
 - 5 Kirsten believes that art is anything that is creative and fun.
 - 6 Kirsten thinks that good art is easy.



Explore collocations

- 4 Find the collocations in the text. Match the words in box A with the words in box B. Then complete the sentences.

A

post good passionate take work make

B

at hard online photos about money

- 1 I love painting, but I'm not very *good at* ... it – some of my pictures are terrible!
- 2 You have to to be a good artist.
- 3 Is it okay to these photos of you ?
- 4 My sister loves to of unusual buildings.
- 5 It's very difficult to from painting pictures.
- 6 My sister's really juggling. She practises for hours every day.



Vocabulary bank • page 129

Your turn

- 5 Work in small groups. Have a debate. Is everyone an artist?

- Make notes of different examples to support your opinion.
- Discuss your ideas using your notes.
- Which group made the best argument?

I agree, I think graffiti is ...

I'm not sure, I think it depends on ...

There are some great examples of graffiti on ...

ARTICLES

CONTACT

EVERYONE'S AN artist

YOU'VE TAKEN A PHOTO AND PUT IT ON A SOCIAL NETWORK SITE. FIFTEEN FRIENDS HAVE GIVEN YOU A 'LIKE'. YOU'RE AN ARTIST!

THE CASE FOR:

We look at the *Mona Lisa* or a Picasso painting and we say, 'That's art.' But what about the amazing graffiti someone has painted on your street? What about the poster presentation you've done? You've worked hard and it's great. So, have you made a work of art? To me, art is anything that's creative. Of course, I like going to famous museums but I also like drawing portraits of my friends or taking photos. I'm not very good at these things, but I'm creative. I'm passionate about them, and my friends like them. Most of all, I like them!

Josh, age 15, San Diego, California

THE CASE AGAINST:

I have always loved visiting art museums. Why? Because I like looking at good art. Art is not a drawing that a four-year-old child has done, it isn't painting your body crazy colours and standing in the street, and it certainly isn't graffiti. Some people say, 'If it's creative, it's art.' I don't agree. My aunt is an artist. She went to art school, and she has worked in her studio for years. She hasn't made much money, but her sculptures have been in a few exhibitions. Her art is great. You haven't made a work of art if you haven't studied for years and developed your talent.

Kirsten, age 16, Berlin, Germany

WHAT IS ART? WHAT'S YOUR OPINION?

FACT! The anonymous graffiti artist Banksy sold a piece of graffiti for \$1.8 million.

Language focus 1 Present perfect: affirmative and negative

- 1 Complete the examples from the text on page 24. Then choose the words to complete the rule.

	I / we / you / they	he / she / it
+	I have always loved visiting art museums.	She ¹ worked in her studio.
-	I haven't developed my talent.	She ² made much money.

We use the present perfect to talk about events in the past when the time is / is not important.

→ Grammar reference • page 121

Get it right!

gone and been

The past participles of *go* are **been** and **gone**.


We use **been** when someone goes and returns:
*I'm sorry I'm late. I've **been** to the dentist.*

We use **gone** when someone hasn't returned:
*Jack isn't here today. He's **gone** to the hospital to visit his grandmother.*

- 2  Complete the sentences with the present perfect form of the verbs in the box.

take not visit see meet go play speak

- My sister **has seen** that exhibition three times. She loves it!
- We about ten photos so far.
- They never to anyone in English outside class.
- I never a famous artist, but I'd love to.
- He to the gallery. He'll be back later.
- We an interesting gallery – they are all very boring!
- I the guitar in three bands.

- 3  Complete the text with the verbs in brackets. Use the present perfect. Then listen and check.

The Berlin Wall separated East and West Berlin. On the West side, there were lots of political graffiti. Now, some artists ¹**have started** (start) to recreate the original art. One artist, Bill Neumann explains, 'Well, the idea is very simple. I ².... (look) at old photos and I ³.... (make) copies of the graffiti. Other artists ⁴.... (do) the same thing. We ⁵.... (recreate) a section of the original wall. It ⁶.... (be) a really interesting experience for us. We ⁷.... (not finish) the work, but we hope to soon.'

-  Present perfect: questions

- 4 Complete the examples from the text on page 24.

	I / we / you / they	he / she / it
Wh- ?	Where have they painted the graffiti?	Where has she worked for years?
Y/N ?	¹ you a work of art?	⁴ he you a 'like'?
Short answers	Yes, I ² No, I ³	Yes, he ⁵ No, he hasn't.

Your turn

- 5 Write questions with the correct form of the present perfect and using **ever**.

- see / a busker
- paint / a portrait
- take / a photo of someone famous
- see / good graffiti
- go / a concert hall
- post / a photo online
- go / an exhibition

Have you ever seen a busker?

- 6 Ask and answer the questions in Exercise 5 with your partner.

Have you ever seen a busker?

Yes, I have. I've seen a lot of them in town. Some of them are very good.

Learn about Aboriginal art.

- What do Australian Aboriginals use art for?
- Why are some paintings like 'survival maps'?
- What is a common feature of Aboriginal art?



Discovery
EDUCATION™

The art of storytelling



Vocabulary Instruments



- 1** Match the words in the box with the instruments in the pictures (1–14). Then listen, check and repeat.

guitar drums banjo flute violin saxophone
keyboards mouth organ tambourine piano
recorder trumpet cello clarinet

- 2** Work with a partner. Answer the questions.

- What instruments do you associate with orchestras and classical music?
- What instruments do you expect to see in a pop or rock band?
- What about the other instruments: where would you normally see them?

➔ **Vocabulary bank • page 129**

Listening An interview

- 3** Look at the picture of a musician called Leo. What instruments has he got? Where do you think he performs?



- 4** Listen to a journalist, Marcia, interviewing Leo. Check your ideas from Exercise 3.
- 5** Listen again and answer the questions.
- Where is Marcia?
 - Why is Leo so well known in Auckland?
 - Which of Leo's instruments is new?
 - How long has he played today?
 - What types of music does he play?
 - Which instruments has he never played?

Your turn – An investigation

- 6** Work in groups. Do a music survey. Report your group's information to the class.

- Do you like listening to music?
- Do you play a musical instrument?
- What kind of music do you like?
- Do you ever give money to buskers?

People listen to different kinds of music but

Some people listen to music on the bus and

Two people always give money to buskers because

Check your results!

Through this activity you were able to:

- answer the questions clearly and correctly. ☐
- follow the steps given. ☐
- work in a team. ☐

Language focus 2 Present perfect with *ever/never*

1 Complete the examples from the listening on page 26.

- 1 He's *never* played here at the festival.
- 2 Have you played at this festival?
- 3 I've played here before.
- 4 Have you played in a group?
- 5 I've played the cello or the violin.

 Grammar reference • page 121

2 Look at the questions in Exercise 1. Where does *ever* go in the question?

3 Rewrite the questions putting *ever* in the right position.

- 1 Have you met a famous musician?
- 2 Have you visited England?
- 3 Has your town had a music festival?
- 4 Have your parents owned a pet?

 Say it right! • page 116

4 Make sentences. For pictures 1–3, write sentences using *never*. For pictures 4–6, write questions using *ever*. Ask and answer the questions with your partner.



- 1 I / paint / graffiti on a wall



- 2 he / play / the drums



- 3 she / win / a race



- 4 climb / top of a mountain



- 5 go / a concert



- 6 paint / a house

5 Write questions using the verbs in brackets. Then listen and check.

- 1 you (be) to a concert or festival?
- 2 you (download) music from the internet?
- 3 you (be) in a band?
- 4 you (sing) in a choir?
- 5 you (upload) a piece of music to the internet?
- 6 you (meet) a famous musician or singer?
- 7 you (travel) a long way to see a group or singer?
- 8 you (listen) to music while doing sport at the same time?
- 9 you (post) a music video online?
- 10 you (follow) a band on X?



Your turn

6 Ask and answer the quiz questions in Exercise 5 with your partner.

Have you ever been to a concert or festival?

No, I've never been to a concert but I've been to a festival.

Discover culture



1 Look at the images of three musical instruments (a–c) and complete the table with information below.

Mexico India Australia sitar
didgeridoo trumpet string wind (x2)

	Country	Name of instrument	Type of instrument
Photo a			
Photo b		sitar	
Photo c			

b



c



Find out about unusual instruments.

Discovery
EDUCATION



A world of music

2 Watch the video and check your answers.

3 Match the information to the three different musical traditions or instruments.

Mariachi didgeridoo sitar

- The music is lively and emotional.
- The instrument has been around for hundreds of years.
- A famous group used this instrument and musical style in their own music.
- This music requires a number of different instruments.
- This is one of the oldest instruments in the world.
- More Australians play this instrument now.

4 Test your memory. Are these sentences true or false? Correct the false sentences.

- We see the Mariachi perform live and when they are practising.
- There are drums, guitars, violins and trumpets in a Mariachi group.
- The sitar player closes his eyes when he plays.
- The Australian Aborigine is sitting with three other people.

5 Watch the video again and check your answers.

6 What is the report's main message? Choose the best option.



- Every country has different musical traditions.
- We can now share and listen to different musical styles very easily.
- Music can be happy or sad, choose the music according to your mood.

Your turn

7 Ask and answer the questions in groups.

- Would you like to play one of these instruments?
- Are there any traditional instruments which are special to Romania?
- What positive things about playing in a band or orchestra with other people can you think of?

Reading A web page

- 1 Work with a partner. Look at the pictures of a festival in the USA. What do you think people do there?
 - 2  Read the text and check your answers to Exercise 1.
 - 3  Read the Frequently Asked Questions (FAQs) about The Burning Man Festival. Match the questions (A–F) to the answers (1–6).
- A What else do people do at the festival?
 B Has the festival always taken place there?
 C What happens after the festival?
 D What is The Burning Man Festival?
 E How is it different from other festivals?
 F Why is it called The Burning Man Festival?



Explore phrasal verbs with up

- 4 Look at the highlighted words in the text. Complete the sentences with the correct form of the words in the box.

show set tidy pick light dress

- 1 When the festival was over, we *tidied* up all our rubbish and went home.
- 2 For the festival last year, my friend up as a robot.
- 3 Hundreds of fireworks up the sky to end the festival.
- 4 We asked him to come at eight o'clock but he didn't up until nine o'clock.
- 5 The band up their equipment on the stage before the concert.
- 6 We up some food in the supermarket and drove out to the festival site.



Vocabulary bank • page 129

Your turn

- 5 Ask and answer the questions with your partner.

- 1 Would you like to go to a festival like The Burning Man? Why/Why not?
- 2 Does your school or town have its own festival? What type of festival is it? What can you do there?

I'd really like to go because it looks amazing in the photos.

- 6 Write about the last festival you went to.

The last festival I went to was in our town. There were ...



Burning Man Festival FAQs

Maybe you've picked up tickets to the Festival, but you're not sure what to expect. Read these FAQs to find out more:

1 D.

It's an arts community festival which takes place every year for a week at the end of August in The Black Rock Desert in Nevada, in the USA. Around 73,000 people **showed up** last year. Volunteers create a community in the desert called Black Rock City – they **set up** everything themselves.

2

No, it started in San Francisco, California in 1986, next to the Golden Gate Bridge. It moved to the desert five years later.

3

Because fire is an important theme of the festival. People build an enormous wooden statue of a person which is more than 30 metres tall and they burn it on the Saturday night of the festival. They also build and burn lots of other things.

4

They **dress up** in costumes and because of the dust in the desert they wear goggles. There are also a lot of other fun activities. There is usually a balloon chain of 450 different balloons which is one kilometre long and it **lights up** the sky.

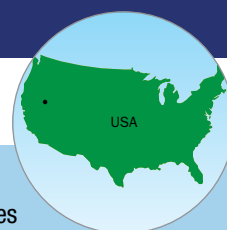
5

After the festival, the rules are very strict: people must **tidy up** everything and leave the desert exactly as it was before the festival started because the organisers are very worried about protecting the environment.

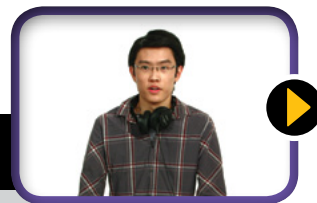
6

It makes people change. There, in the desert, people have the opportunity to open themselves more to the world and to fight their fears. They learn to accept others and to enjoy the little things in life.

FACT! Every August, Black Rock City becomes the third largest city in Nevada – but then it disappears in September!



Speaking Invitations and arrangements



Real talk: Have you ever been to a concert?

1 Watch the teenagers in the video. How many of the teenagers ...

- a) have been to more than one concert?
- b) prefer to do something else?
- c) have played in a concert?

2 Have *you* ever been to a concert?

3 Fran and Nicky are talking. What are they arranging to do?



4 Complete the conversation with the phrases in the *Useful language* box.

Useful language

What time shall we meet (then)?
Yeah, why not?
Do you fancy -ing ... ?
Sounds good!

That's a great idea!
Let's go together.
How about -ing ... ?
Shall I (ask my dad to get us)?

Fran: Nicky, do you ¹ *fancy going* to a concert tomorrow?
Nicky: Yeah, ² ? Who's playing?
Fran: A **pop rock** band called **The Sweets**. They're a new band. I've got free tickets.
Nicky: ³ good! Where are they playing?
Fran: The **Apollo Club**, in **Market Street**.
Nicky: OK. What time ⁴ meet then?
Fran: It starts at **8.30**, I think. ⁵ together. ⁶ coming to my house at **half seven**?
Nicky: OK. ⁷ ask **my dad** to come and get us at the end?
Frank: Yes, that's a ⁸ !
Nicky: OK. See you tomorrow, then.

5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Change the words in **bold** in the conversation. Use the ideas below. Take turns to ask and answer the questions.

Concert 1

The Black Roots
The Hacienda Club
Station Road



Doors open: 9pm

Band starts: 9.30

Concert 2


Live concert with
Don't be Shy
The Black Bee Club,
Miller Street



Doors open: 7.30pm **Band:** 8pm

Writing An internet post

- 1 Look at the photos and read Alba's blog about a concert. Did she enjoy it?



I've just come back from a fantastic free concert. It was in a park near the city centre and there was a great atmosphere, with hundreds of young people dancing and enjoying themselves. There were lots of bands but for me the best one was The Hurricane from Manchester. They play a mixture of styles. Their first songs were folk and blues but the last ones sounded more like reggae and rock. The singer (Janie Smith) has a really amazing voice, and the guitarists and drummer played together really well. They've just made an album (they've never had a hit) and I want to get it!!! If you get the chance to see them, go for it 😊!

- 2 Read Alba's description of the concert. Answer the questions.

Does Alba ...

- 1 say where the concert took place?
- 2 describe the atmosphere?
- 3 describe the stage?
- 4 say who played and give information about the band?
- 5 say what she had to eat or drink at the concert?
- 6 give her opinion?
- 7 make a recommendation?
- 8 say how much it cost?

- 3 Look at the *Useful language* box. What kind of words do *one* and *ones* replace?

Useful language

Avoiding repetition

We use *one* (singular) and *ones* (plural) to refer to something we mentioned earlier in a text.

- *There were lots of bands but for me the best **one** was The Hurricane from Manchester.*
- *Their first songs were folk and blues but the last **ones** sounded more like reggae and rock.*

- 4 Complete the sentences with *one* or *ones*.

- 1 I really liked the last band. The first *ones* weren't as good.
- 2 There are two boys in the band. The tall plays the drums.
- 3 They sang two songs. Which did you like best?
- 4 I've seen them in concert twice. The last was in the park last summer.
- 5 I like all their songs but the earlier are great to dance to.
- 6 Dave's got three guitars: a red and two black



Get writing

PLAN

- 5 Plan a blog post about a concert you've been to. Use Exercise 2 to help you. Decide what order to put them in.

WRITE

- 6 Write your blog post about the concert. Use your notes from Exercise 5 and the model text to help you.

CHECK

- 7 Can you say YES to these questions?

- Is the information from the list in Exercise 2 in your writing?
- Have you avoided using repetition?

Vocabulary

1 Match the sentence halves.

- | | |
|----------------------------------|-------------------------------|
| 1 The thief broke g . | a catch the thief. |
| 2 He stole | b a tree. |
| 3 The thief climbed | c his bag into the river. |
| 4 He jumped | d a bag. |
| 5 The police officer chased | e the thief for 2 kilometres. |
| 6 The police officer didn't | f behind a tree. |
| 7 The thief hid | g into the car. |
| 8 The thief threw | h the thief for 2 kilometres. |

2 Complete the sentences with the adverbial form of the words in the box.

happy careful easy **quick** quiet slow

- It's getting late. Please finish your work **quickly**.
- Please talk in the library.
- The exam wasn't difficult. I passed it
- We're really late! You're walking very
- Your little brother isn't sad. He's eating an ice cream over there.
- Those books are very old! Please look at them

3 Complete the sentences with the words in the box.

buskers **graffiti** exhibition
sculptures living statue concert hall

- There's some amazing **graffiti** on the wall outside the library.
- We often go to our local to hear classical music or opera.
- I love that are made of stone or metal.
- Did you see those? They're playing music in the park.
- I went to an of modern art yesterday.
- Have you seen the in the main square? You give him some money and he moves!

4 Write the names of the musical instruments.



saxophone



Explore vocabulary

5 Choose the correct answers.

- I wanted to ask a question so I put **up** / **off** my hand.
- My sister couldn't find her keys so I helped her look **for** / **at** them.
- I was feeling ill so I went to lie **on** / **down**.
- Your brother looks **for** / **like** a rock star with his long hair.
- Could you look **after** / **up** my dog while I buy some milk?

6 Complete the sentences with the name of the person. Look at the words in bold to help you.

- My brother takes a lot of photographs. He's an amazing **photographer**.
- We visited the **island** of Malta last summer. The were very friendly.
- My friend Julia **swims** very quickly. She's a champion
- My dad **builds** houses all week. He works as a
- My cousins live on a **farm** because their dad is a
- Marco Polo **explored** China. He was a famous

7 Complete the sentences with the words in the box.

perfect pick up passionate about take photos
amazing cool stuff popular important

Ireland is the ¹..... **perfect** place to take a holiday. There is lots of ²..... to do for everyone like trekking in the ³..... countryside or visiting the beautiful cities of Dublin or Cork. Music is an ⁴..... part of Irish identity and the Irish are ⁵..... music and dance. You can see traditional music played in places all over Dublin. There are lots of opportunities to ⁶....., for example the Giant's Causeway – it is incredibly ⁷..... with photographers and tourists. Many people in Ireland speak Irish, but if you think you will ⁸..... a little Irish, think again – it's very hard!

Language focus

- 1 Complete the questions and answers with the past continuous. Use the information in the table.

yesterday	Maria	Robert
10 am	play tennis	swim
12 noon	study with Robert	study with Maria

- 1 A: What ¹ was Maria doing at 10 am yesterday?
B: She ² ... tennis.
2 A: ³ ... Robert ... tennis at 10 am yesterday?
B: ⁴ ..., he He ⁵
3 A: What ⁶ ... Maria and Robert ... at 12 noon?
B: They ⁷

- 2 Write sentences using the past simple and past continuous.

- 1 He / answer / the phone / while / he / eat
He answered the phone while he was eating.
2 We / have / a picnic / when / it / start to rain
3 Tara / break / her glasses / while / she / play tennis
4 I / read / a magazine / when / the window / break
5 The film / start / while / they / buy / tickets

- 3 Write sentences with *could/couldn't*.

	six years old	seven years old	ten years old
Marta	(1) count in English (X)	(3) ride a skateboard (✓)	(5) play the violin (✓)
Sam	(2) swim ten metres (✓)	(4) use a computer (X)	(6) make a cake (X)

- 1 *Marta couldn't count in English when she was six.*

- 4 Complete the email with the verbs in the box. Use the present perfect.

see go record visit not go buy take

New mail +1

Hi Janice,
We're having a lovely time here in Paris. We ¹ have visited five art galleries and two museums. I ² ... never ... such wonderful art! We ³ ... to several lectures about modern art. I ⁴ ... them for you so you can listen later! Tony ⁵ ... hundreds of photos and he ⁶ ... a lot of posters and postcards! We ⁷ ... to the Picasso Museum – that's tomorrow. See you soon,
Angie

- 5 Complete the conversation with the present perfect and *ever* or *never*. Use the verbs in brackets.

Mike: This music is from South Africa. ¹ Have you ever heard (hear) this kind of music?
Kevin: Yes, I have. There's a concert tomorrow. ² ... you ... (go) to a concert of African music?
Mike: No, I ³ ... (go) to a live concert.
Kevin: Can you play any musical instruments?
Mike: I can play the piano and my brother plays the guitar.
Kevin: ⁴ ... he ... (play) in any concerts?
Mike: Yes, but I ⁵ ... (see) him play.

Language builder

- 6 Choose the correct words to complete the text.

Hi Josh,
How are you? I ¹ ... c ... from a great concert. It ² ... really nice to hear Rag'n'Bone Man for the first time in a live performance. ³ ... of him? He has an amazing voice and his songs are a mixture of styles – blues, pop, hip-hop and even jazz. His best-known song is 'Human'. Of course, many of the crowd ⁴ ... there for his radio hits and they ⁵ ... along and ⁶ ... themselves. Too bad I ⁷ ... the chance to ask for his autograph but I ⁸ ... a lot of pictures. I'm really curious to listen to his new album. I read in a magazine that he's preparing a hip-hop album this time. Let's go to his next concert together, I'm sure you're going to like it. Talk to you soon,
Sarah

- 1 a just come back b just came back c I've just come back
2 a was b been c has been
3 a did you hear b have you heard c you heard
4 a was b were c have been
5 a sing b were singing c have sung
6 a enjoy b enjoying c have enjoyed
7 a didn't have b weren't having c haven't had
8 a took b was taking c have taken

Speaking

- 7 Match the sentences.

- 1 Something strange happened to me. c
2 Shall I ask my mum to get us?
3 What did you say?
4 What time shall we meet?
5 Do you fancy going to a concert?
a It starts at 8 pm, so how about 7.30?
b Yes, that's a good idea.
c Really? What?
d Yeah, why not?
e I said 'No, thanks.'



Evaluation test

Language focus

1 Complete the sentences with the correct form of the verbs in the box. Use the past continuous.

tidy not listen play watch read not shop

- We *...were playing...* tennis yesterday afternoon because it was a sunny day.
- I *...* with Mum at the mall yesterday. I was at home.
- Ben and Jack *...* to the teacher during the class, so they didn't learn anything.
- You *...* a good film last night. What was it?
- Sam *...* his room at 8 pm last night.
- Yesterday at 7 o'clock, Jodie *...* a book.

____/ 5

2 Use the words to write questions. Use the past continuous.

- it / rain / in town / this morning?
Was it raining in town this morning?
- the boys / play / in the garden / yesterday?
- Stephen / do / his homework / last night?
- you / feel / tired / when you got home?
- we / make / a lot of / noise last night?
- Who / your friend / speak to?

____/ 5

3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or past continuous.

- I *...was watching...* (watch) my favourite film when somebody knocked at the door.
- Our neighbours were sitting in the garden when it *...* (start) to rain.
- I *...* (not see) Laura when I was walking to school yesterday.
- Mum asked me for my help while I *...* (do) my homework.
- Paul *...* (not look) when he fell over in the street.
- While Sally *...* (study) for the Maths exam, I went out to get us a pizza.

____/ 5

4 Make sentences using the words below and *could/couldn't*.

- you / play any musical instruments / as a child (?)
Could you play any musical instruments as a child?
- We / understand English / when we were children (-)
- Mum / speak French / when she was nine (+)
- Tom / ride a bike / when he was young (?)
- I / read / when I was four years old (-)
- They / speak English / when they were in primary school (+)

____/ 5

Vocabulary

5 Write five action verbs. Then write their past simple form.

____/ 5

6 Complete the sentences with the adverbial form of the words in the box.

good quick careful slow easy quiet

- I didn't have much time, so I got dressed *...quickly...*
- She walked very *...* because she was very tired.
- Martin plays tennis really *...*, so he usually wins all his matches.
- The questions weren't difficult, so Jack answered them *...*
- Ben spoke *...* on the phone because it was late and he didn't want to wake anyone.
- Please listen *...* so that you can follow my instructions.

____/ 5

Writing

7 Write a story about a strange or unusual event (about 70–80 words). Use the prompts to help you.

When? Where? Who? What / doing?
How / end?

____/ 15

Granted points 5/ 5

____/ 50



Evaluation test

UNITS
1-2

Language focus

1 Complete the table of irregular verbs.

speak	spoke	1 <i>spoken</i>
take	took	2
sing	sang	3
do	did	4
give	gave	5
buy	bought	6

____/ 5

2 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect tense.

- Sam *has met* (meet) a lot of famous people in his life!
- I (not visit) many galleries.
- Laura (help) me a lot with my school work.
- We (not play) any musical instruments this term.
- (you / paint) many pictures in your art classes?
- I (listen) to hundreds of CDs.

____/ 5

3 Rewrite the sentences. Add *ever* or *never* to each one.

- I've been to London.
I've never been to London.
- Have you played a musical instrument?
- I've won a music competition.
- Has Joanna written her own songs?
- Have you lived in another country?
- Jack has played his guitar at a concert.

____/ 5

4 Choose the correct answer.

- We haven't / *have* never met anyone famous.
- Has Julia *ever* / never played in a band?
- I haven't *been* / gone to Italy, but I will one day.
- Michael has *ever* / never learnt to play the guitar.
- Sam and Tom *haven't finished* / haven't finish their homework.
- Ben isn't at home. Has he *been* / gone into town?

____/ 5

Self-evaluation

- The most important thing I learned in Units 1-2 is ...
- I liked ... the most.
- It was quite difficult for me to ...

Vocabulary

5 Complete the text with words in the box.

mural ~~exhibition~~ paintings gallery
portrait painter concert hall

This year I'm going on lots of trips with my school. Last month we went to an ¹ *exhibition* about local artists. And next week we're going to look round a ² ... to look at pictures. We've never seen any ³ ... by famous artists before, so we're very excited. Our teacher says there'll be a ⁴ ... there, too, who does pictures of people. And we'll get a chance to paint a bit of a ⁵ ... on one of the walls! So visitors will see it in the future. Then we're going to a big ⁶ ... to listen to some music. Brilliant!

____/ 5

6 Choose the correct answer: a, b or c.

- That can't be a real person! He hasn't moved for hours.
a living statue b sculpture c juggler
- The students have painted an amazing in the entrance hall.
a graffiti b mural c photo
- You need to hold the on your shoulder to play it.
a flute b violin c trumpet
- You play the by hitting and shaking it to make a noise.
a keyboard b tambourine c clarinet
- The outside the station plays the mouth organ, and people give him money.
a juggler b busker c artist
- My favourite is the recorder.
a instrument b music c song

____/ 5

Writing

7 Write about a concert you've been to (80-100 words). Use the questions to help you.

- Where was the concert or festival?
- Who played there?
- Write about one of the bands or performers you saw.
- Did you like the music? Why/Why not?

____/ 15

Granted points **5/ 5**

____/ 50

Total: ____/ 100



Adventure



In this unit ...



The age of discovery p39



The strange and beautiful land of Australia p42



Exciting activities p44



CLIL Where in the world? p150

Vocabulary

- Expressions with *go*
- Words from the text
- Phrasal verbs
- Interesting adjectives

Language focus

- Present perfect with *still*, *yet*, *already* and *just*
- Present perfect with *for* and *since*
- Present perfect and past simple

Unit aims

I can ...

- talk about activities.
- understand an online information advertisement about a charity adventure holiday.
- understand a radio interview with teenagers on a school trip.
- understand about culture and customs in New Zealand.
- ask for and understand information about an adventure activity.
- write a travel blog.

BE CURIOUS



What can you see in the photo?

Start thinking

- What are the teenagers doing?
- What kind of holiday is it?
- What activities do you think they will do?



Vocabulary Expressions with go

- 1 Match the phrases in the box with the photos (a-i). Then listen, check and repeat.

climbing a theme park summer camp a school exchange
a guided tour a safari skiing sailing trekking

a a school exchange

- 2 Listen to the conversation between Chloe and Ben. Where did they go last summer?

- 3 Listen again and complete the chart with the words in Exercise 1.

go	go on	go to
		a summer camp

- 4 Look again at the expressions in Exercise 1 and think about the trips. On which trips do you usually a) do an activity? b) sleep away from home? c) use some kind of transport?

You do an activity when you go climbing.

You sleep away from home when you go to a summer camp.


Your turn

- 5 You and your partner went on a summer camp last year. Choose four activities that you did at the camp from Exercise 1. Ask and answer questions to find out which activities your partner did.

Did you go climbing?

Yes, I did. / No I didn't.

Reading An online advertisement

- 1 Look at the photos. What are the teenagers doing on the boat? What kind of trip is it?
- 2  Read the online advertisement and check your answers.
- 3 Read the advertisement again. What does each of the numbers in the box refer to?

two or three hundred thousands 30 70 (x2) 40 15 200

Explore words in context

- 4 Match these words and phrases from the advertisement with the definitions below.

an exact copy a taste of disabled take it in turns
keep watch adjusted cool stuff

- 1 stay awake and look out for danger
- 2 a short experience of something different
- 3 a very good imitation
- 4 exciting things to do
- 5 share the work with other people
- 6 a condition that makes it difficult to do things most people can do
- 7 change the way you behave or think

Your turn

- 5 Ask and answer the questions with your partner. Describe a time when you did something for the first time.

- Where were you?
- What did you do for the first time?
- How did you feel?

I remember the first time I went skiing ... It was really cool!

- 6 Write a paragraph beginning *I remember the first time I ...*

I remember the first time I went sailing. It was a beautiful day but I was very nervous because I didn't know how to swim! ...



'I've never sailed before. This is my first time and it's an amazing feeling.' Sandra, 16, is on Oceanic Wish, a 200 feet (70 metres) long sailing ship, with 40 other young sailors. Oceanic Wish is an exact copy of the ships that pirates sailed two or three hundred years ago. It belongs to the Sailing Ships Youth Company. The Company offers sailing trips for teenagers and young adults. Every year, thousands of young people get their first taste of the sea. Up to 70% of them are disabled or disadvantaged. For everyone, it's a once in a lifetime experience!

Sandra is on a trip from the Azores, in the North Atlantic, to Spain. The trip lasts a week and they have already been at sea for three days. 'We do everything,' she explained. 'We take the wheel, we cook, we clean and we take it in turns to keep watch at night. I never knew there was so much work on a ship!'

Her friend, Emma, 15, has never been on a boat before either. 'I still haven't adjusted to life at sea.' 'We've done some cool stuff,' says James, 17. 'I've just climbed up and down the mast. It's 30 metres tall and the views are

Language focus 1 Present perfect with *still*, *yet*, *already* and *just*

1 Complete the examples from the text on page 38.

+	They already at sea for three days. I just up and down the mast.
-	I still to life at sea. We any whales yet .
?	Have you seen any dolphins yet ? How long have you been at sea?

Grammar reference • page 122

2 Look at the chart and complete the sentences using *still*, *yet*, *already* and *just*.

- I'm sorry but the ship has *already* left. It left about an hour ago.
- I haven't seen any dolphins and we've been on this boat all morning.
- Has the boat left the port ?
- We've come back from a week at sea. It was amazing!
- The passengers haven't got on the ship.
- We haven't done any training We're starting this afternoon.
- Don't go into the ship's kitchen, please. I've cleaned it.
- She's been on three trips this year.


3 Use the cues to make dialogues with *already*, *just* and *yet*.

- A: you/check/passport?
Have you checked your passport yet?
B: Yes, but (not/pack rucksack).
Yes, but I haven't ...
- A: your friend Sam/pick up/tickets?
B: No, but (already/buy/them).
- A: you/decide/take/phone or tablet?
B: Yes, (just/pack it).
- A: your friend Sam/book/taxi?
B: No, but (yet/have got the number).
- A: you/write down/emergency number?
B: Yes, (just/write/the notepaper).

incredible! We've seen dolphins and turtles. We haven't seen any whales yet, but the captain says there are whales near the Spanish coast. This is definitely the best thing I've ever done!

FACT! Most countries in the world consider sailing to be an extreme sport. The place with the most sailing in the world it is said to be The Hague, Netherlands. In New Zealand, sailing is a school subject in schools that are located near bodies of water. The UK is another country where sailing is popular.

4 Complete the text using the words in brackets and the present perfect. Then listen and check.

 New mail +1

Hi, Julia! Are you ready to go?
I ¹ *ve already packed* (pack) my swimming costume but I ² (not find/still) my shoes. ³ you to Becky (speak/yet)? She ⁴ (just phone) and she ⁵ (already lose) her passport! I hope she finds it! ⁶ you your mum my phone number (give/yet)? ⁷ I (already make) a note of your number and Becky's for my mum. ⁸ Dad (just/finish) checking everything for me and I'm ready to go!

Your turn

5 Use the activities in the box to write five questions using *already*, *still*, *just* and *yet*.

brush your teeth do all your homework
watch TV play computer games
tidy your room read a book
send a text message take a photo

Have you brushed your teeth yet?

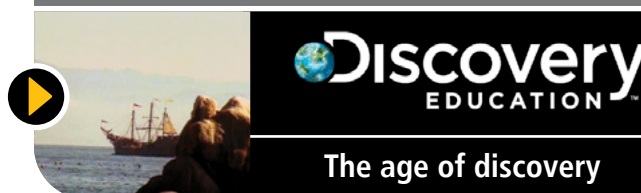
6 Ask and answer your questions with your partner. The person who gets the most Yes answers wins.

Have you brushed your teeth yet?

Yes, I have. / No, I haven't.

Learn about Magellan the explorer.

- Why did Magellan go to live with the king and queen of Portugal?
- Why did Europeans want to go to Asia?
- What was Magellan's plan? Did he succeed?



Listening An interview

- 1 Work with a partner. Look at the photo of some teenagers on a school trip in Paris. What kind of things do you think they've done on their trip so far?



- 2 Listen to the conversations. Which sentence best summarises how the teenagers feel about the trip?
- They all love everything about the trip.
 - They think the trip is really boring.
 - They like some things on the trip more than others.
- 3 Listen again and answer the questions.
- When did they arrive?
 - How long have they been in Paris?
 - How did they get to the top of the Eiffel Tower?
 - Have they visited any museums?
 - Have they done any shopping?
 - How's their French?
 - When is their last day?
 - What do they want to do on their last day?

Vocabulary Phrasal verbs

- 4 Match the phrasal verbs (1–6) with their synonyms (a–f). Then listen, check and repeat.

- I really want to come back.
 - We've **picked up** lots of French.
 - Our bus **set off** at 5 am.
 - They want us to **find out** for ourselves.
 - We're going to **look round** the shops.
 - We've been so busy, we all just want to **chill out**.
- | | |
|------------|----------------------------|
| a discover | d learn in an informal way |
| b explore | e start on a journey |
| c relax | f return |

Get it right!

We can separate some phrasal verbs. Use a good dictionary to check.

We've **picked up** a lot of French.

We've **picked** a lot of French **up**.

With object pronouns we say:

We **picked it up**.

(not ~~We picked up it.~~)



- 5 Complete the sentences with the correct form of the verbs in Exercise 4.

- On the guided tour of the museum, we **found out** all about tall ships.
- While my dad was in Argentina, he a bit of Spanish.
- While I that bookshop, I found this travel guide for Dublin.
- This is a terrible restaurant. I don't think I will here ever again!
- You're really nervous. Why don't you?
- We have to early if we want to get to Cambridge before lunch.

Say it right! • page 116

Your turn

- 6 Think of a place you visited. Make notes. Try to use the phrasal verbs.

I've visited Rome in Italy. I didn't pick up any Italian.

- 7 Ask and answer questions about the place you visited with your partner.

Vocabulary bank • page 130


Language focus 2 Present perfect with *for* and *since*

- 1 Complete the examples from the listening on page 40. Then complete the rules.

We've been here	1	two days. five minutes. a long time. three years.
	2	Tuesday. three o'clock. March. 2022.

We use with periods of time and when we talk about the starting point of an action.

 Grammar reference • page 122

- 2  Look at the table and complete the sentences with *for* or *since*.


- I've been in Paris *for* two days and I haven't seen the Eiffel Tower yet!
- We set off early but we've only been on the bus an hour.
- I haven't seen our teachers 10 o'clock this morning.
- I'd love to go to Disneyland Paris – I haven't been there I was five.
- I have studied French five years and I can understand quite a lot.
- Helen's picked up a lot of French she's been in Paris.
- We haven't eaten any French food we got here!
- My teacher hasn't been to Paris ten years and she's a bit lost!

Present perfect vs. past simple

- 3 Complete the examples from the listening on page 40.

- A: When 1 *did* you (get) here?
 B: On Tuesday, we 2 (set off) at 5 am!
 We 3 (be) here for two full days. This is our third day.
 A: 4 you (be) up the tower yet?
 B: Yes, we 5 (go) up about an hour ago.

 Grammar reference • page 122

- 4  Choose the correct words to complete the text. Then listen and check.

✕
□
_
New mail +1

Hi Sandra,

We're in Istanbul! We've only been here ¹ *for* since 24 hours but we ² *did / have done* so many things already. Our bus ³ *has arrived / arrived* at 10 pm. It ⁴ *has been / was* dark then, so we couldn't see much. But when we ⁵ *have woken up / woke up* this morning, the view ⁶ *was / has been* incredible. I ⁷ *have never seen / never saw* anything so beautiful. We ⁸ *have left / left* the hotel at 10 am and we ⁹ *have been / were* very busy ¹⁰ *for / since* then! In the morning, we ¹¹ *have visited / visited* the Blue Mosque. After lunch we ¹² *have crossed / crossed* the Bosphorus on a ferry to visit the Asian side of the city. We ¹³ *haven't had / didn't have* anything to eat ¹⁴ *for / since* lunchtime. It's 9 pm and I'm really hungry! It's time for supper!

Bye for now,
Jane



Your turn

- 5 Ask and answer questions with a partner. Choose one of the phrases in box A. Continue the conversations using phrases in box B.

A

set off on a journey very early visit a really big city
 go on a school trip go to a theme park

B

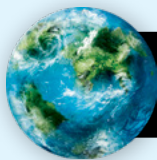
When did you go? What did you do?
 Who did you go with? Where did you go?
 What did you eat? Did you like it?

A: *Have you ever set off ... ?*

B: *Yes, I have.*

A: *Where did you go?*

B: *I went to ...*



Discover culture

- 1 Look at the photos. Do you know what they are?
- 2 Work with a partner. What do you know about Australia? Make a list of other images you might see in the video.



Find out about Australia.

 **Discovery**
EDUCATION



The strange and beautiful land of Australia

- 3 Watch the video. Which images did you see in Exercise 1? Make a list of the other things that you saw under the categories below.

1 famous places 2 animals 3 sports

- 4 Watch the video again. Complete the sentences with the correct words.

- 1 Uluru is a giant near Sydney.
- 2 People first brought to Australia in the
- 3 In the national park you can see and wombats.
- 4 shearing is popular all over the country.
- 5 Cane are poisonous.
- 6 Australian rules football is very similar to

- 5 Match these adjectives with the things that they describe in the video.

confusing unusual famous poisonous

- 1 Uluru
- 2 camel-racing
- 3 toads
- 4 Australian rules football

- 6 What other information did you hear about these things? Watch the video again and check your answers.

Millions of people travel to Australia every year.

- 7 What is the video about? Choose the best summary.


- a unusual things in Australia
- b well-known things about Australia
- c well-known and unusual things in Australia

Your turn


- 8 Ask and answer the questions with your partner.

- 1 Would you like to go to Australia? Why/Why not?
- 2 What landmarks, animals and sports are special to Romania?

Reading A poster presentation

- 1 Work with a partner. Look at the photos of New Zealand. What do you think life is like there?
- 2  Read the presentation. Whose culture and customs are important in New Zealand?
- 3 Read the presentation again. Match the headings with the correct paragraphs.

A Education	D New Zealand identity
B Art	E The perfect view
C Getting active	
- 5 Use the adjectives from Exercise 4 to describe your own country.
Football/Skiing is an important sport ...

 Vocabulary bank • page 130


Your turn

- 6 Make notes about another country.
 - 1 What are the people and landscape like?
 - 2 What do you know about their sports and art?
 - 3 Do you know anything about their education system?

The people are very friendly and the landscape is beautiful. I know they like football a lot. Many famous artists come from here. I don't really know much about the education system.
- 7 Ask and answer the questions from Exercise 6 with your partner. Ask him/her if he/she can help you to collect more information.

Do you know anything about the education system in Spain?

