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B1

Workbook
with Digital Workbook

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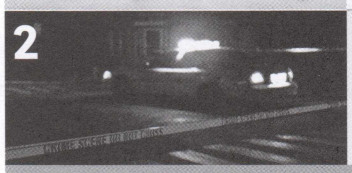
|  2 | **Law and order** **p12** | Crimes, Detective work **p12**<br>Phrasal verbs connected with investigating and finding **p15** | 1 Past simple **p14**<br>2 Past continuous, *used to* **p16** |
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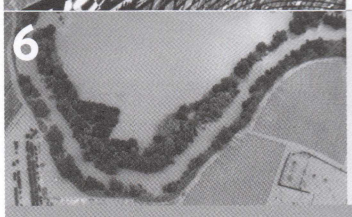
|  6 | **Changing climates** **p48** | Geographical features, The environment **p48**<br>Different uses of *get* **p51** | 1 *will*, *be going to*, and present continuous for future; *will*, *may* and *might* **p50**<br>2 Zero and first conditional **p52** |
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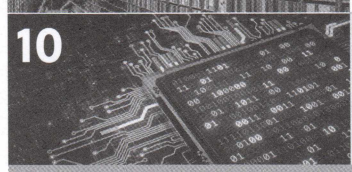
|  10 | **Computer update** **p84** | Computers and accessories, Using a computer and the Internet **p84**<br>Collocations with *email* and *document* **p87** | 1 The passive – present simple **p86**<br>2 The passive – other tenses, *have something done* **p88** |
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# 1 HAPPY FAMILIES

## Vocabulary in context

### Ages and stages of life

1 ☆ **Find seven words related to stages of life in the word search.**

| L | F | T | G | C | H | R | E | H | M | D | F |
|---|---|---|---|---|---|---|---|---|---|---|---|
| R | E | G | A | N | E | E | T | I | S | L | V |
| B | J | R | H | Q | N | B | D | C | J | I | E |
| U | A | D | E | G | A | D | U | L | T | H | T |
| S | N | B | N | L | L | E | M | M | P | C | B |
| Q | W | U | Y | E | D | C | U | B | X | H | N |
| E | O | W | A | R | V | D | A | F | C | J | M |
| Y | Y | G | Z | Q | T | V | O | H | E | H | H |
| B | E | R | P | G | U | T | Q | T | L | T | T |
| D | H | R | O | T | D | V | G | X | O | L | E |
| A | T | G | O | M | P | L | E | E | B | M | C |

2 ☆☆ **Complete the sentences with the appropriate life stage words.**

1 Many y..... a..... still live with their parents because they can't buy a house.
2 When you're two years old, you're a t.....
3 Everyone in the family is very happy when a b..... arrives.
4 When you're a s..... c....., you usually don't work and you often have grandchildren.
5 M - a people aren't young but they aren't old, either.
6 When you're a t....., it's often a difficult time. You aren't a child, but you aren't an adult either.

### The family

3 ☆☆ **Match the family names in the box to the descriptions. There are two words that you do not need.**

aunt • cousin • father-in-law • grandmother • grandson • great-grandmother • mother-in-law • niece • stepfather • wife

1 Beth is your mum. She's your dad's .....
2 Your father's sister is your .....
3 Your sister's daughter is your .....
4 The son of your daughter is your .....
5 Your uncle's son is your .....
6 Your wife's mother is your .....
7 The mother of your father's father is your .....
8 Your parents are divorced and your mother is married again. Her new husband is your .....

### Words connected with the family

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

divorced • extended • immediate • one-parent • only • partners • relative • twin

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## Family facts!

- Benedict Cumberbatch is a famous actor. In his **(a)** ..... family, both his parents are actors, too!
- In India, many generations of the same family often live in the same house. That's very different from the UK, where **(b)** ..... families don't usually live together.
- Many famous people are from **(c)** ..... families – for example, Barack Obama, whose father was almost never with him.
- There are also many famous **(d)** ..... children, including the actors Daniel Radcliffe (Harry Potter) and Natalie Portman. They haven't got any brothers or sisters.

- Joana Maria Vives is from Mallorca. She has a very special **(e)** ..... also from Mallorca. Can you guess who? It's Rafael Nadal! She's his aunt!
- Paul Vincent has a special relative, too. His **(f)** ..... brother is the film star Vin Diesel.
- Selena Gomez's parents are **(g)** ..... However, they both have new **(h)** ..... now and are married.

### Vocabulary extension ☆☆☆

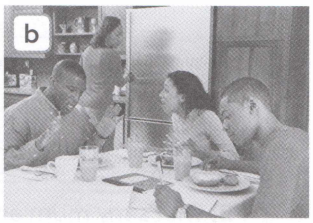
5 **Complete the definitions with the words in the box.**

childhood • couple • elderly • orphan • retired • separated • widow

1 An ..... is a child with no parents.
2 When you are married but don't live together, you are .....
3 When we say that a person is ..... it's a polite way to say that person is old.
4 A ..... is two people who are in a romantic relationship.
5 Someone who is ..... doesn't work now because they're old.
6 A ..... is a woman whose husband is dead.
7 The time when you are a child is your .....

# Reading

1 Match the pictures (a–c) to the types of argument (1–3).



1 An argument between friends . .
2 An argument with a parent .....
3 A family argument .....

**Great students' tip**

**Exam tip: Answering multiple-choice questions**

If you aren't 100% sure of the correct answer, eliminate first the answers that are clearly wrong. Then read again the part of the text that the question refers to and choose the correct answer.

2 01 **Read the article and choose the best answers.**

1 What does the author say about arguments in families?
   a Teenagers almost never agree with their parents.
   b It's very common for teenagers to argue with their mum and dad.
   c Teenagers often argue with their brothers and sisters.
2 Most arguments between teenagers and parents occur because ...
   a teenagers don't listen.
   b parents don't explain their opinion well.
   c teenagers don't get what they want.
3 What is it important to do when you ask your parents for something?
   a Give the reasons for your request.
   b Ask politely.
   c Compare your situation to your friends'.
4 In general, what has a positive effect on your parents' reply?
   a You give them examples of how your behaviour is positive.
   b You offer to help them.
   c You say that you deserve a positive reply.
5 What isn't a 'magic formula'?
   a Listening to your parents' reasons.
   b Asking nicely.
   c Following the author's advice.

## Mum, it's not fair!

'I'm a teenager and I never have arguments with my parents.' Does this describe you? If it does, you're one in a million! But for most teenagers, disagreements with parents are an inevitable part of family life. So, what can we do about them?

When you have rows with your parents, it's often because you want something but they aren't willing to give it to you: getting permission to sleep over at a friend's house, coming back home later than you normally do, etc. The question is: what do you do when they say 'no'?

First of all, don't get angry! Your parents aren't saying no to make you feel bad. They have their reasons. So, listen to them. If they don't give you an explanation, ask them – politely! It's important to understand *why* they're saying 'no'.

Secondly, you need to explain why you're asking for something. Don't just say, for example: 'Can I have a new smartphone?' Give a reason why: 'All my friends have great phones and I feel bad because mine is really terrible. Also, I can't use a lot of apps because my phone hasn't got enough memory.' When your parents understand *why* you're asking for something, the possibility of getting a positive reply from them goes up!

Thirdly, you need to show that you deserve what you're asking for. Imagine that you ask for a new phone, but you're spending all your pocket money on clothes. It's not hard to predict your parents' reply! But the situation is completely different if you say: 'I'm saving all my money for a smartphone but they're very expensive. Can you please give me some pocket money if I help more in the house?'

So, listen to your parents' reasons, explain why you want something, and show why you deserve it. This isn't a magic formula, but it helps. Good luck!

3 **Match the underlined words in the article to the meanings.**

1 behave well, so it's fair that a good thing happens to you . . . . . .
2 spend the night at a friends' house . . . . . .
3 money you get from your parents . . . . . .
4 very bad arguments . . . . . .
5 not having the same opinion . . . . . .

**Critical thinkers**

4 **Which of these ideas agree with opinions in the text (A), clearly disagree with opinions in the text (D), or are not in the text at all (N)?**

1 Get angry when you don't get what you want. A / D / N
2 Choose the right time to ask for something. A / D / N
3 You need to understand your parents' point of view. A / D / N
4 Don't compare your parents to your friends' parents. A / D / N
5 Insist if you get 'no' for an answer the first time. A / D / N
6 Offer to do something positive. A / D / N

# Grammar in context 1

## Present simple and present continuous
## State and action verbs

**1** ☆ **Choose the correct alternative.**

1 My dad *plays/is playing* football twice a week.
2 What *do you do/are you doing* now?
3 My mum and dad *don't like/aren't liking* pasta.
4 Josh *doesn't go/isn't going* to school every day.
5 I *don't have/'m not having* breakfast at the moment.
6 We *don't enjoy/aren't enjoying* this film. Let's watch another one.

**2** ☆☆ **Write the sentences in the present simple or continuous. Be careful with the spelling!**

1 I / swim / at the moment
2 my dad / drive / to work now
3 my sister / often / study / in her bedroom
4 my grandfather / watch / TV in the evening
5 we / lie / on the beach / now
6 Matt / ski / in Italy / this week

**3** ☆☆ **Complete the sentences with the present simple or present continuous form of the verbs in the box.**

help • need • not understand • walk • work

1 My sister can't come out at the moment because she ..... me with my homework.
2 Why ..... you ..... so fast? Slow down!
3 Sarah always ..... in a cafe on Sundays.
4 Can you repeat that, please? I .....
5 Can I help you? ..... you ..... anything?

**4** ☆☆ **Complete the dialogues with the present simple or the present continuous form of the verbs given. Give short answers where necessary.**

1 **A:** Buongiorno, signorina!
**B:** Sorry, I ..... (not speak) Italian.
2 **A:** Can I speak to the head teacher?
**B:** No, she ..... (talk) to someone now.
3 **A:** ..... (your mum dad / make) a curry at the moment?
**B:** Yes, they ..... They ..... (love) curry!
4 **A:** Why ..... (Matt / study) now?
**B:** He ..... (revise) for an exam.
5 **A:** ..... (your mum / finish) work late on Mondays?
**B:** Yes, she ..... She ..... (work) now.
6 **A:** Who ..... (sing) in the kitchen?
**B:** That's my mum and my sister. They ..... (love) singing together at home while they ..... (cook).

**5** ☆☆☆ **Complete the article with the present simple or present continuous form of the verbs in the box.**

finish • get up (x2) • go • make • miss • not live • say • start • stay • not want

Ben is 17. He's from Berlin, in Germany. But he **(a)** ..... there this year. He **(b)** ..... with a family in San Diego (California) because he **(c)** ..... to an American high school. He **(d)** ..... every day at seven o'clock because schools there **(e)** ..... at eight. While he **(f)** ..... his parents in Germany **(g)** ..... their lunch, because it's four o'clock in the afternoon over there! 'I **(h)** ..... my family sometimes,' **(i)** ..... Ben, 'but I **(j)** ..... to leave San Diego. It's great and I **(k)** ..... a lot of friends.'

## Grammar challenge ☆☆☆

**6** **Find and correct the mistakes. One of the sentences is correct.**

1 Jack writes an essay at the moment.
2 Sarah has her books with her today?
3 Why you and Sam are walking to school today?
4 Does your sister play in the basketball team?
5 We are having two bikes at the moment.
6 My dad's loving playing the guitar.

# Developing vocabulary and listening

## Noun suffixes *-ment, -ion, -ence*

**1** ☆ **Write the noun form of these words.**

1 adolescent (adj.) .....
2 argue (v.) .....
3 confident (adj.) .....
4 connect (v.) .....
5 different (adj.) .....
6 embarrassing (adj.) .....
7 enjoy (v.) .....
8 explain (v.) .....
9 improve (v.) .....
10 independent (adj.) .....
11 permit (v.) .....
12 solve (v.) .....

**2** ☆☆☆ **Complete the text with the words in the box. Sometimes you need to make more changes to the word.**

confidence • different • discriminate • improve • inform • permission • situation • solution

# Women in society

We can say with **(a)** ..... that the position of women in the workplace in the UK is better than before. In the past, some married women needed their husbands' **(b)** ..... to work. The **(c)** ..... of women is different nowadays; in 2017, for example, 78% of women of working age were employed.

However, this **(d)** ..... for women in the world of employment isn't complete. According to a 2019 report, there is a **(e)** ..... between men and women's salaries in the UK (women earn about 8.9% less than men). One way to combat gender **(f)** ..... at work is to show transparency over pay and so, in the UK, companies with over 250 workers now publish **(g)** ..... that shows how big the gender pay gap* is. Making sure all employees have equal opportunities is part of the **(h)** ..... to this problem.

***gender pay gap:** the difference between salaries of men and women.

**3** 02 ☆ **Listen to five teenagers talking about their families. Choose the correct alternative.**

1 Greg is from a *big/small* family.
2 Charlotte has got a *cat/dog*.
3 Mike has got a *stepbrother/stepsister*.
4 William *is/isn't* at home in the holidays.
5 Amy's mum is a *doctor/teacher*.

**4** 02 ☆☆☆ **Listen again. Match the people (1–5) to their situations (a–f). One answer is not necessary.**

1 Greg .....
2 Charlotte .....
3 Mike .....
4 William .....
5 Amy .....

a doesn't live with his/her mother but sees her quite often.
b sometimes has arguments with his/her friends.
c sometimes sees one of his/her parents in the day.
d is popular at school.
e doesn't get the bus to school.
f has problems after he/she gets up.

## Critical thinkers

**5** **Do the young people you've just listened to agree (A) or disagree (D) with these statements?**

1 Greg: 'Being from a big family has its good and bad points.' A / D
2 Charlotte: 'I'd really like to have some brothers and sisters.' A / D
3 Mike: 'I don't like living with my stepmother.' A / D
4 William: 'Boarding schools are a terrible idea!' A / D
5 Amy: 'I hope my mum doesn't teach me next year!' A / D

## Vocabulary extension ☆☆☆

**6** **We add the suffixes *-er, -or* and *-ist* to make nouns that describe people. We usually add *-er* and *-or* to verbs and *-ist* to nouns. Write the nouns for these words. Use your dictionary if necessary.**

1 art artist
2 photograph .....
3 guitar .....
4 invent .....
5 science .....
6 economy .....
7 train .....
8 design .....
9 football .....
10 direct .....
11 clean .....
12 build .....

# Grammar in context 2

## Articles

**1** ☆ **Complete the sentences with *a/an* or *the*.**

1 ..... boy in that photo is very tall!
2 My stepfather is ..... professional guitarist.
3 My brother has got ..... new bike.
4 My mum works for ..... international company.
5 ..... girl behind you is Rob's sister.
6 My uncle's single. He hasn't got ..... wife.
7 Christopher Nolan is ..... director of *The Dark Knight*.
8 My best friend wants to be ..... economist.

**2** ☆☆ **Complete the famous quotes with *a/an*, *the* or – (for no article).**

'(a) ..... **Earth** goes round (b) ..... **Sun.**'

♡ Q **Copernicus**

'(c) ..... life isn't about **finding yourself** (d) ..... life is about **creating yourself**.'

♡ Q **George Bernard Shaw**

'**TO BE** or **NOT TO BE**, that is (e) ..... question.'

♡ Q **William Shakespeare**

'(f) ..... ***life is dream.***'

(g) .....

♡ Q **Calderón de la Barca**

'(h) **life is** (i) ..... **flower of which** (j) ..... **love is** (k) ..... **honey.**'

♡ Q **Victor Hugo**

(l) ***MEN*** *marry because they are tired;* (m) ..... ***WOMEN*** *because they are curious.*'

♡ Q **Oscar Wilde**

**3** ☆☆☆ **Complete the article about Will Smith's family with *a/an*, *the* or – (for no article).**

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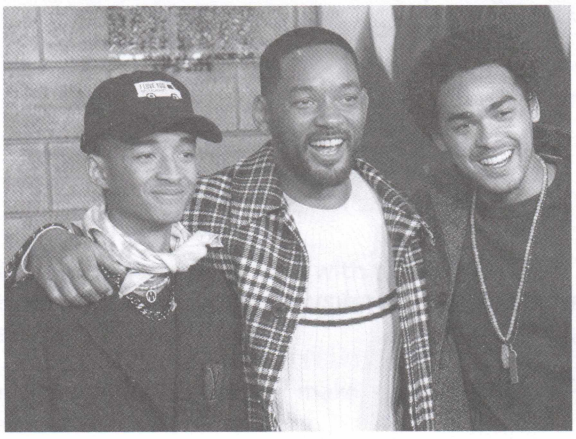


### Meet the Smiths

Will Smith is **(a)** ..... international film star. He's famous for **(b)** ..... films like *Aladdin* and **(c)** ..... animation *Spies in Disguise*. He's **(d)** ..... husband of Jada Pinkett Smith. She's **(e)** ..... actor, too. They've got two children, Jaden **(f)** (..... boy) and Willow **(g)** (..... girl). They're also **(h)** ..... actors and **(i)** ..... singers! Will's older son, Trey, works in **(j)** ..... world of cinema, too!

Willow also has **(k)** ..... popular web talk show called *Red Table Talk*. Can you guess who **(l)** ..... other presenters are? It's her mother and her grandmother! And Jaden is also very interested in **(m)** ..... fashion and has his own clothes brand.

**(n)** ..... Smith family has **(o)** ..... very common surname but it's **(p)** ..... exceptional family!

## Grammar challenge ☆☆☆

**4** **Rewrite the sentences that are incorrect. One of the sentences is correct.**

1 My sister loves Indian food.
2 Italian people that I know are very friendly.
3 My family is usually going to the shopping centre at the weekend.
4 Is weather in England hot?
5 Does your dad cook now?
6 The vegetarians don't eat meat.
7 My uncle doesn't come for lunch today.

# Developing speaking

## Asking for personal information

1 ☆ **Which of these questions do you ask a person your age when you meet him/her for the first time?**

1 What's your name? ☐
2 Do you live near here? ☐
3 Are your parents divorced? ☐
4 Do you like sport? ☐
5 Have your parents got a lot of money? ☐
6 How old are you? ☐

2 03 ☆ **Listen to the dialogue between Sam and Laura. Decide if the sentences are True (T) or False (F).**

1 Laura has got a brother and a sister. T / F
2 Sam has got one child. T / F
3 Sam plays football very often. T / F
4 Laura doesn't like football. T / F
5 Laura is bad at tennis. T / F
6 They both like maths. T / F

3 ☆☆ **Put the words in order to make questions from the dialogue. Add question marks.**

1 or / you / sisters / got / Have / brothers / any
2 about / you / What
3 football / play / often / you / How / do
4 like / Do / football / you
5 do / weekend / you / the / do / at / What
6 subject / your / school / What's / favourite

## Pronunciation

4 04 ☆ **Read and listen to the questions. Write *Up* if the intonation goes up at the end and *Down* if the intonation goes down at the end.**

1 What's your favourite sport? .....
2 Do you like pasta? .....
3 How often do you play the piano? .....
4 Has your dad got any brothers or sisters? .....
5 What do you usually do in the evenings? .....

5 ☆☆ **Complete the pronunciation rule for questions.**

In questions where the answer is *Yes* or *No* (e.g. *Do you like basketball?*), the intonation goes **(a)** *up/down* at the end.

In questions where the answer is not *Yes* or *No* (e.g. *How often do you play basketball?*), the intonation goes **(b)** *up/down* at the end.

## Great students' tip

**Exam tip: Answering questions about personal information**

When the examiner asks for personal information, don't just answer *Yes* or *No* and don't give a very short answer. The examiner wants to see how well you speak English. A short answer doesn't show this! Also, the examiner wants to see that you can take an active role in the conversation.

6 ☆☆☆ **Write the answers to these questions. Give long answers. Practise saying them. If possible, record yourself.**

1 Have you got any sisters?
2 How many brothers have you got?
3 How old are your mum and dad?
4 Do you like school?
5 What's your favourite school subject?
6 How often do you do homework?
7 What do you do in the evenings?
8 What do you like doing in your free time?

# Developing writing

## An informal email 1

Use short forms of verb, not full forms.

Put information about different topics in different paragraphs.

Ask the other person questions and encourage them to reply.

Use the present simple to talk about what you usually do.

Use the present continuous to describe what's happening now.

Hi Javier!

My name's Kate. I'm from Edinburgh, in Scotland. Please let me tell you about myself!

I'm 15. I've got one sister. She's 19 and she's studying at university now, so I don't see her very often. My dad's an engineer and my mum works in a hospital. What about your family?

In my free time, I do a lot of sport. I play for the school rugby team and I play for the football team at my local sports centre, too! I'm also in a band with some friends from school. We're not great but we're improving! What about you? What do you do when you aren't at school?

At school, I like all the science subjects – you know, biology, chemistry and physics. And I like maths, too. I'm not so keen on all the other subjects 😬! I hope to become an engineer one day, like my dad. How about you? Which subjects do you like doing at school?