Explore interesting adjectives

- 4  Complete the sentences with the adjectives from the text.
 - 1 an *important* part of New Zealand's identity
 - 2 has ... landscapes
 - 3 their ... *haka*
 - 4 Cricket is incredibly ...
 - 5 One of the most ... art forms

New Zealand



1 D New Zealand identity...

The first people to arrive about 1,000 years ago were from Eastern Polynesia. Their culture and their customs developed into the Maori way of life – this has been an important part of New Zealand's identity ever since.

2

New Zealand has amazing landscapes with high mountains and over 3,800 lakes! There are at least twelve active volcanoes. The largest lake in New Zealand, Lake Taupo, lies in the crater of one of the biggest volcanoes on Earth. More than 30% of New Zealand is forest.

3

New Zealanders love sports. The most famous sport is rugby – the All Blacks are famous for their spectacular haka, the Maori challenge dance before their international matches. Cricket is also incredibly popular. With 6,000 kilometres of coastline it also means water sports are very popular – sailing, kayaking, diving and surfing.

4

One of the most striking art forms in Maori culture is the Ta moko, Maori tattoos. The design is incredibly complicated and they are made by tapping the needle into the skin. Maori men often have Ta moko on their faces and Maori women have them on their lips and chins.

5

New Zealanders have to go to school from the age of six until they are 16. The school year starts in January or February and finishes in the middle of December. There are four terms with two-week holidays between each term. The school day starts at nine o'clock and finishes at three o'clock.

FACT! The human population of New Zealand is 5.15 million. The sheep population is 25.1 million.



Speaking Signing up for an activity



Real talk: What's the most exciting thing you've ever done?

1 Watch the teenagers in the video. What activities do they talk about?

- river rafting
- canyoning
- skiing
- walking behind a waterfall
- jumping into water
- sailing
- playing in a concert
- going on a rollercoaster

2 What's the most exciting thing you've ever done?

3 Listen to Gemma talking to an activity guide. What is she going to do?



4 Complete the conversation with the phrases in the *Useful language* box.

Useful language

Where can I sign up?
Can I ask you a few things about (...)?
What about ... ?
What do I need to bring?
How long is ... ?
Does the price include (...)?

Gemma: Can I ¹... *ask you* ... a few things about the canyoning trip?

Guide: The **Blue Canyon** one? Sure. What would you like to know?

Gemma: Well, is it only for people who've already done it?

Guide: No, you don't need any experience. We give training with qualified guides, and the **Blue Canyon** is fine for **beginners**.

Gemma: Great! ²... need to bring? I haven't got a wetsuit or anything.

Guide: That's OK. We provide a **wetsuit**, **helmet**, **shoes** and **life jacket**. Just bring your **swimsuit** and **towel** and some warm clothes for after.

Gemma: OK, good! How ³... is the trip to **Blue Canyon**?

Guide: It's **all day**, from **nine** until **six**.

Gemma: I see. ⁴... **food**, then? Does the price ⁵ ... ?

Guide: **Food is included** in the price. We look after everything, so you just enjoy the adventure!

Gemma: Wow! It sounds fantastic. Where ⁶... sign up?

Guide: Right here!

5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Change the words in bold in the conversation. Use the ideas below. Take turns to ask and answer the questions.



REGIS RIVER RAFTING

Whitewater rafting with qualified instructors
We provide: wetsuit, life jacket and helmet, hot drinks
You bring: swimsuit and towel, warm clothes
From beginners to advanced
Morning (9–12) or afternoon (3–6)

REGIS

TREKKING TOURS

Trekking with qualified instructors
We provide: maps, picnic lunch, transport
You bring: boots, warm clothes, a camera
Everyone welcome
All day (10–5)



Writing A travel blog

- 1 Look at the photos and read Janet's blog. Where is she on holiday?

Janet's holiday blog: Highway 101 Road Trip

What an amazing holiday! We've been on the road in our camper van for ten days, and since we left LA we've driven over 700 kilometres, so we've already done half the trip. I had an extra waffle for breakfast to celebrate! Definitely my favourite place up to now has been Hearst Castle – what incredible buildings!

Today was another fantastic drive up the coast from Santa Cruz (where we stayed the night) to San Francisco. I've seen lots of pictures of the Golden Gate Bridge so I was very excited but ... we didn't cross it!! Mum says it's on the *other* side of San Francisco so I haven't seen it yet. What a big disappointment!

Bye till tomorrow.



- 2 Read the blog again and answer the questions.

- 1 How many days has she been travelling?
- 2 How far has she travelled?
- 3 What places has she visited?
- 4 What has been her favourite place?
- 5 What has/hasn't she seen?

- 3 Look at the **Useful language** box. Find one example of how Janet feels bad in the blog.

Useful language

Expressing how you feel, good or bad

Use interesting activities to write about how you feel.

- *What an amazing holiday!* (or *What a holiday!*)
- *What incredible buildings!*

- 4 Complete the exclamations using the nouns (1–6) and a good (😊) or bad (😞) adjective from the box.

beautiful boring comfortable delicious exciting ugly

- | | |
|---|--------------|
| 1 waffles 😊
<i>What delicious waffles!</i> | 3 film 😊 |
| 2 trip 😞
<i>What a boring trip!</i> | 4 beds 😊 |
| | 5 building 😞 |
| | 6 photos 😊 |



Get writing

PLAN

- 5 Make notes about a holiday blog post. Include information from Exercise 2 to help you.

WRITE

- 6 Write your holiday blog post. Use your notes and the model text to help you.

CHECK

- 7 Can you say YES to these questions?

- Is the information from Exercise 2 in your blog post?
- Have you included one or two exclamations to say how you feel?



A helping hand



In this unit ...



Born to dive p49



A very Indian wedding p52



Helping a friend p54



CLIL The house of the future p151

Vocabulary

- Personal qualities
- Word building
- Phrasal verbs (learning and socialising)
- Words in context

Language focus

- Reflexive pronouns and *each other*
- Present perfect continuous
- Present perfect continuous vs. present continuous
- Present perfect simple vs. present perfect continuous

Unit aims

I can ...

- talk about a person's qualities.
- understand a magazine article and a blog post about people and their lives.
- talk about things I've done and things happening in my life.
- understand a news report about an educational project.
- show concern.
- write a personal email.

BE CURIOUS

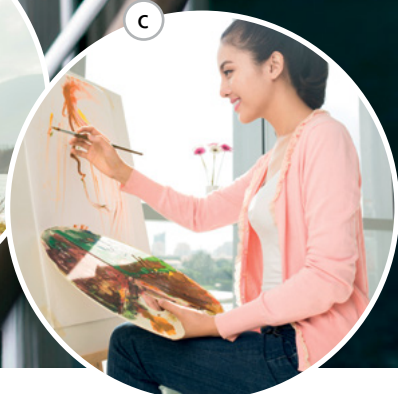


What can you see in the photo?

Start thinking

- What do you think the two pandas are trying to do? Why?
- What other animals sometimes help each other? How?
- Do you ever help people to do things? What kinds of things?

Vocabulary Personal qualities



- 1 Match the words in the box with the photos (a–f). Which photos are missing? Then listen, check and repeat.

shy talented sociable caring active
easy-going hard-working brave positive

a *sociable*

- 2 Match the missing pictures from Exercise 1 to the definitions.

- 1 is usually happy and full of hope
- 2 is not afraid of difficult or dangerous situations
- 3 is usually relaxed and not easily worried

- 3 Match the sentences below to adjectives from the box in Exercise 1.

- 1 'I don't like meeting new people, I never know what to say.' *shy*
- 2 'I get up at six o'clock every morning and go jogging for one hour before school.'
- 3 'I have many friends and I love going out with them every week.'
- 4 'I really want to win this competition so I spend all my free time at the dance studio to make it.'
- 5 'I jumped into a river to save a drowning child.'
- 6 'I always see the good in other people.'
- 7 'I paint really beautiful pictures and I received several awards for my paintings.'
- 8 'I now look after my grandparents because they are old and need help with the chores at home.'

- 4 Listen to three people talking about a person who helps or teaches them. What adjectives do they use to describe them?

- 1 Krista: *always very caring, ...*
- 2 Steff:
- 3 Toni:

Your turn

- 5 Think of a person who helps you in some way. Write three sentences about him/her using adjectives from Exercise 1.

My aunt is very brave. She's not afraid to learn to ski at 50.

➔ Vocabulary bank • page 131

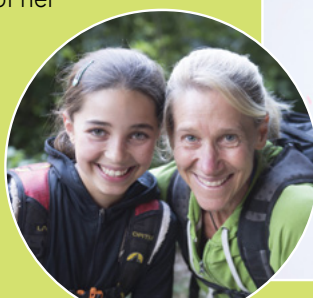
A NATURAL BORN CLIMBER

By the age of 11, climbing child prodigy Brooke Raboutou had seven world records. Today she doesn't show signs of stopping or slowing down. One of her coaches explains that she's so good because she has always had really strong fingers and was incredibly flexible as a child. This has helped her a lot and means she can do things older climbers have never dreamed of doing.

Brooke comes from a climbing family. Both her parents are past climbing champions. Her father stopped climbing some years ago, but her mother, Robyn, who won four world cup titles four years in a row, is still climbing. She runs a club for young climbers in Colorado, USA and coaches Brooke and her teammates. Sometimes it's difficult for mother and daughter to work together so closely, but they really respect and trust each other. For Brooke, her mum is the best coach ever. Brooke says that her mother is very positive, gives her a lot of good advice and is a very important part of her climbing life.

Robyn says Brooke is very brave and is very good at motivating herself. This helps her when she's facing the challenges of this difficult sport. She is also very hard-working. Success in rock climbing is something you have to work at. To be a world-class athlete of any kind, you have to push yourself and train hard and that's what Brooke does, every day, at the club and at home. Brooke says that climbing is always there in their lives. They even have a climbing wall in their house!

But climbing isn't only hard work. It's fun too. Brooke loves climbing and when she's on a high rock, she feels happy. Strangely, she says that when she looks down, she isn't scared. All she does is think how cool it is to be so small compared to the rock.



FACT! The most difficult climb in the world is a 45-metre climb called 'Silence', in The Hanshellereen Cave in Flatanger, Norway. It was created in 2013 by 20-year-old Czech climber Adam Ondra, and it was the first climb to have a proposed climbing grade of 9c – the highest difficulty.

Reading A magazine article

- Work with a partner. Look at the photos.**
What do you think makes a good rock climber?
- Read the article and check your answers.**
How does Brooke feel about rock climbing? Why?
- Read the article again and find information about:**
 - what makes Brooke a good climber
 - Brooke's family and their connection to climbing
 - Brooke's relationship with her mum
 - what Brooke's mum does
 - why Brooke thinks her mum's good at her job
 - Brooke's thoughts when she's high up on a rock

Explore word building

- Copy and complete the table with words from the article.**

noun	adjective
¹ flexible	flexibility
²	challenging
³	successful
happiness	⁴

- Write three sentences about world-class sportspeople using words from Exercise 4.**
A successful sportsperson needs to be very hard-working.
- Vocabulary bank • page 131**

Your turn

- Make notes about the questions.**
 - What do you think are your best qualities?
 - Are there any qualities you don't have, but you'd really like to have? Why?
- Ask and answer the questions in Exercise 6 with your partner.**

Well ... I think I'm sociable and hard-working. What about you?

That's difficult, I think ...

Language focus 1 Reflexive pronouns and *each other*

1 Complete the examples from the text on page 48.

- They really respect and trust
- Brooke is very brave and is very good at motivating
- To be a world-class athlete of any kind, you have to push and train hard.

2 Look again at the examples in Exercise 1. Copy then complete the table and answer the questions.

subject pronoun	object pronoun	reflexive pronoun
I	me	myself
you	you	¹ .../yourselves
he	him	himself
she	her	² ...
it	it	itself
we	us	ourselves
they	them	themselves

- In sentence 1, who does Brooke trust? And who does her mother trust?
- In sentence 2, who motivates Brooke?
- In sentence 3, who pushes a world-class climber to work harder?

→ Grammar reference • page 123

3 Join the parts of the sentences.

- She looked at herself *c*
 - They looked at each other
 - She's very independent and
 - The two sisters are great friends and
 - My best friend moved away last year and I really miss her, but
 - He walked down the street,
 - We work really well together and
 - Before an important climb, I always sit quietly on my own
- a she always looks after herself.
b talking quietly to himself.
c in the mirror while practising her moves.
d we talk to each other online every day.
e and try to focus myself on the challenge.
f help each other to finish our projects in time.
g across the busy room and smiled.
h they always look after each other.

Get it right!

We write reflexive pronouns as one word.

yourself, themselves ✓

your-self, them-selves ✗

But we write *each other* as two words.

each other ✓ *eachother* ✗

4 Complete the conversations with reflexive pronouns or *each other*. Then listen and check.

- A: How's Matías? Did you see *each other* over the weekend?
B: No, he's really busy preparing ... for the world championship. I never see him!
- A: Did you ever ask ... why you love climbing so much?
B: No, never, it's just part of me. But I do sometimes ask ... why I have to get out of bed so early to train every morning!
- A: Did you and your family enjoy ... at the competition last week?
B: Yes, it was great. My mum and my uncle don't see ... very often these days. It was really nice to spend some time together.
- A: Is Philly in school today? I'd like to talk to her.
B: She isn't here today. She hurt ... climbing. But don't you live near ...? You can visit her at home.

Your turn

5 When was the last time you did these things? Make notes.

- hurt yourself
- taught yourself to do something new
- enjoyed yourself so much you didn't notice time passing
- found yourself in a difficult situation

6 Work with a partner. Discuss your ideas from Exercise 5.

I hurt myself quite badly last weekend when I fell off my bike.

Learn about free diving.

- What do you know about free diving? What does it involve?
- What are the challenges?
- What qualities are important for a free diver?



Discovery
EDUCATION™

Born to dive

Listening A news report

1 Work with a partner. Look at the photo and answer the questions.

- 1 Who are the people in the photo?
- 2 What are they doing?
- 3 Who is helping who? How are they helping each other?

2 Listen to a news report and check your answers.

3 Read the article below about the project. Then listen to the news report again and find five more mistakes.

A great new project started at a Nottingham ^{secondary} primary school at the beginning of October. Once a month, older people from the community come to the school to learn how to use the internet and their mobile phones. The same people come every time. So far they've all learned to share photos on their phones and set up a Facebook page. The students are great teachers, but sometimes they aren't very patient! 'Sometimes their explanations are too difficult!' said one of the older people on the course. The teenagers are really enjoying the chance to help people in their community.



Your turn

4 Discuss the questions in groups.

- 1 Do you think these classes could work in your school? Why/Why not?
- 2 Have you ever taught someone older than you how to use new technology? Was it difficult?

Vocabulary Phrasal verbs (learning and socialising)

5 Match the phrasal verbs (1–8) with the definitions (a–h). Then listen and repeat the phrasal verbs in bold.

- | | |
|--|--|
| 1 A special project is bringing together students and older people. | a depend on someone |
| 2 More and more people are signing up every week. | b have a good relationship with someone |
| 3 We don't want them to think it's too difficult and give up . | c create something new |
| 4 They trust us and you know, look up to us in a way. | d stop doing something |
| 5 I've set up a Facebook page. | e teach or give new information |
| 6 Do you get on with your teachers? | f respect someone |
| 7 They're really good at passing on their knowledge. | g join a class or other organised activity |
| 8 We can always count on them to explain things simply and patiently. | h help people be friendly to each other |

6 Make notes about two people and two things from the list below.

- somebody you ... *look up to / get on with / can count on when you have a problem*
- something in your life that you've ... *given up / set up / passed on your knowledge of / signed up for*

7 Work with a partner. Discuss your ideas from Exercise 6.

I signed up for karate classes, I didn't really enjoy it, so I gave up after a month.



Discover culture

1 **Work with a partner. Look at the photos and the words in the box then answer the questions.**

- 1 Have you ever been to a wedding?
- 2 What was it like?
- 3 Was it similar to the weddings in the photos?

the clothes the food the music the couple the decorations
the ceremony the guests the other members of the family



Find out about an Indian wedding.



Discovery
EDUCATION™

A very Indian wedding



2 Watch the video. Which of the things in the box in Exercise 1 did you see? Was it similar to the weddings you described?

3 Are these sentences true or false? Correct the false sentences.

- 1 Weddings in India aren't very big.
- 2 The bride is wearing a red dress.
- 3 Women paint light-coloured patterns in henna on the bride's hands.
- 4 The husband dances for the bride.
- 5 The rice is a sign of her love.
- 6 The groom puts blue paint on the bride's hair.

4 Watch the video again and check your answers.

5 **Test your memory. Work with a partner and answer the questions.**

- 1 Why do they paint the bride's hands?
- 2 What preparations do they make on the morning of the party?
- 3 How does the groom arrive?
- 4 Why does the bride give the groom rice?
- 5 Why does the couple walk around the fire?



6 Watch the video again and check your answers.

Your turn – Portfolio

7 Think about another traditional ceremony in Romania. Do some research about it on the internet. Discuss the questions in groups.

- 1 What customs do you usually see at this ceremony?
- 2 What part do the members of the family play in the ceremony?
- 3 Have you ever taken part in one of these ceremonies? Did you enjoy it?

8 Write a short text about the ceremony, using the information you found. Present the text in class, then add it to your personal portfolio.

Reading A blog post

- 1 Work with a partner. Look at the photos of a traditional Chinese wedding. What do you think is happening in each one?
- 2 Read the blog post. Which of the photos best fits the story? Who is telling the story? The bride? The groom? Someone else?
- 3 Read the blog post again. In which paragraph (1–5) can you find the following information?
 - 1 the food and the party *Paragraph 5*
 - 2 the presents and the decorations
 - 3 the importance of the two families
 - 4 what happens on the morning of the wedding
 - 5 what makes a Chinese wedding different from a Western wedding
 - 6 why red is so important



Explore words in context

- 4 Match the highlighted words in the blog post with the definitions.

- 1 A nice thing you get that you don't have.
- 2 Things you give someone on a special occasion.
- 3 Stop doing something for a short time.
- 4 The time when the day starts.
- 5 One after the other, in order.

Your turn

- 5 Think about the blog post. Make notes.
 - Do you think the writer enjoyed the wedding? Why/Why not?
 - Would you like to go to a Chinese wedding? Why/Why not?
 - What was the last party or celebration you went to? Did you enjoy it? Why/Why not?
 - How do you prefer to celebrate your birthday? With a big party or a quiet evening? Why?
- 6 Work with a partner. Ask and answer the questions in Exercise 5. What kind of parties do you both like? Who enjoys parties the most?

A TRADITIONAL CHINESE WEDDING

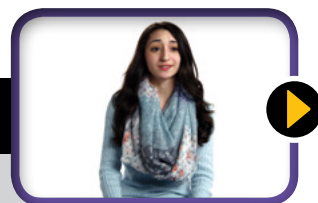
- 1 I'm going to **take a break** from my usual blog posts to tell you a personal story – hope you don't mind! It's a love story, with a very happy ending! It's the story of my sister's Chinese wedding.
- 2 For the last five years, my sister has been living and working in Beijing. Just over a year ago, she and her Chinese boyfriend decided to get married. That's where the story begins!
- 3 In China, weddings aren't only about bringing together two people, as they are in the West. They're about bringing together two families. And in the case of my sister's wedding, two cultures. Over the past year, I've been helping her with the preparations and I've learned a lot about Chinese culture, and particularly weddings!
- 4 The first thing I learned was that red is a very important colour! It brings good luck, and everything to do with the wedding has to be red. The bride and groom wear red, the cars and the room where the wedding party takes place are decorated with red flowers, and the **gifts** (traditionally money) are given in small red envelopes.
- 5 The most important ceremonies took place on the morning of the wedding. First the groom had to come to our hotel before **sunrise**. He asked my parents to accept him into our family and called them 'mum' and 'dad' for the first time. My parents **in turn** welcomed him into our family and called him 'son' in Chinese. He then took my sister to his home, where she was welcomed into his family. The rest of the day – the party with all the guests, the ten courses of delicious Chinese food, the music and the dancing, that's all just a **bonus**. But it was great fun!



FACT! Around 6 million couples married in 2023, in China.

Speaking Showing concern

Real talk: Have you ever helped a friend through a difficult situation? How?



1 Watch the teenagers in the video. What did each person do to help?

- listened
- lent money
- made notes
- doesn't say
- gave advice
- said nice things
- talked
- made them laugh
- has never had to help

2 Have you ever helped a friend through a difficult situation? How? What happened?

3 Joe is talking to his friend Micky. What is Micky's problem?

4 Complete the conversation with the phrases in the Useful language box.



Useful language

How can I make you feel better?
I'm sure he'll calm down soon.
You poor thing.
I'm sure it will be fine.

You don't need to worry.
What's up?
I know what you mean.

Joe: Hi Micky. ¹ *What's up?*

Micky: Oh, I've just had another argument with my brother.

Joe: Oh! You ².... thing. What happened?

Micky: Nothing, really! He's lost a video game and he thinks I took it. But I didn't. I don't know where it is.

Joe: Well, I'm sure he'll ³.... soon. You don't need ⁴....

Micky: No, it's not that. It's just that I don't like having arguments with him.

Joe: Yes, I know ⁵.... I hate arguments too.

Micky: He gets angry all the time. I don't know what's wrong with him.

Joe: Maybe there's something worrying him.

Micky: Well, he has got a lot of schoolwork at the moment, before his final exams.

Joe: There you are, you see! Just be patient and I'm sure it ⁶....

Micky: Yes, I suppose you're right.

Joe: Anyway, how can ⁷....?

Micky: Let's go cycling after school! That will cheer me up!

5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Work with a partner. Take turns to say the sentences below and respond showing concern.

- 1 I've lost my new video game.
- 2 I'm feeling depressed.
- 3 I hate losing things.
- 4 I'm worried about the exam.
- 5 I've got a problem.
- 6 My dad is angry with me.

8 Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.

Situation 1

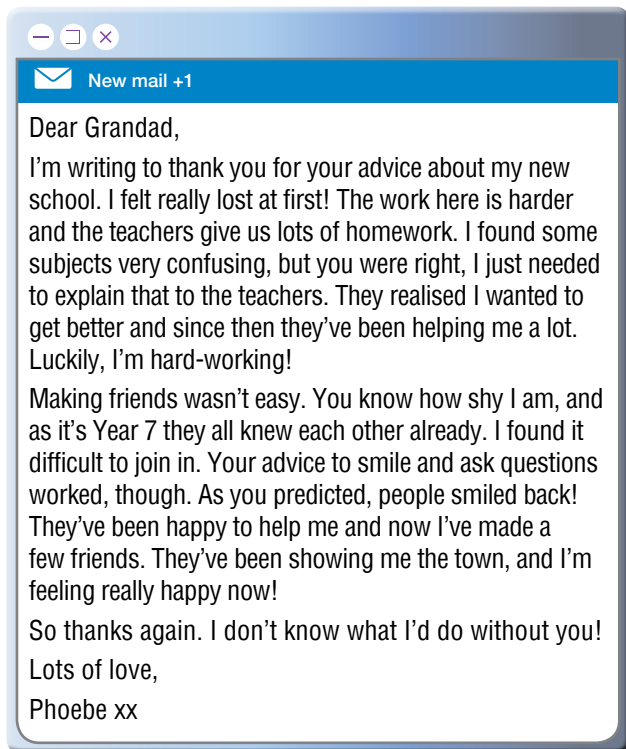
Your sister took your headphones without asking and won't give them back. You think she's lost them. You've just had an argument.

Situation 2

Your parents think you are lazy. They want you to do more homework and help around the house and stop going out with your friends. You've just had an argument.

Writing A personal email

1 Read Phoebe's email. What did her grandfather give her advice about?



2 Read the email again and answer the questions.

- 1 In the first paragraph, what was Phoebe's problem and why?
- 2 How did she feel about it?
- 3 What advice did she get, and what happened?
- 4 In the second paragraph, why did she have a problem and what was it?
- 5 What advice did she get, and what happened?

3 Look at the *Useful language* box. Find two other examples of *feel* and *find* in the email.

Useful language

Expressing how we feel

We can use the verbs *feel* and *find* to describe our feelings.

- I *felt* really lost at first.
- I *found* some subjects very confusing.

4 Use the prompts to make sentences with *feel* or *find* which are true for you.

- 1 meeting new people
I find meeting new people fun.
- 2 my (last) birthday
- 3 Maths
- 4 have an argument with my friends
- 5 a new phone
- 6 today



UNIT
4



Get writing

PLAN

- 5 Plan an email to a friend explaining a problem. Use the questions in Exercise 2. Make notes about one of the problems below or use your own idea.

You had a silly argument with your best friend and he/she stopped speaking to you. You don't know how to say sorry.

You missed basketball practice because your granny was ill and then the coach didn't pick you for the team.

WRITE

- 6 Write your email. Use your notes from Exercise 5 and the model text to help you.

CHECK

- 7 Can you say YES to these questions?

- Have you explained the problem you had, the advice you got, and what happened?
- Have you included more than one paragraph?
- Have you used *feel* and *find* to describe your feelings?

Vocabulary

1 Complete the sentences with the phrases in the box and the correct form of *go*, *go on* or *go to*.

climbing sailing a safari a guided tour
a summer camp trekking

- We go climbing every summer in the mountains.
- They when they were in Italy. They walked 20 kilometres a day.
- I love – you can make new friends and learn new skills.
- Jim is of Cambridge tomorrow. An expert takes you round and tells you the history of the city.
- Do you want to at the weekend? It's very relaxing on the boat.
- I'd love to and see wild animals, but it's very expensive.

2 Choose the correct word.

- When did they come back / up from their trip?
- I picked out / up a bit of Italian on holiday.
- They want to set up / off early in the morning.
- I usually chill up / out in front of the TV at the weekend.
- Where can we find out / off about day trips?
- Let's look out / around the town while we're waiting.

3 Match the people (1–6) with the adjectives (a–f).

- | | |
|---|---------------------|
| 1 He's good at talking to people. e | a positive |
| 2 He never gets upset or annoyed. | b easy-going |
| 3 He always sees the good in people and never worries about things. | c caring |
| 4 He's quiet and not very confident. | d shy |
| 5 She likes working with children and she helps the ones in need. | e sociable |
| 6 She's good at art, music and dance. | f talented |



4 Choose the correct words.

LEARN A NEW SKILL TODAY

We've set ¹up / on a new website which brings ²about / together people who want to learn skills with people who can teach them. So far, 20 people have signed ³out / up. You can offer piano lessons, for example, and in exchange, ask for someone to teach you Spanish. It's a good way for people to pass ⁴on / over their skills. Sometimes people just give ⁵on / up after one or two lessons because they don't get ⁶in / on with their teacher, but on our website, you can easily change to another teacher. Please tell all your friends about us. We're counting ⁷over / on you for your support!



Explore vocabulary

5 Complete the sentences with the words in the box. Use the correct form when necessary.

dress up post online show up take it in turns
first taste keep watch ~~make money~~ disabled

- I drew portraits at the school fair and I made ... a lot of money ...
- When I was on Summer camp, I had my ... of climbing.
- Kate ... late to the party. She missed the bus.
- Can you ... those photos ... so I can see them?
- What costume are you ... in to go to the party?
- My little brothers always argue over toys, they can't ... to play with something.
- When we went on a safari the guide ... at night for wild animals.
- The theme park is great for ... people too – there aren't any steps and there's extra help if you need it.

6 Look at the underlined words in the sentences below. Are they correct? Change the form of the words when necessary.

- It's not always easy to be successful.
- A gymnast needs to be very flexibility.
- It's important to be happy in your job.
- I'm motivated by big challenging.

Language focus

1 Complete the sentences with *for* or *since*.

- 1 I haven't seen Jim *for* a long time.
- 2 I've lived here a year.
- 3 I've picked up a lot of Spanish January.
- 4 We haven't had any homework Monday.
- 5 She's been in bed ten days – she's very ill.
- 6 She hasn't visited her friend weeks.

2 Complete the conversations with the verbs in brackets. Use the present perfect or past simple.

- 1 A: ¹ *Have you been* (be) to New York?
B: Yes, we ² (go) there last year.
- 2 A: How long ³ Sarah (live) in Rome?
B: She ⁴ (move) there six months ago.
- 3 A: What time ⁵ you (arrive)?
B: We ⁶ (not be) here for very long – about ten minutes.

3 Complete the sentences with reflexive pronouns or *each other*.

- 1 How often do you look at *yourself* in the mirror?
- 2 Can we help to some more cake?
- 3 Martin taught to play the guitar.
- 4 João and Joanna talk to on WhatsApp.
- 5 Gabriella's parents have bought a new car.
- 6 I hurt when I fell over yesterday.
- 7 This light turns on when it gets dark.
- 8 Gabriella hurt when she was playing tennis.

4 Complete the conversations with the correct form of the present perfect simple or present perfect continuous. Use the verbs in brackets.

A: How many emails ¹ *have you sent* (you/send) today?

B: I ² (not send) many – just ten or twelve!

C: How long ³ (you/go) German classes?

D: About a month, but I ⁴ (learn) a lot already!

E: I ⁵ (listen) to a new band quite a lot recently – the 4tunes.

F: Really? I ⁶ (not hear) of them before.



Language builder

5 Choose the correct words to complete the text.

– □ ×

Hi Keira!

How are you? I ¹ *a* this email to you in the hotel café in Prague – we've ² got back from the main square. We ³ here ⁴ two days and we have ⁵ quite a lot. My Dad ⁶ lots of photos and he takes ages so we always ⁷ wait for him. Yesterday while we ⁸ for my Dad, we ⁹ some ice cream in a really cool art café. Prague is a beautiful city – you ¹⁰ come here some time! OK, Mum and Sam are back – we haven't had dinner ¹¹
Talk later!

Fiona



- | | | |
|------------------|-----------------|-----------------|
| 1 a am writing | b write | c have written |
| 2 a yet | b just | c already |
| 3 a have been | b are | c have gone |
| 4 a since | b for | c just |
| 5 a already seen | b yet seen | c seen already |
| 6 a took | b takes usually | c usually takes |
| 7 a should | b must | c have to |
| 8 a have waited | b were waiting | c waited |
| 9 a had | b have had | c were having |
| 10 a should | b have | c mustn't |
| 11 a just | b already | c yet |



Speaking

6 Match the sentences.

- 1 How long is the trip? *e*
- 2 What do I need to bring?
- 3 You look sad. What's up?
- 4 I'm really upset about it.
- 5 Where can I sign up?
- a You poor thing.
- b I've lost my new headphones.
- c Right here!
- d A towel and a swimming costume.
- e It's all morning.



Evaluation test

Language focus

1 Choose the correct answer.

- 1 We've been here **for** / **since** last week.
- 2 I've known Alice **for** / **since** we started going to the same school.
- 3 David's played the piano **for** / **since** five years.
- 4 Mum's been out **for** / **since** 10 o'clock.
- 5 I haven't seen Monica **for** / **since** a few days.
- 6 Sam hasn't been on a camping trip **for** / **since** a long time.

____/ 5

2 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect or past simple.

- 1 We **didn't spend** (not spend) much time at the beach on holiday. It rained every day!
- 2 When (you / go) away on your holiday last year?
- 3 We (eat) some fantastic food in our hotel this week.
- 4 How long (you / live) here now? Is it six years?
- 5 I (see) my friend Peter last weekend.
- 6 We (not do) much sightseeing yet.

____/ 5

3 Write full sentences with the words in the present perfect. Use the words in brackets in the correct place.

- 1 Nick / not buy / a ticket (still)
Nick still hasn't bought a ticket.
- 2 I / pack / all my things (already)
- 3 you / organise / your trip? (yet)
- 4 We / come back / from our summer holiday (just)
- 5 Dad / not arrange / the flights (yet)
- 6 Michael / take / a lot of photos (already)

____/ 5

4 Choose the correct answer: a, b or c.

We have been at a hotel in London ¹ yesterday. We ² at 7 o'clock and immediately had something to eat. We ³ the city centre yet but we've ⁴ booked tickets for the opera. I've ⁵ been there so I'm really looking forward to going for the first time! ⁶ stayed in London?

- 1 **a** since b for c from
- 2 a arrived b have arrived c were arriving
- 3 a didn't see b have seen c haven't seen
- 4 a still b already c yet
- 5 a never b still c already
- 6 a Have you ever b Do you ever c Did you ever

____/ 5

Vocabulary

5 Write five expressions with go. Then make sentences.

____/ 5

6 Complete the sentences with the words in the box.

set off come back look around
chill out find out **go in**

- 1 I want to **go in** the bookshop and get a guide book.
- 2 We liked the park so much that we want to again next year.
- 3 I'd like to some more information about the old castle.
- 4 We've had a busy day today, so let's just this evening.
- 5 If we want to get home by lunchtime tomorrow, we'll need to early.
- 6 Let's the city centre before we go home, shall we?

____/ 5

Writing

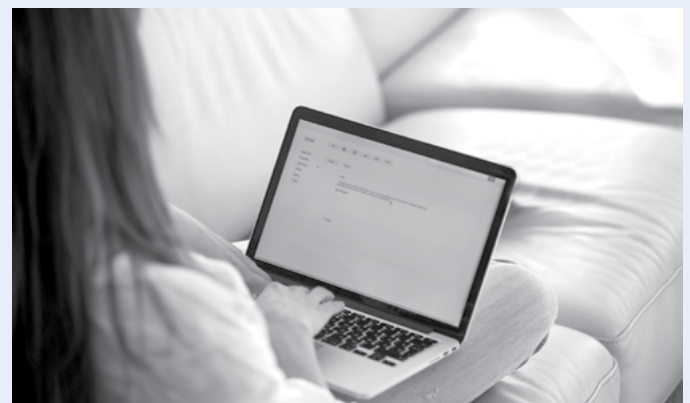
7 Your penfriend's family is thinking of visiting Romania soon. Write an email to your penfriend, saying why your country is a good place to visit. Use the questions to help you. Write 80–100 words.

- What is the countryside like – mountains, beaches, etc.?
- What cities or towns are good to visit?
- What are the people like?
- What is traditional food like in Romania?

____/ 15

Granted points **5/ 5**

____/ 50





4 Evaluation test

UNITS
3-4

Language focus

1 Choose the correct answer.

- Sarah's brother hurt himself / herself yesterday.
- When we're out climbing, we have to trust yourselves / ourselves to do all the right things.
- My old laptop switches itself / himself off when I don't use it for a few minutes!
- Jack, take care of yourself / yourselves while you're away skiing.
- Samantha looked at ourselves / herself in the mirror before she left the house with us.
- Kids, behave yourself / yourselves!

___ / 5

2 Complete the sentences with the words in the box.

themselves ourselves itself
yourself himself each other

- The cat licked itself all over.
- My older sister and I see ... at the weekends if we're not busy.
- Unfortunately, several teenagers injured ... at the skate park last weekend.
- Mum wasn't well yesterday, so my brother and I had to make ... some breakfast.
- Jack had some birthday money, so he bought ... a new mobile phone.
- 'Thanks for helping, Ben,' said his grandma. 'Now go and enjoy ... at the cinema!'

___ / 5

3 Put the words in the right order to make sentences in the present perfect continuous.

- training / They / 7 am / have / since / been
They have been training since 7 am.
- studying / Jack / all / has / morning / been
- have / watching / not / We / TV / been / evening / this
- you / How / been / long / have / waiting / ?
- reading / have / since / this / I / yesterday / been
- Sarah / been / talking / phone / has / on / an / for / hour / the

___ / 10

Self-evaluation

- The most important thing I learned in Units 3-4 is ...
- I liked ... the most.
- It was quite difficult for me to ...

4 Choose the correct answer.

- Mum has painted / has been painting the kitchen all morning and she still hasn't finished.
- Deborah **is working** / has been working on her laptop right now.
- How long have you been drawing / have you drawn that picture? It's taking you a long time.
- Michael and Becca have played / have been playing tennis for over an hour – and still nobody has won!
- How many cakes have you been eating / have you eaten? There aren't any left!
- I can't go out. I'm studying / 've been studying for my English exam.

___ / 5

Vocabulary

5 Choose the correct answer.

- I need to bring / set up a new email account for my mum.
- I know I can always count on / with my sister to help me if I need it.
- My grandparents have been really good at getting / passing on their knowledge of the past.
- Paula really looks after / up to her older brother because he's done some amazing things.
- If you have something difficult to do, you should keep trying and not get / give up easily.
- This event brings up / together people of all ages.

___ / 5

Writing

6 You recently helped someone in your family to do something important. Write an email to your friend Rob about what you did (80-100 words). In your email:

- tell Rob who you helped;
- explain what you did to help this person;
- say how you felt after you'd given some help.

___ / 15

Granted points **5/ 5**

___ / 50

Total: ___ / 100



Young achievers

Discovery
EDUCATION

In this unit ...



Insectmobile p63



The young and the brave p66



Saving up for something special p68



CLIL A cool experiment p152

Vocabulary

- Training and qualifications
- Expressions with *take*
- Achievements
- Words in context

Language focus

- *be going to* and present tenses for the future
- Predictions with *be going to*, *will* and *may/might*
- Future continuous

Unit aims

I can ...

- talk about careers and training.
- understand a personal profile and a newspaper article about special young people.
- talk about future plans and make predictions based on evidence about the future.
- understand a discussion on a radio news programme.
- use appropriate phrases to discuss options and make decisions.
- write a forum entry.

BE CURIOUS



What can you see in the photo?

Start thinking

- How do you think the sportsperson is feeling?
- How old do you think he is?
- Do you know of any people who have achieved great things at a young age?



Vocabulary Training and qualifications

1 Work with a partner. Look at the photos. How are they connected with learning and teaching?

2 Match words from each box to make new phrases. Then listen, check and repeat.

university work application
part-time entrance training

experience form degree
course job exam

university degree, ...

3 Listen to two people talking about their plans after they leave school. Answer the questions.

- 1 What job do they want to do?
- 2 Which words or expressions from Exercise 2 do they use?

Get it right!

Job refers to a specific position or profession.

*My uncle's offered me a part-time **work job** in his café.*

Work refers to the action in general.
*It's a really interesting **job work**.*

Your turn



4 Make notes about two people you know.

- Someone who has already finished his/her education and started work. What kind of studies did he/she do?
- Someone who has finished school but is still studying. What kind of studies is he/she doing?

5 Work with a partner. Discuss the people you know in Exercise 4. Whose studies sound most interesting? Why? What would you like to do after finishing school?

Vocabulary bank • page 132

Reading A profile

- 1  Work with a partner. Look at the photo of Claudette. What is she doing? How do you think she is different from other teens?
- 2  Read Claudette's profile and check your answers.
- 3 Read the profile again. Are these sentences true or false? Correct the false sentences.
 - 1 Claudette's plan to restore the car is very recent.
 - 2 Her parents gave her money to restore the car.
 - 3 Her first trip in the car will be to go home.
 - 4 She has done all the work alone.
 - 5 Claudette plans to continue studying engineering when she leaves school.
 - 6 Claudette hopes her story can encourage other girls to be engineers.

Explore expressions with take

- 4 Match the expressions from the profile with the synonyms below.

take advice take up take place
take time take exams

- | | |
|---------------|-----------------------------|
| 1 have a test | 4 do what somebody suggests |
| 2 happen | 5 not to hurry |
| 3 begin | |

- 5 Complete the sentences with the correct form of the expressions in Exercise 4.

- 1 I always take advice from my teachers, they know more than me.
- 2 Sometimes you have to to make a decision so you are sure it's the right one.
- 3 I want to a job in engineering or architecture when I leave school.
- 4 Every year, a job fair in my school. You can learn a lot about different professions.
- 5 Everybody has to, that's the problem with going to school!

➔ Vocabulary bank • page 132

Your turn

- 6 Ask and answer the questions with your partner.

- 1 What do you think of Claudette's career choice?
- 2 What would be your ideal career? Why?

I don't like Claudette's choice, because I don't like working with my hands.

MEET 13-YEAR-OLD CLAUDETTE MUÑOZ FROM ALASKA!

Claudette is a typical hard-working teenager – she studies and takes lots of exams. But there's something that makes her different. She's getting a sports car for her next birthday, but, unlike most kids her age, she's building it herself!

We spoke to Claudette about her dream car. 'Back when I was 12, I decided to restore an old car so that I could drive it on my 14th birthday. Well, I'm 13½ now, so I have six months to go ... I'm going to start driving lessons as soon as I can!'

Her mum explained how she did it. 'She used the money she made working as a dog walker and bought an old Chevrolet Corvette. It's not the kind of car a teenager usually chooses but then, she isn't a typical teenager! She's worked really hard to restore it and on her 14th birthday she's going to drive that dream car to school.'

So far, Claudette has done everything herself and has fallen in love with the idea of being a mechanic. After taking advice from her teachers, her plans to train to be a mechanical engineer are now starting to come together. We asked her about the training course that she's taking soon. 'My course starts next week. It takes place at a local college and lasts for three months.' But she's taking her time – it's only the first step. She wants to study for an engineering degree at the Alaska Institute for Technology. 'I know it's a strange ambition for a 13-year-old girl, but I want to be an engineer and design cars.'

Few teenage girls are interested in car design and want to become mechanical engineers. Claudette is the only one interested in her town, but she hopes her story will encourage more girls to take up what she thinks is an ideal career.

FACT! You can start to learn to drive at the age of 14 in six US states: Alaska, Arkansas, Iowa, Kansas, North Dakota and South Dakota.

Language focus 1

▶ *be going to* and present tenses for the future

1 Complete the examples from the text on page 64. Then complete the rules with *be going to*, present simple and present continuous.

- I'm going to start driving lessons as soon as I can.
- She ¹.... that dream car to school.
- I'm starting my holidays next week.
- She ².... a sports car for her next birthday.
- The degree course lasts for three years.
- My course ³.... next week.

We use ⁴.... for future plans and intentions.

We use ⁵.... for arrangements at a specific time in the future.

We use ⁶.... for scheduled future events.

➔ Grammar reference • page 124

2 Join the parts of the sentences.

- 1 I'm very nervous because *d*
 - 2 I'm not feeling well, so
 - 3 Oh, no ... my exams
 - 4 It's Sunday afternoon, so
 - 5 The academic year
 - 6 In the summer holidays
- a starts next week.
 - b begin on Monday.
 - c I'm going to have Chinese lessons.
 - d I'm taking my driving test tomorrow.
 - e I'm not going to the party.
 - f I'm meeting some friends for a coffee.

3 Choose the correct form of the verbs in the text below.

Aaron Lucas is 21 and he's always dreamed of being a train driver. Today is his first day at work and Sheffield is his first destination.

The train ¹leaves / is leaving London St Pancras at 2.30 and ²is arriving / arrives two hours later. Next week, he ³'s going to drive / drives trains further – to Newcastle, Edinburgh and Aberdeen.

And the good news is that he ⁴doesn't travel / isn't travelling alone, the whole family ⁵take / are taking the train with him on his first day. He ⁶'s going to work / works all week, but for them it's a holiday!

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

- 1 My holidays (start) soon, hooray!
- 2 My class (finish) at 6 pm, but I have to stay late.
- 3 I (not study) anymore when I'm 18, I want to start work.
- 4 I (see) the dentist tomorrow at 4 pm, I'm scared!
- 5 I (not meet) anybody after school this week, I have to study ☹!
- 6 I (learn) Chinese, it's the language of the future.

5 Which of the sentences in Exercise 4 are plans? Are any of the plans true for you? Change them so that they are true.

I'm meeting my friend Antonio after school on Thursday. We're ...

Your turn

6 Make notes about five plans you have for the next week.

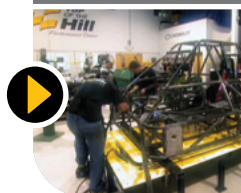
7 Swap your plans with a partner. Then ask for more information about each plan.

What are your plans for next week?

On Saturday, I'm meeting my friends ...

Learn about the insectmobile.

- Can you imagine a vehicle that has legs not wheels?
- What would it look like?
- What insect would it look like?



Discovery
EDUCATION

Insectmobile



Listening A discussion

- 1** Work with a partner. Look at the photos and answer the questions.

- 1 What can you see in the photos?
- 2 What do you think is the connection between the girl and the flip-flops?
- 3 What's special about her flip-flops?

- 2** Listen to a discussion on a radio news programme and check your answers.

- 3** Read this short profile of Madison Nicole Robinson, better known as Madison Nicole. Then listen to the discussion again and find five more mistakes.

FishFlops® are an amazing new fashion. Teenager Madison Nicole had the idea for FishFlops® at the age of 13 and started her business immediately. She developed the whole project herself and sold 70,000 pairs in her first year. The FishFlops® sold for £25 a pair. This is how she became a millionaire. But she's not greedy, she also helps charities. For example, she gave away 15,000 pairs of FishFlops® to people in need. She also does other voluntary work to support the community. Sometimes, she signs them and donates them as well.

Vocabulary Achievements

- 4** Look at the expressions from the radio programme. Which ones are about a) money, b) fame, c) work and d) helping others? Then listen, check and repeat.

- 1 She started a business when she was 13.
- 2 She's made a fortune, 60,000 pairs at \$25 a pair!
- 3 She's become a millionaire.
- 4 She'll be winning awards for her business idea.
- 5 She's developed the project herself.
- 6 She does voluntary work in the community.
- 7 I bet she's going to break records, too ...
- 8 It's great to support the community.

- 5** Complete the sentences with the correct form of expressions from Exercise 4.

- 1 I don't want to become a millionaire, I'm not interested in money.
- 2 I'd like to locally, you don't need to travel to help others in need.
- 3 It's hard to if you don't have any original ideas.
- 4 My neighbour selling T-shirts she made in her garage – £20,000!
- 5 She for that design, it was a well-deserved prize.
- 6 I don't want to myself, it's too much work.

Your turn

- 6** Look at the achievements in Exercise 4 and put them in order of importance for you. Discuss your ideas with a partner.

I think that winning awards is the most important thing for me.

Really? I don't agree. I think ...

Language focus 2 ► Predictions with *be going to*, *will* and *may/might*

- 1 Complete the examples from the listening on page 64. Then match the beginnings and the ends of the sentences to complete the rules.

'I'll win 's going to be will be might become

- 1 It's on the front page of all the local papers, it today's top story.
- 2 She the richest teenager in the States, I don't know.
- 3 Yes, she should, I'm sure she!
- 4 Meanwhile, her FishFlops® the latest fashion.

- | | |
|-------------------------------------|---|
| 1 We use <i>be going to</i> | a to show that we are not sure about a prediction. |
| 2 We use <i>will</i> | b to make a general prediction, or to give an opinion about the future. |
| 3 We use <i>may</i> or <i>might</i> | c to make a prediction based on evidence. |

➔ Grammar reference • page 124

- 2 Look at the pictures. What is going to happen? Use the verbs in the box to make predictions.

rain fall over slip score



1 I think the bricks are going to ...

- 3 Choose the correct form of the verbs in the sentences below.

- 1 I hope I 'll make / might make a fortune when I'm older.
- 2 A: Look! She 'll win / 's going to win the race.
B: Well ... She might win / won't win, but I'm not sure.
- 3 He doesn't look very well, it looks like he 'll faint / 's going to faint.
- 4 A: Look at the blue sky! It 'll be / 's going to be a lovely day.
B: You never know, the weather is going to change / may change quickly.
- 5 All my friends will / may be at the party tonight. Only Ben can't come.

► Future continuous

- 4 Complete the examples from the listening on page 64. Then choose the correct words to complete the rules.

- | | |
|---|---|
| + | Everybody ¹ them on the beach this summer.
She ² awards for her business idea. |
| - | He won't be doing much voluntary work this year, he's too busy. |
| ? | So, will you be buying a pair of FishFlops®, Glenda?
Yes I will . No, I won't . |

- We use the future continuous to make predictions about the future / give opinions.
- We use / don't use the future continuous with state verbs.

➔ Grammar reference • page 124

- 5 Put the underlined words in order to complete the text. Then listen and check.

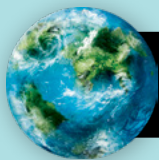
By 2050,
... experts think that ¹doing / be / will / we everything via our smartphones. They say that ²speaking / we / be / will with operating systems all the time, so ³alone / won't / we / be!
... ⁴learning / be / won't / we English anymore, because ⁵know / everybody / it / will.
... ⁶have / won't / we cars that use petrol, ⁷be / will / driving / we greener vehicles.
... ⁸longer / we / living / be / will, because ⁹discovering / doctors / be / will new medicines all the time.
... ¹⁰won't / life / be / better but it will be very different!

➔ Say it right! • page 117

Your turn

- 6 Work with a partner. Look at the predictions in Exercise 5. Which are positive and which negative? Which do you agree with?
- 7 Think about your own life in the next 30 years. What will you be doing? Compare your ideas with a partner.

I think I'll be working in a bank ...



Discover culture

1 **Work with a partner. Look at the photos and answer the questions.**

- 1 What's the difference between the two horse races?
- 2 Where do you think the two photos were taken? Why?
- 3 What do you think is special about the race at the bottom of the page?

4 **Complete the text with the words in the box. One word is repeated. Then watch the video from 02.02 to 02.28 and check your answers.**

courage balance strength

They'll need incredible ¹... and ²... to stay on their horses. When their horses get tired, the children sing to them. Who is the winner of this year's race going to be? We don't know yet. But it is the children's ³... and ⁴... that make them all winners.

Your turn

5 **Ask and answer the questions with your partner.**

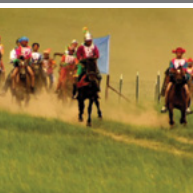
- 1 What surprised you the most about the video?
- 2 What images have stayed in your mind?
- 3 What else would you like to know about the Naadam festival?

It surprised me that the winner was not important ...

6 **Have you or has someone you know competed in a race? What was the sport? What skills/qualities did they need to do the sport?**



Find out about the Naadam festival horse race.



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The young and the brave

2 **Watch the video without sound. Put the images you see in order.**

- a horse riders doing tricks
- b children with horses in a field
- c horse riders with flags
- d children racing on horses
- e skyscrapers

3 **Watch the video with sound. Are the sentences about conventional horse races or the Naadam festival horse race?**

- 1 horse riders are usually adults
- 2 horse riders can be as young as eight years old
- 3 races last about 2 kilometres
- 4 races last 30 kilometres
- 5 they ride with saddles
- 6 they ride without saddles



YOUNG AUSTRALIAN OF THE YEAR AWARD

UNIT
5



Do you know somebody who has done something special? Should they win a prize for it? Well, if you're Australian, every year you can recommend a **fellow** Australian for an award. The Young Australian of the Year Award is for young people between the ages of 16 and 30, and for personal, academic or professional achievements. Each of the 8 states selects 4 people, so the winner comes from a **shortlist** of 32.

One winner, Akram Azimi, worked with Aboriginal communities in **remote** Western Australia. This is amazing because he arrived in Australia as a **refugee** from Afghanistan when he was just 13, so English is not his first language. Akram used his natural skills as a leader to help young people work and study in rural communities.

Other winners include the swimmer Ian Thorpe. Like many sportspeople, Thorpe started very young. At the age of 14, he became the youngest male ever to

represent Australia. His victory in the 1998 Perth World Championships made him the youngest ever individual male World Champion. Thorpe won the Young Australian of the Year award after breaking records and winning



gold medals at the Sydney Olympics.

Other people like Trisha Broadbridge won a prize for great bravery. She became famous in Australia for surviving the 2004 tsunami in Thailand. Her husband sadly died in the tragedy.

She set up the Broadbridge Fund, a charity which helped to build the Broadbridge Education Centre on Thailand's Phi Phi island.

Another remarkable winner of the award is swimmer Jaqueline Freney. Born with cerebral palsy, she won eight gold medals at the London Paralympic Games (2012). She is also a motivational speaker, helping people with disabilities reach their true potential.



The award is announced on the eve of Australia Day (26th January) and is very popular with Australian people. On the night of the 25th, the nation will be watching to find out this year's winner!

FACT! In 2023, soccer player Awer Mabil won the award. He is co-founder of the NGO Barefoot to Boots, which fights for better health, education, policies and gender equality for refugees.

Reading A newspaper article

Explore words in context

1 Work with a partner. Look at the photos and answer the questions.

- 1 What do you think these people have in common?
- 2 What do you think they have achieved?

2 Read the newspaper article and check your answers to Exercise 1.

3 Read the article again and answer the questions.

- 1 How many finalists are there each year?
- 2 Why is Akram Azimi's achievement so great?
- 3 What did Ian Thorpe achieve at 14?
- 4 Who was able to do something good after a bad experience?
- 5 How many medals did paralympic swimmer Jaqueline Freney win?
- 6 Why is the date of the awards ceremony so special?

4 Match the highlighted words in the article with the definitions.

- 1 A small number of candidates for something.
- 2 Far away.
- 3 Someone who has been forced to leave their country.
- 4 Someone who is in the same situation as you.

Your turn – Portfolio

5 Think of somebody in Romania who deserves a prize. Who is it? What have they achieved? Make notes.

6 Work with a partner and discuss your ideas. Then make a poster with information and pictures about this person. Present it in class, then add it to your personal portfolio.

Speaking Making decisions



Real talk: Are you saving up for something special? What?

1 Watch the teenagers in the video. What are they saving up for?

- concert tickets for a favourite band
- a new guitar
- buying a new house
- a second-hand motorbike
- going out every week
- saving up for college and travel
- a trip
- a new sporting equipment

2 Are you saving up for something special? What is it?

3 Bella is talking to her classmate Joseph about giving money to a charity. What do they decide to do?

4 Complete the conversation with the phrases in the Useful language box.

Useful language

How shall we decide, then?	I think the best way is ...
I was thinking of ...	That's a good idea, too.
We need to decide ...	What kind of thing do you suggest?
Personally, I'd rather ...	

Bella: Joseph! We have to make a decision about the class cake sale next month.

Joseph: Mmm. ¹ *We need to decide* ... who to give the money to, right?

Bella: Yes! I was ² ... Oxfam or UNICEF. What do you think?

Joseph: I think a local charity would be better.

Bella: Right. How about the animal sanctuary? I know someone who works there.

Joseph: Personally, ³ ... support an organisation that helps young people.

Bella: OK! ⁴ ... do you suggest?

Joseph: Well, my sister is a volunteer at a disabled teenagers club. They organise social activities and weekend trips.

Bella: Yes, that's ⁵ ..., too.

Joseph: My sister says they're always looking for donations.

Bella: So is the animal sanctuary. They help animals whose owners didn't look after them.

Joseph: Mmm. That's a good cause, too. How ⁶ ..., then?

Bella: I think ⁷ ... to vote in class.

Joseph: Yes, I agree. Let's do it tomorrow.



5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Which of the phrases in Exercise 4 is ...

- a giving an opinion?
- b suggesting something?
- c asking for the other person's opinion?

8 Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.

Decision to be made: How to raise money for the class end-of-year trip.

Possibilities: a sponsored cycle ride; selling lottery/raffle tickets with a prize; selling food at school break time; a collection in the town square.

Writing A forum entry

1 Read Georgia's forum entry. Does she agree or disagree with the topic?

ASK A QUESTION ALL QUESTIONS LATEST VOTES UNANSWERED
Should the school leaving age be 18?

Hi, everyone. I wanted to know your opinion about the following statement: 'Should the school leaving age be 18?' I personally don't agree with this. My grandparents left school at 14, while the minimum age in many countries is 16 nowadays, and increasingly, 18. However, I believe it might not be the best idea to make everyone stay at school until they are 18.

Firstly, I agree that those students who want to go to university will stay at school until they are 18, but not everyone enjoys studying. There are other options for people that don't want to go to university, and many young people would rather look for work, do a training course or get work experience so they can learn practical skills which will help them to find a job.

In addition, there is the problem that some over-16s who don't want to stay on at school will behave badly, and as a result will create problems for everyone else in their class.

In conclusion, I'm against it, at least until schools can provide a wider range of training courses and work experience.

2 Read the forum entry again and identify which paragraph each of these points is in.

- a an argument in favour of your opinion
- b the situation now and in the past
- c a personal opinion
- d another argument to support your opinion

3 Find the words or phrases in the text for each category in the *Useful language* box.

Useful language

Sequencing language 2

We use sequencing language to:

- introduce an opening point:
- introduce another opinion:
- show a contrast:
- summarise the main points:

4 Complete the sentences with the phrases in the box.

firstly in conclusion in addition while although

- 1 You could work as a waiter, there are other options.
- 2 getting a part-time job is a good idea, students may not be able to study enough.
- 3 Learning how to cook is common, learning car mechanics isn't.
- 4, I agree that learning practical skills at school is useful, and to this, it's fun!
- 5 I agree with all pupils doing work experience.



Get writing

PLAN

5 Plan a forum entry for one of the titles below. Use Exercise 2 to help you decide what to put in each paragraph.

All pupils should learn practical skills at school, like cooking or driving.

All school leavers should go to university before they start working.

WRITE

6 Write your essay. Use your notes from Exercise 5 and the model text to help you.

CHECK

7 Can you say YES to these questions?

- Have you included all the essential information from Exercise 2?
- Have you used sequencing phrases?



Let's talk

Discovery
EDUCATION

In this unit ...



Social networks p73



The language of
the future? p76



Giving a
presentation p78



CLIL Pictures with
meaning p153

Vocabulary

- Communication
- Communication collocations
- Communication verbs
- Phrasal verbs

Language focus

- *will, might/may/could* + adverbs of possibility and probability: *definitely, probably*
- First conditional

Unit aims

I can ...

- describe different ways of communicating.
- talk about events that I'm sure and not sure about in the future.
- talk about possible situations in the future.
- understand about English as a world language.
- reassure someone.
- write an essay about the best way to communicate.



BE CURIOUS



What can you see in the photo?

Start thinking

- What are the children doing?
- Are they communicating with each other?
- What do you think about how they are communicating?

a

b


c

d

e

f

Vocabulary Communication

- 1  Match the words in the box with the pictures (a–f). Which pictures are missing? Then listen, check and repeat.

Tweet text message
social media post email chatting
phone call Skype™ WhatsApp
blog post forum

a *chatting*

- 2  Match the missing pictures from Exercise 1 to the definitions.

- A message of 140 characters.
- When you write information about yourself to share with others.
- An online diary.
- A messaging app that uses the internet and allows you to send and receive text, photos, videos, documents, and voice calls.

- 3 Match the comments with a form of communication from the box in Exercise 1.

- Hi, this is Susan. Sorry, I can't talk at the moment. Please leave me a message after the beep! *phone call*
- Please find attached the form. You need to complete it and send it back to me.
- Hi Grandma, can you see me OK? I can hear you but there's no video. Can you turn your webcam on?
- @RM_Players celebrate in the street. We won the league again! #victory
- Barbara has added 17 new photos to her album Life in Leeds.

- 4  Listen to the conversation. What forms of communication do they talk about from Exercise 1?

Your turn

- 5 Put the forms of communication from Exercise 1 in order of when you most often use them.
- 6 Work with a partner. Compare your answers from Exercise 5. Then complete the quiz and compare your answers.

I've got text messages first because I send hundreds of texts every day!

- 1 How often do you use these forms of communication?

	several times a day	once a day	once a week	less
phone				
email				
text				
Tweet				
Skype™				

- 2 What do you usually post on social media, X (formerly Twitter) or blogs?

☐ my life ☐ school ☐ news
☐ jokes ☐ photos
☐ other (please specify)

Reading A survey



Explore communication collocations

1 Work with a partner. Look at the photo. Is the situation familiar to you?

2 Read the introduction to an online survey. What is it about?

- a face-to-face communication
- b teenagers and communication
- c teenagers and computers

3 Read the survey. Then work with a partner, answer the questions and read the results.

4 Match the words and phrases from the survey with the definitions below.

status update face-to-face virtual friends
digital generation social network sites

- 1 A post about your current activity, thoughts or feelings.
- 2 Group of people who have grown up with digital technology.
- 3 People you can see and speak to on a computer.
- 4 Directly, meeting in the same place.
- 5 Websites that help people communicate and share information.

➔ Vocabulary bank • page 133

Your turn

5 Discuss the following statements. Do you agree or disagree?

Most of my friends ...

- a communicate through their status updates every day.
- b access social networks by phone or tablet.
- c have met their virtual friends (on social media, X, etc.) in real life.
- d don't have a social network account but they would like to have one.

HOW DO YOU COMMUNICATE?

A recent survey showed that although 80% of UK teens have more than 500 Facebook friends, they have only met a quarter of these friends in real life. Psychologists worry that teens in the future might lose the ability to make friends face-to-face and could forget what it is like to truly interact with people their own age. They fear that they will only communicate through Tweets, online forums and status updates. Is that true for you? Complete our social networking survey and find out!

1 WHAT'S THE BEST WAY TO MAKE FRIENDS?

- A Social networking sites like Facebook, Instagram and X.
- B It depends on the person.
- C Face-to-face.

2 HOW WILL SOCIAL NETWORKS CHANGE IN THE NEXT TEN YEARS?

- A They will get more popular.
- B There will probably be a lot more of them.
- C They definitely won't disappear but people might get bored with them and go back to chatting over a coffee.

3 IS THERE A DANGER OF HAVING TOO MANY ONLINE FRIENDS?

- A No, it's how the digital generation meet.
- B It depends on how many real-life friends you have.
- C Yes, people might forget how to communicate in real life.

4 WHICH SENTENCE MIGHT BE TRUE FOR YOU IN FIVE YEARS' TIME?

- A You'll certainly have a lot more online friends.
- B You'll have the same number of friends both online and in real life.
- C You may need to start making friends online.

RESULTS

Mostly A: You love social media (but you may love it too much). You're great at making virtual friends. But what about real life? Do you have enough friends there too?

Mostly B: You like to use a bit of both. You have a good mixture of online and real-life friends.

Mostly C: You prefer face-to-face communication but you also know you might need to use social networks for your job or studies one day.

FACT! Facebook has over 2.7 billion active users globally. About 307 million of them are in Europe.

Language focus 1 *will, might/may/could + adverbs of possibility*

1 Look at the examples from the text on page 72. Write (C) certain or (NC) not certain. Then complete the rules.

- Teens **could** forget what it is like to truly interact with people their own age. **NC**
- They **will** get more popular.
- You **may** need to start making friends online.
- There **will** **probably** be a lot more of them.
- They **definitely** **won't** disappear.
- You'll **certainly** have a lot more online friends.
- They **might** not disappear.

We use ¹.... and ².... to show we are sure about the future. We use ³.... and ⁴..../.... to show we are not sure about the future. We use **probably**, **definitely** and **certainly** to show how sure we are.

 Grammar reference • page 125

2 Complete the sentences. Use the verbs and prompts in brackets to help you.

- I'm sure everyone *will have* an internet connection in the future. (*have* – certain)
- I my mobile phone next month, I'm not sure yet. (*change* – not certain)
- My brother ever all his friends on social media, it's impossible, he's got too many! (*meet* – certain)
- I don't know, I tonight – I have a lot of work to do. (*go online* – not certain)
- My grandparents definitely me later, it's cheaper than a phone call. (*Skype™* – certain)
- Our teacher us next week, so you should listen. (*test* – not certain)
- I don't know what time Jim is coming. He here at any time. (*get* – not certain)
- Sarah's leaving the country tomorrow, but we on WhatsApp. (*keep in touch* – certain)
- We **could** live without Facebook but I'm not sure I want to give it up. (*live* – not certain)

3 Use the prompts to write sentences and your own ideas. Use the adverbs **definitely**, **probably** and **certainly** in the correct position.

- social networks / with us / for a long time.
Social networks will definitely be with us for a long time.
- lose contact / friends you have now
- make / new friends in the future
- tablets / more popular than smartphones in the future
- online friends / not replace real-life friends in my lifetime

4  Complete the blog post with the words in the box. Then listen, check and repeat.

will (x3) won't probably might (x3) could

A techno geek speaks out:

In the near future, machines ¹..... *will* do everything for us. There ²..... be any books, only screens. We ³..... won't need teachers, because we ⁴..... definitely be able to learn everything on our own. I imagine that some of you ⁵..... not like the idea because you're frightened of change, but it's good! As for communication, things ⁶..... change, too. Who who knows, we ⁷..... see the end of telephones. I'm not sure but I think television ⁸..... disappear too – we ⁹..... probably watch everything on our computers!

Your turn

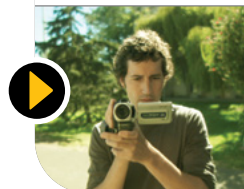
5 Make predictions about your lives. Use **will**, **could**, **might/may** and adverbs of probability. Write six sentences.

My family will probably visit a foreign country in the future.
Our teacher will definitely give us homework tonight.

6 Work with a partner. Compare and discuss your ideas.

Learn about communicating online.

- What social network sites do you use?
- Which three social networks do they talk about in the video?
- Why are they 'changing the internet'?




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Social networks

Vocabulary

Communication verbs

- 1  Complete the sentences with the correct form of the words in the box. Then listen and check.

whisper complain boast gossip argue
joke shout criticise

- 1 Don't *argue* with me – you know that I'm right!
- 2 You shouldn't about the bad weather – what do you expect in England in November!
- 3 I don't like him. He's always about people behind their backs.
- 4 It's true that she does well at school, but she doesn't need to about it.
- 5 You shouldn't with your friends about something serious. They might not think it's funny.
- 6 Emmet is my friend, so don't him. And anyway, nobody's perfect!
- 7 Shhh! I'm trying to study. If you want to talk, please!
- 8 Those boys are always They're so noisy!!

Your turn

- 2 Make notes about three of the situations.

- 1 a time when you argued with someone
- 2 the last time you complained about something
- 3 the last time someone criticised you
- 4 a time when someone shouted at you
- 5 someone you know who boasts a lot
- 6 a time when you joked with someone and they didn't think it was funny

I argued with my brother last week. It was about the computer.

My teacher criticised me yesterday because I forgot my homework again.

- 3 Ask and answer with your partner about your situations. Find out more information.

A: When was the last time you argued with someone?

B: I argued with my sister about the computer.

A: Why did you argue about the computer?


➔ Vocabulary bank • page 133

Listening Short conversations

- 4 Work with a partner. Look at the photos of four different conversations and answer the questions.

- 1 Where are the people?
- 2 What is the relationship between them?
- 3 What do you think they are talking about?



- 5  Listen to four short conversations. Match the photos in Exercise 4 to the conversations.

- 6  Listen again. Answer the questions.

Conversation 1

- 1 What is Serena's problem?
- 2 What does her mother promise?

Conversation 2

- 1 What does Alex want Nick to do?
- 2 What's Alex's opinion of football?

Conversation 3

- 1 What does Bella say about Rachel?
- 2 What is Tina's reaction?

Conversation 4

- 1 When does the concert start?
- 2 How does Paul make his friend hurry up?

Language focus 2 First conditional + *may/might/could, be able to*

1 Complete the examples from the listening on page 74.

- If you *pass* all your exams, we *ll have* a holiday abroad this year.
- We in the cup final if we win tonight.
- If you wear make-up, they send you home.
- If you first in the queue, you'll get to meet the band!
- You the band if you're late.

2 Look at the examples again. Use the words in the box to change or add more information.

definitely send may have
be able to could meet might miss

- If you pass all your exams, we a holiday abroad this year.
- We'll be in the cup final if we win tonight.
- If you wear make-up to school, they'll you home.
- If you're first in the queue you'll the band.
- You the band if you're late.

3 Look at the examples in Exercises 1 and 2 and choose the words to complete the rules.

- We use the first conditional to talk about possible situations in the *past / future*.
- We can use *might / may, could, and be able to* instead of *will / the present simple*.
- When we use adverbs they come *before / after* the verb.

 Grammar reference • page 125


Get it right!

When the *if* clause comes first, it ends with a comma (,).
If we meet the band, I'll be really happy.

4 Use the prompts to write sentences.

- you whisper / she not be able to hear you
If you whisper, she won't be able to hear you.
- if / you post an update / I definitely / read it
- I / text you / if / get lost
- if / she speak quickly / I might not / understand
- you / might make / new friends / if / join the club
- if / they practise a lot / be able to win
- if / he not do / his homework / could get a bad mark

5 Complete the text with the correct form of the verbs in brackets.



WHAT CHANGES WOULD YOU LIKE TO SEE IN YOUR HOME TOWN? WHY?

If the town council ¹ *closes* (close) the centre to traffic as they promised, more people ² (might walk or cycle) to school and work, and there ³ (not be) any traffic in the town centre. More tourists ⁴ (visit) the town if the town centre ⁵ (be) clean and quiet. If more tourists ⁶ (come) to the town, we ⁷ (have) more jobs and maybe I could get a job as a tourist guide! If I ⁸ (get) a good job, I ⁹ (be able stay) here because I love my town, but if I ¹⁰ (not find) work, I ¹¹ (may go) to live in another place.

 Say it right! • page 117

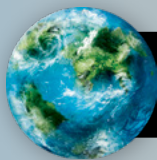
Your turn

6 Complete three of the sentences below so that they are true for you. Then write two more sentences.

If the weather is good over the weekend, ...
If I don't pass all my exams, ...
If I have enough money, ...
If I argue with my parents, ...
If I criticise my friend, ...
If I shout at my teacher, ...

If the weather is good over the weekend, I'll go out with my friends for a picnic. If we go out for a picnic, we'll probably take a guitar with us. If we take a guitar, I'll definitely sing some songs.

7 Work with a partner. Compare your sentences.



Discover culture

1 Look at the photos. They refer to the two topics in the video about China. Think about the questions below.

- 1 What does China produce? Do you have any items produced in China with you now?
- 2 What languages do Chinese people speak?



Find out about Mandarin.



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The language of the future?

2 Watch the video and check your answers.

3 Watch the video again. What do you hear about these numbers?

- | | |
|---------------|------------------|
| 1 1.4 billion | 3 1950s |
| 2 40,000 | 4 10 or 20 years |

4 Watch the video again. Choose the correct answer.

- 1 China's population is bigger than
 - a Europe's.
 - b the United States'.
 - c Europe and the United States' together.
- 2 The Chinese people speak
 - a different languages.
 - b Mandarin.
 - c English.
- 3 In written Mandarin, people use
 - a 40,000 characters.
 - b three or four thousand characters.
 - c four thousand characters.
- 4 The Pinyin system uses
 - a the Roman alphabet.
 - b Chinese characters.
 - c a computer.
- 5 More people speak in the world than English.
 - a Mandarin
 - b Roman
 - c French

5 Test your memory. What did you see when you heard these phrases?

- 1 Everything in China is growing.
- 2 The country produces so many things.
- 3 Every day, more and more people use Mandarin to communicate.

6 Watch the video again and check your answers.

Your turn

7 Discuss the questions in groups.

- 1 What does Romania produce? Does it go to many other countries?
- 2 Would you like to learn Mandarin? Why/Why not? Why would it be useful?
- 3 Is Romanian a difficult language to learn for foreign learners? Why?/Why not?

Reading An article

1 Work with a partner. Look at the pictures and answer the questions.

- 1 Where would you see the images?
- 2 Why do you think they are in English?

2 Read the article. Is English still the world's number one language?

3 Read the article again. Are these sentences true or false? Correct the false sentences.

- 1 English is everywhere because a lot of people understand it.
- 2 There are fewer second language speakers of English than native speakers.
- 3 In Denmark, people speak English as a second language.
- 4 *Selfie* and *app* are old words.
- 5 The author is sure that Mandarin will be the world's next number one language.

Explore phrasal verbs

4 Look at the highlighted words in the text. Match the phrasal verbs in the box to the definitions.

go up get by keep on come into use turn into

- 1 When a figure or number increases or gets bigger.
- 2 Start being used.
- 3 When something changes and becomes something different.
- 4 To be able to live with a situation with difficulty.
- 5 When you continue to do something.

➔ Vocabulary bank • page 133

Your turn – Portfolio

5 Complete the sentences about English with your own ideas. Then compare your sentences.

- 1 I enjoy/don't enjoy learning English because ...
- 2 Learning English is difficult because ...
- 3 I sometimes use English ...
- 4 I think in the future I will use English ...

I enjoy learning English because I like talking to ...

6 What languages will the world speak in the future? In small groups, do some research on the internet, then make a poster with pictures and information about the languages of the future. Present the poster in class, then add it to your personal portfolio.

THE WORLD OF ENGLISH

Almost everywhere you go in the world, you'll see English. It's on signs, adverts and T-shirts! In the online world, it's even more obvious. Why? Because it is the one language that most people understand – more than Mandarin or Spanish, which have more native speakers than English.

So, how many people speak English? Right now there are about 373 million native speakers of English in the world. And a similar number of people speak it as a second language. But there are more than 1.5 billion people who speak or are currently learning English and that figure is **going up**. In countries like Denmark, Singapore or Israel more than 80% of people speak English. So, if you go there, you'll find it easy to **get by**!

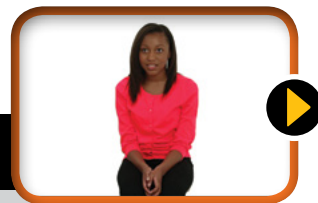
There are also more words in English than in almost any other language. At the moment, there are over a million words in English and we **keep on** adding more words. You might know words like *selfie*, *Tweet*, *app* and *chillax*. All of these words have **come into use** in the English language in the last few years.

And what about the future? Will English always be the world's number one language? For the moment, yes, but if the Chinese economy continues to grow, will Mandarin **turn into** the next number one world language? We'll have to wait and see!

FACT! The two most common words in English are *I* and *you*.
The oldest English word that is still in use is *town*.



Speaking Reassuring someone



Real talk: Have you ever given a class presentation?

1 Watch the teenagers in the video. How many teenagers ...

- a) have given a class presentation?
- b) are nervous or worried about giving class presentations?
- c) have to do class presentations regularly?

2 Have you ever given a class presentation?

3 Helen is talking to her older sister Petra. What is Helen worried about?

4 Complete the conversation with the phrases in the *Useful language* box.

Useful language

Don't worry!	It'll turn out all right.
You don't need to worry.	There's no problem!
You'll be fine (I'm sure).	Of course you can (do it)!
Listen, I think I can help you.	

Petra: What's the matter Helen? You look worried.

Helen: I've got to give a presentation in English class next week, and I'm scared. I don't think I can do it!

Petra: Of ¹... *course* ... you can! You're good at English. You ²... to worry.

Helen: Yes, but you know I'm really shy. It's frightening in front of all those people!

Petra: True, it's not easy if you're shy, but don't ³...! You'll ⁴..., I'm sure.

Helen: Well, the problem is, when I speak in class I feel embarrassed and go red. Then I mix up the words.

Petra: Hmm! Listen, I think I can ⁵... Have you written the presentation yet?

Helen: Well, yes, I've more or less finished it.

Petra: Then ⁶... no problem! You can practise it on me and my friends.

Helen: OK! That sounds like a good idea. I'll feel more confident then.

Petra: Yes. If you practise it lots of times, I know it'll turn out ⁷... .

5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Change the words in bold in the conversation. Use the ideas below. Take turns to ask and answer the questions.

Problem 1

You have to sing a song at the talent competition.



Problem 2

You are playing in the final of a tennis competition.



Writing An essay

1 Read the essay. Choose the best title.

- Have mobile phones improved communication for teenagers?
- Are teenagers too dependent on mobile phones?

Twenty years ago, mobile phones were for business people. Nowadays, it's impossible to find a teenager without one, but are mobiles the best way for teenagers to communicate? Mobiles can be useful. Firstly, they allow teenagers to communicate with their friends and family anywhere, anytime. Sending text messages is also quick and cheap. What's more, mobiles help you organise your life, and you can tell your parents what you're doing so they don't worry.

However, there are negatives. For one thing, you might not have a signal, especially in the countryside. In addition, if you are in a noisy place, you can't hear your mobile ring. Lastly, using it all the time can be addictive.

On balance, I think mobiles have definitely improved communication for teenagers. Nevertheless, they mustn't use them too much.



2 Read the essay again. Answer the questions.

- How does the writer get the reader's attention in the introduction?
- How many arguments in favour of mobile phones are there?
- How many arguments against mobile phones are there?
- What is his/her opinion of mobile phones for teenagers?

3 Look at the *Useful language* box. Find four other words or phrases to introduce arguments in the essay.

Useful language

Introducing points and arguments

Use adverbs and other phrases to introduce what you want to say.

Nowadays, ... What's more, ... Nevertheless,
Firstly, ... However, ...

4 Complete the sentences with the words in the box.

addition lastly more ~~one thing~~ Firstly

- I recommend this mobile. For one thing, it's a smartphone. What's more, it's on special offer, and lastly, it's quite small and light.
- The new model has two improvements. Firstly, it has a much bigger memory, and in addition, the battery will last longer.



Get writing

PLAN

5 Plan an essay. Include information from Exercise 4 to help you and the plan below.

Title: Are social networking sites like Facebook the best way for teenagers to communicate?

- an introduction
- a paragraph with arguments in favour
- a paragraph with arguments against
- a conclusion, including your opinion

WRITE

6 Write your essay. Use your notes from Exercise 5 and the model text to help you.

CHECK

7 Can you say YES to these questions?

- Is the information from the plan in your essay?
- Have you used expressions like *Firstly*, *What's more*, etc. in your essay?

Vocabulary

1 Complete the sentences with the words in the box.

course experience
degree form exam job

- I have a university *degree* in engineering.
- Could you complete this application ..., please?
- I'd like to apply for a training ... in computers.
- You have to take an entrance ... to get into art school.
- Have you had any work ... in this type of job?
- I'm going to get a part-time ... two days a week.

2 Choose the correct words to complete the text.

Fraser Doherty *started* / *made* his business at the age of 14. He made jam using his grandmother's recipes and sold it to his friends and neighbours and then to supermarkets. As time went on, he *developed* / *started* his jams into a widely recognised brand. He has *made* / *become* a *millions* / *millionaire* and his jams have *made* / *become* a fortune for his company *SuperJam*. Fraser also *does* / *supports* the community through his charity *The SuperJam Tea Parties*, which organises tea parties for lonely elderly people. In 2007, he *made* / *won* the *award* / *idea* for Global Student Entrepreneur of the Year. And now he looks likely to *break* / *win* more records with his new *SuperJam Cookbook*.



3 Match the communication words with the comments.

blog post Tweet forum Skype™
social media post text message

- I can send short messages and it's cheaper than a phone call. *text message*
- I can chat with my friends and see them at the same time.
- I can send really short messages to all my friends at the same time.
- I can add photos and videos and my friends can visit my page.
- I can ask questions and post messages and anyone on the list can reply.
- I can write about my life and the things I'm interested in and anyone can read it.

4 Match the words with the definitions.

- | | |
|--------------------|------------|
| 1 whisper <i>c</i> | 5 complain |
| 2 boast | 6 joke |
| 3 criticise | 7 shout |
| 4 argue | |
- a to say something is wrong
b to speak angrily with someone
c to talk very quietly
d to talk very loudly
e to say something funny
f to speak too proudly about something you have done
g to give a bad opinion about something



Explore vocabulary

5 Complete the sentences with the correct form of take and the words in the box.

advice time up exam place

- When are you going to *take* your *exam*?
- I'm not in a hurry – I'm going to ... my ...
- Listen to me! You should ... my ...
- I'm ... a new hobby – cookery!
- When are the job interviews going to ...?

6 Complete the text with the words in the box. Use the correct form of the phrasal verbs.

virtual friends come into use get by
social-network-sites turn into face-to-face
digital generation personal information



The number of people using *social network sites* is going up along with the number of ² ... that they have. In the past, we ³ ... with telephones and letters but the current ⁴ ... have access to different ways of communicating. Since computers, tablets and mobile phones have ⁵ ..., we have less ⁶ ... contact with friends and family and instead we prefer to give ⁷ ... for everyone to read. Are we ⁸ ... a generation of people who can't communicate with each other without a gadget?

Language focus

1 Complete the conversation with the correct future form of the verbs in brackets.

Abby: What ¹ *are you doing* (you/do) this evening?
Clare: I ² (see) a play at the theatre. It ³ (start) at 7.30 pm but I ⁴ (meet) Julie for dinner at 6 pm. Why don't you come?
Abby: I'd love to, but I ⁵ (catch) a plane early tomorrow, so I ⁶ (have) an early night.
Clare: A plane? ⁷ (you/go) somewhere nice?
Abby: Yes! I ⁸ (do) a tour of Italy. It ⁹ (start) in Venice and ¹⁰ (end) up in Naples.
Clare: Sounds wonderful! Have a good time!

2 Put the words in order to make predictions.

- they / in a few weeks / going / the award winners / announce / to / are
They are going to announce the award winners in a few weeks.
- watching / the ceremony / everyone / be / on TV / will
- first prize / I'm / Emma / sure / win / will
- going / winning £10,000 / make / to her life / is / to / a huge difference
- anymore / won't / have / she / worry / to / money / about
- might / school / leave / her own restaurant / she / start / and

3 Complete the sentences about life in the year 2050. Use *will*, *won't* or *might/may/could not*.

- Everyone *will* use the internet for shopping, I'm sure.
- I think some schools offer classes on Skype™.
- Cars use petrol, I'm sure. They'll be electric.
- Lots of people probably work from home.
- Robots definitely do all the housework – at least I hope so!
- It's possible we read books any more.
- We lose direct contact with our friends.