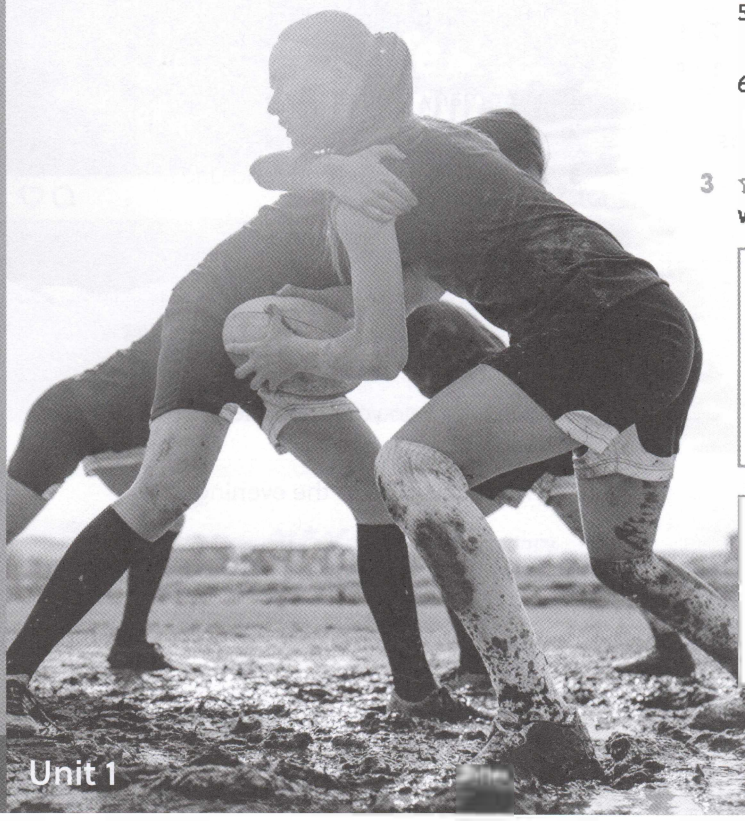
Anyway, that's all for now. I need to do some homework!

Please write back soon!

All the best,
Kate

**1** ☆ **Kate is a teenager from Edinburgh in the UK. Her school has a 'sister school' in Poland. Read her email introducing herself and tick (✓) the information she includes.**

1 her family ☐
2 her friends ☐
3 her hobbies ☐
4 her favourite music ☐
5 subjects that she likes ☐



**2** ☆ **Find and complete the expressions that Kate uses to do different things.**

1 To say what she wants to do in the email
L… … t… … … a… … m… … !
2 To ask Javier for information
W… … … y… ?
3 To change the subject
A … … …
4 To indicate that she's finishing
t… … … … … n… …
5 To ask for a reply
P… … … w… … … … s… … !
6 To end the email
… … … … …

**3** ☆☆ **Complete the different parts of the email with the correct words.**

**Beginning**
(a) … … … … Chloe,
My name's Nuria! (b) … … … … … … me tell you about (c) … … … … … … !
I like painting and dancing. (d) … … … … …
(e) … … … … … … you?

**End**
(f) … … … … …, that's all for (g) … … … … … …
Please (h) … … (i) … … … soon.
Best (j) … … … … ,
Nuria

## Task

**Imagine that you are the person below. Write an informal email introducing yourself to a teenager in another country. Write about 180 words.**

### Writing bank
Useful words and expressions in informal emails (1)

- To begin an informal email, we usually use *Dear (Maya)* or just *Hi.*
- We use contractions like *I'm* or *I've.*
- We can use emoticons like ;-) or :-(.
- We can use the word *anyway* to change the subject.
- To reply to an informal email we can use: *Thanks for your email, It was great to hear from you, How are things?, I hope you're well.*
- To finish an informal email letter we can use: *That's all for now, Bye for now!, Write back soon, All the best* or *Best wishes.*

## Prepare

**4 Write notes to invent your new identity!**

Family: .....
Hobbies: .....
School subjects (like / dislike): .....
.....

**5 Use this paragraph plan in your email:**

Say hello.
**Paragraph 1:** Introduce yourself.
**Paragraph 2:** Talk about your family.
**Paragraph 3:** Talk about your hobbies.
**Paragraph 4:** Talk about school subjects.
**Paragraph 5:** Ask the other person to write back.
End the email.

**NAME:** Ava
**AGE:** 16
**FROM:** Los Angeles, USA

## Write

**6 Write your email. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank above to help you.**

.....
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## ☑ Check

**7 Read your email and complete this checklist.**

1 I followed the email plan. ☐
2 I used some of the informal email expressions in the Writing bank. ☐
3 I asked the other person about their life two or three times in my email. ☐
4 I used contractions. ☐
5 I used the present simple and continuous correctly. ☐
6 I used the right number of words. ☐

# 2 LAW AND ORDER

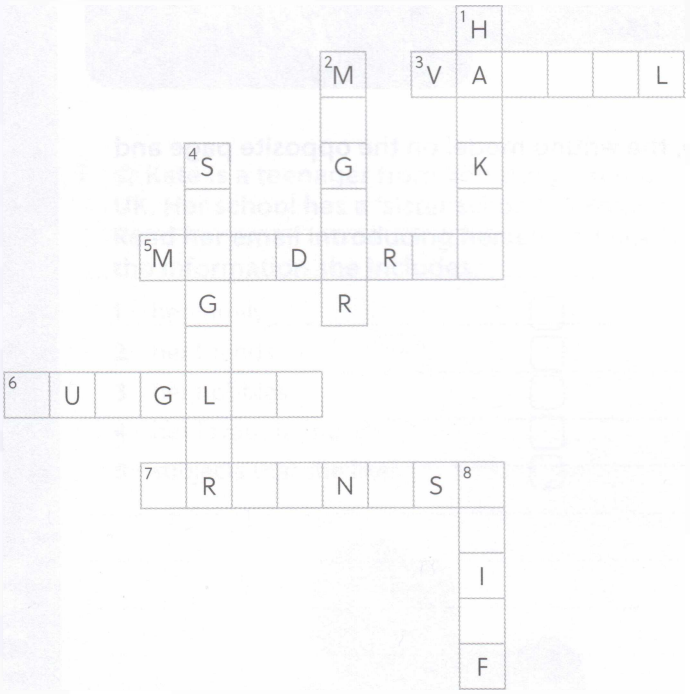
## Vocabulary in context

### Crimes

**1** ☆ **Choose the correct alternative.**

1 There was a *murder/burglary* at the house next door yesterday, but they didn't take much.
2 Be careful when you open messages from people you don't know. *Cybercrime/Vandalism* is a real danger these days.
3 There are a lot of police at this port because *smuggling/shoplifting* often happens here.
4 Look at the news! There was a bank *kidnapping/robbery* in town last night!
5 Don't go out alone in this area at night. *Muggings/Arsons* are a real problem around here.
6 The police think that the fire at the mansion was a case of *cybercrime/arson*.

**2** ☆☆ **Complete the puzzle with the names of criminals.**




**3** ☆☆☆ **Complete the sentences with a word describing a crime or a criminal.**

1 Did you hear about the ..... who tried to steal 100 cans of cola from the supermarket?
2 The cause of many forest fires is .....
3 ..... attacked a senior citizen in the street last night.
4 When a ..... takes places in your house, it's important to tell the police.
5 Last night, police arrested ..... at the port. They had 20kg of gold in their van.
6 There's something wrong with my computer. Do you think a ..... is controlling it?

### Detective work

**4** ☆☆ **Complete the sentences with the verbs in the box.**

analysed • charged • investigated • proved • questioned • searched for

1 Detective Parker ..... evidence and, when she found it, she ..... it.
2 The police ..... 20 cases of robbery last week.
3 They ..... the suspect and then they ..... him.
4 The man ..... his innocence, so he was free to go.

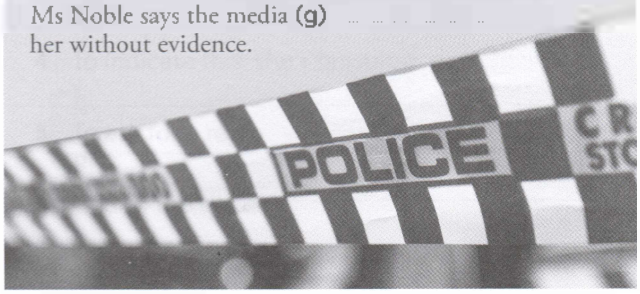
**5** ☆☆☆ **Complete the news stories with the correct words.**

**CRIME NEWS**

Police are investigating a **(a)** ..... of arson at Manor Flats in Malbury. If you saw anything, please contact them. They want to speak to all **(b)** .....

After police questioned Joe Lyons of 16, Moncar Avenue, they **(c)** ..... him and **(d)** ..... him with burglary. Lyons is now in prison. He protests that he is innocent and says that he can **(e)** ..... it.

Police confirm that the actor Marsha Noble is not a **(f)** ..... in a case of diamond smuggling. Ms Noble says the media **(g)** ..... her without evidence.




### Vocabulary extension ☆☆☆

**6** **Write the verbs from the nouns. Use a dictionary if necessary.**

1 robbery .....
2 vandalism .....
3 murder .....
4 hacker .....
5 mugging .....
6 kidnapping .....
7 smuggling .....
8 burglary .....
9 witness .....
10 suspect .....

**Great students' tip**

Reading and using a dictionary

Dictionaries are very useful but don't depend on a dictionary too much. For example, when you are reading, don't use the dictionary to look up every word you don't know. You don't need to understand every word in a text to do the exercises or to understand the general meaning. Only look up words which seem important or appear frequently.

**1 Read the article quickly. Choose the best title (1–4).**

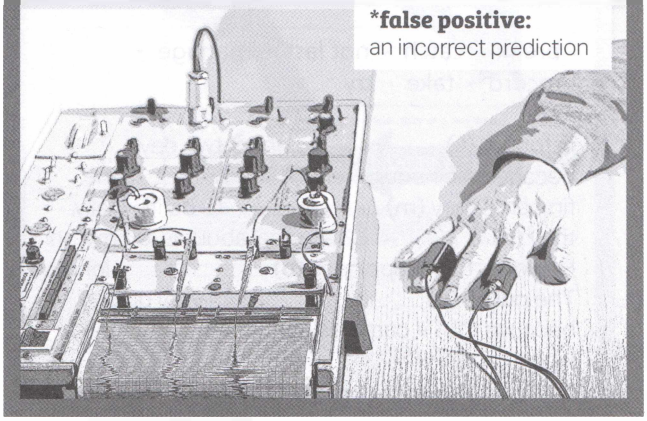
1 How to become a detective
2 Lie detectors: a detective's best friend?
3 Truth and lies
4 How to question suspects

Imagine you're working as a detective. You're investigating a case and questioning a witness. Or perhaps you have a suspect in front of you and you're trying to work out if you want to charge them. In both cases, you have to answer a fundamental question: are they telling the truth? What clues can you look for to help you?

One thing you can do is to carefully analyse each person's motives. Let's say that you're interviewing someone who was at a crime scene by chance. This person hasn't really got any reasons to give you a false account of what happened. They haven't got a motive. However, imagine that you're questioning the wife of someone who's suspected of burglary. She tells you that her husband was with her at the time of the crime. Do you believe her? It's possible that she's telling the truth. But what if she's protecting her husband? Maybe he is guilty!

Maybe there's a scientific way to discover if a person is lying: the polygraph, or lie detector. This is a machine that analyses the physical reactions in a person's body while they're answering a series of questions; for example, changes in their pulse and respiration. The idea is, big changes in the body show stress, which is a sign that someone is not telling the truth. However, do polygraph tests work? There's a lot of disagreement about this. The American Polygraph Association says that they work in 90% of cases. However, in the opinion of many psychologists, although polygraph tests are good at detecting liars, they also produce a lot of 'false positives'* for honest people! Perhaps this explains why they don't accept polygraph tests as evidence in courts in most countries.

So, how does a detective know if someone is lying when the evidence isn't clear? In the end, they need to use something that isn't scientific at all: their intuition. It's not perfect, but sometimes it's all they've got!



***false positive:** an incorrect prediction

**2 05 Read the article and answer the questions.**

1 What important decision does a detective have to take?

2 When you're interviewing a witness, can you believe what they say? Why/Why not?

3 When you're interviewing the relative of a suspect, can you believe what they say? Why/Why not?

4 What evidence does a polygraph collect?

5 Can we depend on the results of polygraph tests? Why/Why not?

6 What is the author's conclusion?

**3 Match the underlined words in the article to the meanings.**

1 not innocent
2 reasons to do something
3 the place where a judge decides if someone is innocent
4 description
5 signs / indications

**Critical thinkers**

**4 Tick (✓) the ideas that the text expresses or suggests.**

1 Guilty suspects always lie.
2 If a polygraph test says that someone is telling the truth, it's probably correct.
3 Witnesses who are members of the suspect's family often lie.
4 It's a pity that we can't depend on the results of polygraph tests.
5 Detectives have a hard job.

# Grammar in context 1

## Past simple

**1** ☆ **Write the past simple form of the verbs. Numbers 4–8 are irregular.**

| | | | |
|---|---|---|---|
| 1 | hack | 5 | write |
| 2 | study | 6 | drink |
| 3 | travel | 7 | eat |
| 4 | go | 8 | have |

**2** ☆☆ **Complete the dialogue with the verbs in the past simple and short answers. Write one word in each gap.**

**Sam:** **(a)** ____ you ____ (see) the documentary on TV last night?

**Ella:** No, I **(b)** ____. I **(c)** ____ (have) a terrible night last night!

**Sam:** Really? What **(d)** ____ (happen)?

**Ella:** Someone **(e)** ____ (break) into our house!

**Sam:** Oh, no! **(f)** ____ they ____ (steal) anything?

**Ella:** Yes, they **(g)** ____. They **(h)** ____ (take) two expensive cameras and they also **(i)** ____ (steal) my dad's credit cards.

**3** ☆☆ **Complete the text on the right with the past simple form of the verbs in the boxes.**

**4** ☆☆☆ **Write questions for the underlined words.**

1 The men met <u>in a pub</u>.

2 Their planning took <u>three years</u>.

3 The men arrived <u>at 9.20 pm</u>.

4 The really hard part of the job was <u>to penetrate a wall 50 cm thick</u>!

5 They stole <u>about £200 million</u>.

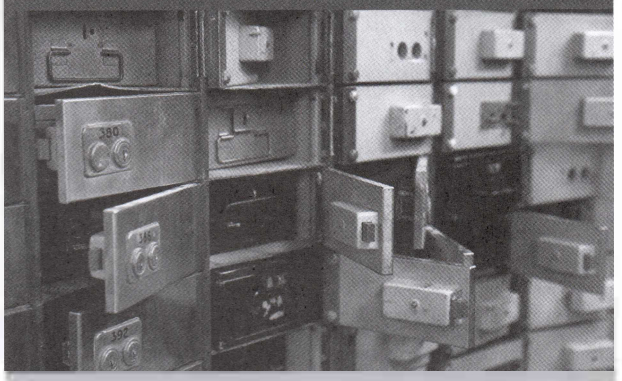
## Grammar challenge ☆☆☆

**5** **Find and correct 10 mistakes in the text.**

Ronnie Biggs has become famous in 1963 for his part in the Great Train Robbery, when a gang of criminals steal 2.6 million pounds from a train. Biggs is not having a big part in the crime, but the police catches him and he goes to prison. Two years later he has escaped to Paris and has changed his appearance. In 1970 he is leaving France. Then, in Australia, he is working in a TV studio, but a reporter has recognised him.

| | | | |
|---|---|---|---|
| 1 | | 6 | |
| 2 | | 7 | |
| 3 | | 8 | |
| 4 | | 9 | |
| 5 | | 10 | |

# THE £200 MILLION ROBBERY



be • finish • know • meet • not talk

For three years, a group of eight elderly men **(a)** ____ in a pub in north London every week. However, they **(b)** ____ about normal things like sport, their families or politics. Their conversation **(c)** ____ always about the same subject: how to steal money from an enormous safe under the ground in central London. Finally, after three years, their planning **(d)** ____ and they a **(e)** ____ what they had to do.

arrive • climb • come • have • need

At 9.20 pm on Thursday 2nd April 2015, they **(f)** ____ at the Hatton Garden Safe Deposit Company. They **(g)** ____ four days to complete the job because Friday and Monday were holidays. First, they **(h)** ____ down the vertical tunnel used by the lift. Then they **(i)** ____ to the really hard part of the job. They **(j)** ____ to penetrate a wall 50 cm thick!

break • catch • not last • manage • record • take • try

In total, it **(k)** ____ them two days because their equipment **(l)** ____ the first time they **(m)** ____ to do it! Finally, they **(n)** ____ to steal about £200 million! However, their happiness **(o)** ____ long. The police **(p)** ____ them very quickly because CCTV cameras **(q)** ____ the whole robbery!

# Developing vocabulary and listening

## Phrasal verbs connected with investigating and finding

**1** ☆ **Choose the correct alternative.**

1 If you don't know the meaning of a word, you can always *look it up/work it out* in a dictionary.
2 The maths problem was difficult, but after thinking hard, they *worked out/came across* the answer.
3 When I lost a contact lens, I *looked for/looked into* it everywhere.
4 When she *turned out/found out* that he was lying, it was a terrible shock.
5 I lost my bag last week. Someone *came across/came up with* it in the park, but there was nothing in it!

**2** ☆☆ **Complete the dialogue between the detective (D) and his assistant (A).**

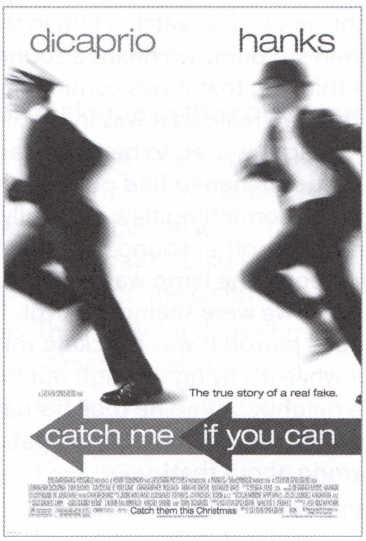
**D:** We must come **(a)** ..... a plan to find Sloane, the leader of the smugglers.
**A:** Yes, we need to find **(b)** ..... where he lives.
**D:** No! He has many different addresses. We need to **(c)** ..... into how his mind works. We can look **(d)** ..... clues in Sloane's old crimes. He's an extremely difficult puzzle. But we have to **(e)** ..... him out!
**A:** Let's hope some clues **(f)** ..... up.
**D:** I agree. Let's hope we come **(g)** ..... something.

### Great students' tip

**Listening: Staying calm**

When you're doing a listening activity, don't panic: you don't need to understand every word to answer the questions. Concentrate on the information you need.

**3** B6 ☆ **Listen to two friends, Joe and Sophie, discussing the film *Catch Me If You Can*. Decide if the sentences are True (T) or False (F).**




1 Joe liked the film. T / F
2 Tom Hanks questions the criminal. T / F
3 Sophie doesn't think the criminal's first name is good. T / F
4 Joe decided to find out more about Frank Abagnale. T / F
5 Abagnale flew planes all over the world. T / F
6 Abagnale trained as a doctor. T / F
7 Abagnale escaped from prison twice. T / F

**4** B6 ☆☆ **Correct the false statements in 3. Listen again if necessary.**

1 .....
2 .....
3 .....
4 .....
5 .....

### Critical thinkers

**5** **Say if the statement are facts (F) or opinions (O).**

1 *Catch Me If You Can* is a good film. F / O
2 *Catch Me If You Can* is not 100% fiction. F / O
3 Frank Abagnale wasn't a typical criminal. F / O
4 In a strange way, it's possible to admire Frank Abagnale. F / O

## Vocabulary extension ☆☆☆

**6** **Use your dictionary to match the phrasal verbs with *look* (1–6) to their meanings (a–f).**

1 look after .....
2 look ahead .....
3 look back .....
4 look forward to .....
5 look out for .....
6 look round .....

a think about the future
b feel excited about what is going to happen
c walk around a place and see what is there
d look carefully around you to find a particular person or thing
e think about a time or event in the past
f take care of someone or something

**7** **Complete the sentences with the words in the box. There is one you do not need.**

after • ahead • back • forward • out • round

1 Let's look ..... this museum slowly. I think it will be interesting.
2 I'm looking ..... to the football match tomorrow. I'm really excited about it.
3 We need to look ..... and see what problems there could be in the next few years.
4 We are going out now. Look ..... your little sister until we get back.
5 Stop spending your time looking ..... . Live your life now and enjoy every moment!

# Grammar in context 2

## Past continuous

**1** ☆ **Complete the sentences with the verbs given in the past continuous.**

1 I _____ (look for) my keys when you phoned me.
2 The police officers _____ (not question) the witness at 7 o'clock last night.
3 _____ they _____ (investigate) the case for several years?
4 The burglar _____ (search for) money in our bedroom when we came in.
5 _____ all the witnesses _____ (tell) the truth? I really don't know!

**2** ☆☆ **Complete the dialogue with the past continuous form of the verbs in the box.**

chat • do (x2) • not feel • have • not lie • sit • visit

**Helen:** I rang you at 8 pm last night, but there was no answer. What **(a)** _____ you _____?
**Luke:** My mum and I **(b)** _____ my grandmother in hospital.
**Helen:** Oh, no! Why was she in hospital?
**Luke:** Yesterday morning she **(c)** _____ well at all, so we took her there.
**Helen:** I see. What **(d)** _____ she _____ last night when you visited her?
**Luke:** We were surprised because she **(e)** _____ in bed. She **(f)** _____ on a chair. All the patients **(g)** _____ dinner and they **(h)** _____ and laughing. So everything's OK!