4 Complete the first conditional sentences. Use the verbs in brackets.

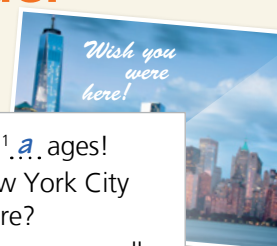
- The librarian *will be* (be) upset if we *talk* (talk) too loudly in the library.
- If you (not answer) my email, I (not write) to you ever again!
- We (could walk) to the park after school if you (finish) classes early.
- If we (get) Skype™, we (not pay) so much for our phone calls.
- You (might win) the lottery if you (buy) a ticket.
- You (not find out) what's happening in the world if you (not use) the internet.
- We ... (could text) each other on WhatsApp if you (want).

- If she (have) her mobile with her, her mum (not worry) about her.
- He (send) you a text message if he (hear) any news.
- If he (work) hard enough, he (might win) a prize.



Language builder

5 Choose the correct words to complete the text.



Lisa: Hi, Mike! I haven't seen you ¹ *a* ages!
Mike: I know! I ² on a trip to New York City and I ³ back. ⁴ been there?
Lisa: No, I don't like big cities. There are usually ⁵ people and there's ⁶ noise.
Mike: I love New York! If you ⁷ around the city you ⁸ some great places to eat and things to see. And I went to ⁹ jazz concerts, too.
Lisa: Where ¹⁰ next?
Mike: I'm not sure, I ¹¹ to Beijing and Shanghai.
Lisa: That sounds great. If you go ¹² let me know?
Mike: Sure!

- | | | |
|---------------------|--------------------|--------------------------|
| 1 a for | b since | c some |
| 2 a was going | b have gone | c went |
| 3 a was just coming | b have just come | c came just |
| 4 a Have you ever | b Did you ever | c Were you ever |
| 5 a too much | b too many | c a few |
| 6 a too much | b too many | c a little |
| 7 a walked | b walk | c have walked |
| 8 a find | b are finding | c will find |
| 9 a a little | b a few | c enough |
| 10 a you will visit | b are you visiting | c are you going to visit |
| 11 a might go | b will go | c 'm going |
| 12 a I will | b you will | c will you |



Speaking

6 Match the sentences.

- I was thinking of raising money for the cat hospital. *d*
- You don't need to worry.
- How shall we decide then?
- Listen, I think I can help you.
- Of course you can do it.
- a I think the best way is to ask our class.
- b Thanks, I feel more confident now.
- c I know, you're right.
- d That's a good idea.
- e Thanks, but I'm really worried.



Evaluation test

Language focus

1 Match the sentence halves.

- 1 Because he's so good at Science, Jack *.f.*
- 2 Tom has relatives in America, so he
- 3 Our football practice
- 4 When Ben gets home tonight, he is
- 5 On his wedding day, Peter
- 6 Please hurry! This train
- a is flying there tomorrow to see them.
- b starts again next Saturday.
- c going to watch TV all evening.
- d is getting married to his girlfriend Sophie!
- e leaves at 4.15 pm.
- f is going to train to be a doctor.

____/ 5

2 Choose the correct answer.

- 1 Dad **will** / **might** join us later. He's not sure if he can yet.
- 2 In 20 years' time, everyone **will** / **is going** to have an electric car.
- 3 Look at those clouds! It **'s going to** / **will** rain.
- 4 Tom **will** / **might** come out to the café with us. He hasn't decided yet.
- 5 The front door is open and the dog is **going to** / **will** run out!
- 6 Becky isn't running very fast. She **might not** / **won't** win the race now, I'm sure.

____/ 5

3 Put the words in the correct order to make sentences in the future continuous.

- 1 your / forget / call / don't / mum / will / waiting / your / be / for / so
Your mum will be waiting for your call, so don't forget!
- 2 we / driving / electric / by / 2025 / Will / be / all / cars / ?
- 3 watching / favourite / I / film / 'll / be / evening / my / all
- 4 won't / on / staying / grandparents / holiday / be / Tom / his / with
- 5 getting / school / tomorrow / ready / At / 8 o'clock / Sam / for / be / will
- 6 will / doing / in / you / What / summer / be / the / ?

____/ 5



Vocabulary

4 Choose the correct answer.

- 1 I want to **make** / **become** a millionaire when I get older.
- 2 My grandfather **broke** / **started** several records when he was a young sportsman.
- 3 My Art teacher helped me to **develop** / **build** my ideas for my project.
- 4 Tom's brother has gone to **do** / **make** voluntary work in another country.
- 5 Ben's mother **set** / **started** her own business when she was only 19.
- 6 Ada is determined to **do** / **make** a fortune when she gets older.

____/ 5

5 Complete the sentences with the words in the box.

break place exams advice time up rest

- 1 If you're tired, take a *rest* for a short time.
- 2 Tom decided to take his father's and not buy a new phone after all.
- 3 Sarah's brother is going to take a before getting a new job.
- 4 We don't have to hurry. We can take our getting ready.
- 5 Where does the next school concert take ?
- 6 I know I'll have to take a lot of to become an engineer.

____/ 5

Writing

6 Read the part of a letter you received from your English-speaking friend, Kate. Write a letter to her answering her questions (about 80–100 words).

We've been talking in class about what we want to do in the future after we leave school – but I haven't really got any ideas! What about you? What would you really like to do? Have you made any plans to do some training or go to university? Or do you want to get a job straight after school? What about work experience? Have you done any? Tell me all about yourself!

____/ 20

Granted points **5/ 5**

____/ 50



Evaluation test

UNITS
5-6

Language focus

1 Choose the correct answer.

- I will / might join you later. I'm not sure yet.
- Andrew won't / may not be able to come into town now. He's got too much homework to do.
- I 'll / might sit and listen to my favourite music this evening, as I always do.
- I don't think Clare will / might call today.
- Gina may / could be here any minute so let's finish.
- Ben will / may go to the party. He doesn't know yet.

____/ 5

2 Write the sentences with the adverbs in the correct place.

- Sam will come with us tomorrow. (definitely)
Sam will definitely come with us tomorrow.
- Mark will be able to help you. (certainly)
- Lisa will forget to call us. (probably)
- We won't be late. (definitely)
- I won't see you this evening. (probably)
- They will come to your party. (definitely)

____/ 5

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

join not forget ask not do be ~~not watch~~

- I won't watch TV this evening if my computer is working again.
- My brother will lend you some money if you him.
- If you the gym, you'll start to feel better.
- I'll be annoyed if you late again.
- If we get a lot of homework, I it all tonight. I'm going out!
- I my phone if you remind me to take it with me!

____/ 5

4 Choose the correct answer: a, b or c.

- It rain later but who knows?
a can b will c might
- I won't come to your party as I'm going to be away.
a probably b definitely c maybe
- If my dad gets a tablet, he me his old laptop.
a will give b give c are giving
- I don't think we will enjoy the football match if it tomorrow.
a rains b will rain c doesn't rain
- You won't be able to buy new stuff if you have any money.
a might not b won't c don't
- Jack probably be late. His bus often doesn't come on time.
a might b won't c will

____/ 5

Vocabulary

5 Write sentences with the words in the box.

social media site forum text message email
Skype tweet

I've sent my friend a text message, but she hasn't replied.

____/ 5

6 Match the comments (1-6) with the verbs (a-f).

- A: 'The bus comes at 12.'
 - B: 'No, it doesn't. It comes at 11.45.'
 - 'Shhh, not so loud.'
 - 'I always come top in my class.'
 - 'I hate this cold weather.'
 - 'Help! Can anybody hear me?!'
 - 'Did you hear what happened to Fred?'
- a complain
b gossip
c boast
d whisper
e shout
f argue

____/ 5

Writing

7 Teenagers use their mobile phones too much. Do you agree with this statement? Use the questions to help you.

- Do teenagers use their mobiles a lot these days?
- What are the good things about having a mobile?
- What are the bad things about using a mobile a lot?
- What do you think – do you agree with the sentence?

____/ 15

Granted points 5/5

____/ 50

Total: ____/ 100

Self-evaluation

- The most important thing I learned in Units 5-6 is ...
- I liked ... the most.
- It was quite difficult for me to ...



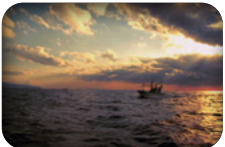
Fabulous food



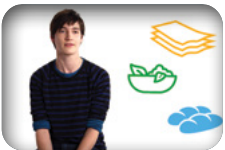
In this unit ...



Oil from goats? p87



Fruits of the sea p90



Cooking for your family p92



CLIL You are what you eat p154

Vocabulary

- Cooking verbs
- Words in context
- Adjectives describing food
- Prepositional phrases

Language focus

- First conditional with *if*, *when* and *unless*; time clauses with *when* and *as soon as*
- Countable and uncountable nouns; irregular plurals; subject-verb agreement
- *have to/don't have to*, *must/mustn't*

Unit aims

I can ...

- talk about how to prepare simple dishes.
- understand short online texts and an online article about different foods.
- discuss possible situations in the present and future.
- understand a cooking show where a recipe is presented.
- give instructions on how to make a dish.
- describe a local dish.

BE CURIOUS



What can you see in the photo?

Start thinking

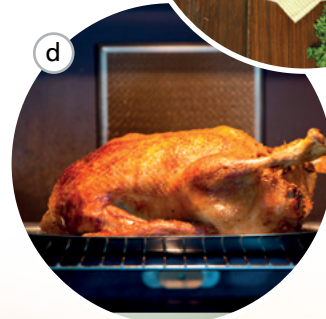
- What does the picture show and what is it made of?
- Would you like to eat it? Why/Why not?
- Have you ever made any food art?



Vocabulary Cooking verbs

- 1 Match the verbs in the box with the photos (a-j). Then listen, check and repeat.

roast mix chop slice bake boil grill fry grate spread



- 2 Match the foods in the box with the verbs in Exercise 1 to make instructions.

eggs bread cake cheese pasta
chicken steak onion garlic
tomatoes sauce butter

fry eggs, boil eggs, fry chicken ...

- 3 Listen to someone explaining how to make a dish. Copy and complete the table below. Would you like to try it? Why/Why not?

ingredients	cooking verbs

Your turn

- 4 Ask and answer the questions with your partner.

- Do you ever do any cooking?
- What can you cook?
- What was the last thing you cooked?

- 5 Choose a simple recipe you know. Explain how to cook it to your partner.

I can make cheese on toast! First, you grate some cheese ...

DANGEROUS FOODS?

Everyone knows that chopping onions can make you cry. It's because onions release a **toxic** gas when you cut them or fry them. When the gas gets into your eyes, your body produces tears to wash it out. So, next time you chop an onion, do it under a running tap. If you cut the onion under running water, the gas won't get into your eyes!



Did you know that peanuts are poisonous for dogs and can be very dangerous for humans too, if they are allergic to them? If you are **allergic** to peanuts, you will have a bad reaction as soon as you first put the smallest piece of peanut in your mouth. If one day you have an allergic reaction to a peanut, you will need to get to a hospital as quickly as you can!



The 'fugu' is the world's most poisonous fish – and it's also one of the most expensive! It's a **delicacy** in Japan, but eating the tiniest drop of the toxins in its **intestines** can kill you! Specially trained fugu chefs learn how to slice the fish very carefully to avoid any contamination. When you go to Japan and want to try fugu fish for yourself, you'll have to be very careful! You'll need to make sure you go to a restaurant that has a 'fugu certified' chef unless you want it to be your last supper!



FACT! In the Second World War, doctors used the water in green coconuts to replace blood plasma.

Reading Short online texts

- 1 Work with a partner. Look at the photos. What kind of food can you see in each image? How dangerous do you think they could be? Why?
- 2 Read the webpage. Order the food from the least dangerous to the most dangerous.
- 3 Read the webpage again. Copy and complete the table.

Food	Possible dangers	Advice
onions	They can make you ¹ when you chop them.	Chop them under ²
peanuts	They are poisonous for ³ and they can cause a bad ⁴ in some humans.	Get to a(n) ⁵ as soon as you can.
fugu fish	They are extremely ⁶	Only eat fugu fish that has been prepared by a(n) ⁷
garlic	It can give you a serious ⁸	Don't let it get in contact with your ⁹

Explore words in context

- 4 Match the highlighted words in the webpage with the definitions.

- 1 Long tubes that take food from your stomach.
- 2 A food which people think is very special.
- 3 Having an extreme reaction to specific types of food.
- 4 Poisonous.
- 5 Serious.

Your turn

- 5 Ask and answer the questions with your partner.

- 1 Are you going to change any of your eating habits after reading the article?
- 2 Would you try fugu fish? Why/Why not?
- 3 Do you know about any other foods that can be dangerous?

Garlic has a lot of positive qualities. Throughout history people have believed that it has powerful medicinal uses. It can also protect you from mosquito bites. But don't put fresh garlic on the bites! Fresh garlic is very strong and a slice of garlic can give you a **severe** burn as soon as it comes into contact with your skin!



Language focus 1 First conditional with *if*, *when* and *unless*

1 Complete the examples from the text on page 86. Then match the missing words with the meanings (a–c).

- one day you have an allergic reaction to a peanut, you will need to get to a hospital as quickly as you can!
- You'll need to make sure you go to a restaurant that has a 'fugu certified' chef you want it to be your last supper!
- I go on holiday this year, I'll make sure I eat lots of garlic!

- a A situation in the future that you are sure is going to happen.
- b A situation that is possible in the future, but you're not sure it's going to happen.
- c A situation in the future that means the consequence won't happen.

Grammar reference • page 126

2 Match the beginnings and the ends of the sentences.

- | | |
|--------------------------------|----------------------------------|
| 1 When she finishes her exams, | a he may be really disappointed. |
| 2 If he fails the exam, | b when I get home. |
| 3 My mum won't let me go out | c she'll be so happy! |
| 4 Unless you hurry up, | d unless I finish my homework. |
| 5 I'll call you this evening | e we'll miss the bus! |

Time clauses with *when* and *as soon as*

3 Look at the example sentences and complete the rules.

- When I get home, I'll give him a call.
- As soon as I decide what food to order, I'll say.

In sentences about the future, we use the ¹.... form after *if* / *when* / *as soon as*, and ².... + base form of the verb in the main clause.

Grammar reference • page 126

4 Complete the sentences using the correct form of the verbs in brackets.

- When Pam (go) to Lisbon, she (try) the local cuisine.
- The party (start) as soon as the special guest (arrive).
- He (join) the team as soon as he (recover) from the accident.
- When I (see) Joe, I (tell) him the news.
- As soon as we (buy) the tickets we (send) them to you.

5 Complete the conversation using *if*, *when*, *as soon as* and *unless* or the correct form of the verbs in brackets. Then listen and check.

- Julia:** Hi Marie! How's the food going? Do you need any help?
- Marie:** Yes, please! ¹.... you (finish) preparing these sandwiches, I ².... (you/put) the drinks on the table, please?
- Julia:** OK, sure. Anything else?
- Marie:** Yes, ³.... the guests arrive, they'll need to put their coats somewhere. Do you think you can do that for me?
- Julia:** Yes, sure. We ⁴.... (put) them in your room, on the bed, ⁵.... you want me to put them somewhere else?
- Marie:** No, on the bed is great! Oh... and ⁶.... (you/choose) some CDs and put some music on in the living room ⁷.... (Jack/arrives) with the CD player?
- Julia:** Of course! A great party needs great music!

Your turn

6 Organise a special dinner for your friends. Use sentences with *if*, *when*, *unless* and *as soon as*. Decide who will ...

- do the shopping.
- prepare the food.
- prepare the decorations.

If you make the starters, I'll prepare the main course.

When the starters are ready, I'll ...

Learn about Argan oil.

- What can you see in the tree?
- Why do you think it is there?
- What kind of food can you get from a goat?



Discovery
EDUCATION

Oil from goats?

Vocabulary Adjectives describing food

1 Match the adjectives in bold with the definitions (a-j). Then listen, check and repeat.

- 1 I can't eat this soup, it's too **salty**!
 - 2 Mmm, these strawberries are **delicious**! I love them!
 - 3 Quick, give me some water, this sauce is really **spicy**! My tongue's on fire!
 - 4 I'm sorry, but I can't eat this. It's totally **disgusting**!
 - 5 Mmm ... did you forget to put salt on the pasta? It tastes very **bland**.
 - 6 Wow, this cake is very **sweet**!
 - 7 I don't like fried mushrooms, they're too **slimy**.
 - 8 Yuk, this coffee hasn't got any sugar in it! It's really **bitter**!
 - 9 Have you tried these apples? They're great, so **crunchy**!
 - 10 I don't really like chocolate or cakes, I prefer **savoury** snacks like nuts and crisps.
- a It has a lot of sugar in it. *sweet*
 - b It has a lot of salt in it.
 - c It tastes hot in your mouth.
 - d It doesn't taste good.
 - e It tastes very good.
 - f It doesn't taste of anything in particular.
 - g It's hard and makes a noise when you eat it.
 - h It's soft and oily and not very nice!
 - i It's salty and not made with sugar.
 - j It's unpleasant and not sweet.

➔ Vocabulary bank • page 134

2 Which adjectives in Exercise 1 describe a) taste, b) texture (how they feel in your mouth) and c) a good or bad opinion?

taste - salty ...

Listening A cooking show

3 Work with a partner. Look at the photos. Use adjectives from Exercise 1 to describe each dish.

4 Listen to a cooking show. Which dish from the photos above is it about?



5 Listen again then copy and complete the notes for the dish.

Dish	Main ingredients	Adjectives used to describe the dish

Your turn – Portfolio

6 Ask and answer the questions with your partner.

- 1 Would you like to try this dish? Why/Why not?
- 2 Have you ever eaten an unusual dish or seen someone else eating something strange? What was it? Did it taste good?
- 3 Do you like trying new foods? Why/Why not?
- 4 What's the most disgusting dish you would never try?
- 5 What's your favourite dish? What does it taste like?

7 Work with a partner. Invent a recipe. Make notes about the ingredients. Take turns to say how you prepare the dish. Then add the recipe to your personal portfolio.



Language focus 2

▶ Countable and uncountable nouns

1 Complete the examples from the listening on page 88. Then choose the correct words to complete the rules.

- 1 For this recipe you'll need four
- 2 I'll also add some more, and
- 3 I'll spray them with olive oil.
- 4 Use baking paper sheet.

A countable noun **has / doesn't have** plural forms. We **can / cannot** use numbers with countable nouns. An uncountable noun has **only one form / multiple forms**. We **can / cannot** use numbers with uncountable nouns. We can use *a/an* with singular countable nouns / uncountable nouns.

2 Copy and complete the table. Which words are countable and which are uncountable? Add some more words.

olive oil apple chocolate cake sugar
mushroom water crisp soup strawberry
nut sauce garlic spice popcorn wing

countable	uncountable
<i>apple</i>	<i>olive oil</i>

3 ▶ Complete the sentences using *a, an, the* or *–* (no article).

- 1 She offered me ... food I didn't like.
- 2 I need bigger bowl for pasta.
- 3 recipe that you gave me was really good.
- 4 You shouldn't eat wild mushrooms. They can be poisonous.
- 5 When I cook fish, I don't use lemon. I squeeze orange instead.
- 6 I can't give up pizza, though I know it's not healthy.
- 7 'I think squid is totally disgusting.' 'Yea. Not really big fan either. I rarely eat seafood.'

▶ Irregular plurals; subject-verb agreement

4 ▶ Match the singular nouns with their plural forms. Then choose the words to complete the rule.

- | | | | |
|---------|----------|------------|------------|
| 1 goose | a knives | 8 potato | h cows |
| 2 cake | b teeth | 9 dish | i yoghurts |
| 3 knife | c sheep | 10 tomato | j calves |
| 4 mouse | d cakes | 11 wolf | k potatoes |
| 5 sheep | e halves | 12 cow | l dishes |
| 6 half | f geese | 13 yoghurt | m wolves |
| 7 tooth | g mice | 14 calf | n tomatoes |

¹All / ²Some nouns have irregular ³singular / plural forms.

5 Write sentences using the singular and plural nouns from Exercise 4. What did you notice?

Watch out! Subject-verb agreement means that the subject and the verb, known as the predicate verb, must agree in number in a sentence. If the subject is plural, the predicate verb must also be plural.

▶ Expressing obligation and necessity – *have to/don't have to, must/mustn't*

6 Complete the examples from the listening on page 88. Then complete the rules.

- 1 The sour cream be of good quality.
- 2 You put them directly in the pan.
- 3 I let them cool down before I serve them.
- 4 You work a lot to have everything ready.

We use ¹.... to say that it is necessary to do something. We use ².... to say that it is necessary that you do not do something or that it is forbidden to do something. We use ³.... to say that you are obliged to do something. We use ⁴.... to say that you don't need to do something, but you can do it if you want.

➔ Grammar reference • page 126

7 Complete the sentences with the correct form of *have to/don't have to* and *must/mustn't*.

- 1 You *don't have to* go to the gym every day to keep fit. Twice a week should be enough.
- 2 My brother doesn't like garlic so my mother cook his meals without it.
- 3 We feed the ducks when we go to the park.
- 4 As a fugu chef, you be very careful not to poison your customers.
- 5 If someone offers you food you don't like, you eat it.
- 6 You leave your oven on when you leave home.
- 7 You have a balanced diet if you want to have a healthy life.



Discover culture



1 Work with a partner. What do you know about Japan? Think about the topics in the box.

geography food people work entertainment cities sport



5 Watch the video again. What are the numbers, times and places in the box referring to?

10% over 80 at night
deep water of northern Japan over 40,000
restaurants and supermarkets

6 Work with a partner. Match the fish to the facts. Then watch the video from 01.12 to 02.02 and check your answers.



- a It's one of the most popular fish in Japan.
- b It's full of protein and vitamins.
- c They live close to the shore.
- d They live further out in deeper water.
- e They like the lights on the boats.

Your turn

7 Think about the video. Did you learn anything new about Japan?

8 Ask and answer the questions with your partner.

- 1 Is fish or seafood an important part of your diet? Why/Why not?
- 2 What is the most popular food in Romania? Do you like it? Why/Why not?

Find out about fishing in Japan.

Discovery
EDUCATION

Fruits of the sea

2 Watch the video. Which of the topics in Exercise 1 does it talk about?

3 Watch the video again and choose the best summary.

- 1 People in Japan live a long time because they eat so much fish.
- 2 The sea plays a very important role in the lives and diet of the Japanese people.
- 3 The Japanese eat more fish than any other nation in the world.

4 Test your memory. Which images below did you see in the video? Think of three more images you remember from the video.

- the islands and seas surrounding Japan
- modern skyscrapers and cities
- traffic in the busy cities
- young people having fun
- old people being active
- fishing boats
- tuna, squid and shellfish
- fresh fish in a restaurant

Reading An online article

1 Work with a partner. Look at the photos. What kind of food can you see? Where do you think the foods come from?

2 Read the online article about food from different countries and check your answers.

3 Read the article again and identify the countries.

- 1 The most common food in this country is meat. *Mongolia*
- 2 This country has no coast.
- 3 They eat rice cooked in a special way in this country.
- 4 They cook food on hot rocks in this country.
- 5 This country has a lot of volcanoes.

Explore prepositional phrases

4 Choose the correct words. Then check your answers in the article.

- 1 A country surrounded by / for land, like Mongolia, depends on meat.
- 2 People eat it in / on a number of different ways.
- 3 With our busy modern lifestyles where everyone is always in / on the go, street food is the obvious answer.
- 4 From Turkish simit bread sellers in / on the streets of Istanbul to Thai noodle carts in Bangkok.

5 Complete the questions with the prepositions and underlined phrases in Exercise 4.

- 1 What do busy people in cities eat when they are?
- 2 Is Romania surrounded by sea or?
- 3 What is the most important ingredient in Romania's food? Can you prepare it?
- 4 In your town, is there food for sale?

➔ Vocabulary bank • page 134

Your turn

6 Work with a partner. Ask and answer the questions in Exercise 5.

7 Discuss the questions in groups.

- 1 What are the main influences on food in Romania?
- 2 Is traditional food popular in Romania or do people prefer food from other countries?
- 3 Where and when do you usually eat street food? What kind do you prefer? Why?

The main ingredients are typical Mediterranean ingredients ...

WHAT INFLUENCES THE FOOD ON YOUR PLATE?

The food we eat is influenced by so many things: our geography, our history, our climate and our lifestyle. So just as a country surrounded by sea, like Japan, is a nation of fish-eaters, a country surrounded by land, like Mongolia (where the nearest coast is 700 kilometres away), depends on meat. Mutton, the meat from sheep, is the most important ingredient in Mongolian food. People eat it in a number of different ways, roasted, in soup or the most popular of all, in dumplings called *buuz*.



But it isn't only the ingredients that change, ways of preparing food can depend on geography too. In New Zealand, a land with more than 60 volcanoes, the Maori use a method called *hāngi* to prepare food. They use volcanic rock to cook the food underground. They dig a large hole where they make a fire to heat the rocks. The food goes on the rocks, they close the hole and wait for four or five hours for the food to cook. If you walk by a cooking hāngi, you won't even know it is there! You can't even smell the food cooking.

But we can't always wait five hours for our food. With our busy modern lifestyles where everyone is always on the go, street food is the obvious answer. Each country has its traditional street food, from Turkish simit bread sellers on the streets of Istanbul to Thai noodle carts in Bangkok. In Sicily, in southern Italy, traditional street food is a ball of fried rice, filled with a rich tomato and meat sauce. It is called an *arancino*. It is just as delicious as a bowl of pasta or a slice of pizza, but so much easier to eat as you walk down the street. This would be the best fast food for me!



WHAT ABOUT YOUR COUNTRY?

What influences the kind of food people eat where you live?

FACT! Around 2.5 billion people around the world eat street food every day.



Speaking Giving instructions

Real talk: Imagine you have to cook for your family for a day. What would you cook?



- 1** Watch the teenagers in the video. What food items does each person talk about?

omelette sandwiches salad vegetables eggs rice dish soup cake chicken
steak pizzas berry pie potato salad lasagne pancakes meat pasta

- 2** What would you cook for your family for a day? Ask and answer with your partner.

- 3** Listen to Josh talking to his mum on the phone. What is he going to make?



- 4** Complete the conversation with the phrases in the *Useful language* box.

Useful language

You need to stir it ...
Finally, when ...
First of all, chop ...

Next, you ...
The first thing to do is ...
Then, add ...

- Mum:** Right, Josh. ¹ *The first thing to do is* ... get out the ingredients. You'll need an onion, two cloves of garlic, a tin of chopped tomatoes, the packet of mince from the fridge and some tomato puree.
- Josh:** OK, I'll write down what I have to do.
- Mum:** Ready? ² ... the onion and the garlic and fry them gently with some oil until they're soft. ³ ... add the mince to the pan. ⁴ ... for a few minutes until it's brown.
- Josh:** OK. It sounds simple enough. What else?
- Mum:** ⁵ ... the tin of tomatoes, a tablespoon of tomato puree, some water to cover the meat, and salt and pepper.
- Josh:** OK. Then what?
- Mum:** ⁶ ... it boils, turn the heat down low. And that's it! If you put a lid on it and let it cook gently, it will be ready when I get home.

- 6** Work with a partner. Practise the conversation in Exercise 4.

- 7** Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.

Dish: Cheesy pasta bake

Ingredients: 140g pasta, 2 onions, 2 carrots, 4 cloves of garlic, tomatoes, grated cheese

Cooking instructions: slice onion and garlic, fry gently; add chopped vegetables; boil pasta for 12 minutes; mix everything in a dish; bake for 20 minutes; serve with cheese on top.



Dish: Vegetable and cheese omelette

Ingredients: 4 eggs, 1 onion, mushrooms, red pepper, grated cheese, 20g butter

Cooking instructions: chop vegetables, fry in butter until soft; mix vegetables and eggs together; put in pan and fry for 2 minutes; add grated cheese on top and cook for 2–3 minutes more.



- 5** Listen again and check your answers.

Writing Describing a local dish

- 1 Look at the photo and read the description on an internet forum. What is the dish Lamorna describes and what is it made from?

I live in Cornwall, in south-west England, and we have lots of delicious local food, but our most famous dish is the Cornish pasty! A traditional pasty consists of thick pastry in a D-shape, filled with small pieces of steak, potato, onion and an orange vegetable called *swede*. Then it's baked in the oven.

Pasties are usually served hot, on their own, and are easy to eat without a knife and fork. Many years ago, Cornish workers used to eat pasties for lunch. Nowadays, tourists eat them on the beach!

You can eat pasties all over Britain, but unless they are made in Cornwall, they can't be called Cornish pasties. Local pasty shops sell pasties with many different fillings, like curried chicken or cheese and onion. So if you want to try a real Cornish pasty, get down to Cornwall!



Lamorna



- 2 Read the description again. In which paragraph does Lamorna talk about these things? Which two things in the list doesn't she mention?

The ingredients.	The history of the dish.
Where the food is from.	How it's cooked.
Who eats it.	When you eat it.
Why people like it.	How easy or difficult it is to cook.
Where you can buy it.	

- 3 Look at the *Useful language* box. Find similar phrases in the text.

Useful language

Cooking and eating

When we write about food, we use phrases to describe the ingredients and how it's cooked and eaten.

- A traditional pasty **consists of** ...
- It's **served with** salad.
- It **contains** vegetables and meat.
- They're **fried in** olive oil.

- 4 Complete the sentences with the phrases in the box.

bake in filled with consists of made in contain served with

- 1 A traditional Sunday lunch is vegetables and roast potatoes.
- 2 Mix all the ingredients together and then the cake the oven for half an hour.
- 3 Ravioli are pasta squares meat or cheese.
- 4 It's a simple dish which rice and vegetables.
- 5 Only cheese that is actually Cheddar can be called Cheddar cheese.
- 6 I don't eat many sweets – they too much sugar.



Get writing

PLAN

- 5 Choose a local or traditional dish to write about. Use the list in Exercise 2 and make notes.

WRITE

- 6 Write your description for the internet forum. Use your notes from Exercise 5 and the model text to help you.

CHECK

- 7 Can you say YES to these questions?
- Have you included all the important information from Exercise 2?
 - Have you used phrases to describe different aspects of the dish?



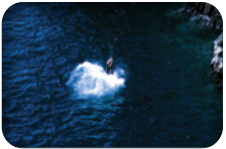
Celebrate in style

Discovery
EDUCATION

In this unit ...



Let's celebrate p97



Like father, like daughter p100



The worst party ever p102



CLIL Reliving history p155

Vocabulary

- Celebrations
- Verbs and prepositions
- Descriptive adjectives
- Words in context

Language focus

- -ing forms
- Infinitives
- Infinitives vs. -ing forms

Unit aims

I can ...

- talk about a celebration.
- understand magazine articles about special celebrations in different countries.
- use -ing and infinitive forms correctly.
- understand a travel programme about festivals around the world.
- make offers and requests.
- write a description of a celebration.

BE CURIOUS



What can you see in the photo?

Start thinking

- Where do you think the two people are?
- What do you think the celebration is about? Why?
- Would you like to join in the celebration? Why/Why not?

Vocabulary Celebrations

1 Look at the activities (a–h) and the photos (1–2). Where would you expect each activity to happen? The carnival, the prom or both? Then listen and repeat.

- a set off fireworks
- b put up decorations
- c make special food
- d dress up for the occasion
- e play music
- f give a present
- g hold a contest
- h have a good time

Photo 1: set off fireworks ...



2 Complete the description of the Carnival of Cultures in Berlin with the correct form of phrases from Exercise 1.

A lot of people ¹ *dress up*, usually in the clothes of a particular culture. Before the parade, people ² ... and flags, so the streets are full of beautiful shapes and bright colours. After the parade, when it's dark, the adults ³ ...: everybody loves them, especially the kids, although they are very noisy. People also ⁴ ..., using ingredients from the culture they have chosen to celebrate. They also ⁵ ... from those countries – everybody likes a surprise. People dance and ⁶ ... with instruments typical from that culture. In general, everyone ⁷ ... and celebrates all the different cultures – it's hard not to love this party.

3 Listen to two people talking about two different kinds of celebrations. Copy and complete the table.

	Celebration	Activities
Juan		
Luana		

Your turn

4 Ask and answer the questions with your partner.

- 1 Which festivals do you celebrate at home? What happens?
- 2 Which celebrations do you enjoy most? Why?
- 3 When did you last go to a street festival or formal party? Was it fun? Why/Why not?

We celebrate New Year's Eve.
We have a party and then we set off fireworks in the garden.



Prom OR MORP?

A

For some teens, the most important night of their lives is prom night! Originally an American tradition, more and more teens in the UK now have prom parties to celebrate leaving school.

B

These events usually include making special food, having a DJ or live band, dancing and setting off fireworks. Some schools **work** with others to hold mega prom parties in hotels. Everybody dresses up for the occasion. The boys wear formal evening suits with brightly-coloured ties and the girls wear traditional evening dresses and beautiful jewellery. Students can spend weeks **preparing** for the parties and the cost to the school can be enormous. Hiring DJs, organising food and reserving hotels can often cost a fortune.

C

Some teens rent limousines to take them to the party and enjoy acting like film stars **arriving** at the Oscars. In traditional prom parties there is usually a formal meal, speeches and ballroom dancing. It's a bit like a wedding – only everyone is younger.

D *Different themes*

Some parties can have different themes depending on tastes. Students might **agree** on organising a Roman theme, for example, or a 60s theme – students dress up in clothes from this period in time.

E

Then in the USA there are anti-proms called MORPs (that's PROM backwards!). The kids organise it themselves so the party is cheaper and more informal. These teens don't agree with the amount of money they have to spend on the preparations. Without any adults to tell them when to stop, the kids party all night and carry on the next day. It can take a long time to **recover** from all the fun.

F

Not everyone **looks** forward to becoming an adult, but at proms you can certainly celebrate it in style! Whether you enjoy going to a traditional prom or a morp, it doesn't matter – whatever you do, make sure you have a good time!

Reading A magazine article

1 Work with a partner. Look at the photos. What kind of celebrations do you think they show?

2 Read the article. What is the difference between a prom and a morp?

3 Read the article again and match the headings (1–6) with the paragraphs (A–F).

- 1 Different themes *D*
- 2 An alternative approach
- 3 A growing trend
- 4 The choice is yours
- 5 Acting like celebrities
- 6 Complex preparations

4 Are these sentences true or false? Correct the false sentences.

- 1 Prom night is still only celebrated in the USA.
- 2 You should dress up in special clothes to go to a conventional prom night.
- 3 Organising prom nights can be very expensive.
- 4 Some parties have special themes.
- 5 Morp parties often finish early.
- 6 The writer thinks that proms are better than morps.



Explore verbs and prepositions

5 Look at the highlighted verbs in the article. What prepositions follow them?

recover arrive work prepare agree look

6 Complete the sentences with the correct form of the verbs and prepositions in Exercise 5.

- 1 I'm *looking forward to* going on holiday this summer: it will be really fun!
- 2 I always try to my best friend when I have to do a school project.
- 3 My friends can't what film to see on Saturday night.
- 4 It takes me a long time to a party, they're so tiring.
- 5 Everyone was enjoying themselves when we the party.
- 6 Have you the food the party?



Vocabulary bank • page 135

Your turn

7 Ask and answer the questions with your partner.

- 1 Would you prefer to go to a prom or a morp? Why?
- 2 Does your school organise a prom night or a school-leaving party? What's it like?
- 3 What events take place? Are you looking forward to going? Why/Why not?

I'd prefer to go to a morp, I don't like dressing up in formal clothes.

Yes. I prefer something more relaxing as well.



FACT! Ten years ago there weren't many proms in the UK. Now more than 85% of schools organise a prom-type school-leaving party.

Language focus 1 *-ing* forms

1 Complete the examples from the text. Then match the sentences (1–3) to the rules (a–c).

- Teens have prom parties to celebrate school.
- DJs, organising food and reserving hotels can often cost a fortune.
- Students might agree on a Roman theme.

We use *-ing* forms ...

- as nouns.
- after prepositions.
- after certain verbs and expressions (e.g. *like, miss, enjoy, imagine, practise, can't stand, celebrate, be good/bad at*).

➔ Grammar reference • page 127

2 Complete the sentences using the *-ing* form of the verbs in the box.

have spend meet think finish shop go be

- I enjoy *going* to parties but not late-night ones!
- I'm looking forward to my studies – I want to start work soon.
- a teen is great fun – I don't want to become an adult yet!
- I don't believe in lots of money on a party – you can have a good time in other ways.
- I'm not a big fan of parties, just friends for a chat is great.
- I like for new clothes – it's part of getting ready for a party.
- birthday parties is great until you get really old!
- about the future is something I do a lot.

3 Are the sentences in Exercise 2 true for you? Change them so that they are true.

I enjoy going to parties until late but my parents don't usually let ...

Get it right!

Remember to use the correct preposition after certain verbs and before the *-ing* form.
I dream about finishing school.
I'm thinking about having a party.

4 Complete the sentences so that they are true for you. Use the *-ing* form of the verb.

- I'm very good at *organising parties but I don't like tidying up the next morning!*
- I can't stand ...
- I'm really bad at ...
- I really believe ...
- I really enjoy ...
- I can't imagine ...
- I don't mind ...
- I miss ...

Your turn

5 Work in groups. Design your ideal school-leaving party. What type of party will it be? Formal or informal? Make a list of the activities.

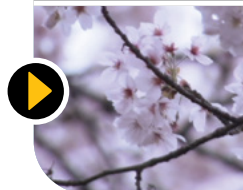
I can't imagine having a formal party ... let's make it informal ...

Setting off fireworks would be great!

I'm not sure, I think making special food is more important.

Learn about festivals around the world.

- Do you know any festivals which celebrate the seasons?
- What are they and where are they held?
- What takes place at the festivals?



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Let's celebrate

Listening A travel programme

- 1 Work with a partner. Look at the photos of the festivals. Where do you think they take place? What do you think happens in them?
- 2 Listen to a travel programme and check your answers.
- 3 Listen again and match the festivals with the statements (1–8).
 - 1 Warm clothes are recommended.
 - 2 The place changes completely.
 - 3 There's a lot of noise.
 - 4 There's a lot of dressing up.
 - 5 There's singing and dancing.
 - 6 It's better at night.
 - 7 It can get a little frightening.
 - 8 You can do a sport as well.



Vocabulary Descriptive adjectives

- 4 Choose an adjective from the box to replace the words in **bold**. Then listen and check.

stunning impressive colourful atmospheric
peaceful traditional crowded scary

- 1 The street parties are great but they certainly aren't **quiet** or calm.
- 2 I love the festivities, but the streets get so **full of people**, I find it a bit stressful.
- 3 It's really **special** with a **great feeling** in the stadium with all the fans cheering.
- 4 The costumes are so **beautiful and bright** – all those greens, reds and oranges!
- 5 They look **very attractive** – their costumes and make-up are amazing.
- 6 The festival is very **old**. People follow customs and behaviour that haven't changed for a long time.
- 7 I was really shocked, I didn't think a children's festival would be so **frightening**.
- 8 The party was great. I thought the organisation was very well done.

Your turn

- 5 Think of a festival or an event. Make notes about what happens. What adjectives describe it?
People dress up for the occasion and the costumes are stunning.
- 6 Work in groups. Persuade the group to go to the event you've chosen. Then agree on which festival or event to go to.

Come to our Fiesta Mayor – there are human castles, dancing and live music ... it's really impressive!

Vocabulary bank • page 135



Language focus 2

Infinitives

- 1** Complete the examples from the listening on page 98. Then match the sentences (1–4) to the rules (a–b).

to watch to see to feel to come

- 1 It's best it in the dark.
- 2 Go ice-swimming if you really want the cold.
- 3 If you decide and see the festival for yourself, bring warm clothes.
- 4 It's great them doing that.

We use infinitives ...

- a after adjectives.
- b after certain verbs (e.g. *decide, want, expect, would like, offer, hope, choose*).

➔ Grammar reference • page 127



- 2** Complete the sentences using the infinitive form of the verbs in the box.

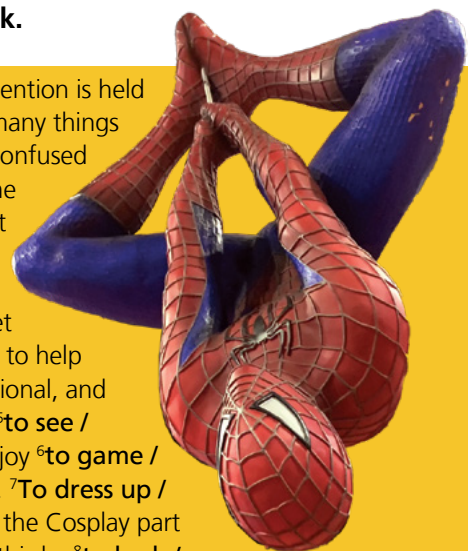
to do to have to hold to speak to dress-up to see
to raise to go

- 1 I've decided *to dress up* for the occasion.
- 2 I'd like to Tony's party this weekend. Do you want to come?
- 3 This year, I want something different for my birthday, like going ice-swimming.
- 4 I hoped some fireworks on New Year's Eve. There weren't any.
- 5 It's difficult a good time at a party if you don't know anyone.
- 6 It was easy money for our morp party, we washed people's cars for £5 each!
- 7 The organisers want a contest to find the best costume.
- 8 It was scary in front of all the people at the wedding.