**3** ☆☆☆ **Complete the text with the past simple or past continuous form of the verbs given.**

***Football result:***
*Police officers 1, Criminals 0!*

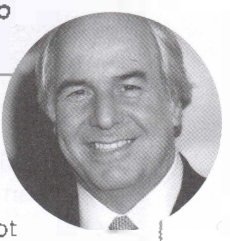
One Saturday afternoon, a team of police officers **(a)** _____ (play) football against a group of local people in Yorkshire, England. The police officers **(b)** _____ (lose) 2–0 when suddenly an officer **(c)** _____ (recognise) one of the men who **(d)** _____ (play) in the other team. He **(e)** _____ (know) that the man was a criminal. The police officers **(f)** _____ (look) for him for several burglaries. So, they **(g)** _____ (stop) the match and **(h)** _____ (arrest) him. Then they **(i)** _____ (start) playing again. In the end, the police officers **(j)** _____ (win) 3–2! And the man **(k)** _____ (go) to prison for a long time.

## *used to*

**4** ☆ **Rewrite the sentences with *used to*.**

1 In the past, my dad was a policeman.
_____
2 They used polygraphs more in the past.
_____
3 The police didn't carry guns before 1896 in New York City.
_____
4 Did you live near a police station when you lived in a village?
_____
5 When I was young, we didn't have a lot of crime in this area.
_____

**5** ☆☆ **Write the verbs given with *used to* if possible. If not, use the past simple.**



Frank Abagnale **(a)** _____ (be) a criminal. He **(b)** _____ (fly) around the world as a false pilot and he **(c)** _____ (have) a lot of fake jobs. Finally, they **(d)** _____ (catch) him and he **(e)** _____ (go) to prison. When he **(f)** _____ (come) out of prison, he **(g)** _____ (start) to work for the US government to find people who **(h)** _____ (commit) fraud. Abagnale now says that he is sorry that they **(i)** _____ (make) the film about him, *Catch Me If You Can*. He doesn't want to remember the kind of life he **(j)** _____ (have).

## Grammar challenge ☆☆☆

**6** **Find and correct eight mistakes in the text.**

Last night we used to watch a film in the living room when suddenly we heard a sound. At first we were thinking that it was coming from the TV, but then we realised it was in the kitchen. My dad thought it used to be a burglar, so he went into the kitchen to find out. He opened the door and something flew out really fast! Then we hear another sound. We went back to the living room. The lamp was on the floor and in the corner we were seeing a parrot. It was my neighbour's parrot! It was knocking things onto the floor while it's flying through our house. We rang the neighbour and he took his parrot back. I was thinking parrots were boring pets, but I was totally wrong about that!

1 _____ 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____ 8 _____

# Developing speaking

## Apologising

1 ☆ Tick (✓) the situations where you usually apologise.

1 You break something that isn't yours. ☐
2 You're waiting for a friend because he's late. ☐
3 You forget someone's birthday. ☐
4 Your friend loses her mobile and you find it. ☐
5 You forget to give someone a message. ☐

2 07 ☆ Listen to the dialogue between Sarah and Conor. Which of the situations in 1 are they talking about?

3 07 ☆ Listen again. Tick (✓) the expressions that you hear.

1 I'm sorry. ☐
2 It doesn't matter. ☐
3 It's OK. ☐
4 I feel terrible. ☐
5 That's the last time I ... ☐
6 Never mind. ☐
7 I'm so sorry! ☐
8 Let me (talk to him). ☐
9 It's only (a glass) ... ☐
10 I'll make it up to you. ☐
11 Don't worry about it. ☐

4 ☆ Put the expressions from 3 in the correct column.

| Making apologies | Responding to apologies |
|---|---|
| 1, | |

5 ☆☆ Put the dialogue in the correct order.

a ☐ **Zoe:** I'll make it up to you. I know! Let me lend you my new white top. It's really cool!
b ☐ **Kate:** You know the white T-shirt I lent you yesterday? Could I have it back? I want to wear it to the cinema.
c ☐ **Kate:** Thanks. But it doesn't matter. I can wear something else.
d ☐ **Zoe:** I'm sorry, but you can't have it now! It's dirty.
e ☐ **Zoe:** I got orange juice on it yesterday. I wanted to buy you a new one, but I didn't have time. I feel terrible!
f ☐ **Kate:** Why? What happened?
g ☐ **Kate:** Never mind. It's only a T-shirt. I've got lots more!

6 01 ☆☆☆ Write the missing words in the dialogue. Then listen and check.

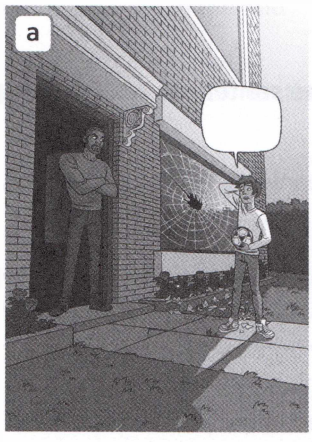
**Max:** I've got some bad news, Jack! You know you lent me your bike ...
**Jack:** Yes. Where is it? I need it tomorrow!
**Max:** That's the problem. Someone stole it. I'm so **(a)** ..... I **(b)** ..... terrible.
**Jack:** Oh, no! That's the last **(c)** ..... I lend you anything, Max!
**Max:** I'll **(d)** ..... it up to you! I promise! **(e)** ..... me get you a new bike!
**Jack:** That's very nice of you, Max, but don't **(f)** ..... about it. It was **(g)** ..... an old bike. It doesn't **(h)** .....!

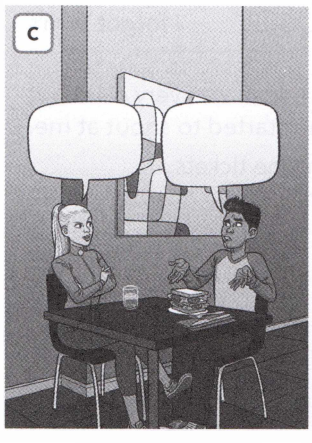
### Pronunciation

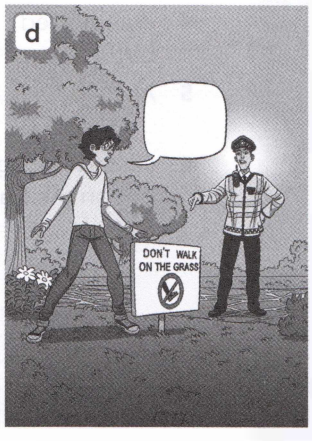
7 08 ☆ Listen and underline the stressed syllables. Then practise saying the sentences.

1 I'm so sorry.
2 I feel terrible.
3 It doesn't matter.
4 Don't worry about it.
5 I'll make it up to you!
6 That's the last time I lend you anything.

8 ☆☆☆ What apology do the people say in each situation? Practise saying each apology out loud. If possible, record yourself.





# Developing writing

## A blog post

Posts Contact About

**TRUE STORIES? BLOG**

### The big black cat

*Posted June 15, by Aidan*

This happened two years ago, one day while I was walking home from school. It was a nice afternoon so I decided to go through the park.

I was walking along a path when, suddenly, I heard a strange noise. I looked but at first I couldn't see anything. Then I saw it! It was a huge black cat, that looked like a panther. It was behind some trees and it was watching me! I felt so terrified that I couldn't move. I don't know how long it was there. Perhaps it was only five seconds but it seemed like five hours! In the end, it ran away. Later, when I got home I told my family about it but they said that it was all my imagination. The next day I checked online to see if there was any news about an escaped animal from the zoo, but I couldn't find anything. And today, I still can't explain what happened!

Use the past continuous to describe what was happening.

Use words and expressions of sequence / time.

Use adjectives to describe how people feel.

Use the past simple to describe individual actions.

**1** ☆ **Read the blog post and put the events (a–e) in the correct order (1–5).**

a He looked on the Internet. ☐
b The cat disappeared. ☐
c He arrived at his house. ☐
d He entered the park. ☐
e He saw the cat. ☐

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

first • later • meanwhile • next • suddenly • then • when

1 I went to bed early because I was feeling very tired. The ..... day, I woke up feeling ill.
2 I was doing my homework. ..... my sister was listening to music.
3 When we arrived in the park the sun was shining, but a few minutes ..... it started to rain.
4 It all started ..... I forgot Tom's birthday.
5 At ....., Josh was very calm but ..... he started to shout at me.
6 First, we bought the tickets. ..... we got on the train.

**3** ☆☆ **Complete the story with the verbs given in the past simple or continuous.**

Posts Contact About

### My neighbour's lucky day

*Posted July 27, by Sam*

While I **(a)** ..... (come) home back from school, I **(b)** ..... (find) a wallet on the pavement. At first, I **(c)** ..... (not know) what to do with it.

However, I **(d)** ..... (decide) it was better to ask somebody at the school, so I **(e)** ..... (not open) it. I **(f)** ..... (ask) the school secretary to help me. When she **(g)** ..... (look) inside, there was a card with the name Ruby Denver. 'Ruby Denver is my neighbour', I **(h)** ..... (say). I think she **(i)** ..... (lose) it while she **(j)** ..... (go) home, too.

## Task

**Imagine something surprising or unexpected happened to you on your way home from school. Write a blog post about it. Write about 150 words.**

### Writing bank
Useful words and expressions of sequence and time

- It all started when ...
- At first
- Then
- Next
- Meanwhile
- Suddenly
- In the end
- Finally
- A few minutes/hours/days later
- The next day

### Prepare

4 **Make notes answering the questions to help you plan your blog post.**

1 How do you usually go back from school (on foot, by bus, your parents drive you)?

2 Were you alone on this day? / Who were you with?

3 What surprising thing did you see? / What surprising thing happened?

4 How did you feel?

5 What did you do?

6 What happened in the end?

5 **Use this paragraph to plan your blog post:**

**Paragraph 1:** Introduction
- where you were
- who you were with

**Paragraph 2:** The main events of the story
- what you saw
- how you felt
- what you did
- what happened in the end

### Write

6 **Write your blog post. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank above to help you.**

### ☑ Check

7 **Read your blog post and complete this checklist.**

1 I used the paragraph plan. ☐
2 I used words and expressions of sequence/time (*Then*, *Next*, etc.) ☐
3 I used the past simple and continuous correctly. ☐
4 I used dialogues/thoughts to make the post interesting. ☐
5 I used adjectives to describe how people felt. ☐

## Grammar

**1 Write the complete sentences with the verb in the present simple or continuous.**

1 my dad / not cook lunch / now

2 Rachel / know / your brother?

3 I / not speak / to Josh / at the moment

4 I / not play / tennis / very often

5 Matt and Jack / play a video game / now?

6 my mum / not like / cheese

**2 Complete the dialogue with the present simple or continuous form of the verbs in the box.**

not do • explain • go • have (x2) • not know • remember • say • not think • understand

**Uncle:** How **(a)** ..... things ..... at school, Liam?

**Liam:** Oh, OK, uncle Dave. But I **(b)** ..... very well in maths.

**Uncle:** Have you got a good maths teacher?

**Liam:** Mr Matthews? Yes, he's very nice and he **(c)** ..... things clearly. But when I **(d)** ..... an exam, I **(e)** ..... the answers to the questions!

**Uncle:** I **(f)** ..... what you **(g)** ....., Liam. I **(h)** ..... my time at school. Maths isn't easy!

**Liam:** **(i)** ..... you ..... any photos of your school days, uncle Dave?

**Uncle:** That's a good question! I **(j)** ..... so!

**3 Find and correct the mistakes in each sentence. Two sentences do not contain a mistake.**

1 Do you like the classical music? .....

2 I'm playing basketball twice a week. .....

3 Are Matt and James doing an exam now? .....

4 My mum isn't doctor. .....

5 Are you having a lot of friends at school now? .....

6 My mum doesn't get up late at the weekend. .....

**4 Complete the text with *a/an*, *the* or – (no article).**

My aunt's got **(a)** ..... pretty name – Polly! She loves **(b)** ..... Italian food. She's got **(c)** ..... Italian friend who has **(d)** ..... restaurant. **(e)** ..... restaurant is near our house and **(f)** ..... food there is great. There's **(g)** ..... very nice waiter at **(h)** ..... restaurant. He always gives us **(i)** ..... special price!

## Vocabulary

**1 Complete the words to make different life stages.**

1 c . . d

2 t . d . l . r

3 . ee . . . . g . . . . .

4 s . . . . . r c . t . z .

5 . i . . . e- . g . . . .

**2 Who are these people in a family?**

1 the brother of your father .....

2 the brother of one's husband or wife .....

3 your father's new wife .....

4 your sister's daughter .....

5 the man a woman is married to .....

6 the father of your father .....

7 the daughter of your aunt .....

8 the son of a grandfather's daughter .....

**3 Match the words (1–4) to the definitions (a–d).**

1 twin .....

2 relative .....

3 partner .....

4 single .....

a a person that you are in a relationship with

b a brother or sister born at the same time as you

c a person in your family

d a person who isn't in a relationship

**4 Use the suffixes *-ence*, *-ment* or *-ion* to make nouns.**

1 explain .....

2 different .....

3 improve .....

4 argue .....

5 solve .....

6 embarrass .....

7 enjoy .....

8 confident .....

## Grammar

**1 Complete the sentences with the past simple, past continuous or *used to* form of the verbs given. Use *used to* where possible.**

1 I ..... (watch) a detective programme when I heard a loud noise.
2 Jack's bike ..... (not be) outside his house this afternoon.
3 I ..... (not enjoy) the concert last week.
4 Martha ..... (go) to Turkey for a holiday twice a year when she was a child.
5 Who ..... (you/see) last night?
6 ..... (your dad/like) stories about detectives when he was younger?

**2 Complete the sentences with the present continuous, present simple, past continuous, past simple or *used to* form of the verbs in the box. Use *used to* where possible.**

come • do • smell • spend • study • walk

1 At 10 am yesterday, I ..... at school.
2 My brother was telling me about his day at school when my dad ..... home.
3 Something ..... good! Is your mum cooking dinner?
4 When we saw Glen, Ella and I ..... through the shopping centre.
5 My sister ..... a lot of money on clothes, but she doesn't do that now.
6 Please be quiet, I ..... my homework.

**3 Find and correct eight mistakes in the story.**

One day, when I was walking to school, I was seeing something unusual. A woman was singing and a lot of people watched her. I wasn't recognising her, so I continued on my way to school, but when I arrived, nobody used to be there. Half an hour later, all the other students came. They talked about a surprise concert by our music teacher in the street! She's an opera singer in the past! And she still sang very well! I watch a video of her singing now.

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

## Vocabulary

**1 Complete the sentences with the correct words.**

1 The police arrested three s.....
2 V..... threw paint all over the man's front door.
3 The police are collecting e..... for the case.
4 The punishment for the t..... of large amounts of money is usually prison.
5 There was a b..... at the house next door last night.
6 The detective suspects those men robbed the bank, but she can't p..... anything.

**2 Write words for the definitions. They are all crimes or criminals.**

1 somebody who causes fires .....
2 taking a person and asking for money to return them .....
3 somebody who attacks another person to steal from them .....
4 damaging property .....
5 the crime of illegally copying software, films, etc. .....
6 somebody who steals from a bank .....

**3 Complete the text with the present simple form of the verbs in the box.**

break • look • search • turn • work

In this story, there is a mysterious theft when someone **(a)** ..... into a museum. A detective **(b)** ..... into the crime. He asks lots of questions and he **(c)** ..... out that a woman called Emma Higgins is the criminal. The detective **(d)** ..... for evidence that Higgins did it. He can't find anything, but when he suddenly **(e)** ..... up at Higgins' house, she admits she is the thief.

**4 Write the noun form of the verbs.**

1 solve .....
2 accuse .....
3 analyse .....
4 argue .....
5 prove .....
6 improve .....
7 arrest .....
8 explain .....

# 3 PLURILINGUAL

## Vocabulary in context

### Languages, countries and nationalities

**1** ☆ **Find twelve countries in the word search.**

| A | U | S | T | P | O | L | A | N | D | A | L |
|---|---|---|---|---|---|---|---|---|---|---|---|
| S | U | T | H | E | R | E | P | U | B | E | D |
| W | T | B | A | R | D | R | U | S | S | I | A |
| I | H | R | R | E | G | Y | P | T | W | T | R |
| T | A | A | L | O | N | D | O | U | I | A | G |
| Z | I | Z | A | R | A | M | A | R | T | A | E |
| E | L | I | J | A | P | A | N | K | L | U | N |
| R | A | L | I | B | R | R | I | E | A | S | T |
| L | N | I | G | R | E | A | T | Y | N | T | I |
| A | D | M | E | X | I | C | O | O | D | R | N |
| N | O | R | T | U | R | M | I | C | H | I | A |
| D | O | M | B | U | L | G | A | R | I | A | D |

**2** ☆☆ **Write the nationalities of the twelve countries in 1.**

**3** ☆☆☆ **Complete the Culture quiz with countries, nationalities or languages from 1.**

### AROUND THE WORLD

1. The capital of ..... is Vienna. People speak ..... there.
2. The capital of ..... is Buenos Aires. They speak ..... there.
3. The pyramids and the River Nile are an important part of ..... culture. They speak ..... in that country.
4. Most of the Amazon rainforest is in ..... They speak ..... there.
5. ..... is a small European country with very high mountains. They speak four languages there: French, ....., ..... and Romansh.
6. Tokyo is the capital of ..... and they speak ..... there.
7. ..... is a country next to the United States but they don't speak English there. ..... people speak .....
8. Bangkok is the capital of ..... a country in Southeast Asia. They speak ..... there.

### Learning languages

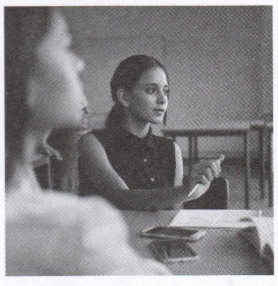
**4** ☆ **Choose the correct alternative.**

1. How long did it take you to *make/write* that essay?
2. Do you usually *study/memorise* in your bedroom?
3. How often do you *practice/practise* pronunciation?
4. *Translate/Translation* can be difficult sometimes.
5. It's natural to *do/make* mistakes.
6. Last week we *made/did* a listening exam.

**5** ☆☆☆ **Complete the interview with the language expert with the correct form of the words in the box. You can use some words more than once.**

accuracy • do • fluent • make • memory • practice • translation

**When you're speaking a foreign language what's important – accuracy or (a) .....?**



They're both important but the key is to be **(b)** ..... – to speak without big pauses. Don't be afraid to **(c)** ..... mistakes and don't **(d)** ..... from your own language while you're speaking.

**It's sounds easy, but how do you do it?**

You need to **(e)** ..... a lot. That's the way to improve your speaking! And it's important to **(f)** ..... vocabulary. It's hard to speak with **(g)** ..... when you can't remember words!

**And is it important to (h) ..... lots of grammar exercises?**

Grammar helps you to be **(i)** ..... but it doesn't help a lot with fluency.

### Vocabulary extension ☆☆☆

**6** **Choose the correct alternative. Use a dictionary to help you.**

1. I need to hand *in/up* my project tomorrow.
2. How many words did you need to look *for/up* in your dictionary?
3. We wrote *down/in* everything the teacher said.
4. It's good to make *for/up* a story using new words so that you remember them.
5. Ms Bolton told us *out/off* because we weren't listening.
6. My Spanish isn't great, but I get *off/by*.

**Great students' tip**

Reading for general information

The first time you read a text, read it quickly to understand the general meaning. Don't worry if there are words that you don't understand. You can look at the text in more detail the second time you read it.

**1 Read the article quickly. Match the titles (1–4) to the paragraphs (A–D).**

1 A possible solution ....
2 Why *all* languages are important ....
3 Languages are disappearing! ....
4 Is it a problem? ....

Home Latest post Archive About

# AROUND 18 LANGUAGES HAVE ONLY ONE REMAINING SPEAKER

## SOS: Languages are dying!

**A** You probably know that, every year, some plant and animal species disappear forever. **(1)** ..... Experts think that 40% of the languages that exist at the moment are in danger of disappearing. And they estimate that one language disappears every two weeks! The cause of this is simple: parents in some communities don't speak their mother tongue to their children. As a result, they never pick it up. This is happening all over the world. **(2)** .... In Australia, Tjupany is a language that has only ten native speakers.

**B** Some people think all this doesn't matter. The world changes, they say. Before, people used to travel by horse and send telegrams for urgent messages. **(3)** .... No one wants to go back to a time when these things didn't exist. The same is true for some languages, they say. **(4)** .... But why try to keep them alive now when very few people use them?

**C** These are good questions, but there's a good answer to them. When we lose a language completely, we lose our ability to understand whole communities and cultures that helped to build the world before us. **(5)** .... The question is: what can we do to preserve all of these endangered languages? Now, there's an organisation that's dedicated to doing precisely this: The Endangered Language Project (the ELP).

**D** The ELP, which started in 2012, is a relatively new project. **(6)** .... Its aim is simple but ambitious: to collect examples of languages that are in danger – both text examples and audio or video. Audio and video are very important because many of these languages don't have a written form. **(7)** .... What's more, people who want to learn, practise or research them can use the website as a unique self-study library. It's an unusual and wonderful idea!

**2 Read the article again. Put the sentences into the correct places in the text (1–7). There is one extra sentence that you do not need.**

**a** In this way, the organisation can preserve these languages online.
**b** In short, we lose part of our history.
**c** But why are plants and animals disappearing?
**d** Now they go by car, train or plane and send emails or instant messages.
**e** However, did you know that the same thing is happening with languages, too?
**f** Google, the technology company, created it.
**g** These languages were useful when whole communities used to speak them.
**h** For example, in Italy, only about 2,000 people still speak a language called Cimbrian.

**3 Match the underlined words in the article to the meanings.**

1 learning without a teacher ....
2 someone who speaks a particular language as their first language ....
3 first language ....
4 investigate / study ....
5 learn a language without formal study ....