Infinitives vs. -ing forms

- 3** Choose the correct form of the verbs to complete the blog post. Then listen and check.

Every year the Animé and Gaming Convention is held over two days in London. There are so many things to do there, it's easy ¹*to get / getting* confused by everything. So, ²*to read / reading* the programme carefully is a good idea. First of all, if you just want ³*to go / going* to the after-convention party, there's an option of ⁴*to buy / buying* that ticket separately. Meanwhile, there are classes to help you draw Manga cartoons like a professional, and there's a cinema where you can expect ⁵*to see / seeing* the latest Manga films. If you enjoy ⁶*to game / gaming*, there are 200 games available. ⁷*To dress up / Dressing up* on stage is also possible in the Cosplay part of the convention. You can prepare for this by ⁸*to look / looking* at the convention's website, where you can see all that's on offer. Finally, you can choose ⁹*to go / going* to concerts of different types of bands – alternative, metal, J-pop. There's something for everyone, but don't leave home without ¹⁰*to book / booking* your place – tickets are limited!



➔ Say it right! • page 117

Your turn

- 4** Ask and answer the questions with your partner.

- 1 Which parts of the Animé and Gaming Convention would you like to go to? Why?
- 2 Which parts would you not be so interested in? Why not?

I'd like to go to the gaming part but not the Cosplay part because I don't like dressing up – it's embarrassing!

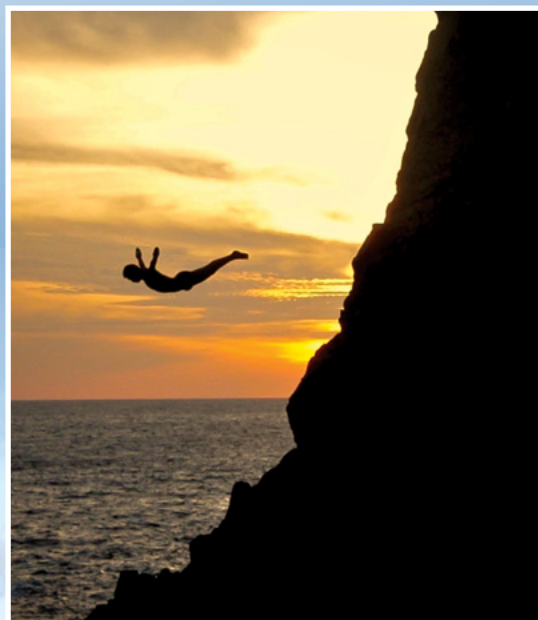
I disagree, I think dressing up is fun!



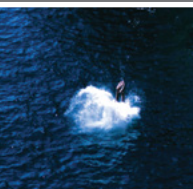
Discover culture

1  **Work with a partner. Look at the photos and answer the questions.**

- 1 Where do you think the two photos were taken? Why?
- 2 What sport do they show?



Find out about cliff diving.



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Like father, like daughter



4 Watch the video again and complete the sentences.

- 1 Acapulco is famous for its *beaches and boating*.
- 2 The divers now dive from heights of up to ...
- 3 Cliff diving has been a men-only sport for ...
- 4 Iris's mother says that the most important thing is her ...
- 5 When she stands on the cliff before a dive, Iris feels ...
- 6 Iris's record-breaking dive was from ...

Your turn

5 Ask and answer the questions with your partner.

- 1 Would you like to try cliff diving? Why/Why not?
- 2 In what ways are you like your mother or father?

I definitely wouldn't want to try cliff diving, I think it looks too dangerous.

I'm more like my father than my mother because ...

2 Watch the video and check your answers to Exercise 1. What is the video about?

- a The history of cliff diving
- b The dangers of cliff diving
- c A changing family tradition

3 Are these sentences true or false? Correct the false sentences. Then watch the video again and check your answers.

We see ...

- 1 a man climbing up steps to the top of a cliff.
- 2 José Luis giving instructions to his daughter.
- 3 Iris's parents visiting her school.
- 4 Iris embracing her mother before a dive.
- 5 lots of tourists watching Iris dive.

Reading An article



Explore words in context

1 Work with a partner. Look at the photos. How old are the people? What are they doing? What do you think they are celebrating?

2 Read the article and check your answers.

3 Read the article again and choose the correct options.

- Coming-of-age day in Korea has / doesn't have a serious side.
- Foreign people can **only watch** / **watch and take part in** the ceremony.
- At one point in the ceremony, parents and children do **similar** / **different** actions.
- The festival is **both serious and fun** / **basically serious**.
- These days, young people **can** / **can't** choose between modern and traditional gifts.
- The traditional festival is **losing popularity** / **as popular as ever**.

4 Look at the highlighted words in the article and match them with the definitions.

- | | |
|---------------------------------|--------------------------|
| 1 popular | 5 worries |
| 2 start to know | 6 not like anything else |
| 3 photos | 7 promise |
| 4 lower your head in a greeting | 8 represent |

Your turn

5 Ask and answer the questions with your partner.

- What coming-of-age festivals exist in Romania?
- Are they similar or different to the Korean festival?
- How many people take part in them?
- Are they losing or gaining popularity?
- At what age are young people considered adults where you live?
- What can you do when you're an adult?

We don't have a coming-of-age party, you're an adult when you leave school.

COMING OF AGE KOREAN STYLE

DO YOU KNOW WHY THE THIRD MONDAY OF MAY IS SO SPECIAL IN KOREA?

It is because you can only celebrate this day once in your life. It is Korea's coming-of-age day: something traditionally celebrated by both young men and women in the same year that they turn twenty years old. After this serious and special day, these ex-teenagers will be adult members of society. In the ceremony, they **become aware of** the importance of being an adult and leading the future of Korea.

SO, WHAT DO YOU HAVE TO DO IF YOU WANT TO TAKE PART IN THIS FESTIVAL?

You have to wear traditional Korean clothes, known as **hanbok**. These are colourful and beautiful. The young people sit in special seats in large groups – it's so impressive that it's turned into a real tourist attraction in Korea, while some foreign students actually take part in the celebration themselves. During the ceremony, the children **bow** to their parents out of respect. In turn, the parents also bow to their children to recognise their children's **pledge** to be responsible adults. Sadly, many of these customs are now seen as quite old-fashioned and are often not passed on to the next generation.

IS THERE A FUN PART?

For sure! You can take lots of great **snaps** and, of course, there are the gifts you receive on your special day. For girls, the most popular presents these days include jewellery, bags, perfume or cosmetics, while for boys, watches, electric shavers or aftershave are all **well-liked**. However, some girls still prefer the three traditional presents – perfume, flowers and a kiss.

The perfume **signifies** 'Please remember me', the flowers represent happiness and beauty, and the kiss, love.

AND WHAT ABOUT THE FUTURE?

Well, there are **fears** that the traditional coming-of-age day festival is being lost in Korea. Many young people now decide to organise more modern versions of the ceremony instead. To some young Koreans, twenty might seem a little old to become an adult! That's a shame because it's a totally **unique** festival.



FACT! Coming-of-age celebrations don't exist in many countries. In most of the Western world you are considered an adult on your 18th birthday.

Speaking Offers and requests

Real talk: What's the worst party you've ever been to?



1 Watch the teenagers in the video. Why was the party so bad?

Choose each person's reason from the list (a–f).

- a The person wore the wrong kind of clothes.
- b The party didn't happen because everything went wrong.
- c There was a problem with the music.
- d They got the day of the party wrong.
- e There were unexpected visitors to the party.
- f Something made a mess at a family occasion.

2 What's the worst party you've ever been to?

3 Listen to Helen and her friend Andy. What does she have to do?

4 Complete the conversation with the phrases in the Useful language box.

Useful language

Offers

I'll help you if you like.

Shall I lend you ... ?

Can I help you ... ?

Requests

Could you (ask your mum to) ... ?

Would you come to ... ?

Could I borrow your ... ?

Helen: It's my birthday party next week and I haven't done anything yet!

Andy: Don't worry! ¹ *I'll help you* if you like. What needs doing?

Helen: Well, I haven't organised the music yet.

Andy: ² ... my MP3 player and speakers?

Helen: I'll use my MP3 player but ³ ... your speakers? They're bigger than mine.

Andy: No problem. What about food? ⁴ ... make a list for the supermarket?

Helen: Sure, but I need to decide what to get first!

Andy: What about snacks and pizza?

Helen: That's a good idea. ⁵ ... your mum to make that home-made pizza? It's so good!

Andy: OK.

Helen: Great! So, ⁶ ... to the supermarket and help me buy some things?

Andy: Sure. Everything's organised now. I told you not to worry!

5 Listen again and check your answers.

6 Work with a partner. Practise the conversation in Exercise 4.

7 Decide if each sentence is an offer or a request. Then work with a partner. Take turns to make offers and requests and respond.

- 1 Shall I lend you my camera? *offer*
- 2 Could you make a birthday cake?
- 3 I'll chop the vegetables if you like.
- 4 Can I help you with the decorations?
- 5 Would you organise the music?

8 Work with a partner. Plan your own conversation. Use the ideas below and Exercise 4 to help you.

Situation 1

You are organising a picnic in the country with your friends. You need help! You need to think about: food; drinks; music; games; transport.



Situation 2

You are organising a five-a-side football tournament at your school. You need help! You need to think about: organising athletes/teams; drinks; food at the end; prizes.



Writing An invitation

1 Read Isabella's invitation. Who is it for and what are they celebrating?

Dear James,

As you certainly know, Grandma and Grandpa are turning 70 next month. That's a really big deal, so my brother and I decided to throw a big party and invite all the family and all their friends. We thought it would be a good idea to have the party in their garden because their house is too small. So we're hiring a big tent in case of rain. We're doing everything ourselves: Mum is making the food – her chocolate cake is so delicious, I can't wait for you to taste it – and Dad is putting up the decorations.

Here's how we planned the day: first, we're having lunch. After lunch, we're watching a film that aunt Mary is making about our grandparents' lives. Then Tim is going to play *Happy birthday* on his guitar. He's so nervous about it, he's already started practising! Later, we're going to dance to 60s pop music. The party is going to be amazing, but no party is complete without our favourite cousin, so I really hope you're not too busy to come. Grandma and Grandpa would be so happy to see you!

Let me know as soon as you can.

Love,

Isabella



2 Read the invitation again and answer the questions.

- 1 Why is there a party?
- 2 Where will it take place?
- 3 How will they prepare for the party?
- 4 What is going to happen at the party?

3 Look at the *Useful language* box. Find two examples of **so + adjective** and two of **too + adjective** in Isabella's description.

Useful language

so or too + adjective

To emphasise an adjective, use **so** + adjective.

The party will be so fantastic!

To say there is more than needed or wanted, use **too** + adjective.

The food was too expensive.

4 Complete the sentences using **so** or **too** and an adjective from the box.

expensive ~~crowded~~ exciting slow incredible cheap

- 1 Guilherme had the party in his house, but a lot of people came so it was too crowded.
- 2 The prom was! We hired a limousine and felt like film stars.
- 3 We couldn't dance because the music was
- 4 I had dinner there. The food was delicious and!
- 5 The festival was We're going again next year.
- 6 We think proms are We're going to organise a morp instead.



Get writing

PLAN

- 5 Imagine you are organising an event and you need to invite a friend or a relative. Make notes on the questions in Exercise 2 and think about adjectives to describe the party.

WRITE

- 6 Write your invitation. Use your notes from Exercise 5 and the model text to help you.

CHECK

- 7 Can you say YES to these questions?

- Have you included answers to all the questions in Exercise 2?
- Have you used adjectives with **so** or **too** in your invitation?

Vocabulary

- 1 Complete the sentences with the words in the box. There are two words you don't need to use.

mix fry slice grate grill roast boil
bake chop spread

- 1 ... Bake ... the cake in the oven for 30 minutes.
- 2 ... the tomatoes into very small pieces.
- 3 ... the potatoes in half a litre of water.
- 4 ... the meat in the oven.
- 5 ... the eggs and the milk in a bowl.
- 6 ... the mushrooms in some hot oil.
- 7 ... the tomato sauce over the pizza.
- 8 ... the mushrooms thickly.

- 2 Which adjective in each group cannot be used to describe the food?



- 1 **crunchy** / salty / disgusting



- 2 **sweet** / bland / delicious



- 3 **savoury** / slimy / crunchy



- 4 **bitter** / bland / salty



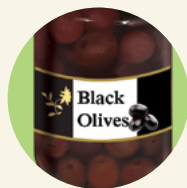
- 5 **delicious** / bitter / slimy



- 6 **crunchy** / spicy / sweet

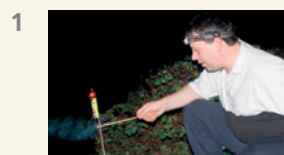


- 7 **slimy** / sweet / disgusting



- 8 **salty** / bitter / sweet

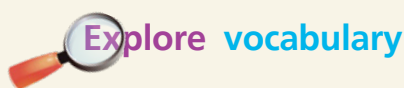
- 3 Match the photos (1–8) with the activities (a–h).



- | | |
|-----------------------------|----------------------|
| a dress up for the occasion | e make special food |
| b give a present | f play music |
| c have a good time | g put up decorations |
| d hold a contest | h set off fireworks |

- 4 Choose the correct words.

- 1 We've had these customs for a really long time – they're very traditional / impressive.
- 2 There are so many people in the street – it's really **traditional** / crowded.
- 3 The Halloween masks were horrible – they were really **impressive** / scary.
- 4 The costumes were so **colourful** / peaceful – purple, green, red and bright yellow.
- 5 The meal was really **crowded** / impressive – there were dozens of different dishes on the table.
- 6 They were setting off fireworks for 30 minutes – they were really **scary** / stunning.
- 7 At midnight, we lit candles and everyone was silent for three minutes – it was very **atmospheric** / peaceful.



- 5 Choose the correct words to complete the text.

Street food is popular in many countries and people eat it ¹by / in a number of different ways. Fishballs are popular ²on / to the streets of Bangkok. In La Paz, a city surrounded ³in / by mountains, a popular snack is grilled meat with spicy peanut sauce. Everyone has time for some street food, even when they are ⁴in / on the go.

Language focus

1 Choose the correct words to complete the text.

When you ¹visit / 'll visit Australia, you ²want / 'll want to try some of our delicious local dishes. Are you a meat eater? If you ³like / 'll like burgers, you ⁴love / 'll love our kangaroo meat burgers. If you ⁵re / 'll be a vegetarian, you ⁶prefer / 'll prefer our barbecued corn burgers. We're also famous for our beach barbecues. But remember, you ⁷get / 'll get sunburn if you ⁸don't / won't wear sun cream and a hat. And you ⁹need / 'll need lots of insect spray unless you ¹⁰want / 'll want to end up as dinner for the mosquitoes!

2 Complete the sentences with the correct article (a, an, the or – for no article).

- I don't eat ... seafood. I'm allergic to it.
- She bought new saucepan and several utensils for the kitchen.
- Maria doesn't eat fruit and vegetables. She only eats meat.
- Tom usually has banana or apple as snack after breakfast.

3 Complete the sentences with the correct form of have to / don't have to or must / mustn't.

- The food you buy be of good quality.
- You skip breakfast.
- You to finish your plate if you are already full.
- As a fugu chef, you be very careful not to poison your customers.
- You leave your oven on when you leave home.

4 Complete the text using the -ing form of the verbs in the box.

become play do have put sing
make study

I'm in a rock band with three of my friends. We enjoy ¹making music together. I'm not good at ²..., but I really love ³... the guitar. We're looking forward to ⁴... our music online quite soon and we dream about ⁵... famous one day! Of course, ⁶... and ⁷... homework are important. But I believe in ⁸... fun, too!

5 Choose the correct words to complete the text.

Themed birthday parties

Would you like ¹to have / having a themed birthday party? Are you worried about ²to organise / organising your birthday or New Year's Eve party? If you really want ³to make / making your party a success, why not visit our website and choose from our wide selection of costumes and masks? It's easy ⁴to find / finding a theme that everyone can enjoy.

There's something for everybody. ⁵To dress up / Dressing up is fun for people of all ages. Many people choose ⁶to design / designing their own costumes by using our unique app design tool. Don't plan your party without ⁷to visit / visiting our website first!



Language builder

6 Choose the correct words to complete the conversation.

Janis: What ¹... for New Year's Eve? Would you like ²... to see the fireworks on the South Bank with me and my parents? It's a huge celebration ³... takes place on the banks of the River Thames every year. We ⁴... to it last year and it was great!

Lisa: That's a good idea! What time ⁵...?

Janis: It ⁶... at 8 pm and they ⁷... off the fireworks at midnight. It ⁸... free, but now you can't see them ⁹... you buy tickets in advance.

Lisa: That's OK, but I'm worried about ¹⁰... home.

Janis: Don't worry. It'll be easy ¹¹... home – I'm sure the buses and underground will ¹²... all night. And if not, we can get a taxi!

Lisa: Fantastic!

- | | | | |
|---------------|------------|-----------------|--------------|
| 1 a are you | b will you | c would | d do you do |
| doing | do | you do | |
| 2 a go | b going | c to go | d we go |
| 3 a which it | b which | c where | d what it |
| 4 a 've been | b were | c went | d was been |
| | going | | |
| 5 a it starts | b is it | c will it start | d does it |
| | starting | | start |
| 6 a 'll start | b starts | c 's starting | d 's started |
| 7 a will be | b will set | c setting | d set |
| | set | | |
| 8 a would | b was | c used was | d used to |
| be | been | | be |
| 9 a if | b when | c although | d unless |
| 10 a get | b to get | c getting | d we'll get |
| 11 a to get | b getting | c get | d we get |
| 12 a have run | b running | c be running | d be run |



Speaking

7 Match the sentences.

- Could you come with me to the supermarket?
 - First of all, chop the onion
 - I need to organise the music.
 - What ingredients do I need for the omelette?
 - Finally when the water boils
- a You'll need 4 eggs, grated cheese and butter.
b turn the heat down low.
c Shall I lend you my speakers?
d Sure! We'll buy some snacks and drinks.
e and fry it gently with some oil.

Language focus

1 Complete the sentences with the correct form of the verbs in brackets. Use the first conditional.

- If you go out in the rain without an umbrella, you will get (get) wet!
- I (probably/see) Jack if I go into town on Saturday.
- If the weather's bad tomorrow, we (not play) tennis.
- If Sam (go) home now, he'll be in time for dinner.
- What (you/do) if they cancel the football match tomorrow?
- Ben won't buy a new skateboard if he (not get) some money for his birthday.

____/ 5

2 Choose the correct answer.

- If** / **When** Tim gets home before 8 this evening, he'll call me.
- I won't do well in my Geography test **if** / **unless** I do a bit more studying.
- Unless** / **When** I finally finish this long project, I'll go out and celebrate!
- We won't catch our train **if** / **unless** we run all the way to the station.
- As soon as** / **Unless** I arrive home I'll write an email to her.
- When** / **Unless** Sarah is in town, she always buys sweets from her favourite shop.

____/ 5

3 Complete the sentences with *a*, *an*, *the* or – (no article).

- I can't eat ... fish unless I'm really hungry.
- Please wash ... tomatoes before you cut them for the salad.
- Grandma is visiting us tomorrow so Mum wants to bake ... cake especially for her.
- I'd like ... apple for dessert.
- ... children should eat more fruit and less sweets to grow and develop.
- ... French are known as a food-loving people.

____/ 5



4 Complete the sentences with *have to*/*don't have to* or *must*/*mustn't*.

- We have enough eggs in the fridge. You don't have to go shopping.
- Mum is ill so I ... cook dinner today.
- You ... bring food into the library.
- You ... be careful when cutting food.
- It's lunchtime. I ... set the table.
- We ... to watch this film if you don't want to.

____/ 5

Vocabulary

5 Complete the sentences with the verbs in the box.

wash roast bake grill ~~boil~~ fry

- I'm going to boil some pasta in water and then add some sauce for my snack!
- Chicken is delicious if you ... it in the oven.
- Mum decided to ... some bread this morning – it smells delicious!
- To make cheese on toast, you need to ... it under a medium heat.
- I think onions taste best if you ... them in a little oil.
- ... the vegetables under the tap to clean them.

____/ 5

6 Write five adjectives used to describe food. Make sentences with each of them.

____/ 5

Writing

7 You recently had an evening meal in a restaurant with your family to celebrate your birthday. Write an email to your friend Jack about your evening (about 80–100 words). In your email, you should:

- describe the restaurant you went to;
- give brief details of your meal;
- say what you liked or didn't like about your evening.

____/ 15

Granted points **5/ 5**

____/ 50



Evaluation test

UNITS
7-8

Language focus

1 Complete the sentences with the -ing form of the verbs in the box.

spend be look listen have chat

- Ethan really loves *listening* to music on his headphones.
- Our teacher suggested on the internet for ideas.
- Simon's parents don't like him too much time on his computer.
- Do you think a party on the 14th is a good idea?
- good is very difficult for my younger brother!
- Since Sarah changed school I really miss to her on the bus home.

___ / 5

2 Choose the correct answer.

- I'm very pleased to *meet* / meeting you.
- The teacher asked them to *be* / being quiet.
- Finishing* / *To finish* this project could take ages.
- Will you be ready to *go* / going out in ten minutes?
- Dan really can't stand to *swim* / swimming in cold water.
- Tom wanted her to *come* / coming to his party.

___ / 5

3 Complete the sentences with the correct form of the verbs in brackets.

- Would you like *to meet* (meet) somebody famous?
- I dreamt about (play) the piano really well.
- Andrea really can't stand (tidy) up her room.
- Were you surprised (win) the race?
- I think (buy) new clothes is Lucia's favourite hobby!
- How are you going to celebrate (finish) your exams?

___ / 5

Self-evaluation

- The most important thing I learned in Units 7-8 is ...
- I liked ... the most.
- It was quite difficult for me to ...

Vocabulary

4 Complete the sentences with the words in the box.

scary peaceful stunning impressive
traditional colourful

- The audience couldn't believe how well the children sang. It was a really *impressive* performance.
- At Christmas in the UK, it's to have dinner with your family.
- The streets looked very bright and with all the red, yellow and pink flowers.
- It's very in the village, far away from the noise and traffic of the city.
- The children found the film and they all screamed when the monster appeared.
- There's a really view of the countryside from the top of the tower – it's beautiful.

___ / 5

5 Complete the sentences with the prepositions in the box.

from at to for (x2) on

- I can't find my charger. I've looked *for* it everywhere.
- Ted and Steve had different ideas and just couldn't agree what to do.
- Are you looking forward New Year?
- What time do you think you'll arrive the party?
- Uncle Phil's home from hospital, but he's still recovering his illness.
- The place to look the information you need is on the internet.

___ / 5

Writing

6 Write an email to an English penfriend about a party you went to (about 80-100 words). Use the questions to help you.

- Whose party was and what was it for?
- When and where was it?
- What happened at the party?

___ / 15

Granted points 10/ 10

___ / 50

Total: ___ / 100



Final evaluation test

Language focus

1 Choose the correct answer.

- 1 Sarah **was breaking** / **broke** a cup when she was washing up.
- 2 Luckily, I **wasn't waiting** / **didn't wait** at the bus stop when it rained. I was at home.
- 3 Tom's phone **was ringing** / **rang** while we were doing our test.
- 4 We **were watching** / **watched** a good film when Dad came home.
- 5 I **wasn't checking** / **didn't check** my emails before I went to school.
- 6 We were listening to music when somebody **was knocking** / **knocked** at the door.

	5
--	---

2 Choose the correct answer: a, b or c.

¹ **Have** any of your friends ever won an art competition? I've
² been very interested in art but my best friend Marta is
brilliant at painting. Marta ³ a lot of wonderful pictures
– and one of them won a teenage art competition! It's
now in the town hall, with some other paintings. I haven't
⁴ to look at it, but I hear it's really good. Last year Marta
gave me one of her pictures for my birthday. I've never ⁵
.... anything so beautiful! Have you ever ⁶ a trip to look
at some art?

- | | | |
|-------------|---------------|----------|
| 1 a Did | b Has | c Have |
| 2 a never | b ever | c before |
| 3 a painted | b has painted | c paint |
| 4 a gone | b went | c been |
| 5 a see | b saw | c seen |
| 6 a gone | b been on | c has |



	5
--	---

3 Complete the sentences with the correct form of the verbs in the box. Use the present perfect or past simple tense.

visit take go see eat do

- 1 Sam **saw** his friend when we were at the shopping centre.
- 2 Clare's got a new camera, but she any photos yet.
- 3 Which place (you) in the US last year?
- 4 I a lot of sightseeing since we arrived so I'm quite tired now.
- 5 We some delicious food at the beach this week.
- 6 My family and to Greece for a holiday last summer.

	5
--	---

4 Choose the correct option.

- 1 Sam and I always help **ourselves** / **each other** when we have a problem.
- 2 Did you enjoy **yourselves** / **each other** at the festival?
- 3 Sally taught **herself** / **each other** to play the mandolin.
- 4 My best friend and I text **ourselves** / **each other** a lot every day.
- 5 Luckily, Tim didn't hurt **himself** / **each other** when he fell off his bike.
- 6 They go to different schools but they see **themselves** / **each other** on holidays.

	5
--	---

Vocabulary

5 Complete the sentences with the words in the box. There is one more word than you need.

caught chased jumped fell over ~~ran away~~ hid threw

In the newspaper yesterday, there was a story about a thief! The thief stole a woman's bag and ¹ ran away down the street. A man ² ... him, but the thief ³ ... the woman's bag into a bin. Then he ⁴ ... over a wall and ⁵ ... in a garden. But the man knew where he was and ⁶ ... him! That man was a hero!

5

6 Choose the correct answer: a, b or c.

There's a new ¹ c in our town so I went to the opening musical event last weekend. In the entrance hall, there's a beautiful ² ... of an orchestra painted on one wall by local art students and at the moment there's also a display of old ³ ... that musicians in the town have played. The concert itself was fantastic! It started with a musician who played the ⁴ ... brilliantly – her fingers moved over the keyboard so quickly! In the interval a couple of local ⁵ ... went on stage and entertained everyone with their music. So now I want to join our school orchestra, and play the ⁶ ... I'm sure it's not difficult – you just have to hit it really hard!

- | | | |
|----------------|---------------|----------------|
| 1 a gallery | b exhibition | c concert hall |
| 2 a mural | b graffiti | c sculpture |
| 3 a statues | b instruments | c paintings |
| 4 a piano | b cello | c violin |
| 5 a jugglers | b painters | c buskers |
| 6 a tambourine | b clarinet | c mouth organ |

5

7 Fill in each gap with a word derived from the word in brackets.

- He taught his children to be respectful of other cultures. (respect)
- She runs a very ... climbing camp. (success)
- You can improve your ... by exercising. (flexible)
- A: I bet you can't eat all that food on your plate.
B: Is that a ...? (challenging)
- I've always thought of Sally as a very ... person. (care)
- ... is following your dreams. (happy)

5

8 Complete the sentences with the words in the box. There is one more word than you need.

hard-working caring sociable talented ~~shy~~ brave strict

Jane, one of the girls in my class, is very ¹ shy. She doesn't usually say much and, because she isn't very ² ..., she hasn't got many friends. So everyone was surprised when she got a big part in the school play. We soon discovered why though, she's really ³ ... about acting, and a different person on stage. The drama teacher, Mrs Brown, is quite ⁴ ... and most people are scared of her. Laura, though, is very ⁵ ... and ⁶ ... She was not afraid of Mrs Brown at all, she learned her part quickly and did extra practice, so Mrs Brown was very pleased. Laura was amazing in the play!

5





Final evaluation test

Useful language

9 Complete the conversation between two friends. Choose from the answers (a–h). There are two more expressions than you need.

Tom: Hi, Ben. Do you fancy going to a music festival at the weekend?

Ben: ¹ *a*.

Tom: Well, there's The Rockets, your favourite band!

Ben: ²

Tom: Saturday evening, so we could just go for the day. It'll be cheaper.

Ben: ³

Tom: No – I've spent all mine, too – but I've got free tickets for the festival!

Ben: ⁴

Tom: OK – and shall I ask my dad to get us when it finishes?

Ben: ⁵

Tom: I think that'll be fine with him.

Ben: ⁶

Tom: Yes, not too early – that sounds perfect!

- a So what time shall we go? Around 11 am?
- b How can we get there?
- c Sounds good! So how about going together on the train?
- d See you tomorrow then!
- e Mm, I've liked them for ages. When are they playing?
- f That's a great idea! I haven't got much money at the moment.
- g Yeah, why not? Which bands are playing?
- h Great – if he doesn't mind.

10

Listening

10 Listen to a woman talking to a police officer. Answer the questions. Choose the correct answer: a, b or c.

- 1 The woman was coming home from
 - a the shops.
 - b** her office.
 - c her friend's house.
- 2 Her husband is learning
 - a French.
 - b English.
 - c Spanish.
- 3 When she reached her house, she
 - a ran to the front door.
 - b** didn't open the door.
 - c felt a bit afraid.
- 4 When she opened the front door, someone
 - a called her.
 - b** was just leaving the garden.
 - c came out of the house.
- 5 She saw a man carrying
 - a cameras and jewellery.
 - b** cameras and money.
 - c money and jewellery.
- 6 The woman thinks the man was wearing
 - a jeans and a hoodie.
 - b** a hoodie and a hat.
 - c jeans and a hat.

10



Reading

11 Read the leaflet.

Five good reasons to visit the Czech Republic

Nature

The Czech Republic is a beautiful country in central Europe with many mountains, lakes and forests which make it the perfect holiday destination for anyone who is interested in outdoor activities such as skiing, climbing or hiking.

Places to visit

As well as many historically important cities such as the capital Prague and Cesky Krumlov

(a UNESCO World Heritage Site), there are famous spa towns where you can enjoy peaceful surroundings with healthy water and fresh air.

Culture

All over the country, there are many interesting museums and galleries which show the story of the country's past, and you can also enjoy classical concerts, ballet and opera.

Food

The Czech people love their food and are very proud of their

traditions. The most famous dish, and one that everyone has to try, is roast duck with dumplings and red cabbage, which is the perfect meal after a day out hiking in the fresh air, and for vegetarians, fried cheese is a must although it is not particularly good for you!

Sport

As well as being very proud of their cultural traditions, the Czech people are also crazy about sport, like football, tennis and ice hockey. You will never hear anything louder than ice hockey fans when their country is winning!

Are the sentences T (true) or F (false)? If there isn't enough information in the text, write DS (doesn't say).

- 1 Climbing is the most popular activity here.DS
- 2 The writer tells you which spa towns are famous.
- 3 People interested in music and history will find many things to do.
- 4 The writer mentions one traditional dish that isn't very healthy.
- 5 More fans go to watch ice hockey matches than other sports.

	15
--	----

Writing

12 Your teacher has asked you to write a story with the following title: 'The best birthday present ever.'

Write your story.

Write about 80–100 words.

	15
--	----

Granted points

Total

	15
10	10
	100

Check your progress!

When I practised what I learned, I liked to:

- choose the correct answer from several options given. ☐
- complete the sentences with missing words. ☐
- match sentence halves. ☐
- complete words when the first letter has been given. ☐
- match questions with suitable answers. ☐
- listen to a recording and solve the comprehension activity. ☐
- read a text and solve the comprehension activity. ☐
- write a text following the steps given. ☐



Final evaluation test

Language focus

1 Choose the correct option.

- The exam tomorrow **is going to start** / **starts** at 9.30 am.
- George has decided **he's studying** / **he's going to study** computer science at university.
- What time **are you meeting** / **do you meet** your friends at the cinema?
- She's a great actress. She **will get** / **is going to get** an Oscar one day.
- I hope next year we **may** / **might** have enough money to open another store.
- Soon they **make** / **will be making** a fortune, I'm sure!

	5
--	---

2 Choose the correct answer: a, b or c.

I got some money for my birthday, and I want to spend it on some technology. If I ¹ **b** a new phone, that will be a waste of money, as I've already got a good phone. I ² ... buy a tablet but I'm not sure yet because I already have a laptop at home. I know my brother Dan ³ ... wants to buy one, though, and sell his laptop. But if he ⁴ ... his friends in Australia, he might miss his great webcam. If I actually get a tablet, I ⁵ ... how it goes. I probably ⁶ ... want to use my laptop any more, and Dan can skype his friends on it!

- | | | |
|-----------------|--------------|-------------|
| 1 a will get | b get | c don't get |
| 2 a will | b might | c can |
| 3 a definitely | b maybe | c probably |
| 4 a won't skype | b will skype | c skypes |
| 5 a will see | b see | c won't see |
| 6 a won't | b might | c will |



	5
--	---

3 Complete the sentences with **if**, **when**, **as soon as** or **unless**.

- Mum, will you get me some bananas **when** you go to the market? Thanks!
- ... your cousin is a vegetarian, I'll buy a pepperoni pizza for her.
- I might buy some frozen peas ... there aren't any green beans.
- ... you eat your vegetables, you won't have any dessert.
- ... Dad gets home, he'll put the macaroni cheese in the oven.
- Will you grill the steak ... I make the salad?

	5
--	---

4 Write full sentences with the words. Use **ever** or **never**.

- I / learn / to play / the piano.
I've never learnt to play the piano.
- you / go / to a classical music concert?
- Sally / do / anything interesting on holiday?
- We / have / a holiday / by the sea.
- I / read / a music magazine.
- your friend / take / a photo of you?

	5
--	---

Vocabulary

5 Complete the sentences with the words in the box.

experience entrance training job work application part-time

- 1 Jim can't decide if he wants to go to university, or try and find a job.
- 2 It says on your that you have always been interested in computers.
- 3 That university has a(n) exam and it's really difficult to get a place there.
- 4 I see you've done language in German and Spanish. How fluent are you?
- 5 I got a job at the local museum giving guided tours. It was great work for a historian.
- 6 I need to find a job to be able to pay for my fees at university.

5

6 Choose the correct answer: a, b or c.

I usually carry my ¹ a around with me because it's so small and light. I don't use the internet a lot, but I have a ² account and I often write a ³ update on it, and find out what my friends are doing. I enjoy doing it but Mum and I ⁴ about it because she thinks it's a waste of time. I don't agree with her but we usually laugh and ⁵ about it, so it's fine. Anyway, she doesn't really understand technology and only makes ⁶ when she really has something important to say!

- | | | |
|-----------------------|-----------|--------------------|
| 1 a tablet | b laptop | c desktop computer |
| 2 a social media site | b message | c tweet |
| 3 a social | b video | c status |
| 4 a complain | b argue | c gossip |
| 5 a criticise | b joke | c shout |
| 6 a phone calls | b emails | c webcams |

5

7 Complete the sentences with the words in the box. There are three more words than you need.

spread slimy sweet chop mix bitter slice bland grate

- 1 Here's a knife to slice the cake with. Then we can all have a piece!
- 2 I hate the texture of soft bananas. They feel really ...!
- 3 If you don't add enough salt to vegetables, they can taste quite
- 4 Could you some cheese to put on top of the pizza?
- 5 I can't drink black coffee because it tastes so
- 6 Let's ... some butter and jam on this bread and then eat it. Delicious!

5

8 Choose the correct words.

- 1 The square was really **impressive** / crowded because there were too many people watching the fireworks.
- 2 The bride looked **stunning** / **colourful** in her wedding dress.
- 3 Lots of the guests were dressed like zombies at the Halloween party. They were quite **traditional** / **scary**.
- 4 At Christmas, the street decorations in our city are really **impressive** / **peaceful**.
- 5 Although the festival is very **traditional** / **crowded**, a lot of young people take part.
- 6 The streets were **stunning** / **peaceful** again after the big parade.

5



Final evaluation test

Useful language

9 Complete the conversation between two friends. Choose from the answers (a–h). There are two more expressions than you need.

Rick: What's the matter, Jane? You look worried.

Jane: 1. *f*...

Rick: Well, that's no problem!

Jane: 2.

Rick: Of course you can! Your English is good.

Jane: 3.

Rick: I think I can help you decide – and you can practise on me.

Jane: 4.

Rick: Don't worry. It'll turn out all right.

Jane: 5.

Rick: Yes, it is! And you'll be fine!

Jane: 6.

Rick: You're welcome!

a You're right – I think I will! Thanks, Rick!

b I've more or less finished it.

c It is! I don't think I can do it.

d Do I need to practise it lots of times?

e Really? Great! I'll feel more confident then.

f Oh, I've got to speak to my whole class in English!

g Mm, well, this sounds like a good idea.

h Thanks – but I haven't planned what to say.

10

Listening

10 Listen to a cookery teacher talking to her class about how to make a particular dish. Fill in the missing information. Write ONE or TWO words, or a number.

MAKING SOUP

- The teacher says the soup can be kept in the fridge for up to *three* days.
- The teacher suggests calling the dish soup.
- The most important ingredient to put in the soup is
- After the vegetables are washed, students have to them.
- Roasting the vegetables in the oven can improve the of the soup.
- The teacher most likes adding to her soup before eating it.

10

Reading

11 Read this article about communication.

What next for communication?

by Jamie Rogers

The way people communicate has changed a lot over the last few years. So many people have to check their Facebook page, Instagram account, emails or text messages every few minutes. How often do you see people in the street not paying any attention to what is going on around them? They are just busy

'communicating'. For many people, these technological developments are exciting. Science fiction becomes science fact. What will the next big thing be? Imagine communicating with anyone, anywhere in the world through your glasses or your watch – well, you can now. Although these latest inventions are still expensive, they will become cheaper very soon. On the other hand, this 24/7 communication might result in people spending more time alone, in

isolation. There may be no need to meet anyone face-to-face if you can listen to music, upload video clips, and send and receive text messages and emails through your watch at any time of the day or night. Although there are, of course, many benefits to the communication systems we have now, there is a danger that soon we will not be able to communicate in a real way. I hope that the advances in technology stop before we all have a microchip and end up being robots!

Choose the correct answer: a, b or c.

- 1 What does Jamie say in the first paragraph about modern means of communication?
 - a They are making our lives better.
 - b They are developing very quickly.
 - c They are becoming easier to use.
- 2 In the second paragraph, Jamie says for some people, new developments are
 - a very positive.
 - b a bit worrying.
 - c hard to believe.
- 3 Jamie thinks that new devices
 - a will always be too expensive for most people.
 - b will be located in glasses and watches.
 - c will come down in price.
- 4 Jamie is worried that because of new technology, people will
 - a spend too much on the latest devices.
 - b stop being with other people.
 - c get too little sleep at night.
- 5 What would Jamie like to happen in the future?
 - a The technological advances will come to an end before it's too late.
 - b There will be better digital communication.
 - c There will be a greater use of robots.

	15
--	----

Writing

12 Write an email to an English penfriend about a party you enjoyed. Include this information:

- what the party was for;
- when and where it was held;
- what happened at the party;
- why you enjoyed it.

Write about about 100–120 words.



	15
--	----

Granted points

10	10
----	----

Total

	100
--	-----

Check your progress!

When I practised what I learned, I liked to:

- choose the correct answer from several options given. ☐
- complete the sentences with missing words. ☐
- match sentence halves. ☐
- complete words when the first letter has been given. ☐
- match questions with suitable answers. ☐
- listen to a recording and solve the comprehension activity. ☐
- read a text and solve the comprehension activity. ☐
- write a text following the steps given. ☐



Say it right!

Unit 1 was/were

- 1 Listen to the questions and answers.
How do we say *was* and *were*?

Detective: What were you doing between 8 and 8.30 last night?
Schoolboy: I was looking at my Maths book.
Detective: Why were you studying Maths?
Schoolboy: Because I've got an exam tomorrow.
Detective: Where were you sitting?
Schoolboy: In my bedroom.
Detective: Were you talking to anyone at the same time?
Schoolboy: No, I was doing it alone.

- 2 Listen and repeat the dialogue.
 3 Work with a partner. Practise the dialogue.