**4 Complete the sentences with the correct form of the words in 3.**

1 Approximately 15% of the world population are .... of Mandarin.
2 Alice's children went to primary school in Germany, so they .... German without any problem.
3 Learning a language by .... demands a lot of effort.
4 A linguist .... the structure and use of language.
5 There are 41 million people (13% of the population) in the US whose .... is Spanish.

**Critical thinkers**

**5 Write if the statements are facts (F) or opinions (O) according to the text.**

1 Forty percent of existing languages are in danger of disappearing. F / O
2 Tjupany is a language which has only 10 native speakers. F / O
3 Why try to keep languages alive now when very few people use them? F / O
4 When we lose a language completely, we lose our ability to understand whole communities and cultures. F / O
5 Many of the languages that may disappear don't have a written form. F / O
6 The ELP project is an unusual and wonderful idea. F / O

# Grammar in context 1

## Countable and uncountable nouns

**1** ☆ **Are these words countable (C) or uncountable (U)? Choose the correct alternative.**

| | | | | | |
|---|---|---|---|---|---|
| 1 | homework | C / U | 5 | mugger | C / U |
| 2 | explanation | C / U | 6 | information | C / U |
| 3 | language | C / U | 7 | news | C / U |
| 4 | adolescence | C / U | 8 | thief | C / U |

**2** ☆☆ **Complete the sentences with *a*, *an* or no article (–). Think if the nouns are countable or uncountable.**

1 Have you got ..... confidence in your abilities?
2 I had ..... argument with my sister last night.
3 ..... arson is a very serious crime.
4 Is ..... memorisation a good technique for learning languages?
5 It's important to write with ..... accuracy.
6 Can you think of ..... good translation for *ojalá*?

## *some, any, much, many, a lot of, a few, a little*

**3** ☆☆ **Choose the correct alternative.**

1 Have we got *some/any* cheese?
2 How *much/many* questions were there in the exam?
3 *A lot of/Much* people study English.
4 I only know *a few/a little* German.
5 There aren't *some/any* dictionaries in this classroom.
6 Does Will know *a few/a little* words of Japanese?

**4** ☆☆ **Complete the table by ticking (✓) the correct boxes. Look at *some* as an example.**

| | Plural countable | Uncountable | Affirmative | Negative / Questions |
|---|---|---|---|---|
| some | ✓ | ✓ | ✓ | |
| any | | | | |
| much | | | | |
| many | | | | |
| a lot of | | | | |
| a few | | | | |
| a little | | | | |

**5** ☆☆ **Complete the text with the correct quantifiers. Use the table in 4 to help you.**

## *a few, a little* versus *few, little*

**6** ☆☆ **Complete the sentences with *few*, *a few*, *little* or *a little*.**

1 'Have we got any apples?' 'Yes, we've got ..... .'
2 I'm not making any progress in Spanish! I can see very ..... improvement!
3 There are ..... things that I like more than strawberries and cream. It's delicious!
4 We've got ..... milk, but not enough for breakfast.
5 'Can you understand this text?' 'Not very well. There are ..... words that I don't know.'
6 There's ..... difference between Irish and British English. They're basically the same.

## Grammar challenge ☆☆☆

**7** **Find and correct ten mistakes in the text.**

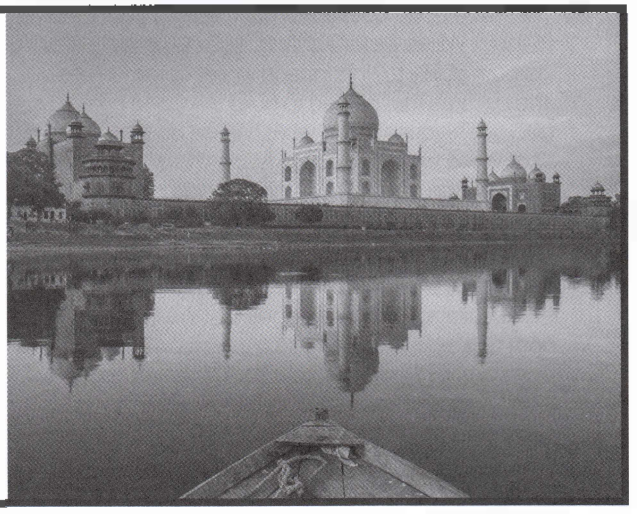
I live in some small village. There aren't much people in the village. There are only a little houses and shops and there isn't any café. However, the shops sell a basic things. There are a little buses during the week and on Sundays there aren't some. My village is a place with a little action and a few things to do! I hope I don't spend little time there in the future!

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....

EXPLORE • 2-MIN READ

## India – the plurilingual country

After you spend **(a)** ..... time in India, you quickly discover that people there speak **(b)** ..... different languages. In total, India has 23 official languages – that's **(c)** ..... languages! Many speak English as their second or third language, but only **(d)** ..... people have it as their first one. For about half the population, Hindi is the first language. **(e)** ..... other important languages are Bengali, Marathi and Telugu. There aren't **(f)** ..... 100% accurate statistics for the total number of languages in the country. However, it's probably over one thousand! READ MORE ▸



# Developing vocabulary and listening

## Negative prefixes *un-*, *in-*, *im-*, *ir-*, *il-*

1 ☆ **Add the correct negative prefixes *-il*, *im-*, *in-*, *ir-*, or *un-* to make negative adjectives.**

| | | | |
|---|---|---|---|
| 1 | official | 5 | comfortable |
| 2 | responsible | 6 | formal |
| 3 | possible | 7 | regular |
| 4 | legal | 8 | visible |

2 ☆☆ **Complete the dialogue with the negative form of the adjectives in the box.**

correct · happy · illogical · polite · possible · usual

**James:** You look **(a)** ..... What's wrong?

**Lucas:** I got my French exam back and all my answers were **(b)** .....! I think it's **(c)** ..... for me to learn a foreign language!

**James:** Well, I don't want to be **(d)** ....., but you never spend any time revising. So it's not so **(e)** ..... that you did badly in the exam. I just think your reaction is a bit **(f)** ..... What did you expect?

3 11 ☆ **Listen to an interview with Sabine Reclos, who speaks lots of different languages. Put the topics (a–d) in the order you hear them (1–5).**

a learning vocabulary ☐
b what's necessary when learning languages ☐
c how many languages Sabine speaks ☐
d learning grammar ☐
e how she got interested in language learning ☐

4 11 ☆☆ **Listen and complete the notes with one or two words or a number in each space.**

- *Sabine can speak* **(a)** ..... *languages quite well.*
- *She can chat in these languages about* **(b)** .....
- *Her interest in languages started with* **(c)** .....
- *As a result, she decided to* **(d)** .....
- *Sabine says that everyone learns* **(e)** .....
- *In Sabine's opinion, the most important thing is* **(f)** .....
- *It's also very important to have* **(g)** .....
- *For Sabine, learning long lists of vocabulary is* **(h)** .....
- *Sabine's method is to* **(i)** ..... *words when she doesn't know them.*
- *Grammar is important for* **(j)** ..... *in speaking and writing.*
- *We all* **(k)** ..... *when we start to learn a language.*

### Critical thinkers

5 **Choose the best summary of Sabine's opinion of language learning.**

1 It's easy to learn a language if you're motivated. ☐
2 The secret to success is motivation and having a very good vocabulary. ☐
3 Learn a language that you're interested in, and study and use it every day. ☐
4 Don't be afraid to make mistakes and listen to songs in the language. ☐

## Vocabulary extension ☆☆☆

6 **Add the correct prefixes *un-*, *im-*, *ir-* or *il-* to make these adjectives negative. Use your dictionary if necessary.**

| | | | |
|---|---|---|---|
| 1 | patient | 5 | able |
| 2 | relevant | 6 | interesting |
| 3 | probable | 7 | rational |
| 4 | legible | 8 | helpful |

7 **Complete the sentences with the correct adjectives from 6.**

1 What you're saying is ..... to our discussion – we're talking about something completely different.
2 I can't read your handwriting. It's .....
3 Don't be so ..... . We'll get there very soon!
4 Why don't you cooperate? You're being so .....!
5 Your ideas are ..... They don't make any sense!
6 This film makes me want to sleep. It's so .....!
7 I'm sorry, but I'm ..... to come tomorrow.
8 Her story was very ..... ! I don't believe a word of it.

# Grammar in context 2

## Defining and non-defining relative clauses

**1 ☆ Choose the correct alternative in the defining relative clauses. Sometimes both are correct.**

1 At work, my dad uses three languages *that/–* he learnt at school.
2 She's a singer *who/whose* music is very popular at the moment.
3 He's the boy *who/whose* sister is at our school.
4 This is the classroom *that/where* we have lessons.
5 The languages *which/that* my uncle teaches are German and Latin.
6 I remember the time *when/which* I first saw you.

**2 ☆☆ Complete the defining relative clauses with the correct relative pronoun or – if it's possible to omit the relative pronoun.**

1 Canada is a country ..... it's very cold in winter.
2 Sunday is a time ..... you can usually relax.
3 Spanish is a language ..... people speak in many different countries.
4 Football is a sport ..... has many fans all over the world.
5 Los Angeles is a city ..... they make a lot of films.
6 Hugh Jackman is the actor ..... starred in the *X-Men* films.

**3 ☆☆☆ Join the two sentences to make one sentence. Use *who, which, whose, where* and *when*.**

1 Liverpool is famous for its football teams. My dad was born there.
Liverpool, .....

2 Galician is a Latin language. It's similar to Portuguese.
Galician, .....

3 Tom Hiddleston is a British actor. He is multilingual.
Tom Hiddleston, .....

4 Last year was very special for my sister. She got married then.
Last year, .....

5 Alekhya is a very good friend of mine. Her name means 'painting' in Hindi.
Alekhya, .....

**4 ☆☆☆ Rewrite the sentences correctly.**

1 My cousin, that's a doctor, is very intelligent.
.....

2 Russian which I'm learning at the moment is hard.
.....

3 Stratford-on-Avon, that Shakespeare was born is very beautiful.
.....

4 My French teacher his son is in my class is from Nice.
.....

5 Nineteen eighty-nine the Berlin Wall fell is an important year in the history of Europe.
.....

## Grammar challenge ☆☆☆

**5 Rewrite the text adding relative pronouns and commas where necessary.**

Alex is sixteen is studying English in Bath this summer. It's the only time in the year he can do this because he's at school the rest of the year. The school is in the centre of the city is very good.

Bath is a city is in south-west England. It's a place you can see some famous monuments. The Roman baths construction started about 2,000 years ago are probably the most famous of them. Bath is a city many tourists visit each year and it's a great place to study English!