Unit 2 Strong and weak forms of have

- 1 Listen and repeat.
 1 Have you ever been to Rome?
 2 Yes, I have.
 3 I've seen the film, but I haven't read the book.
- 2 Listen to the conversations. Are the forms of *have* strong or weak?
 1 A: ¹Have you ever eaten shark?
 B: Shark? No, I ²haven't.
 A: Well, ³I've tried it and it's delicious. What about jellyfish? ⁴Have you tried that?
 B: Yes, I ⁵have.
 A: I ⁶haven't tried it, but it sounds horrible!
 2 A: ¹I've just finished reading *The Hunger Games*. ²Have you ever read it?
 B: No, I ³haven't. Are those books good?
 A: Yes! ⁴Have you seen the films?
 B: Yes, I ⁵have, but ⁶I've only seen the first film.
- 3 Listen, check and repeat.
 4 Work with a partner. Practise the conversations in Exercise 2.

Unit 3 Consonant to vowel linking

- 1 Listen and repeat.
 1 The school day starts at eight o'clock.
 2 We set off early in the morning.
- 2 Listen and mark the links between consonant and vowel sounds.
 1 We visited a big city. (1 link)
 2 Did you find out what happened at the party? (2 links)
 3 Let's look around the town after lunch. (2 links)
 4 Chill out! The exam isn't until Friday. (3 links)
 5 How do you chill out? (1 link)
 6 What languages are easy to pick up? (2 links)
- 3 Listen, check and repeat.

Unit 4 Stress and intonation in questions with *How long*?

- 1 Listen and repeat.
 1 How long have you been playing the guitar?
 2 How long has she been teaching at the school?
- 2 Listen to the questions. Where are the main stresses (↘)?
 1 How long have you been reading that book?
 2 How long has she been living in this street?
 3 How long has he been working in that shop?
 4 How long has it been raining?
 5 How long have they been learning French?
- 3 Listen, check and repeat.
 4 Practise saying the questions in Exercise 2 with the correct stress and intonation.



Say it right!

Unit 5 Contracted forms in the future continuous

1 Listen and repeat.

- 1 In 20 years' time, we'll be doing everything via our smartphones.
- 2 By the end of the next century, we won't be driving cars that use petrol.

2 Listen and identify the contracted forms in the sentences.

- 1 I will still be studying in 10 years' time.
- 2 She will be making a lot of money by the time she's 21.
- 3 There will be people living on the moon in 100 years' time.
- 4 Very soon, we will be talking to our computers and we will not be using keyboards.
- 5 He will not be doing voluntary work because he will not have time.
- 6 You will not be learning English anymore, you will be learning Chinese.

3 Listen, check and repeat.

4 Practise saying the sentences in Exercise 2 with the contracted forms.

Unit 6 Intonation in first conditional sentences

1 Listen and repeat.

- 1 If you speak good English, you'll get a better job.
- 2 I'll go to university if I pass my exams.

2 Listen and mark the fall-rising (↘↗) and falling (↘) intonation on the stressed words in the sentences.

- 1 If he doesn't call, I'll send him a message.
- 2 You'll meet my friends if you get there early.
- 3 If you don't listen to me, you won't understand.
- 4 I'll make more friends in London if I speak good English.
- 5 He'll help if we have a problem.
- 6 If we get homework, I won't go out.

3 Listen, check and repeat.

4 Practise saying the sentences in Exercise 2 with the correct intonation.

Unit 8 to and too

1 Listen and repeat.

If you decide **to** come and see the festival for yourself, remember **to** bring warm clothes, it's just **too** cold otherwise!

2 Listen to the sentences. How are **to** and **too** pronounced?

- 1 You need to drink more water.
- 2 It's easy to walk from here.
- 3 I love the beach but sometimes it's too hot.
- 4 I'm too tired to go out now.
- 5 The best time to visit is in the summer.
- 6 Proms are too traditional for me, I'd prefer a morp.

3 Listen, check and repeat.

4 Practise saying the sentences in Exercise 2 with the correct pronunciation of **to** and **too**.



Grammar reference

Starter Unit

Wh- questions

- We usually make questions by changing the word order. We put the auxiliary verb before the subject.
Where do you live?
- In present simple questions we use *do/does*.
What time does the film start?
- In past simple questions we use *did*.
How did you do in your exam?
- We don't use *do/does/did* in questions when *who/what/which* is the subject of the sentence.
Who texted Ben? (subject)
Who did Ben text? (object)

1 Rewrite the sentences using question words and the interrogative form of the verbs.

- She has three cats at home.
How many cats does she have at home?
- He went to the seaside in his summer holiday.
- The film lasted three hours.
- Tina had her exams in July.
- I saw Jill at the market yesterday.
- My neighbour plays the piano at night.
- I was happy because I had a new bike.
- We visit our relatives twice a year.

Comparatives and superlatives

	Comparative	Superlative
1 or 2 syllable	adjective + <i>-er / -ier</i>	(the) adjective + <i>-est / -iest</i>
Adjectives	old – older happy – happier	old – the oldest happy – the happiest
3 or more syllables	more + adjective more interesting	(the) most + adjective the most interesting
Irregular forms	good – better	good – the best
good and bad	bad – worse	bad – the worst

- We use comparative and superlative forms to compare things. To make comparative forms we add *-er* to 1 and 2 syllable adjectives. When the adjective ends in *-y*, we change it to an *-i*.
My dad's tall but my uncle is taller.
Kelly's friendly but Sam's friendlier.

2 Complete the sentences with the comparative and superlative form of the adjectives in the box.

dangerous fast scary expensive shy
elegant weak kind

- Our motorcycle was *faster* than their car, so we arrived first.
- Jim's house is in the neighbourhood.

- I don't like this coffee. It's than the one we had yesterday.
- The horror film we saw yesterday was ever.
- Tina wore dress she had at the party, so everybody admired her.
- My grandmother is person I know.
- The scientists discovered a virus that is than others from the same category.
- Georgia is ... girl in our class. You rarely hear her speak.

Adjectives and adverbs

quiet	quietly	bad	badly
happy	happily	easy	easily
sad	sadly	quick	quickly
good	well	careful	carefully

- Adjectives tell us about a noun. We use adjectives before nouns and after some verbs, especially *be*.
Alice is a good student.
Please be quiet.
- Adverbs tell us about verbs. An adverb tells us how somebody does something or how something happens.
Jack painted the picture carefully.
Please speak quietly.

3 Write the correct adverb for each adjective.

nice – <i>nicely</i>	fast –	warm –
simple –	gentle –	slow –
polite –	proud –	strong –
heavy –	soft –	useful –
fluent –	terrible –	

4 Choose the correct options.

- John was in a **bad** / **badly** mood yesterday.
- They speak French **fluent** / **fluently**.
- Kim arrived at school **short** / **shortly** after the break.
- My father usually cooks for us. Mum is a **terrible** / **terribly** cook.
- I'm not surprised she won the race. She's a very **good** / **well** runner.
- Take your umbrella. It's raining **heavy** / **heavily**.
- The telephone is one of the most **useful** / **usefully** inventions ever.

Grammar reference

Comparative and superlative adverbs

- In general, comparative and superlative forms of adverbs are the same as for adjectives. With adverbs ending in *-ly*, we use *more* for the comparative and *most* for the superlative:

Adverb	Comparative	Superlative
quietly	more quietly	most quietly
slowly	more slowly	most slowly
seriously	more seriously	most seriously

Could you talk more quietly? Could you talk quieter?

The teacher spoke more slowly.

- Some adverbs have irregular comparative forms.

Adverb	Comparative	Superlative
badly	worse	worst
far	farther/further	farthest/furthest
little	less	least
well	better	best

You're driving worse today than yesterday.

The girl ran further than the boy.

5 Correct the error in each sentence.

- The prince and the princess lived happy ever after. *happily*
- Arabella arrived home late than usual, and she found her little sister playing quiet in the living room.
- Sam drives more bad than usual. He must be really tired.
- Her parents welcomed me in the warmer way possible.

Past simple

- We use the past simple to talk about completed events and actions in the past. We form regular past tense forms by adding *-ed*.
I played football yesterday.
I walked to school this morning.
- We form the negative of the past simple with subject + *didn't* + infinitive.
I didn't go to the cinema.
- We form past simple questions with *did* + subject + infinitive.
Did she enjoy the party?
Yes, she did.
- We form *Wh-* question in the past simple with Question word + *did* + subject + infinitive.
What did you do on holiday?
- Some verbs are irregular in the past simple. They don't follow any pattern. (See irregular verbs list on page 175.)

- Was* and *were* are the past simple forms of *be*.
He was in town for two hours.
- To form Yes/No questions, we use *was/were* before the subject. We don't use *do*.
Was he happy? Were the cats eating?
- To form *Wh-* questions, we put the question word before *was/were*.
What film was it?
When were you at the park?

6 Choose the correct options.

- When we went to the seaside, we **stayed** / **staied** in a five-star hotel.
- The national football team didn't **win** / **won** the match. We were disappointed.
- The party wasn't very good, so I **leaved** / **left** quite early.
- They **ringed** / **rang** at the door, but nobody answered.
- Did you **like** / **liked** the play you saw yesterday?
- I didn't **hear** / **heard** the alarm clock, so I was late to school.
- Which museums did you **go** / **went** to in Madrid?

7 Complete the sentences with the past simple form of the verbs in the box.

write stay learn enjoy forget listen receive

- She saw *Bohemian Rhapsody* and she *enjoyed* it a lot.
- Helen a wonderful birthday present from her parents.
- I to ride a bike in two months.
- Ryan was ill yesterday, so he in bed.
- We to the weather forecast in the morning. Now it's raining and we don't have an umbrella with us.
- Can you give me Sarah's phone number? I to ask her for it.
- I an email to my teacher last Friday, but I didn't get an answer.

Grammar reference

Unit 1

Past continuous: affirmative and negative

+	I/He/She/It	was	eating.
	You/We/They	were	
-	I/He/She/It	wasn't	
	You/We/They	weren't	

- We use the past continuous to talk about a long action in progress at a certain time in the past.
At midday, I was having lunch with my friend.
- We form affirmative sentences with subject + *was/were* + verb + *-ing*.
He was crying.
We weren't listening.
- We form the negative with subject + *was/were* + *not* (*n't*) + verb + *-ing*. *Not* is usually contracted.
They weren't helping to tidy.

1 Write sentences in the past continuous.

At 5 o'clock yesterday afternoon ...

- My teacher (X read / ✓ talk to a friend).
My teacher wasn't reading. She was talking to a friend.
- The dog (X sleep / ✓ run in the garden).
- I (X write a letter / ✓ read an email).
- The children (X watch TV / ✓ do homework).
- You (X study / ✓ play computer games).
- It (X rain / ✓ snow).

Past continuous: questions and short answers

?	Were	you/they/we	walking?
	Was	he/she/it/I	

+	Yes,	you/they/we	were.
		he/she/it/I	was.
-	No,	you/they/we	weren't
		he/she/it/I	wasn't.

- We form the interrogative with *Was/Were* + subject + verb + *-ing*.
Were they having dinner when you arrived?

2 Complete the questions and answers with the past continuous.

- A: What you (do) last night?
B: I (listen) to music, but I (not listen) to it loudly.
- A: Rachel (watch) a film this afternoon?
B: No, she She (tidy) her bedroom.
- A: Where they (chase) the dog?
B: They (chase) it in the park, but they (not run) very fast.

- A: you (study) for the Science test yesterday?
B: Yes, I I (work) with Ben.

Past simple vs. continuous

- We use the past continuous to talk about a long action that was in progress in the past. We use the past simple to talk about a short action that interrupts another long action. We usually use *when* before the past simple and *while* before the past continuous.
I was talking to my mum when I heard the news.

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

- I (break) my arm while I (climb) a tree.
- Dan (do) a Maths test, when his phone (ring).
- The police (catch) the thief while he (jump) over the wall.
- When my mum (get) home, we (not do) our homework.
- While I (take) photos in the town centre, I (see) my best friend.
- My friends (swim) in the sea when it (start) to rain.

could/couldn't: affirmative, negative, questions and short answers

+	I/You/He/She/It/	could	swim very well.
	We/They	couldn't	

?	Could	I/you/he/she/it/we/they	swim very well?
---	-------	-------------------------	-----------------

+	Yes,	I/you/he/she/it/we/they	could.
			couldn't.

- We use *could/couldn't* to talk about ability and possibility in the past.
When I was five, I could swim 20 metres.

4 Complete the sentences with *could(n't)* and the verbs in brackets.

- I when I was five. (read)
- She very fast because she was tired. (not run)
- Sam the board because he wasn't wearing his glasses. (not see)
- the piano when he was small? (Tony, play)
- We him because he spoke slowly. (understand)
- a bike when you were a child? (you, ride)

Grammar reference

Unit 2

Present perfect: affirmative and negative

+	I/We/You/They	have passed	the exam.	
	He/She/It	has passed		
-	I/We/You/They	haven't passed		
	He/She/It	hasn't passed		
?	Have	I/we/you/they	passed	the exam?
	Has	he/she/it		
+	Yes,	I/we/you/they	have.	
		he/she/it	has.	
-	No,	I/we/you/they	haven't.	
		he/she/it	hasn't.	

- We use the present perfect to talk about experiences and facts in the past when the exact time is not mentioned or important.
The school have organised a trip to Germany. I've seen some fantastic graffiti.
- We form the affirmative with subject + *have/has* + past participle.
I've bought tickets for the exhibition. She's given me some good advice.
- We form the negative with subject + *haven't/hasn't* + past participle.
Max hasn't seen the mural. They haven't asked me for help.
- Regular past participles end in *-ed, -d* or *-ied*.
want-wanted believe-believed
play-played worry-worried
- Many common verbs have irregular past participles.
go-gone put-put
see-seen hear-heard
- We use *be (been)* to say somebody has returned from a place or from doing an activity.
- We use *go (gone)* to say somebody has not returned from a place or from doing an activity.
He's gone shopping. (He is at the shop now.)
He's been shopping. (He has returned.)

1 Complete the sentences. Use the present perfect form of the verbs in brackets.

- I *finish* washing the car. (finish)
- We so many great paintings today. (see)
- Your postcard from Tom (not arrive)
- You a letter to your aunty. (not write)
- They visiting the museums. (enjoy)
- She to Leo four times this week. (speak)

2 Write questions and short answers with the present perfect and ever. Use the prompts given.

- Sam and Neil / go to the countryside for the weekend?
- Kim / try painting?

- you / hear of Andy Warhol?
- you see / Peter today?
- your grandparents / be to the city to see the new galleries.

Present perfect with ever/never

?	Have	I/we/you/they	ever	seen	the film?
	Has	he/she/it			
+	I/We/You/They	have	never		the film.
	He/She/It	has			

- We often use *ever* in present perfect questions when the exact time isn't important.
Has she ever had piano lessons?
Have you ever broken your arm or leg?
- We often use *never* to say not at any time when answering these questions.
He's never met anybody famous.
I've never lived in another city. I've only ever lived here.

3 Look at the table. Write present perfect questions with ever. Then write the correct answers.

	Charlotte	Aiden and Milo	You
climb a mountain	1 ✓	5 ✗	9 ?
win a prize	2 ✗	6 ✓	10 ?
go to a music festival	3 ✗	7 ✓	11 ?
make a cake	4 ✓	8 ✗	12 ?

- Has Charlotte ever climbed a mountain?*
Yes, she has.

4 Complete the conversation. Use the present perfect form of the verbs in brackets.

- A: 1 *Have* you *heard* (hear) the new Kaiser Chiefs CD?
- B: No, I 2 I prefer pop music.
- A: Oh! What bands 3 you (see) in concert?
- B: I 4 (never see) a band in concert. I don't like loud noise and lots of people.
- A: I love it! I 5 (be) to lots of concerts. 6 you (ever be) to the small concerts in town?
- B: No, I 7
- A: I 8 (buy) two tickets to see a new band this weekend. Do you want to come?
- B: Maybe. I 9 (not finish) my homework and my mum 10 (ask) me to help her too.
- A: Come on!
- B: OK!

Grammar reference

Unit 3

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

- We often use *still*, *yet*, *already* and *just* with the present perfect.
Jack's already been to Australia three times.
I haven't had time to go shopping yet.
We still haven't decided where to go on holiday.
Dad's just got home and he's feeling tired.
- We use *still* with negative verbs to express that something we expected has not happened, but imagine it will happen in the future. We put *still* directly after the subject.
My uncle still hasn't telephoned.
- We use *yet* with negative verbs to emphasise that something we expected has not happened. We put *yet* after the complete verb phrase.
John hasn't arrived yet.
- We use *yet* in questions to ask about things we don't think have happened.
Have you bought the train tickets yet?
- We use *already* to explain that something happened before we expected or to emphasise it has happened. We usually put *already* between *have* and the past participle.
- We use *just* with the present perfect to talk about very recent events and actions.
I've just heard the good news. It's fantastic!

1 Complete the sentences with *still*, *yet*, *already* or *just*.

- You *still* haven't bought me a birthday present.
- I haven't seen the *Superman* film
- Harry's broken his new computer.
- They haven't asked their parents
- I've had some juice.
- Lucy hasn't decided what she wants to do at university.

2 Complete the sentences. Use the present perfect with *still*, *yet*, *already* or *just* and the phrases in the box.

not eat ~~have some juice~~ start see not hear

- Do you want a drink?
No, thanks. I've *just had some juice*.
- What do you think of the news?
I don't know. I
- Do you want to watch this DVD?
Not really. I it.
- Do the children want some sweets?
No, they their dinner
- Sorry, I'm late.
It's OK. We

Present perfect with *for* and *since*

- We use *for* and *since* with the present perfect to say how long something has been true.
I've lived here since I was seven.
She hasn't gone climbing for three years.
- We use *for* with periods of time.
My parents have been married for twenty-one years.
- We use *since* with a reference to a specific time.
I've known her since 2009.
Emma and Anna haven't spoken since the party.

3 Complete the table with the words in the box.

three weeks Monday 2008 a long time
two hours last December this morning
months twelve weeks

for	since
<i>three weeks</i>	

Present perfect vs. past simple

- We use the past simple when the moment in which something happened has ended. When it happened isn't always mentioned, usually because it is clear.
I went to Liverpool in June. (It's now July.)
- We use the present perfect when something started or happened in the past and continues to be true. We can say how long something has been true, but not when it started.
I've been to Liverpool. (When isn't specified, but continues to be true.)
They've begun the exam. (The exam hasn't finished.)

4 Complete the conversation. Use the present perfect or the past simple form of the verbs in brackets.

Mum: Sam, ¹ *Have you seen* (you/see) Julia?
Sam: No, I ² (not see) her since last night. We ³ (watch) TV but she was tired, so she ⁴ (go) to bed. Why?
Mum: She isn't here and she ⁵ (go) to school. Her teacher ⁶ (just call).
Sam: I don't know. ⁷ (you ask) Dad?
Mum: I rang the office, but he ⁸ (still not reply) to my message.
Julia: Hi!
Mum: Julia! Where ⁹ (you be)?
Julia: Sorry, Mum. I ¹⁰ (not feel) very well, so I ¹¹ (go) to the doctor.

Grammar reference

Unit 4

Reflexive pronouns and *each other*

Subject pronoun	Object pronoun	Reflexive pronoun
I	me	myself
you	you	yourself/yourselfs
he	him	himself
she	her	herself
it	it	itself
we	us	ourselves
they	them	themselves

- We use reflexive pronouns when the subject and the object of a verb are the same.
I sing to myself when I'm alone. I sing to me
- Some of the most common verbs we use with reflexive pronouns are *enjoy*, *hurt*, *teach* and *introduce*.
They didn't really enjoy themselves at the concert.
- When we use some verbs with reflexive pronouns, they have a different meaning.
Help yourself to sandwiches! (Take what you want.)
He found himself in a difficult situation. (He didn't intend to be in a difficult situation, but he was.)
- We use *each other* when each of the two (or more) subjects do the verb to the other subject(s).
José and Rosa sent each other Valentine's cards. (José sent Rosa a Valentine's card, and Rosa sent José a Valentine's card.)

1 Complete the sentences with reflexive pronouns or *each other*.

- Thank you. I really enjoyed myself yesterday.
- They email every day.
- Our cat hurt when it jumped off the roof.
- Emily and Ryan said goodbye to

Present perfect continuous

+	I/We/You/They	have	been having lessons for two years.	
	He/She/It	has		
-	I/We/You/They	haven't	been having lessons for two years.	
	He/She/It	hasn't		
?	Have	I/we/you/they	been having lessons?	
	Has	he/she/it		
+	Yes, I/we/you/they	have.	Yes, he/she/it	has.
-	No, I/we/you/they	haven't.	No, he/she/it	hasn't.

- We use the present perfect continuous to talk about a series of actions that started in the past, is still in progress and we expect to continue.
Daniel and Jake have been emailing me about it.
- We often use the present perfect continuous to say how long we have been doing something.
I've been going to piano lessons for nine years.

- We don't use continuous tenses like the present perfect continuous with state verbs.
Emily's liked him since she met him. Emily's been liking him since she met him.

2 Write present perfect continuous questions and answers with the prompts.

- How long / you / be / sing in the choir?
I / sing in the choir / couple of months.
How long have you been singing in the choir?
I've been singing in the choir for two years.
- Where / you / go / for French lessons?
I / go / a language school near the library.
- Who / teach / her?
A family friend / teach / her.
- How long / they / see / each other?
They / see / each other / about two months.

Present perfect continuous vs. present continuous

- We use the present continuous to talk about an action in progress. We use the present perfect continuous to talk about an action that started in the past and is still in progress.
I'm watching TV at the moment.
I've been watching TV for two hours.

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

- It (snow) all day. I hope it stops soon.
- Mark isn't at home right now. He (do, the shopping) for his grandmother.
- You look exhausted. (you, study) late at night recently?
- Where have you been, Karen? We (wait) for you for almost three hours.
- He can't talk to you at the moment. He (work).

Present perfect simple vs. present perfect continuous

- We use the present perfect simple with action verbs to emphasise the completion of an event in the recent past. We use the present perfect continuous to talk about ongoing events or activities which started at a time in the past and are still continuing up until now.

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

- Julio (be) late for school a few times recently.
- I (live) here for 20 years.
- Jo (write) on her essay since early morning.
- Sorry, I (not see) her today.

Grammar reference

Unit 5

be going to and present tenses for the future

+	I	'm		
	He/She/It	's		
	We/You/They	're		
-	I	'm not	going to	help him.
	He/She/It	isn't		
	We/You/They	aren't		
?	Am	I		help him?
	Is	he/she/it		
	Are	we/you/they		

- We use *be going to* to talk about future actions we intend to do.
I'm not going to go out this weekend.
- We use the present continuous to talk about future arrangements when they have a fixed date.
My cousin and his girlfriend are getting married in July.
- We use the present simple to talk about scheduled future events including timetables and calendars.
The train leaves at 7 o'clock on Saturday. Don't be late!

1 Choose the correct options to complete the conversation.

Kayla:	It's your birthday next week. ¹ <u>Are you doing</u> / Do you do anything special?
James:	Yes, a few of us ² go / are going to the cinema.
Kayla:	What ³ you are going / are you going to see?
James:	Probably <i>Gladiator 2</i> – it ⁴ s starting / starts at 9 o'clock, but we ⁵ re meeting / meet at 7.30. We still haven't decided what ⁶ we're going to / are we going to do until the film starts. Would you like to come with us?

Predictions with *be going to*, *will* and *may/might*

- We make predictions with *be going to* when we feel we have evidence for our prediction.
I saw the weather forecast this morning. It's going to rain this weekend.
- We make predictions with *will/won't* when we feel sure about a future action or event. We often use *will/won't* with expressions like *I think*, *I'm sure* and *I expect*.
I don't think I'll win, but I expect I'll finish in the top ten.

- We use *may (not)* or *might (not)* to show that we feel less sure, but think a future action or event is probable.
I might not go to university, so I may get a job with my dad.
- We use the infinitive without *to* with *will* and *may/might*.
He might come. He might to come.

2 Match the sentences.

- I'm sure your parents c
- I feel really ill after that burger.
- They might need some volunteers at the Christmas market.
- It's only my opinion, but
- We may go to visit my uncle this weekend.
- The doctor said that the problem
 - I can ask my dad. He knows the organiser.
 - My mum was talking about it last night.
 - will understand it was an accident.
 - is going to get worse before it gets better.
 - Quick! I'm going to be sick.
 - I think it'll be great fun.

Future continuous

+	I/You/He/She/It/ We/You/They	will	be celebrating.
-	I/You/He/She/It/ We/You/They	won't	be celebrating.
?	Will	I/you/he/she/it/we/you/they	be celebrating?
+	Yes,	I/you/he/she/it/we/you/they	will.
-	No,	I/you/he/she/it/we/you/they	won't.

- We use the future continuous to talk about actions we believe will be in progress at a future time.
In five years, I'll be living in London and working as an engineer.
By 2030, everyone will be wearing smartwatches.
- We put question words at the beginning of the question.
What will you be doing in ten years' time?
When will computers be cooking dinner for us?

3 Complete the predictions with the future continuous form of the verbs in brackets.

- We 'll be using (use) digital money on our smartphones, not real money.
- We (not use) passwords to go on websites.
- Cars (drive) themselves automatically.
- Nobody (eat) fast food.
- People (not watch) reality TV shows.
- (we/upload) information directly from our brains to computers?

Grammar reference

Unit 6

will, might/may/could

+			might/may/could	help.
-	I/He/She/It/We/You/They		might not/may not/could not	
?	Might/May	I/he/she/it/we/you/they		help?
+	Yes,			might/may/could.
-	No,	I/he/she/it/we/you/they		might not/may not/could not.

- We can use *will*, *might/may* and *could* to give our opinions about the future.
When she gets here, she'll want to speak to you.
I might travel round the world next year.
She may go to India next year.
If he doesn't do his work, he could lose his job.
- We use *will* and *won't* to show we are sure about the future.
We'll go to the party later.
She won't text you because she's angry with you.
- We use *might/may/could* and *might not/may not/could not* to show we are not sure about the future.
I might go to the party later. (I'm not sure.)
She may not call you if she's busy.
- We use an infinitive without *to* after *will* and *might/may*.
He'll go shopping. He may to go out later.

1 Complete the conversations with *might (not)*, *may (not)/could (not)* or *will* and the ideas in brackets.

- A: What are you doing this weekend?
B: I'm not sure. I *might stay in* (stay in)
- A: Where are you going to meet Megan?
B: We haven't decided. We (at the park)
- A: I hope she gets the tickets.
B: Relax. The stadium is really big – the tickets (not sell out)
- A: I've bought Harry a birthday present.
B: I'm sure he (love it)
- A: Let's go on a short trip to the mountains.
B: I'm not sure it's a good idea. The weather is nice now but it (change).
- A: When is Paula going to see Ethan?
B: I think (on Thursday)
- A: Have you heard the news about Mary?
B: Yes. I don't know what to say. But she possibly to jail for the crime. (go)

Adverbs of possibility

- We often use adverbs after *will* and *might* to emphasise our feelings about the future.
- We often use *definitely* and *certainly* with *will* to emphasise we are sure about a future event or action.
I'll definitely have a look at the website this evening.
They certainly won't win the match against Liverpool.

- We often use *probably* with *will* to emphasise we are not completely sure about a future action or event.
Natalie will probably be interested in this.

2 Choose the correct words.

- I'll probably / certainly buy the red one, but I'm going to think about it.
- She'll definitely / probably be late. She always is!
- We definitely will / 'll definitely do it.
- They will probably / certainly will need some help.
- He probably / definitely won't know, but ask!
- Computers will certainly / definitely will take over the world – the question is when!

First conditional + *may/might/could, be able to*

Situation	Consequence
+	If I pass all my exams, my parents might buy me a present.
-	If I don't pass all my exams, my parents won't buy me a present.
Consequence	Situation
-	My parents may not buy me a present if I don't pass all my exams.
?	Will my parents buy me a present if I pass all my exams?

- We use the first conditional to talk about possible situations in the present or future and say what we think the result will be.
- We often use *if* and the present simple to describe the possible action or event.
If he doesn't email me, I won't speak to him again.
- We use *will/won't* + infinitive when we are sure of the result.
If we don't leave now, we won't catch the 8.30 bus.
- We use *may/might/could (not)* to show we are less sure about the consequence.
If she sees you, she might leave.
- We use *be able to* to talk about possible abilities.
I'll be able to buy it if I save the money.
- When we use *if* to start the sentence, we use a comma between the two parts.
If I see him, I'll give him the present.
I'll give him the present if I see him.

3 Complete the sentences with the correct form of the verb phrases in the box.

not listen carefully speak quietly
not remind them tell him to call me
go to the park

- If it's sunny tomorrow, we'll go to the park.
- If you see him, you ?
- You won't understand if you
- They might not do it if you
- He won't be frightened if you

Grammar reference

Unit 7

First conditional with *if*, *when* and *unless*

Situation	Consequence
(<i>if</i> + present simple)	(<i>will/won't/may/might</i> + infinitive)
+ If you make lunch,	I'll cook dinner.
- If you don't make lunch,	I won't cook dinner.
Consequence	Situation
(<i>will/won't/may/might</i> + infinitive)	(<i>if</i> + present simple)
+ I'll cook dinner	if you make lunch.
- I won't cook dinner	if you don't make lunch.

- We use *if* + present simple (affirmative or negative) to describe the possible action or event.
If I eat cheese, I won't be able to sleep.
- When we are certain the future event will happen, we use *when*, not *if*.
When we get home, I'll call my aunt.
- We can use *unless* to say except *if*. We usually use a positive verb after *unless*.
If Dad isn't busy at work, he'll be home at 6.30.
Unless Dad is busy at work, he'll be home at 6.30.
- We use *will* (not) when we are sure of the consequence.
You'll learn lots of good English expressions if you watch films and TV series.
- We use *may/might* (not) to show we are less sure about the consequence.
If we go out for dinner, I may have steak or I might have fish. I don't know!
- When we use *if*, *when* or *unless* to start the sentence, we use a comma between the two parts.
When I finish my homework, I'll help Olivia with hers.

1 Complete the sentences with the correct form of the verbs in brackets.

- He's not sure, but he (ask) Hannah if she wants to go.
- I won't enter the competition unless you (promise) to help me.
- When I go on the website, I (check) the time of the concert.
- Unless we start work now, we (not finish) in time.

Time clauses

- Time clauses are introduced by time adverbs such as *when*, *while*, *before*, *after*, *as soon as*, *until* etc.
- We never use the future after these words in a time clause. We use the present simple to refer to the future.
When he arrives, we'll tell him the news.
'When will you tell him about it?' 'As soon as he gets home.'

2 Choose the correct options.

- When we arrive / will arrive home, we will cook dinner.

- My aunt is / will be here when we start / will start preparing for the wedding.
- They've been here for hours. I have / will have no idea when they leave / will leave.
- As soon as Tim finishes / will finish his homework for tomorrow, he goes / will go out.

Countable and uncountable nouns; irregular plurals; subject-verb agreement

- Countable nouns have singular and plural forms.
one fork – two forks *one glass – two glasses*
- Some nouns don't have a plural form.
fish, bread, music, homework
- Some nouns are irregular in their plural form. Irregular plural nouns are nouns that do not become plural by adding -s or -es, as most nouns do in English.
- Subject-verb agreement requires that the verb in a sentence matches the number and person of the subject. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

3 Complete the sentences with the correct form of the verbs in brackets.

- Deer (be) heavy animals.
- Her nose (be) small.
- People rarely (do) any exercise.
- Insects (scare) me.
- Helen (like) pizza.

Expressing obligation and necessity – *have to/don't have to, must/mustn't*

- The main difference between *must* and *have to* is given by the emotional context.
- Must* means that the obligation to do something comes from the speaker. In other words, it's not a rule. *Have to* implies that the obligation comes from someone else. Additionally, *must* expresses the speaker's feelings, whereas *have to* expresses an impersonal idea.
I have to cook dinner because Mum is ill.
I must stop smoking. It's really bad for my health.
- In negative sentences, *must* expresses a strict prohibition.
You mustn't feed the animals at the zoo.
- Have to* in negative sentences expresses the idea that you are not obligated to do something, but you can do it if you want to. An auxiliary verb comes after it.
You don't have to do this.

4 Complete the sentences with *have to/don't have to* or *must/mustn't*.

- My grandma feels sick so I do the shopping for her today. (✓)
- Children respect their parents. (✓)
- She's got the flu. She drink cold water. (X)
- We wear a uniform at our new school. (✓)
- Students talk during the test. (X)
- All passengers fasten their seat belts. (✓)
- My parents are leaving to Madrid so I take care of the house. (✓)

Grammar reference

Unit 8

-ing forms

- For most *-ing* forms, we simply add *-ing* to the infinitive.
finish – finishing try – trying
consider – considering
- We need to make spelling changes to some verbs.
live – living write – writing
lie – lying die – dying
chat – chatting plan – planning
- We use the *-ing* form as a noun, and to make noun phrases.
Swimming is great exercise.
My favourite hobby is dancing.
Being the oldest child can be difficult sometimes.
She thinks having a school prom is a terrible idea.
- We use the *-ing* form after certain verbs and certain expressions.
She suggested buying the phone with the 13 megapixel camera.
I don't mind helping you put up the decorations.
- Some common verbs and expressions which need an *-ing* form include *be good/bad at*, *can't stand*, *celebrate*, *don't mind*, *enjoy*, *hate*, *imagine*, *like*, *love*, *miss*, *practise*, *recommend* and *suggest*.
- Some verbs can have an object before the *-ing* form.
We miss you telling us jokes in class.
They don't like him singing in the shower.
- We also use the *-ing* form after prepositions.
My dad's not very good at cooking, but he tries very hard.
She spends a lot of money on going to concerts.

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

shop worry be see wait

- Being* the youngest child is great.
- isn't much fun when you don't have any money.
- my sister win the race was amazing.
- It's difficult sometimes, but doesn't help.
- to get the results is terrible.

2 Complete the sentences with the *-ing* form of the verbs in brackets.

- When I was younger, I loved *riding* (ride) my bike.
- My dad suggested (get) the train, not the bus.
- I can imagine our band (play) in a stadium one day.
- Our teacher recommended (watch) the film after we finished the book.
- She can't stand (dress up).

3 Complete the sentences with the verbs in the box in the *-ing* form after the preposition.

see remember sell go buy

- We agreed on *going* to the concert.
- Your grandma is really looking forward to you at Christmas.
- Conner's really bad at to set the alarm clock.
- My brother spends a lot of money on vinyl records.
- Juan was talking about his guitar last week.

Infinitives

- We usually use the infinitive with *to* after adjectives.
You were lucky to get tickets for the match.
I'm very pleased to meet you!
- We use the infinitive with *to* after certain verbs.
Kaitlyn offered to lend me her camera.
We've decided to watch a film this evening.
- Some common verbs which need an infinitive with *to* include *agree*, *ask*, *choose*, *decide*, *expect*, *hope*, *learn*, *offer*, *promise*, *seem*, *teach*, *wait*, *want* and *would like*.
- Some verbs usually need an object before the infinitive with *to*.
My dad taught me to ride a bike.
I didn't invite Nathan to come with us.
- Some verbs can have an object before the infinitive with *to*.
They asked us to turn the music down.
She'd like everyone to get here for 8 o'clock.

4 Complete the sentences with the infinitive form of the verbs in brackets.

- It's great *to see* (see) you again.
- I was really surprised (win) first prize!
- We're sorry (hear) you're not feeling well.
- I'll be ready (go) out in 10 minutes.
- It's going to be difficult (finish) the project this weekend.

5 Complete the sentences with the infinitive form of the verbs in the box.

study go make spend get

- My parents have promised *to get* me a new laptop for my birthday.
- She's been learning jewellery.
- My brother's chosen to university in Rome.
- I'm planning a year travelling the world when I leave school.
- We agreed together, so when are you free?



Vocabulary bank



Jog your memory!

Cover the rest of the page. How many action verbs and adverbs of manner can you remember?



UNIT
1

Action verbs (page 13)

catch	fall over	run
chase	hide	throw
climb	jump	steal
break into		

Work with a partner. Look at the words in the box. Choose a verb. Don't tell your partner. Draw a picture. Can your partner guess which verb it is?

Adverbs of manner (page 16)

badly	easily	quietly	quickly
carefully	happily	slowly	well

1 Look at the words in the box for one minute. Close your books and write down the eight adverbs. Then open your books and check your spelling.

2 Work with a partner. Think of some things you do every day, e.g. *get up*, *have breakfast*, *walk to school*, etc. Then write sentences with these things and the adverbs.

We have breakfast quickly and we walk to school slowly.



Explore phrasal verbs with *look* (page 14)

1 Complete the questions with a verb and the prepositions in the box. The same verb is missing in each one. What is it?

up through after like out for at

- Do you ever have to younger brothers, sisters or cousins? When?
- How often do you your homework carefully before you give it to your teacher?
- If you can't find your mobile phone, where do you it?
- Who do you in your family?
- When was the last time you shouted '.... !' at someone? What happened?
- Why are you me like that? I'm telling the truth.
- If you don't know the meaning of a word, do you it in a dictionary?

2 Work with a partner. Ask and answer the questions in Exercise 1.



Explore nouns with *-er* (page 19)

build	farm	photograph	swim
explore	island	shop	paint

1 Write nouns with *-er* using the words in the box above.

2 Add more nouns with *-er* to your list.

3 Draw a picture of one of your words. Your partner must guess the word. Then swap.



Study tip

If it's difficult to think of a definition for the new words in your vocabulary notebook or on your cards, then draw a picture to help you remember the meaning.





Vocabulary bank



Jog your memory!

Cover the rest of the page. How many words to describe art and instruments can you remember?



Art around us (page 23)

busker	living statue
concert hall	mural
exhibition	painting
gallery	portrait painter
graffiti	sculpture
juggler	

- Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?
You can hear an orchestra play here.
- Talk to your partner about instruments you play or have tried. Which is your favourite?

Instruments (page 26)

banjo	flute	piano	violin
cello	guitar	recorder	trumpet
clarinet	keyboards	saxophone	tambourine
drums	mouth organ		

Look at the words in the box. Match them to the correct musical family. Which instrument doesn't fit into any family?

wind	string	percussion



Explore collocations (page 24)

good at	post online
make money	take photos
passionate about	work hard

- Look at the words in the box. Match them to the correct collocation pattern.
- | adjective + preposition | verb + noun | verb + adverb |
|-------------------------|-------------|---------------|
| <i>good at</i> | | |
- Can you add three more words to the chart that collocate with any of the adjectives, prepositions, verbs or nouns?



Explore phrasal verbs with up (page 29)

dress up	pick up	tidy up
light up	set up	show up

- Look at the words in the box. Write an example sentence for three of the phrasal verbs.
My mum always asks me to tidy up my bedroom.
- Look at the verbs below. Which verb doesn't go with *up* to make a phrasal verb? Can you work out what the preposition is? Use a dictionary to check the meanings.

look	fall	give
set	add	catch
get	turn	grow

<i>up</i>	<i>down</i>
<i>dress up</i>	<i>get down</i>
<i>show up</i>	<i>turn down</i>



Study tip

Write phrasal verbs in sets.



Vocabulary bank



UNIT
3



Jog your memory!

Cover the rest of the page. How many expressions with **go** and phrasal verbs can you remember?

Expressions with **go** (page 37)

a guided tour	sailing
a safari	skiing
a school exchange	summer camp
a theme park	trekking
climbing	

- 1** Look at the words and phrases in the box. Match them with the correct heading.

go	go on	go to

- 2** Compare your list with your partner. Talk about which of the activities you like doing or have done.

I go on a summer camp every year. I really enjoy it.
We went trekking in the mountains last year.

Phrasal verbs (page 40)

chill	back
come	off
find	out
look	out
pick	round
set	up

- 1** Turn to page 40. Look at the phrasal verbs for one minute.
- 2** Can you remember them all? Match the words in the box to make phrasal verbs.



Explore interesting adjectives (page 43)

important	spectacular
amazing	popular
striking	

- 1** Look again at page 43. What additional adjective is used to describe the tattoos?
- 2** Write a sentence to show the meaning of each adjective in the box.
I have got some really important exams next week.

amaze (v) amazing (adj)
 amazingly (adv)



Study tip

Write other forms of words in your vocabulary notebook to help extend your vocabulary.



Vocabulary bank

UNIT
4



Jog your memory!

Cover the words. How many words under each heading can you remember?

Personal qualities

Phrasal verbs (learning and socialising)



Personal qualities (page 47)

positive	brave
easy-going	shy
hard-working	sociable
active	talented
caring	

- 1** Look at the words in the box. Write sentences about your friends and family.

My sister is a very positive person, but she can be very shy too.

- 2** Work with a partner. Talk about people you know.

Phrasal verbs – learning and socialising (page 50)

bring	give	set
count	look	sign
get	pass	

on on with together up up to

- 1** Turn to page 50. Look at the phrasal verbs for one minute.
- 2** Can you remember them all? Match the words in the boxes to make phrasal verbs.



Explore word building (page 48)

challenge	challenging
flexibility	flexible
happiness	happy
success	successful

- 1** Look at the words in the box. Which column is nouns and which column is adjectives? Check the meaning of any words you can't remember in a dictionary.

- 2** Look at the words below. Use a dictionary to find the noun or adjective form for each word.

1 respect (n) 2 trust (n) 3 difficult (adj)

- 3** Write sentences that are true for you using nouns and adjectives from Exercise 1.

My Maths homework is usually very challenging.



Study tip

Use a dictionary to check the different forms a word has. It will help you to use them correctly.

trust (n)
We were wrong to trust him.



Vocabulary bank



Jog your memory!

Cover the words. How many words under each heading can you remember?

Training and qualifications
Achievements



Training and qualifications (page 61)

application form
entrance exam
part-time job
training course
university degree
work experience

Look at the words in the box. Choose a word.
Don't tell your partner. Describe the word.
Can your partner guess what it is?

You need to complete one of these to get a job.

Achievements (page 64)

become
break
develop
do
make
start
support
win

a business
a fortune
a millionaire
a project
awards
records
the community
voluntary work

1 Look at the words in the boxes. Match them to make collocations.

2 Look back at page 64 and check your answers.



Explore expressions with take (page 62)

take advice
take exams
take place
take time
take up

1 Look at the words in the box. Write an example sentence for three of the expressions.

You should take your time when you do your homework or you'll make a mistake.

2 Look at the words below. Choose the correct word to make three more expressions with take.

pleasure in to seriously

- 1 I take my homework very – I spend two hours each night doing it.
- 2 I don't like James – I think he takes hurting people.
- 3 Alice has taken high school really well – she absolutely loves it.



Study tip

Use your dictionary to find examples of other common collocations and expressions.

*take something
seriously
Harry takes his job very
seriously.*



Vocabulary bank



Jog your memory!

Cover the rest of the page. How many communication words can you remember?



Communication (page 71)

blog post	phone call
chatting	Skype™
email	text message
social media post	Tweet
forum	WhatsApp

Look at the words in the box. Where can you ...

- see pictures and information about your friends?
- see and talk to someone?
- only use 140 characters to say what you want?
- read about someone's thoughts, opinions or experiences?
- talk about a subject with other people online?
- send and receive text, photos, videos, documents, and voice calls, if you have internet?

Communication verbs (page 74)

argue	gossip
boast	joke
complain	shout
criticise	whisper

1 Look at the words in the box. Write sentences about each verb.

I often argue with my sister.

2 Work with a partner. Read your sentences but don't say the verb. Your partner guesses the verb.

You should in the library. (whisper)



Explore communication collocations (page 72)

digital
face-
social
status
virtual

friends
generation
network sites
to-face
update

1 Look at the words in the boxes. Match them to make collocations.

digital generation

2 Look at the text on page 72. Can you complete three more collocations?

- a media
- b online
- c forum



Explore phrasal verbs (page 77)

go up
get by
keep on
come into use
turn into

1 Look at the phrasal verbs in the box. Work with a partner and write an example sentence for each one.

2 Check your answers on page 77. Correct any sentences that are wrong.



Study tip

Sort words in your vocabulary book by collocations.



Vocabulary bank

UNIT
7



Jog your memory!

Cover the words. How many words under each heading can you remember?

Cooking verbs

Adjectives describing food



Cooking verbs (page 85)

bake
boil
chop
fry
grate
grill

mix
roast
slice
spread

bread
butter
cake
cheese
chicken
eggs

garlic
onion
pasta
sauce
steak
tomatoes

- 1 Look at the words in the boxes. Write sentences about food you like or don't like to eat and cook using words from each box.

My mum bakes wonderful cakes – I love them!

I don't like chopping onions – they make me cry!

- 2 Compare your list with your partner. Talk about your favourite food.

Adjectives describing food (page 88)

bitter
bland
crunchy
delicious
disgusting

salty
savoury
slimy
spicy
sweet

- 1 Look at the words in the box. Write sentences that are true for you using the words.
I love spicy Indian food – it's delicious.
- 2 Turn to page 88 and check that the meaning of your sentences is correct.
- 3 Compare your sentences with a partner.



Explore prepositional phrases (page 91)

different ways the go the streets surrounded

- 1 Look at the words in the box. Write the words in the correct column.

by	in	on

- 2 Add these words to the correct column.

10 minutes danger fire New Zealand walk
5 o'clock depends influenced the menu your country

- 3 Look at the text on page 91. How many of the prepositional phrases can you find there? Check the others in a dictionary.



Study tip

Write prepositional phrases in your notebook with the preposition in a different colour. It will help you to remember them.





Vocabulary bank

UNIT
8



Jog your memory!

Cover the words. How many words under each heading can you remember?

Celebrations

Descriptive adjectives



Celebrations (page 95)

dress up for the occasion
give a present
have a good time
hold a contest
make special food
play music
put up decorations
set off fireworks

- 1 Look at the words in the box. Work with a partner and talk about the celebrations below. Do you celebrate these events? Which activities in the box do you usually do at each celebration?

birthday New Year end-of-school party
Harvest festival

- 2 Can you add two other activities to the list?

Descriptive adjectives (page 98)

atmospheric peaceful
colourful scary
crowded stunning
impressive traditional

Look at the words in the box. Choose a word. Don't tell your partner. Describe the word. Can your partner guess what it is?

This means old or can be used to talk about old customs.



Explore verbs and prepositions (page 96)

agree
arrive
look
prepare
recover
work

at
for
forward to
from
on
with

- 1 Look at the words in the boxes. Match them to make verb phrases.

- 2 Look back at page 96 and check your answers.

- 3 Which verbs can be used with a different preposition? Write example sentences.
My dad works for a big company.



Study tip

Write sentences with the same verb and different prepositions to help you remember the different uses.

*I always work with my best friend when we have to do a project.
My mum works for a company ...*



Reading for pleasure

Discovery
EDUCATION

In this unit ...



Unit aims

I can ...

- understand the biography of a famous writer.
- follow the events in an extract from a story.
- understand the characters' actions and feelings based on their lines.
- compare characters.
- write a letter to the main character.

BE CURIOUS



What can you see in the picture?

Start thinking

- How do you think the old man feels?
- What does he see through his window?
 - Do you believe in ghosts? Why (not)?

Reading A biography

1 You are going to read part of a story by the famous English writer, Charles Dickens. Read the text about his life, search for more information and answer the questions.

- 1 Where was Charles Dickens born?
- 2 Which famous characters did he create?
- 3 What did Dickens do for a living before becoming a fiction writer?
- 4 How did he help the society of his time?
- 5 Which of his novels have been made into films? Have you seen any of these films? What did you think about them?

2 Look at these scenes from *A Christmas Carol* by Charles Dickens. Discuss with a partner about what you think is happening in each scene and what you think happens next. Then think of a title for each picture.



Charles Dickens was born in 1812 in Portsmouth, England and is considered to be one of the greatest novelists of the Victorian era.



After moving to London in 1822, his family started to have financial problems, so Charles had to get a job in a shoe polish factory to earn money. His father was thrown into debtors' prison and Charles had to be taken out of school. These unhappy events inspired later novels which brought Dickens international literary celebrity.

As a young man, he worked as a reporter before becoming a fiction writer in 1833. In 1836 he married Catherine Hogarth, the daughter of George Hogarth, editor of the *Evening Chronicle*, and had 10 children together.

Dickens criticised the inhuman Victorian industrial society in his works and he militated for children's rights and education. Many of his novels, *Great Expectations*, *David Copperfield* and *Oliver Twist* for example, have been made into films.

Reading A story

3 In this text the main character of the story receives an unexpected visit. Read the text quickly and answer the questions:

- 1 Who is the uninvited guest?
- 2 How does Scrooge feel about the visit?

'*Humbug!' said Scrooge; and walked across the room.

After several turns, he sat down again. As he threw his head back in the chair, his glance happened to rest upon a bell, a disused bell, that hung in the room, and communicated for some purpose now forgotten with a chamber in the highest story of the building. It was with great astonishment, and with a strange, inexplicable **dread**, that as he looked, he saw this bell begin to swing. It swung so softly in the outset that it scarcely made a sound; but soon it rang out loudly, and so did every bell in the house.

This might have lasted half a minute, or a minute, but it seemed an hour. The bells ceased as they had begun, together. They were succeeded by a clanking noise, deep down below; as if some person were dragging a heavy chain over the *casks in the wine-merchant's cellar. Scrooge then remembered to have heard that ghosts in **haunted** houses were described as dragging chains.

The cellar-door flew open with a booming sound, and then he heard the noise much louder, on the floors below; then coming up the stairs; then coming straight towards his door.

'It's humbug still!' said Scrooge. 'I won't believe it.'

His colour changed though, when, without a pause, it came on through the heavy door, and passed into the room before his eyes. Upon its coming in, the dying flame leaped up, as though it cried, 'I know him; Marley's Ghost!' and fell again.

The same face: the very same. Marley in his **pigtail**, usual waistcoat, tights and boots. [...] The chain he drew was *clasped about his middle. It was long, and *wound about him like a tail; and it was made (for Scrooge observed it closely) of cash-boxes, keys, **padlocks**, ledgers, deeds, and heavy **purses** *wrought in steel. His body was transparent; so that Scrooge, observing him, and looking through his waistcoat, could see the two buttons on his coat behind. [...]

'How now!' said Scrooge, caustic and cold as ever. 'What do you want with me?'

'Much!'—Marley's voice, no doubt about it.
 'Who are you?'
 'Ask me who I was.'
 'Who *were* you then?' said Scrooge, raising his voice. [...]
 'In life I was your partner, Jacob Marley.'

4 What do you think happens next in the story? Work with a partner.
Which of the pictures in Exercise 2 can be used to best illustrate this scene?

5 Read the next part of the text. What is Marley trying to warn Scrooge about?

***humbug** nonsense; rubbish
 ***cask** strong, round, wooden container used for storing liquid
 ***clasped** fastened (with a clasp)
 ***wound about him** wrapped around him
 ***wrought** made or done in a careful or decorative way

'Man of the worldly mind!' replied the Ghost, 'do you believe in me or not?'
 'I do,' said Scrooge. 'I must. But why do spirits walk the earth, and why do they come to me?'
 'It is required of every man,' the Ghost returned, 'that the spirit within him should walk abroad among his fellowmen, and travel far and wide; and if that spirit goes not forth in life, it is condemned to do so after death. It is doomed to wander through the world—oh, **woe is me!**—and witness what it cannot share, but might have shared on earth, and turned to happiness!'
 'You are **fettered*,' said Scrooge, trembling. 'Tell me why?'
 'I wear the chain I forged in life,' replied the Ghost. 'I made it link by link, and yard by yard; I **girded* it on of my own free will, and of my own free will I wore it. Is its pattern strange to you?'
 Scrooge trembled more and more.
 'Or would you know,' pursued the Ghost, 'the weight and length of the strong coil you bear yourself? It was full as heavy and as long as this, seven Christmas Eves ago. You have **laboured* on it, since. It is a **ponderous* chain!' [...]
 'Hear me!' cried the Ghost. 'My time is nearly gone.'
 'I will,' said Scrooge. 'But don't be hard upon me!'
 'How it is that I appear before you in a shape that you can see, I may not tell. I have sat invisible beside you many and many a day.' [...] 'I am here to-night to warn you, that you have yet a chance and hope of escaping my fate.'
 'You were always a good friend to me,' said Scrooge. '**Thank'ee!**'
 'You will be haunted,' resumed the Ghost, 'by Three Spirits.'
 'Is that the chance and hope you mentioned, Jacob?' he demanded, in a **faltering* voice.
 'It is.'
 'I—I think I'd rather not,' said Scrooge.
 'Without their visits,' said the Ghost, 'you cannot hope to **shun* the **path** I **tread**. Expect the first to-morrow, when the bell tolls One.'
 'Couldn't I **take 'em** all at once, and have it over, Jacob?' hinted Scrooge.
 'Expect the second on the next night at the same hour. The third upon the next night when the last stroke of Twelve has ceased to vibrate. Look to see me no more; and look that, for your own sake, you remember what has passed between us!'

***fetter** chain
 ***gird** encircle (a person or part of the body) with a belt or band
 ***labour** work
 ***ponderous** very heavy or large
 ***faltering** losing strength or purpose and stopping, or almost stopping
 ***shun** avoid
 * **toll** ring

6 Read the second text again. Are these sentences true or false? Correct the false sentences.

- 1 Scrooge doesn't believe the ghost is real.
- 2 Marley's chain is short and light.
- 3 Scrooge wears a chain too, but it is shorter than Marley's.
- 4 Scrooge has a chance to avoid Marley's fate.
- 5 Scrooge can escape his punishment without the spirits' help.
- 6 The three ghosts will visit Scrooge all at once.
- 7 Scrooge will never see Marley again after this encounter.

7 Find the words and phrases in bold in the two parts of the text and match them with their meanings.

- | | |
|---|---|
| <p>a) a movable lock with a U-shaped part that is pushed into another part to close and is usually opened with a key</p> <p>b) a route or track between one place and another, or the direction in which something is moving</p> <p>c) a place where ghosts often appear</p> <p>d) poor me!</p> | <p>e) take them</p> <p>f) a length of hair that is tied at the back of the head or at each side of the head</p> <p>g) Thank you!</p> <p>h) walk in a specific way</p> <p>i) a small container for money</p> <p>j) a strong feeling of fear or worry</p> |
|---|---|

Your turn

- 8 Work with a partner. Look at the pictures. How did people celebrate Christmas in Victorian times compared to now?**
- 9 How do you and your family celebrate Christmas? How does Scrooge celebrate Christmas? Why do you think he is alone on the holidays?**



- 10 Work in pairs. Each take one of the two characters in the text. Read their words aloud and help each other say them as expressively as possible.**

- 11 Now practise acting out the whole scene. Think about the characters' movements and the expressions on their faces, as well as the words they say.**



Get writing

PLAN

- 12 In groups, brainstorm words and phrases to describe the two characters of the story, Scrooge and Marley. How are they similar? How are they different? Make notes.**

WRITE

- 13 Write a short letter to Scrooge, explaining why it is important to be nice to other people and why we should help those in need. Give Marley as an example of what might happen to him if he continues to be mean and selfish.**



Reading for pleasure

Discovery
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In this unit ...

Unit aims

I can ...

- understand the biography of a famous writer.
- follow the events in an extract from a novel.
- understand a character's actions and feelings.
- compare different characters by looking at what they say.
- write and act out a dialogue between the characters.
- write the summary of an adventure book of my choice.

BE CURIOUS



What can you see in the picture?

Start thinking

- What do you think will happen to the ship?
- When did people use to travel like this?
- Was this a fast means of transport?
- Would you like to travel by this kind of ship?

Reading An author's biography

- 1** You are going to read part of a novel by the British writer, Jonathan Swift. Read the text about his life, search for more information and complete the fact sheet.

Jonathan Swift (1667–1745) was born in Dublin, Ireland. After graduating from Dublin University in 1686, he worked as a secretary to diplomat William Temple, who supported Swift in studying at Oxford University. After graduating in 1692 and shortly working as a priest, Swift helped Sir William write his memoirs, also starting his own work during this time. He soon became a successful writer, publishing either anonymously or using pseudonyms. His best-known work is *Travels into Several Remote Nations of the World*, or simply *Gulliver's Travels* (1726), a classic of English literature for young readers.



Fact file: Jonathan Swift

Born in: ¹... (city)
Siblings: ²...
Writing genres: ³...
Pseudonyms: ⁴...
Three notable works: ⁵...
Died in: ⁶... (year)

- 2** Why do writers sometimes use different names when they publish their books? Can you give other examples?

Reading An adventure story

- 3** In this text Lemuel Gulliver is telling the story of his arrival at the land of the Lilliputians. Read the first part of the text and answer the questions.

- 4** What do you think happens next? How will Gulliver react? What will the little creatures do?

- 1 What happened to the seamen?
- 2 What did Gulliver do after he reached the shore?
- 3 Who tied him up to the ground?

*flurry a gust of wind
*abate become less stronger
*sound (of sleep) deep and peaceful
*quiver a long, thin container for carrying arrows

- A On the fifth of November, which was the beginning of summer in those parts, the seamen spied a rock near the ship. The wind was so strong, that it pushed us directly upon it, and the ship was completely destroyed. Six of the crew, myself included, let down the boat into the sea to get away from the ship and the rock. At some point, we trusted ourselves to the mercy of the waves; and, in about half an hour, a sudden *flurry from the north overturned the boat. What became of my companions I cannot tell, but I think they were all lost.
- B I swam as fortune directed me. I often let my legs drop, but I couldn't feel the bottom of the sea. When I was almost gone, and unable to fight anymore, I found it. By this time, the storm was much *abated. I walked near a mile before I got to the shore. It was evening already. I went on for another half a mile, but could not discover any sign of houses or inhabitants. I was extremely tired, so I lay down on the grass, which was very short and soft, and I slept *sounder than ever – I reckoned, about nine hours.
- C When I awaked, it was just daylight. I tried to rise, but I wasn't able to move. I was lying on my back and I found my arms and legs were strongly fastened on each side to the ground; and my hair, which was long and thick, tied down in the same manner. I could only look upwards, the sun began to grow hot, and the light offended my eyes.
- D I heard a confused noise about me. Suddenly, I felt something alive moving on my left leg, advancing gently over my chest, coming almost up to my chin. Looking down as much as I could, I saw a little human creature with a bow and arrow in his hands, and a *quiver at his back. Forty more of the same kind followed the first.

Adapted from *Gulliver's Travels Into Several Remote Nations of the World* by Jonathan Swift

5 Read the next part of the text and check your answers to Exercise 4.

E I was so surprised and screamed so loudly that they all ran back. But they soon returned, and one of them got very close to my face, lifting up his hands and eyes with admiration, and crying out in a *shrill voice – Hekinah degul! The others repeated the same words several times, but I had no idea what they meant.

F After a while, I managed to break the ties that fastened my left arm to the ground. With a violent pull, which gave me excessive pain, I broke the strings that tied down my hair a little, on the left side, so that I was just able to turn my head about two *inches.

G The creatures ran off a second time, before I could catch them. I heard one of them cry aloud, Tolgo phonac, then a hundred arrows hit my left hand, *pricking me like so many needles.

H When this shower of arrows was over, though I felt a lot of pain I once again I tried to free myself. The attack went on, and some of them tried to stick me with their *spears in the sides. I thought the most prudent method was to lie *still. My design was to continue so till night, when, my left hand being already *loose, I could easily free myself.

*shrill having a loud and high sound that is unpleasant or painful to listen to
*inch a unit used for measuring length, approximately equal to 2.54 centimetres

*prick to make a very small hole or holes in the surface of something, sometimes in a way that causes pain

*spear a weapon consisting of a pole with a sharp, usually metal, point at one end, that is either thrown or held in the hand

*still straying in the same position, not moving

*loose not firmly or tightly fixed in place



6 Are the sentences T (true) or F (false)? If there isn't enough information in the text, write DS (doesn't say).

Paragraph A

- 1 Gulliver was alone on the ship.
- 2 The ship hit a rock and sank.
- 3 Gulliver's companions disappeared.

Paragraph B

- 4 Gulliver swam for nine hours.
- 5 The storm went on.
- 6 Gulliver didn't find any human marks on the island.

Paragraph C

- 7 Gulliver woke up from his sleep in the afternoon.
- 8 He was lying on his back, unable to move.

Paragraph D

- 9 Fifty little men were walking on Gulliver's chest.

Paragraph E

- 10 Gulliver felt scared.
- 11 The little men spoke English.

Paragraph F

- 12 Gulliver managed to free himself and chase the little men.

Paragraph G

- 13 The creatures attacked Gulliver.

Paragraph H

- 14 Gulliver started fighting with the little human creatures.

7 Find the underlined words in the text and match them with their meanings.

- 1 pain
 - a) a feeling of joy
 - b) a feeling of suffering
- 2 pull
 - a) caress
 - b) sudden movement
- 3 several
 - a) different
 - b) multiple
- 4 arrow
 - a) a long, thin piece of wood bent into a curve by a piece of string
 - b) a long, thin stick with a sharp point at one end
- 5 needle
 - a) a device used for cutting materials such as paper, cloth, and hair, consisting of two sharp blades that are joined in the middle, and two handles with holes to put your fingers through
 - b) a thin metal pin, used in sewing, that is pointed at one end and has a hole called *an* eye at the other end
- 6 design
 - a) plan
 - b) pattern used to decorate something

Your turn

- 8 Work with a partner. Imagine a dialogue between Gulliver and the inhabitants of the island. One of you will be Gulliver and the other one a Lilliput creature. Write down six lines and then act out the dialogue in front of the class.**
- 9 Now practise acting out the whole scene. Think about the characters' movements and the expressions on their faces, as well as the words they say.**



Get writing

PLAN

- 10 Think of other adventure books in which the main character gets lost on a remote island. Think about these things and make notes:**
 - the name of the book
 - the author of the book
 - the characters
 - the plot.
- 11 Work in small groups and write a summary of the book you chose.**

WRITE

- 12 Write your summary. Use your notes.**





Reading for pleasure

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In this unit ...

Unit aims

I can ...

- understand a biography of a writer.
- follow the events in an extract from a detective story.
- understand the actions and feelings of the main characters.
- write the ending to the story.

BE CURIOUS



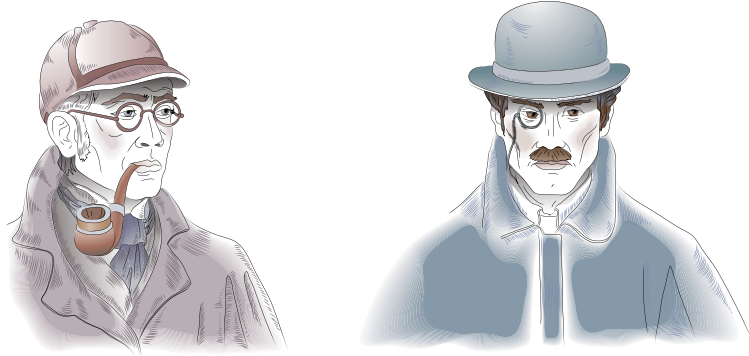
What can you see in the picture?

Start thinking

- What do you think this place is?
- Where do you think this place is?
- How do you feel about it?

Reading About a famous writer

- 1 You are going to read part of a story by the Australian writer, Arthur John Rees. Read the text about his life. What was he famous for?



Arthur John Rees (1872–1942) was an Australian journalist and writer. He was born in Melbourne and he is best remembered for his mystery and detective novels and short stories. Although he was a prolific writer and his works were enjoyed in Australia and England, his biography remains a mystery itself. He most likely travelled to Europe in his early twenties and lived in England for some time. Some of his works were translated into German and French and most of them are set in English locations. Two of his stories were included in an American world-anthology of detective stories.

Reading A detective story

- 2 Do you know any crime/mystery/detective books/stories/series/films? Talk to your partner about the last detective story you have read and the last detective film/series you have seen.
- 3 Together with your partner, answer the questions.
- 1 What makes such stories interesting?
 - 2 What kind of detective story would you like to write? Choose between:
 - disappearance
 - theft
 - burglary
 - technological crimes (hacking), etc.Why? Give reasons.
- 4 Now read the text below. Where do the characters hide from the storm?

'I suppose we must wait here until the storm has cleared away,' he began. 'It is a coincidence that both of us looked for shelter in this empty house in the storm. My name is Marsland. I lost my way when out riding this afternoon. Perhaps you belong to the neighbourhood and know it well.'

But instead of replying she made a swift step towards the door.

'Listen!' she cried. 'What was that?'

He stood up also, and listened intently, but the only sounds that met his ears were the beating of the rain against the windows and the wind whistling mournfully round the old house.

'I hear nothing' he commenced. But she interrupted him imperatively.

'Hush!' she cried. 'Listen!' Her face was still turned away from him, but she held out a hand in his direction as though to enjoin silence.

They stood in silence, both listening intently. Somewhere a board creaked, and Marsland could hear the wind blowing, but that was all.

'I do not think it was anything,' he said reassuringly. 'These old houses have a way of creaking and groaning in a gale. You have become nervous through sitting here by yourself.'

'Perhaps that is so,' she assented in a friendlier tone than she had hitherto used. 'But I thought in fact, I felt that somebody was moving about stealthily overhead.'

'It was the wind sighing about the house,' he said, sitting down again.

Fragment from *The Mystery of the Downs* by Arthur J. Rees

5 Read the next part of the text. Why does Marsland go upstairs? How do you think he feels about what is happening?

As he spoke, there was a loud crash in a room above a noise as though china or glass had been broken. Marsland sprang to his feet.

'There is somebody in the house,' he exclaimed.

'Who can it be?' she whispered.

'Probably some one who has more right here than we have,' said Marsland soothingly. 'He'll come downstairs and then we'll have to explain our presence here.'

'The man who lives here is away,' she replied, in a hushed tone of terror. 'He lives here alone. If there is anybody in the house, it is some one who has no right here.'

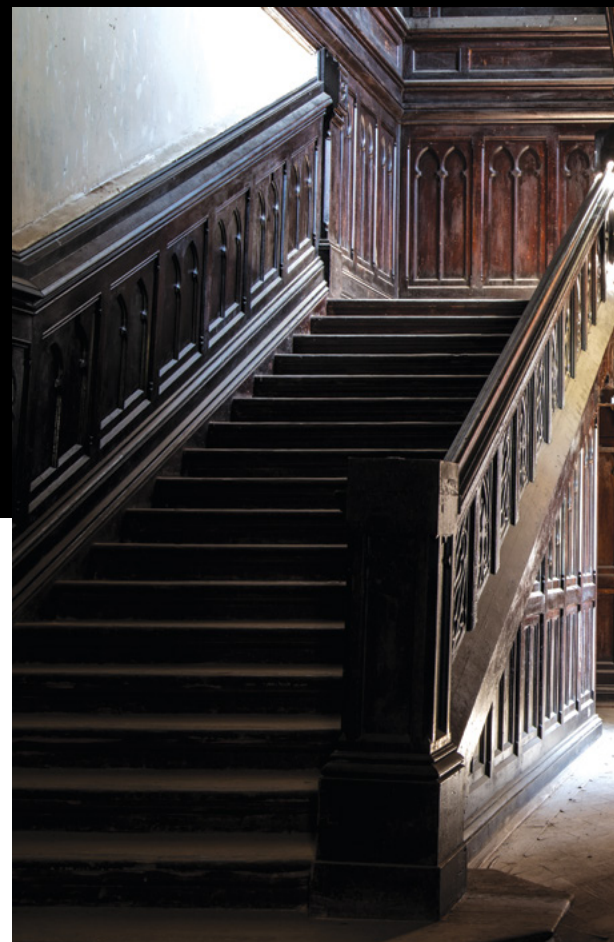
'If you are sure of that,' said Marsland slowly, 'I will go and see what has happened in the room above. The wind may have knocked something over. Will you stay here until I return?'

'No, no!' she cried, 'I am too frightened now. I will go with you!'

He felt her hand on his sleeve as she spoke.

'In that case we may as well take this lamp,' he said. 'It will give more light than this.' He put down his lantern and picked up the lamp from the table. 'Come along, and see what the wind has been doing to the furniture upstairs.'

He led the way out of the room, carefully carrying the lamp, and the girl followed. They turned up the hall to the staircase. As the light of the lamp fell on the staircase they saw a piece of paper lying on one of the lower stairs. Marsland picked it up and was so mystified at what he saw on it that he placed the lamp on a stair above in order to study it more closely.



6 Do you think there is someone in the house or is it just the wind?

Your turn

7 Work with a partner. What do you think happens next? How do the two characters react?

8 Read both parts of the text again. Then put these sentences in the correct order.

- a) Marsland and the girl see a piece of paper on the stairs.
- b) Suddenly there is a loud crash in the room above.
- c) Marsland puts down his lantern and picks a lamp from the table.
- d) The two characters seek shelter from the storm in an old house.
- e) The girl decides she wants to follow Marsland upstairs.
- f) Marsland and the girl pick up a lamp and go upstairs.

9 Find the underlined words in the text and match them with their meanings.

- 1 clay of a high quality that is shaped and then heated to make objects such as cups and plates
- 2 a set of stairs and its surrounding walls or structure
- 3 an occasion when two or more similar things happen at the same time
- 4 quiet and serious
- 5 began
- 6 in a very sad way



Get writing

PLAN

10 Imagine the ending to the story on pages 145–146. Think about these things and make notes:

- Who is the man who owns the house? Where is he?
- What do Marsland and the girl find upstairs?
- How do they react?
- Does the story have a good ending?

11 Work in small groups and discuss your ending.

WRITE

12 Write down your ending to the story. Use your notes.



Art Making a comic

1 Work with a partner. Match the comic words with the definitions.

- | | |
|--------------|-----------------|
| 1 plot | 5 layout |
| 2 panel | 6 inking |
| 3 pencilling | 7 speech bubble |
| 4 a sketch | 8 lettering |
-
- a the position of artwork on a page
 - b shape containing a character's words
 - c writing text in a speech bubble
 - d drawing something in pencil
 - e drawing something in pen
 - f a square or rectangular section of a comic
 - g the story of a comic
 - h a simple, basic drawing

2 Read and listen to the text and check your ideas to Exercise 1.

3 Read the text again. Are these sentences true or false? Correct the false sentences.

- 1 A comic usually begins with the artwork.
- 2 The writer sometimes draws parts of the comic.
- 3 The artist inks the artwork before pencilling it.
- 4 Computers usually do lettering.
- 5 The artist decides the position of speech bubbles.
- 6 The colourist colours the comic by hand.

Your turn – Portfolio

4 Work with a partner. Design your own comic. Follow the steps in the text. Present the comic in class, then add it to your personal portfolio.

The Art of Comics

Before an artist starts to draw, a comic generally begins with a 'plot'. The plot is the story of the comic. The comic writer sometimes plans the plot on the page and includes notes, basic sketches and instructions on what happens in each panel or section for the artist to interpret.



When the writer finishes the plot, the artist pencils the story. This is when the artist does a sketch, or a simple basic drawing, of each panel in pencil. During pencilling, the artist decides the layout, position and style of the artwork. After this, the artist then 'inks' the sketches. In this process the artist creates clear, 'line art' in pen. It is still common for the artist to do the pencilling and inking by hand, not on computer.



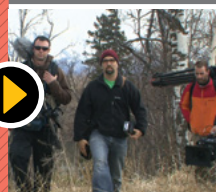
Next, the artist inserts the dialogue into the speech bubbles. This is called 'lettering'. To do this, the artist usually uses a computer, but they must still plan by hand where the text goes on the page.



Finally, the artist adds colour to the final line art drawings. In the past, the artist did this by hand, but these days they use computers. The artist usually scans hand-drawn inked pages, and sends them to a colourist. The colourist then uses a special computer program to colour the images.




Learn about making a documentary.



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Behind the scenes

Art Perspective

- 1 Work with a partner. Look at the paintings. Can you see anything unusual about them?
- 2  Read the information about perspective. Check your ideas about the paintings.

In the past, pictures of people, places and things didn't look like they do in real life. They looked flat and out of proportion. In the 13th century, artists began to produce life-like images by giving their pictures perspective.

When we look at things around us, they are three dimensional (3D) – they have volume and depth. An artist uses perspective to create a representation on a two dimensional (2D) piece of paper or canvas of how we see things in real life with space, distance and depth between the various objects.

Foreshortening objects gives the impression of perspective. The artist reduces the size of objects in a picture as they follow the viewer's line of sight into the distance. These lines converge in vanishing points on the viewer's horizon and the objects become too small to see. This makes parts of the image appear far away in the background or close to the viewer in the foreground.

- 3 Read the information again and answer the questions.

- 1 When did artists start to use perspective?
- 2 What were pictures like before that?
- 3 What does an artist use perspective for?
- 4 How does an artist show perspective?
- 5 What happens to objects close to the vanishing point?

- 4  Listen to a teacher and students in an art class. Which of the following do they mention?

- lines of sight
- shadow
- middle ground
- landscape
- vanishing point
- background
- three dimensional
- foreshortening

- 5 Work with a partner. Match the paintings with the titles and artists. Use the words in Exercise 4 to discuss them.

- a *Las Meninas*, 1656, Diego Velázquez
- b *Paris Street, Rainy day*, 1877, Gustave Caillebotte



Your turn – Portfolio

- 6 Choose a painting. Use the internet to find out information about it.

Think about ...

... who painted it and when.

... the use of perspective in the painting.

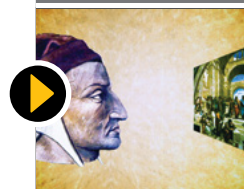
... what you like/don't like about the painting.

Share your ideas in class.

Make a poster. Present it in class, then add it to your personal portfolio.

Learn about renaissance painters.

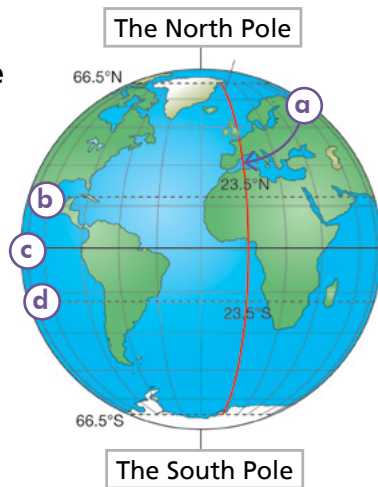
- Where did the renaissance begin?
- What did the renaissance painters want to do?
- Why did they want to do this?



Geography Time zones

1 Work with a partner. Complete the diagram with the parallels and meridians (1–4).

- 1 The Equator
- 2 The Tropic of Cancer
- 3 The Tropic of Capricorn
- 4 The Prime/Greenwich Meridian



2 Read the information about parallels and meridians. Check your answers to Exercise 1.

THE EARTH AND ITS IMAGINARY LINES

Lines of latitude or parallels are horizontal lines dividing the Earth's surface. The line of latitude in the centre of the sphere is called the Equator. The Equator divides the globe into two hemispheres. Anything above the Equator is in the northern hemisphere and anything below is in the southern hemisphere.

Coordinates specify a north-south position on the Earth's surface, ranging from 0 degrees on the equator to 90 degrees at the poles. The North Pole is at 90 degrees north, and the South Pole is at 90 degrees south.

The Tropic of Cancer and The Tropic of Capricorn are two other important parallels. The Tropic of Cancer is above the Equator at 23.5 degrees north and the Tropic of Capricorn is below the Equator at 23.5 degrees south. These two lines of latitude mark the northern and southern limits of what is known as the tropics.

Lines of longitude or meridians are the vertical lines dividing the Earth's surface. The line of longitude passing through the Royal Observatory at Greenwich, near London, is the Prime Meridian. It's the international zero-longitude reference line. Places to the east of the Prime Meridian are in the eastern hemisphere, and places to the west are in the western hemisphere.

3 Complete the information about time zones with the words and phrases in the box. Then listen and check.

add daylight direction forward
thirty twenty-four

Time zones

There are ¹... time zones in the world.

Most of the time zones are one hour divisions, but a few are ²... or forty-five minutes.

Some higher latitude countries use ³... saving time. In the autumn, the clocks are put back, and in the spring the clocks are put ⁴...

To calculate the time in a different time zone, you have to add or subtract hours depending on the ⁵... you are going. If you are going east, you need to ⁶... hours. If you are going west, you need to subtract them.

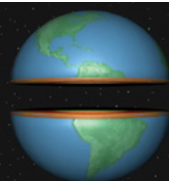
Your turn

4 Ask and answer the questions with your partner.

- 1 What hemisphere do you live in?
- 2 Do you live closer to the Tropic of Cancer or the Tropic of Capricorn?
- 3 If you live in London and travel to New York, would you need to put your watch back or forward?

Learn about the world.

- What two different things can we use to look at the world?
- Where is Houston?
- Where is it always cold?



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Where in the world?



Technology The changing classroom

- 1 Work with a partner. Make a list of all the technology you use during a school day, from when you wake up to when you go to bed.
- 2 Read the information about flipped classrooms. How many of the things on your list from Exercise 1 are mentioned? Can you add anything to your list?

WHAT IS A FLIPPED CLASSROOM?

In flipped classrooms the students learn on their own at home by watching videos online. These may be videos made by the teacher or the teacher may recommend videos which already exist online and are available to anyone, such as those on online learning websites, like the famous Khan Academy. Later, students do their homework in the classroom, where other students and the teacher can help with any problems. In class, teachers are available to lead classroom debates or explain anything the students did not understand.

Positive things teachers and students say about flipped classrooms:

- Students study at their own speed.
- Teachers have more time to help students one-to-one and give feedback.
- Teachers can use podcasts, chat rooms and apps to make the online lessons more interesting.
- As many teenagers now have their own mobile devices, students can watch the videos anywhere. This has given teenagers the freedom to organise their time in a new way.



- 3 Read the information again and discuss the questions with a partner.
 - 1 Do you think you would learn more easily in a flipped classroom?
 - 2 Can you think of any disadvantages about learning in a flipped classroom?
- 4 Listen to a student's presentation about online learning videos. Why does he use the videos?
- 5 Listen again and complete the fact file.

THE Khan Academy

Started by: Sal Khan

Who it helps: students from ¹.... with their studies

Languages it's available in: translated into ²....

Subjects available: wide range of school subjects, including Maths, History of Art, Physics

Users: school students, home-schooled students, teachers and ³....

What it offers: free online ⁴.... videos and it's a ⁵.... virtual classroom

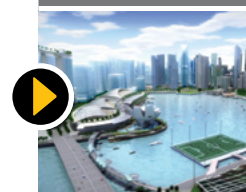


Your turn

- 6 Work with a partner. Describe your ideal classroom. What kind of technology would you use? When would you use it and what for?

Learn about a modern house of the future.



- Cleopatra can do the work of several different people. Which people?
- What does Cleopatra tell the boy to do at bedtime?
- How much does Cleopatra cost?

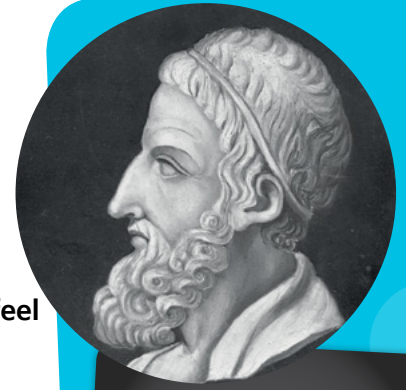


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The house of the future

Natural Science The Archimedes' Principle

- 1  Work with a partner. When you are swimming in a pool, do you feel lighter, heavier or the same as when you are walking on the ground? Can you explain why?
- 2  Read about Archimedes. What was he trying to find out?



$$F_B = mfg$$

ARCHIMEDES

Archimedes was a Greek mathematician and inventor from the 3rd century BC. He lived in Syracuse and was both friend and relative of King Hiero II, the ruler of Syracuse.

KING HIERO'S PROBLEM

The king thought that his new crown was not made out of solid gold. He thought it was instead made out of silver then covered in gold. The king asked Archimedes to find out but told him he couldn't damage the crown.



ARCHIMEDES' PROBLEM

Archimedes knew that to see if the crown was pure gold he could not just weigh the crown. He had to know both the volume and the weight of the crown. A crown made of solid gold would have the same volume as pure gold of the same weight. His problem was how to calculate the volume of an object that was shaped irregularly.



ARCHIMEDES' SOLUTION

He realised that measuring the amount of water the crown displaced would allow him to calculate its volume. He put the crown in water. Then he put pure gold of the same weight in water and measured the amount of water spilled by each object.



THE RESULTS

The crown and the pure gold displaced different amounts of water. Archimedes now knew the weight of both objects and the volume of both objects.

THE CONCLUSION

Although the crown and the quantity of pure gold weighed the same they did not have the same volume and therefore could not be the same material. The king's crown was not made of solid gold.

Archimedes was in fact investigating the density of the material the crown was made of and comparing it to the density of solid gold. We calculate density by dividing the weight of an object by its volume.

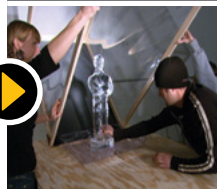
3 Read the article again. Are these sentences true or false? Correct the false sentences.

- 1 The king was not sure exactly what his crown was made out of.
- 2 Archimedes calculated the crown's volume by measuring the amount of water it displaced.
- 3 The crown and the pure gold displaced equal amounts of water.
- 4 The crown was made of pure gold.
- 5 Density is calculated by adding the object's weight and volume.

5 Choose one of the scientists in Exercise 4. Make a poster with information and pictures of their major achievement(s). Present it in class, then add it to your personal portfolio.

Learn about global warming.

- How old is Eric Gustavsson?
- What will be different about each box?
- What does Eric think his experiment shows?



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A cool experiment

Your turn – Portfolio

4 Work in pairs. What do you know about what these scientists studied and their achievements?

Charles Darwin Marie Curie Galileo Galilei
Albert Einstein Isaac Newton

Technology Early written communication

1 Work with a partner. Answer the questions.

- When did people start writing?
- How did the ancient Egyptians write?
- Where does the word 'alphabet' come from?

2 Read the text and check your ideas.

Our earliest human ancestors first stood on two legs around 6 million years ago. But it was the ability to share information which set our ancestors apart from the rest of the animals. Communication remained very limited until our closest ancestor, Homo erectus, appeared about 1.8 million years ago. But it was only 6,000 years ago, with Homo sapiens, that any form of writing came into existence.

The earliest forms of writing were logographic and used symbols (logograms) to represent things. The most famous of these old forms of writing is hieroglyphics. The Ancient Egyptians either carved or painted hieroglyphs on stone. However, they also had two other forms of writing, called *hieratic* and *demotic*. They wrote onto papyrus, a form of paper, or cloth with ink or paint. We know a lot about hieroglyphic writing because of the Rosetta Stone. This is an ancient stone slab with the same message written in hieroglyphics, demotic and Ancient Greek.



Alphabetic writing systems use marks which represent sounds. Ancient Greek was the first complete alphabet and represented both consonant and vowel sounds. In fact, the word alphabet comes from the first two Greek letters, alpha and beta. It was a unique invention and many different languages now use some form of complete alphabet. English uses the Roman alphabet, which the Romans adapted from the ancient Greek.

3 Read the text again. Are these sentences true or false? Correct the false sentences.

- 1 Homo erectus used a logographic writing system.
- 2 The ancient Egyptians had three forms of writing.
- 3 The Egyptians carved hieroglyphs into stone.
- 4 The Ancient Greek alphabet only represented consonant sounds.
- 5 The Romans adapted their alphabet from hieroglyphics.

4 Complete the text with the words in the box.

logograms (x2) spoken alphabets
logographic alphabetic pronunciation

Hieroglyphics was a ¹... system of writing. It used ²... to represent objects and actions. Because they were not related to ³..., different languages could use the same ⁴...
⁵... systems of writing use marks to represent sounds of the ⁶... language so different languages might use the same ⁷... but spelling and grammar will be different.

5 Listen to a linguist talking about reading and writing. What subjects does he talk about?

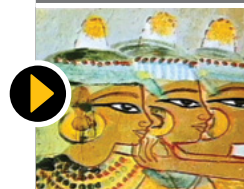
- | | |
|----------------------------|------------------|
| a The Romans | d cheap books |
| b dangerous animals | e internet blogs |
| c books for wealthy people | |

Your turn

6 Work with a partner and write a short message. Write the message using only pictures. Show your message to the rest of the class to see if they can work it out.

Learn about hieroglyphics.

- What has the archaeologist come to see?
- How long has the skeleton been there?
- Why was the sandal strap important to Egyptians?



Technology Vertical farming

- 1 Work with a partner. Look at the problems connected with a growing global population and discuss possible solutions.

more houses means fewer green spaces
more people need more food
a bigger population produces more pollution

- 2 Read the information about vertical farming. What is the main difference between vertical farming and traditional farming?

↑ VERTICAL FARMING: the up-and-coming solution

When it is difficult to find space to build more houses and offices, we automatically build upwards; we build skyscrapers. Now, some farmers are farming upwards too.

What is vertical farming?

Vertical farms save space by growing **plants** inside buildings on specially designed racks. Each **rack** can hold many **plants** and this increases the amount of food produced.

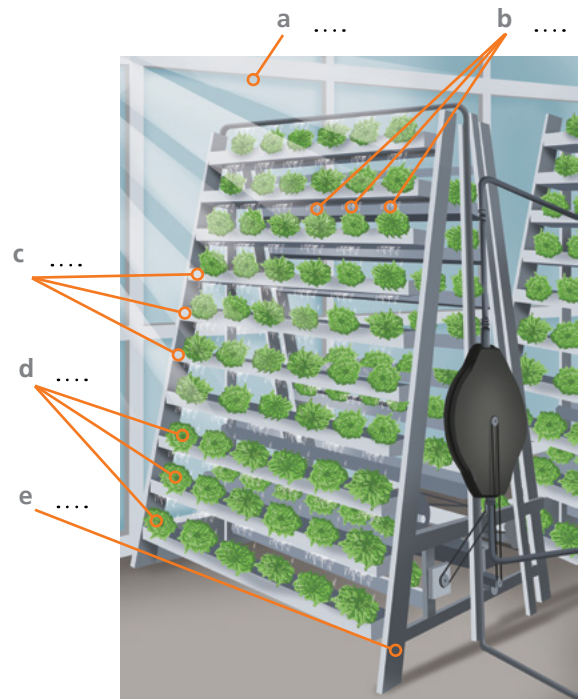
The technology that makes it possible

Hydroponics is a system where special **water** is given to the plants; water which contains everything the plant needs to grow. In traditional farming, plants grow in the ground but in vertical farms plants grow in **pots** and are only fed with special water. Some farmers have racks attached to elevators. Because the elevators are always moving, the plants are always moving too. In this way the plants receive lots of **sunlight** and grow better.

The benefits

Vertical farming works well because farmers have full control of the growing conditions. They control temperature, food and water; so vertical farmers can grow crops all year long and almost anywhere in the world. Furthermore, vegetables grown in the city do not have to be transported as far to reach the shops. This means the food is delivered fresher and with less transport, so there is less pollution.

- 3 Complete the diagram of a vertical farm with the words in bold from the text.



- 4 Listen to a radio interview with a vertical farmer. His farm helps in two important ways – what are they?
- 5 Listen again and answer the questions.

- 1 How did Dan decide to start his vertical farm?
- 2 What is important about where his factory is?
- 3 Where does he sell his fruit and vegetables?

Your turn

- 6 Work with a partner. Many people in the world don't have enough food. Discuss with a partner how vertical farming can help to solve this problem.

Learn about how we can eat healthily.



- Why do factories change food?
- What should we check when we buy food?
- What makes fruit tasty?



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You are what you eat

History 4th July celebration, USA

- 1  **Work with a partner. Look at the timeline for early US history. Which events have you heard of? What do you know about other events in early US history?**
- 2  **Read the travel guide. What event do Americans celebrate on 4th July? How do they celebrate it?**

- 1492 Christopher Columbus reached America but thought it was India.
- 1607 The first English settlers founded the first British colony, called Virginia.
- 1620 The Pilgrims left England on a ship called the Mayflower and arrived in Massachusetts.

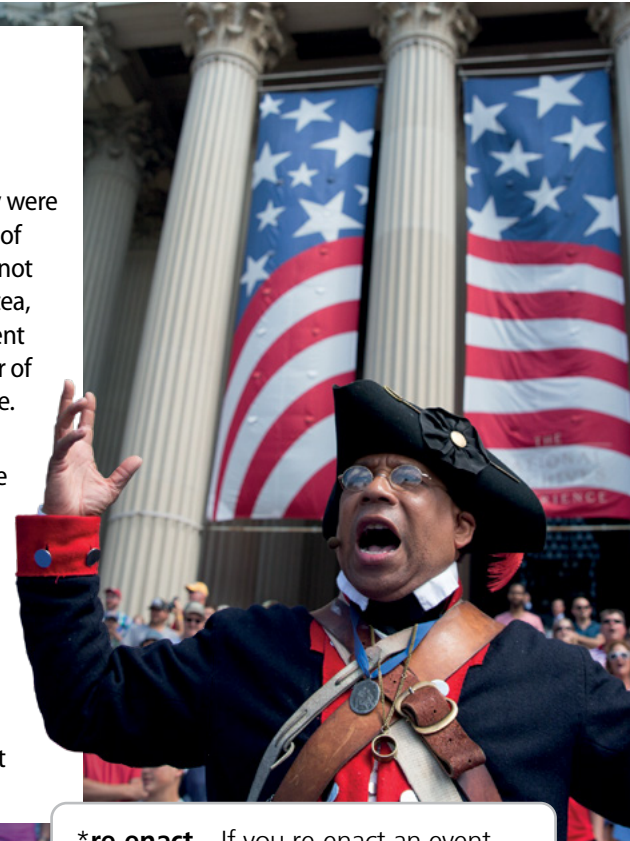
On 4th July many Americans gather in parks across the country to listen to the Declaration of Independence read out by actors in typical 18th century clothes. These *re-enactments take them back in time to 1776, when the Declaration of Independence was first read out loud.

Before 1776, there were 13 British colonies along the east coast of America. They were ruled by the British and paid taxes to the British king, George III. Although many of the people who lived in the colonies were originally from Great Britain, they did not like being controlled by the British. In 1773, when a new tax was introduced on tea, there was a protest in Boston, known as the Boston Tea Party. This important event led to a war between the Colonies and Great Britain, known as the American War of Independence, and eventually to the signing of the Declaration of Independence.

In July 1776, leaders from all 13 colonies met to agree on the Declaration of Independence and create the United States of America. Copies were made of the Declaration and sent to every colony where they were read out loud to the people. This is what is acted out on 4th July.

However, the British Parliament did not accept this. It was not until 1783, after more fighting, that the British accepted the independence of the colonies.

The re-enactments help Americans to remember that 4th July is about living in a country which believes, 'All men are created equal'. They remember why the Declaration states that everyone has the right to, 'life, liberty and the pursuit of happiness'. These words, written down in 1776, form some of the basic ideas that American society was built on.



***re-enact** – If you re-enact an event, you try to make it happen again in exactly the same way that it happened the first time, often as an entertainment or as a way to help people remember certain facts about an event.

3 Read the travel guide again and answer the questions.

- 1 In what year was the Declaration of Independence first read aloud?
- 2 Which country did the colonies want to claim independence from?
- 3 When did the American War of Independence end?
- 4 What rights should people still be able to enjoy today?

Your turn

4 Work with a partner and answer the questions.

- 1 Have you ever been to a re-enactment event in Romania?
- 2 Do you think it is a good way of learning about a country's history? Why/Why not?
- 3 What events from Romania's history do you think could be re-enacted to help people learn about them?

Learn about remembering our history.

- As well as the American Revolution, what other events do American re-enactors act out?
- The clothes and weapons the re-enactors use are designed in a special way. Why?
- Do women re-enactors play the role of soldiers in re-enactment battles today?



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Reliving history



Project 1

Investigate a murder mystery!

THE STORY LINE

It was Thursday evening and Tessa Jones was slowly walking home from school. She could barely see the road in front of her because of the thick fog. Suddenly, she heard a scream, and something heavy fell to the ground with a thud. She rushed to the place where the sound came from, and found an abandoned bike. It belonged to Liam Swanson, one of her students. How was that even possible? Tessa knew that Liam was still at school, rehearsing for the Christmas party with his classmates. She called the police and they found blood and some other important clues near the bike: a letter from his girlfriend, Sarah, a necklace with the name David on it, a photo of a girl, Sandy Smith, and a note that was not signed saying 'Leave her alone! You don't want any trouble, do you?' Tessa and the police officers went back to school hoping to find an answer. Maybe her students had some valuable information on the case.

Look

1 Read the story line carefully and answer the questions.

- 1 Who is Tessa Jones?
- 2 Why did she call the police?
- 3 What do you think happened to Liam?

Prepare

2 Work in groups of ten. Each of you will receive a role card: six students will play the suspects and the rest will be detectives.

3 Read the card. If you are a suspect, memorise all the information on the card, then act out answering the detectives' questions. If you are a detective, prepare and ask your questions, then write the answers in the chart. Try to solve the case and find the murderer.

NAME OF THE SUSPECT	REASON	ALIBI	CLUE

Present

- 4** Finish your investigation and present your evidence to the class. The detective that first guesses who the murderer is wins the game.

Skills:

- ability to work in a team
- communication skills
- presentation skills
- boost in self-confidence

Check your results!

- identify the topic of the project based on instructions ☐
- work on your imagination and initiative ☐
- collect information on the topic ☐
- create an investigation report ☐
- compare and present your results on the investigation to the class ☐

G – good

VG – very good

E – excellent





Project 2

A biography of an artist you admire



Julien 'Seth' Mallard is a French street artist, illustrator and publisher. Born in Paris in 1972, Mallard showed very strong interest in graffiti when he was in high school. Graffiti first started appearing in suburbs around the city during the 1980s, and it wasn't long before it became a popular means of expression. In the mid-90's, Mallard began to paint murals in the streets of the French capital city under the name of Seth. Unlike his friends, he was bad at lettering, so he developed his own style in creating characters, which later brought him fame and appreciation among Parisian graffiti artists.

Three years after graduating from the École Nationale Supérieure des Arts Décoratifs (2000), Mallard began travelling the world as a globe-trotter in search for new experiences and inspiration on his paintings. He collaborated with several local street artists from different countries such as Italy, Brazil, China, India and South Africa, finding inspiration in the cultural realities of the places he visited. He became internationally famous as Seth the Globe-painter. His art consists of simple characters, mostly children. He uses both modern and traditional techniques and lots of colours to tell a story and show his message with each mural. The artists who had a big influence on his art are Japanese manga artist and filmmaker Hayao Miyazaki and Austrian painter Gustav Klimt.

Seth has written several books, including one of the best-selling books about French graffiti, *Kapital, one year of graffiti in Paris* (2000, together with graphic designer Gautier Bischoff), and an illustrated travel journal *Extramuros: Chroniques d'un Globe-painter* (2012).

His travel experiences have also been the subject of a TV serial show (*Les nouveaux explorateurs*). He has taken part in 18 exhibitions around the world. The most recent one was in November 2018, at Dorothy Circus Gallery, in London and Rome.



Look

- 1 Do you know the names of any famous painters or sculptors? Make a list and compare it with a partner.
- 2 Look at the photos and read the biography. Who is he and why is he famous?
- 3a In pairs, read the biography again and complete the fact file.

FACT FILE

The name of the artist: ¹....

Pseudonyms: ²....

Where he is from: ³....

When he began his career: ⁴....

Education: ⁵....

Style: ⁶....

Inspiration: ⁷....

Influences: ⁸....

Technique: ⁹....

Exhibitions: ¹⁰....

Personal facts about him: ¹¹ ...

- 3b Search online for two murals you like most from Seth and describe them to the class.



Prepare

- 4 Work in groups of three or four. Plan a short biography about an artist of your choice and make a poster. It can be an artist from the past. Search for information and pictures about the artist and three of his works you like best. Organise your information following the example in Exercise 3 a.

Present

- 5 In your groups present your poster to the rest of the class. Then ask them questions about the artist. Can they remember all the important facts?

Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

Check your results!

- identify the topic of the project based on the prompts and pictures given ☐
- search for pictures ☐
- search for information about the given topic ☐
- write about a famous artist and present his/her biography ☐
- combine the pictures and information in the required project format ☐
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐
- be creative ☐

G – good

VG – very good

E – excellent



Project 3

An evening at the opera An advertisement

THE ROMANIAN NATIONAL OPERA of Cluj-Napoca

The construction of the Romanian National Opera House of Cluj-Napoca, the country's first venue for musical performances, began in 1904 and finished two years later. Its Austrian architects, Ferdinand Fellner and Hermann Helmer, were famous throughout the world for designing over 200 buildings across Europe at that time. The design of the building is Neo-Baroque, very similar to the other 48 European theatres built by the two renowned architects and unique in Romania.

The opening concert of the Opera House took place in 1920, with *Aida*, one of the best-known operas composed by Giuseppe Verdi. The first director of the institution, Constantin Pavel, was also the first tenor to play the part of Radamès, the main character in this opera.

Today, the Romanian National Opera House of Cluj-Napoca is one of the most prestigious cultural institutions in Europe and has presented over two hundred opera, operetta and ballet performances from the world.



THE GRAND OPERA BALL

Every year, in early March, the Romanian National Opera House of Cluj-Napoca hosts an event inspired by the elegant Viennese balls: The Grand Opera Ball. The first edition of this event took place in February 1985 and lasted for two evenings.

The Opera Ball brings to the fore important performers and famous guests from Romania and from abroad. The Romanian National Opera House of Cluj-Napoca turns into a ballroom where the waltz steps set the tone for one memorable evening.

The concert hall is elaborately decorated so that the audience has the opportunity to join the famous guests and the protagonists of the vocal and choreographic moments on stage. The people that take part in this magical event must follow a very strict dress code.

Dress code



Look

- 1 Read the texts. What do the Opera House and the Grand Opera Ball have in common?

Prepare

- 2 Work in groups of three. Plan an advertisement to promote The Romanian National Opera of Cluj-Napoca or The Grand Opera Ball. Use the information in the texts and search the internet for photos and more interesting facts (history, curiosities, famous artists, etc.).

Present

- 3 Present your advertisement to the rest of the class. Ask your classmates to read it. Have a class vote to choose the most creative three advertisements.



Skills:

- ability to work in a team
- communication skills
- presentation skills
- boost in self-confidence

Check your results!

- identify the topic of the project based on the prompts and pictures given ☐
- search for pictures ☐
- search for information about the given topic ☐
- combine the pictures and information in the required project format ☐
- make an advertisement ☐
- present your advertisement to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐
- be creative ☐

G – good
VG – very good
E – excellent



Project 4

An unusual hobby poster



take to the streets!

WHAT IS IT?

Parkour comes from military training, and involves running, jumping and climbing over obstacles outdoors. It can also involve moving on your hands and feet like a cat. It is a non-competitive activity which started in France in the 1980s and became popular through documentaries, films like *Casino Royale* (a James Bond movie) and TV advertisements. People who do the sport are called *traceurs* (for boys) or *traceuses* (for girls).

WHAT DO YOU NEED?

Nothing! You don't have to use any special equipment. Traceurs usually wear casual, sporty clothes like T-shirts, tracksuit bottoms and running shoes.

WHERE CAN YOU DO IT?

The best thing about parkour is that you can do it anywhere! Traceurs use urban and rural areas in places like parks, playgrounds, gyms and offices.

HOW CAN YOU DO IT?

Start by following the steps below:

1. Find somewhere safe like a park or a garden.
2. Practise running and jumping to help improve your balance.
3. Then try to jump backwards or do cartwheels (when you stand on your hands and land on your feet).
4. Finally, try to do this from a small height and land on the ground. And this is parkour!



Look

1 Read the poster. Answer the following questions.

- 1 Which actions does parkour involve?
- 2 When and where did it start?
- 3 How did it become popular?
- 4 What do traceurs wear?
- 5 Where can you do it?
- 6 Name two parkour movements from the text.

Prepare

2 Work in groups of three or four. Choose an unusual hobby that is popular with teenagers in Romania. Use the internet, books or magazines to find information about it. Make notes. Find out about ...

- where it comes from.
- where you can do it.
- what you need.
- how to do it.

3 Find photos or draw pictures of the activity. Make a poster with the photos and the information about it.

Present

4 In your groups present your poster to the rest of the class. Then ask them questions about the hobby. Can they remember all the important facts?

Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

Check your results!

- identify the topic of the project based on the prompts and pictures given ☐
- search for pictures ☐
- search for information about the given topic ☐
- write about an unusual hobby ☐
- combine the pictures and information in the required project format ☐
- present your poster to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐
- be creative ☐

G – good

VG – very good

E – excellent





Project 5

A magazine article

NAME: Serena Williams
NATIONALITY: American
DATE OF BIRTH: 26th September 1981
STAR SIGN: Libra
PROFESSION: Tennis player

CELEBRITY SUPERSTITIONS

LET'S FIND OUT SERENA WILLIAMS'S
RECIPE FOR SUCCESS!



1

Serena is a famous American tennis player who has won many titles including Wimbledon, the French Open and the US Open. She has also been Olympic Singles and Doubles Champion. Serena is famous for being very competitive.

2

Serena believes following special routines is the secret of her success. So she always:

- brings her shower sandals to the court.
- ties her shoelaces in a special way.
- bounces the ball five times before her first serve and two before the second.
- wears the same pair of socks for a whole tournament.

3

Serena is always going to repeat this procedure to guarantee victory. She believes that she has lost matches because she has not followed those routines correctly.

4

It is difficult to know how much this belief affects her performance on court – maybe there is some truth to this. After all, she is the most successful female tennis player of all time. For all the tennis players reading this, now you know what to do to improve your game. How many times you choose to bounce the ball is up to you!

Look

1 Read the text. Then cover the text and try to remember four things that Serena does to win the match. Compare your ideas with a partner.

2 Match the headings with the paragraphs.

- a Why she follows the superstition
- b Conclusion
- c Background information
- d What the superstition is



Prepare

- 3** Work in groups of three or four. Choose a famous celebrity. Use the internet, books or magazines to find information about him/her. Find out about ...

- his/her career.
- what he/she has won.
- any superstitions he/she has.

Present

- 4** Display the magazine article on the wall in your classroom. Ask your classmates to read it. Have a class vote to choose the strangest celebrity superstition.

Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

Check your results!

- identify the topic of the project based on the prompts and pictures given ☐
- search for pictures ☐
- search for information about the given topic ☐
- write a magazine article about a sportsperson's recipe of success ☐
- combine the pictures and information in the required project format ☐
- present your article to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐

G – good

VG – very good

E – excellent





Project 6

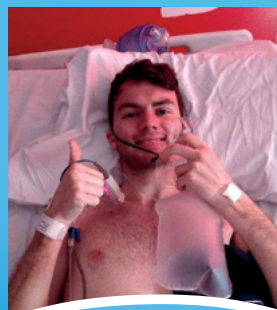
A presentation



Stephen Sutton

'An inspiration'

Stephen believed that living a long time was less important than doing something exceptional with the time you have.



Life

Born in 1994 in the UK
Excellent student and sportsman
Diagnosed with cancer aged 15
Died aged 19



Achievements

Started blog and #thumbsupforstephen fundraising campaign for Teenage Cancer Trust
Raised almost £5 million for charity
Awarded MBE by Queen Elizabeth II

Look

1 Look at the presentation about Stephen Sutton. Answer the questions.

- 1 Did Stephen have a normal life?
- 2 Why was he called an inspiration?

2 Work with a partner. Based on the presentation in Exercise 1, tick the sentences which describe how to give a good presentation.

- 1 You should put everything you are going to say on the presentation slides or cards.
- 2 You need about 20 slides for a good presentation.
- 3 An image on each slide makes the presentation interesting.
- 4 The slides should only contain key words or short notes.
- 5 Three to five slides are enough for this topic.
- 6 You need to write the details about the key words or notes on paper, ready to say them to your audience.
- 7 You can do a presentation using PowerPoint or cards that you print or write on.
- 8 You should read everything from the slides.
- 9 Give the audience a general idea about the person, then give some biographical details, then talk about their achievements.
- 10 The slides should be attractive, without much text but with images to interest and educate the audience.

My young achiever is Stephen Sutton. He was called an inspiration by many people who knew him. Here you can see the way he thought about life. He suffered from cancer for four years but never felt sorry for himself. He dedicated his life to raising money for teenage cancer sufferers. He was born in England in 1994. He was a healthy, active schoolboy ... He ...

Prepare

- 3** Work in pairs. Choose a famous young person who you admire. It could be a sportsperson, entertainer, writer, etc. or someone brave like Stephen.

Use the internet to research this person. Find out about their background and their main achievements and make notes on these points. You should also include pictures of and, if possible, quotations by this person.

- 4** Prepare your presentation using a software programme like Microsoft PowerPoint or big pieces of card to hold up or stick to the board. Use your notes and pictures from Exercise 3 and the advice from Exercise 2.

Present

- 5** Give your presentation to the class. Remember, you should say most of the information. You only need pictures and main points on the slides. When every pair has finished, have a class vote on which of the young achievers is the most impressive.

Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

Check your results!

- identify the topic of the project based on the prompts and pictures given ☐
- search for pictures ☐
- search for information about the given topic ☐
- write a magazine article about a sportsperson's recipe of success ☐
- combine the pictures and information in the required project format ☐
- display your presentation to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐

G – good

VG – very good

E – excellent



Project 7

A campaign brochure



1 THE PROBLEM

Cyberbullying. Saying horrible things to people, laughing at them, telling lies about them, hurting them by sending rude messages via cell phones, computers, and tablets, on social media sites like Facebook or Instagram. It can happen because of your looks, your skin colour, your religion, because you are poor or even because you are a good student. What makes cyberbullying different from traditional bullying is that the victims do not always know who the bully is or the reason they are attacked. Cyberbullies act from a distance and their comments become viral on the internet.

2 THE SOLUTION

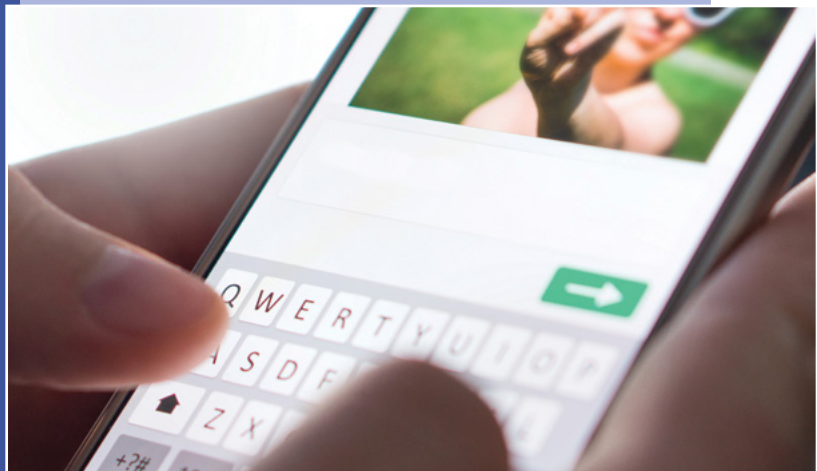
If you are the victim of cyberbullying or you have a friend that is bullied this way, don't answer the messages and don't try to fight back on your own. Talk about it to an adult – your parents or your teachers. Report unpleasant comments on social media sites to internet providers and block callers with the help of your phone company. Ask for help! You are not alone!

3 WHAT YOU CAN DO TO PREVENT CYBERBULLYING FROM HAPPENING

THINK TWICE BEFORE YOU POST. Stop the online hate. Don't forget that the internet is public and that comments may be likeable to you but they can harm someone else.

KEEP PERSONAL INFORMATION ONLY TO YOURSELF. Don't tell anyone online details such as address, phone number, school, credit card number, etc.

DON'T BE INDIFFERENT. If your friends are cyberbullies, confront them and explain them how harmful their actions are. If a friend is being cyberbullied, support them and seek help from an adult. Don't stand by and do nothing!



Look

1 Look at the brochure and answer the questions.

- 1 Which issue is the campaign about?
- 2 What is cyberbullying?
- 3 Who causes cyberbullying?
- 4 Who are the victims?
- 5 What can you do to prevent it?

2 Read the brochure again. Match the titles below to each of the paragraphs.

- A Information on how to prevent cyberbullying
- B Learn how to report cyberbullying
- C Reasons for being cyberbullied

Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

Prepare

3 Work in groups of three or four. Plan a campaign brochure for a good cause. Use the brochure on page 168 as a model and search for pictures and information on the internet. Write three paragraphs about:

- what the problem is;
- the possible solutions;
- how to help.

Present

4 In your groups present your poster to the rest of the class. Then ask them questions about the issue presented and have them involved with solutions to the problem. Vote for your favourite. Which campaign brochure is the class' favourite?

Check your results!

- identify the topic of the project based on the prompts and pictures given ☐
- search for pictures ☐
- search for information about the given topic ☐
- combine the pictures and information in the required project format ☐
- make a campaign brochure ☐
- present your brochure to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐
- be creative ☐

G – good

VG – very good

E – excellent





Project 8

What's on TV? A cooking show



Hello, everyone. Welcome to Junior MasterChef. I'm Sandra and today I'm going to make my favourite dish – French gratin potatoes. Simple and delicious.

First, boil the potatoes and eggs in salted water. Then peel the potatoes, ...



Bon Appétit!

Look

- 1 Look at the recipe and write down its instructions. The beginning has been given to you.

Prepare

- 2 Imagine you are the chef in a cooking show. Practise reading the recipe and pretend you are a chef. You can choose your own recipe and plan a cooking show based on it.

Present

- 3 Record yourself presenting the dish, the ingredients, the quantities, and explaining the directions. Present your video to the class. Vote for the most accurate show.

Skills:

- ability to work in a team
- presentation skills
- communication skills
- boost in self-confidence

Check your results!

- identify the topic of the project based on the prompts and pictures given ☐
- search for information about the given topic ☐
- combine the pictures and information in the required project format ☐
- record a video – a cooking show ☐
- present your video to the class and test your classmates' ability to recognise specific aspects based on a visual support ☐
- be creative ☐

G – good

VG – very good

E – excellent

Word list (selection from the textbook, the audio scripts and video scripts)

■ nouns ■ verb ■ adjective ■ adverb ■ phrasal verbs ■ preposition ■ phrase

Starter Unit

responsible	adj. showing good judgment and able to be trusted
stuff	noun used to refer to a substance or a group of things or ideas, etc. without saying exactly what they are
documentary	noun a film or television programme that gives facts about a real situation or real people information or reports about recent events
news	noun information or reports about recent events
chat show	noun a television or radio programme where people are asked questions about themselves
reality show	noun a TV programme about people who are filmed in real situations
romantic	adj. relating to a story about love
action film	noun a film with an exciting story about an adventure
realise	verb to understand a situation, sometimes suddenly
annoying	adj. making you feel annoyed
weird	adj. very strange
moody	adj. If someone is moody, they are often unfriendly because they feel angry or unhappy.
embarrassed	adj. feeling ashamed or shy
scary	adj. frightening
impatient	adj. wanting something to happen as soon as possible
nightmare	noun a frightening dream
bite	verb to cut something using your teeth
definitely	adverb without any doubt

Unit 1

thief	noun someone who steals things
catch	verb to find and stop a person or animal who is trying to escape
chase	verb to run after someone or something in order to catch them
trophy	noun a prize, such as a silver cup, that you get for winning a race or competition
fall over	phrasal verb to fall to the ground
run away	phrasal verb to secretly leave a place because you are unhappy there
look after sb	phrasal verb to take care of someone and be in charge of them
look through sth	phrasal verb to read something quickly
look for sth	phrasal verb to try to find something
look like sb/sth	phrasal verb to appear similar to someone or something else
Look out!	phrasal verb something you say when someone is in danger
look up sth	phrasal verb to look at a book or computer in order to find information
report	noun a description of an event or situation

witness	noun someone who sees an accident or crime
stand	verb to be in a vertical position on your feet
altogether	adverb in total
crew	noun a team of people with special skills who work together
miserable	adj. unhappy
seal	noun an animal with smooth fur that eats fish and lives near the sea

Unit 2

busker	noun a musician or performer who busks for money
living statue	noun someone who pretends to be a statue in order to get money
gallery	noun a room or building that is used for showing paintings and other art to the public
juggler	noun someone who throws and catches objects to entertain people
passionate about	phrase having a strong love of something or interest in something
make money	phrase to make money
light sth up	phrasal verb to make something brighter
set sth up	phrasal verb to get all the necessary equipment ready for an activity
show up	phrasal verb to arrive somewhere
storytelling	noun the activity of telling stories
canvas	noun a piece of strong cloth used for a painting
dot	noun a small, round mark or spot
rainfall	noun the amount of rain that falls in a particular place at a particular time
lively	adj. full of energy and interest
astronomy	noun the scientific study of stars and planets
realistic	adj. showing things and people as they really are, or making them seem to be real
flat	adj. smooth and level, with no curved, high, or hollow parts
effect	noun a change, reaction, or result that is caused by something

Unit 3

look round	phrasal verb to walk around a place and look at it
set off	phrasal verb to start a journey
pick	phrasal verb to learn something
spectacular	adj. extremely good, exciting, or surprising
be born into	verb to be part of a particular family
accurate	adj. correct or exact
riches plural	noun money or valuable objects
battle	noun a fight between two armies in a war
canyoning	noun a sport that involves jumping into a mountain stream that is flowing very fast and being carried down the stream while you float on your back

waterfall	noun a stream of water that flows from a high place, often to a pool below
ski run	noun a route in the snow for people who are skiing
roller coaster	noun an exciting entertainment which is like a fast train that goes up and down very steep slopes
mosque	noun a building where Muslims say their prayers
identity	noun the things that make one person or group of people different from others
tap	verb to knock or touch something gently
needle	noun a thin, pointed metal object
wetsuit	noun a piece of clothing covering the whole body that keeps you warm and dry when you are under water
nautical	adj. relating to boats or sailing
Where can I sign up?	phrase used to ask where you can officially join an activity
waffle	noun a square, flat cake with a pattern of holes in it, eaten especially in the US
lecture	noun a formal talk given to a group of people in order to teach them about a subject

Unit 4

quality	noun part of the character or personality of someone or something
socialising	noun spending time with other people
easy-going	adj. relaxed and not easily upset or worried
hard-working	adj. doing a job seriously and with a lot of effort
shy	adj. not confident, especially about meeting or talking to new people
sociable	adj. Someone who is sociable enjoys being with people and meeting new people.
bring together sb	phrasal verb to cause people to meet each other
count on sb	phrasal verb to be confident that you can depend on someone
pass on sth	phrasal verb to give someone new information
sign up	phrasal verb to arrange to do an organized activity
set up sth	phrasal verb to create something new
challenge	noun something that is difficult and that tests someone's ability or determination
challenging	adj. difficult to do in a way that tests your ability or determination
flexibility	noun the ability to bend your body
flexible	adj. able to bend your body
respectable	adj. behaving in a socially acceptable way or looking socially acceptable
keep sb waiting	phrase to be late so that someone has to wait for you
climber	noun someone who climbs mountains, hills, or rocks as a sport
world record	noun the best or fastest in the world
in a row	phrase one after another without a break
tutorial	noun a short lesson from someone who shows you how to do something
henna	noun a reddish-brown dye, used mainly for changing the colour of the hair and skin

headphones	noun a piece of equipment that you wear over your ears so that you can listen to music without anyone else hearing it
one-to-one	adverb only including two people

Unit 5

damage	verb to harm or break something
displace	verb to make someone or something leave their usual place or position
spill	verb to pour liquid somewhere without intending to
veterinary	adj. relating to medical care given to animals that are ill or hurt
mechanics	noun the study of physical forces on objects and their movement
restore	verb to repair something old
come together	phrasal verb If a plan comes together, it starts to happen.
job fair	noun an event at which you can find out about different types of job
voluntary	adj. Voluntary work is done without being paid and usually involves helping people.
shortlist	noun a list of people who are competing for a prize, job, etc, who have already been chosen from a larger list
remote	adj. far away
refugee	noun someone who has been forced to leave their country, especially because of a war
sportsperson	noun someone who plays sport, especially one who plays it well
eve	noun the period or day before an important event
disabled	adj. having an illness, injury, or condition that makes it difficult to do the things that other people do
donation	noun when money or goods are given to help a person or organization
university degree	noun a qualification given for completing a university course
work experience	noun a period of time in which a student temporarily works for an employer to get experience

take advice	phrase to do what someone suggests
take an exam	phrase to do an exam
take pleasure in sth	phrase to enjoy something

Unit 6

chat	verb to talk with someone in a friendly and informal way
boast	verb to talk with too much pride about what you have done or what you own
criticise	verb to say that something or someone is bad
gossip	verb to talk about other people's private lives
whisper	verb to speak extremely quietly so that other people cannot hear
complain	verb to say that something is wrong or that you are annoyed about something
argue	verb to speak angrily to someone, telling them that you disagree with them
face-to-face	adj. directly, meeting someone in the same place
keep on	phrasal verb to continue to do something

individual	noun a person, especially when considered separately and not as part of a group
graph	noun a picture with measurements marked on it as lines or curves, used to compare different things or show the development of something
creator	noun someone who invents or makes something
cabin	noun a small, simple house made of wood
hieroglyphics	plural noun a system of writing that uses pictures instead of words, especially as used in ancient Egypt
strap	noun a narrow piece of material used to fasten two things together or to carry something
survey	noun an examination of people's opinions or behaviour made by asking people questions
techno geek	noun someone who is very interested in technology in a way other people may think is strange or boring
frightened	adj. afraid or nervous
selfie	noun a photograph someone takes of themselves
chillax	verb to become calm and relax
firstly	adverb used to introduce the first idea, reason, etc in a series
nevertheless	adverb despite that

Unit 7

ingredient	noun one of the different foods that a particular type of food is made from
naturalist	noun someone who studies animals and plants
sweetheart	noun You call someone 'sweetheart' to show affection or to be friendly.
check out sth	phrasal verb to go to a place in order to see what it is like
cooperative	noun a company that is owned and managed by the people who work in it
positively	adverb in a good way that makes you feel happier
benefit	verb to help someone
fish-based	adj. with fish as the main part
fisherman	noun someone who catches fish as a job or as a hobby
draw	verb to attract someone to a place or person
essential	adj. very important and necessary
coastal	adj. situated on or relating to the coast
protein	noun food such as meat, cheese, fish, or eggs that is necessary for the body to grow and be strong
vitamin	noun one of a group of natural substances in food that you need to be healthy
lasagne	noun a type of Italian food consisting of flat pieces of pasta with layers of meat and sauce in between
risotto	noun a dish of rice cooked together with vegetables, meat, etc.
grocery	noun a shop that sells food and products used in the home
skip	verb to not do something that you usually do or that you should do
omelette	noun a food made with eggs that have been mixed and fried, often with other foods added
processed	adj. Processed food has had some sort of chemical or industrial treatment in order to cook it, preserve it, or improve its taste or appearance.

preservative	noun a substance used to prevent decay in food or in wood
colouring	noun a substance that is used to colour something
nutritional	adj. relating to nutrition (=the food that you eat and the way that it affects your health)
label	noun a small piece of paper or other material which gives information about the thing it is fixed to
once in a while	phrase sometimes but not often
tasty	adj. Food which is tasty has a good flavour and is nice to eat.
mixture	noun a substance made of other substances that have been combined
bland	adj. If food is bland, it does not have much taste.
savoury	adj. Savoury food is not sweet.

Unit 8

hold a contest	phrase have a competition
dress up for the occasion	phrase to put on special, smart clothes for a particular event
have a good time	phrase to enjoy yourself
impressive	adj. Someone or something that is impressive makes you admire and respect them.
stunning	adj. very beautiful
end-of-school party	noun a party to celebrate leaving school
harvest festival	noun a celebration that is held in churches and schools in the autumn to give thanks for crops and food
recover from sth	phrase to feel better after not feeling well
agree on sth	phrase to decide something together
look forward to sth	phrasal verb to feel pleased and excited about something that is going to happen
parade	noun a line of people or vehicles that moves through a public place as a way of celebrating an occasion
ballroom	noun a type of dancing where two people dance together using steps and movements to special music, such as the waltz or tango
dancing	noun a type of dancing where two people dance together using steps and movements to special music, such as the waltz or tango
theme	noun a subject that something is based on
approach	noun a way of doing something
festivity	noun when people are happy and celebrating
stressful	adj. making you anxious and nervous
cheer	verb to shout loudly in order to show your approval or to encourage someone
programme	noun a thin book that you buy at a theatre, sports event, etc which tells you who or what you are going to see
metal	noun a style of rock music with a strong beat, played very loudly using electric guitars
lure	noun something that attracts people or animals
follow insb's footsteps	phrase to do the same thing as someone else did previously
embrace	verb If you embrace someone, you put your arms around them, and if two people embrace, they put their arms around each other.

Irregular verbs

infinitive	past simple	past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
keep	kept	kept
know	knew	known
learn	learnt/learned	learnt/learned
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
wear	wore	worn
win	won	won
write	wrote	written

Phonemic symbols

consonants	vowels
/p/	pencil
/b/	bag
/t/	town
/d/	day
/tʃ/	cheese
/dʒ/	juice
/k/	cake
/g/	get
/f/	food
/v/	very
/θ/	Thursday
/ð/	that
/s/	speak
/z/	zebra
/ʃ/	shoe
/ʒ/	usually
/m/	mum
/n/	name
/ŋ/	sing
/h/	house
/l/	like
/r/	red
/w/	water
/j/	you
/i:/	see
/ɪ/	sit
/ʊ/	book
/u:/	zoo
/e/	pen
/ə/	teacher
/ɜ:/	bird
/ɔ:/	boring
/æ/	that
/ʌ/	run
/ɑ:/	car
/ɒ/	lost
diphthongs	
/eɪ/	say
/ɪə/	hear
/ʊə/	pure
/ɔɪ/	enjoy
/əʊ/	know
/eə/	chair
/aɪ/	buy
/aʊ/	now



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