# Developing speaking

## Asking for information

1 ☆ **You phone a language school in Cambridge for information about courses in the summer. Tick (✓) the questions that you ask in this situation.**

1 How much does the course cost? ☐
2 Where is Cambridge? ☐
3 In general, how old are the students in the classes? ☐
4 How many students are there in the classes? ☐
5 How long does the course last? ☐
6 Are there activities at the weekend? ☐
7 Is accommodation included in the price? ☐
8 Is there a school uniform? ☐

2 11 ☆☆ **Listen to a student phoning a language school about their summer courses. Which course information does the student ask about? Use questions (1–8) as a guide.**

3 12 ☆☆ **Listen again and complete the information. Write one word or number in each gap.**

1 The student is interested in courses in the month of .....
2 The course starts on the ..... of .....
3 The course lasts ..... weeks.
4 The students in the class are between the ages of ..... and .....
5 Students usually live with a family .....
6 The price is £.....
7 The price includes .....
8 The registration form is on the .....

**Great students' tip**

Speaking: Checking understanding

When you don't understand what someone says, don't be afraid to tell them – politely! You can also ask them to repeat what they said.

4 12 ☆☆ **Listen to the dialogue again. How many times does the student say he doesn't understand?**

5 13 ☆☆ **Complete the expressions for checking understanding. Then listen and check.**

1 I'm not s..... I u.....
2 P..... ? C..... you r..... that?
3 S....., did you s..... £950?

**Pronunciation**

6 14 ☆ **When we speak in English, we stress the key words. Underline the stressed words in the sentences. Then listen and check.**

1 How long does the course last?
2 I'm not sure I understood.
3 When do you want to come?
4 Sorry, did you say pounds or euros?
5 I'd like some information about courses.
6 Could you repeat that, please?

7 ☆☆☆ **Joe is making a phone call to get information about an adventure camp. Put the dialogue in the correct order.**

a ☐ **Joe:** Thanks. How about accommodation?
b ☐ **Man:** It's £300 for a week.
c ☐ **Joe:** Did you say cave exploring?
d ☐ **Man:** Sure! What would you like to know?
e ☐ **Man:** Everyone sleeps in tents.
f ☐ **Joe:** Sorry, could you repeat that?
g ☐ **Man:** Yes, that's right!
h ☐ **Joe:** Well, first, what activities can you do?
i ☐ **Joe:** I'm not sure I understood. I saw photos of wood cabins on your website.
j ☐ **Man:** Of course. It's £300 for a week.
k ☐ **Joe:** I'd like some information about the activity camp this year.
l ☐ **Joe:** Wow! I'd love to do that! And how much does the camp cost?
m ☐ **Man:** There a big choice. There's rock climbing, sailing, cave exploring ...
n ☐ **Man:** Sorry, that information on our website is incorrect. We only have tents.

8 ☆☆☆ **You see this ad in a shop.**

**THE GOTHAM SCHOOL**
**English Conversation Classes!**
**Phone: 6945 572 935**

**Think of all the questions you want to ask about the classes. Use the useful expressions for checking understanding. Practise asking the questions. If possible, record yourself.**

# Developing writing

## An article 1

### Three good reasons for learning a foreign language

Start with an introduction.

**A** I'm learning Japanese at evening classes at the moment. It's not easy but I'm really enjoying it. I'm not fluent yet but I hope to be one day! I think there are three main reasons for learning foreign languages in general, and Japanese in particular.

Use expressions to sequence your points.

**B** First of all, learning a foreign language is fun. The pronunciation is different, for a start. In Japanese, there are a lot of sounds that don't exist at all in English. For example, there's a sound which is between *r* and *l* in English. Foreign languages contain different ideas about language, too. For instance, in Japanese writing, there aren't individual letters. There are some symbols that represent complete words and other symbols that represent syllables. That's really interesting!

Present different information or points in different paragraphs.

**C** Secondly, knowing a foreign language opens a completely new world and culture. When you understand Japanese, you can read books in Japanese and watch films in Japanese. You can even sing songs in Japanese!

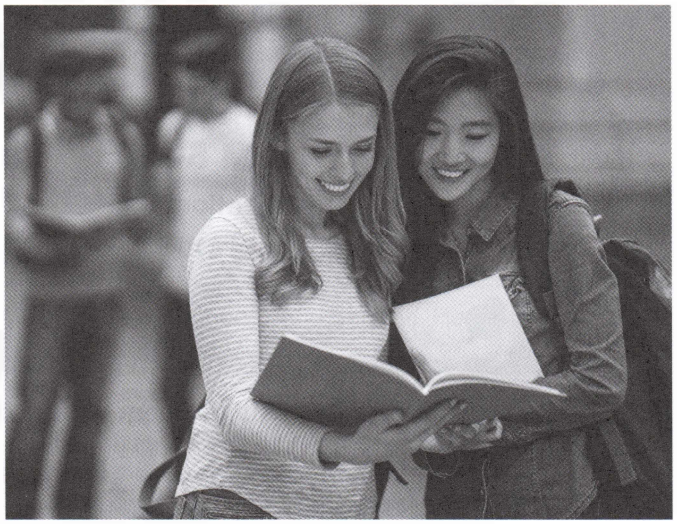
**D** Finally, learning a foreign language is about communication and understanding. When you communicate with people from different cultures, you realise that we are all basically the same. All of us have the same hopes, fears and needs.

End with a conclusion.

**E** In conclusion, there are lots of good reasons for learning a foreign language. If you don't speak one already, why not try it? It's a lot of fun!

**1** ☆ **Read the article and tick (✓) the reasons for learning a foreign language that it mentions.**

1 It's interesting to learn a foreign language. ☐
2 It doesn't take long to learn the pronunciation. ☐
3 Learning a foreign language is culturally interesting. ☐
4 You can learn to sing songs in another language. ☐
5 You understand that all cultures are very similar. ☐
6 You realise that people around the world aren't so different. ☐



**2** ☆☆ **Which paragraph (A–E) is about each idea (1–5)?**

1 We are all part of the same global family. ☐
2 In Japanese, some symbols stand for complete words and others for syllables. ☐
3 It's never too late to learn a foreign language. ☐
4 Learning a language helps you explore many elements of a different culture. ☐
5 It's a difficult language but I like learning it. ☐

**3** ☆☆ **Look at the article and answer the questions.**

1 What four expressions to sequence ideas does the writer use?
   a .....
   b .....
   c .....
   d .....
2 What tense does the writer use most of the time? .....
3 What does this tense describe?
   a things that happened in the past ☐
   b things that are happening now ☐
   c things that are true in general ☐

## Task

**Write an article about why it's a good idea to learn English. Give three reasons. Write about 190 words.**

### English Department: Writing competition

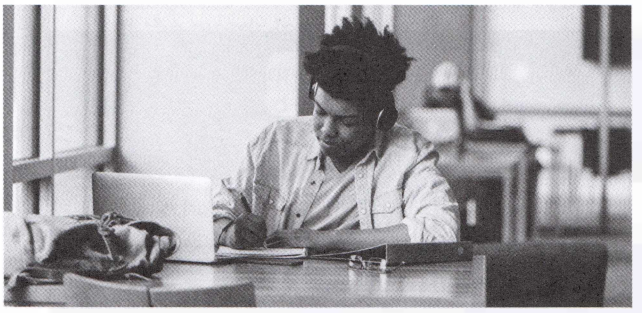
We are looking for the best article about why it's a good idea to learn English.

- Have you got any interesting new ideas about learning English?
- Can you organise them clearly and write them in English accurately?

Then this ad is for you! Write and tell us why you are learning English.

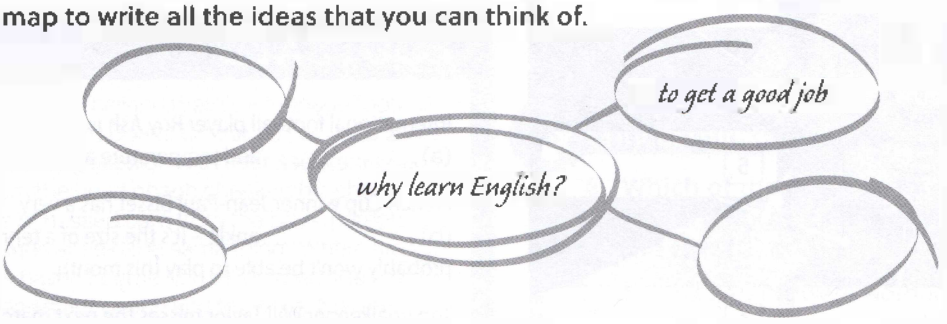
### Writing bank
Paragraphs

- We use paragraphs to group similar ideas and information together and express them more clearly. When you write a text in English, brainstorm your ideas and then group those ideas into logical paragraphs.



### Prepare

**4 Use a mind map to write all the ideas that you can think of.**




**5 Use this paragraph plan in your article:**

**Paragraph 1:** Introduction. Say what the article is about.
**Paragraph 2:** First reason
**Paragraph 3:** Second reason
**Paragraph 4:** Third reason
**Paragraph 5:** Short conclusion

### Write

**6 Write your article. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank above to help you.**

### ☑ Check

**7 Read your article and complete this checklist.**

1 I answered the question fully. ☐
2 I used the right number of words. ☐
3 I used the paragraph plan. ☐
4 I used expressions to sequence my ideas. ☐
5 I used the present simple to talk about things that are generally true. ☐

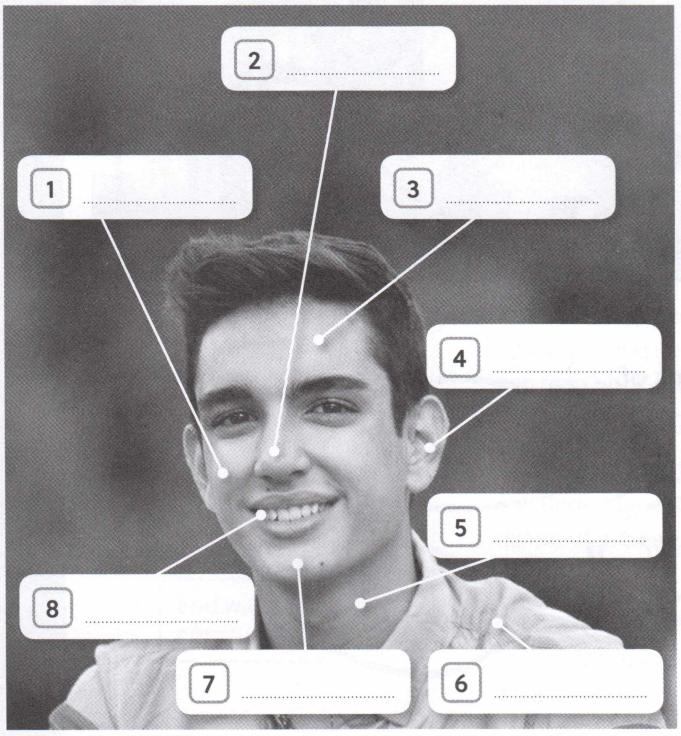
# 4 TAKE CARE!

## Vocabulary in context

### Parts of the body

1 ☆ Label the photo with the words in the box.

cheek • chin • ear • forehead • mouth • neck • nose • shoulder

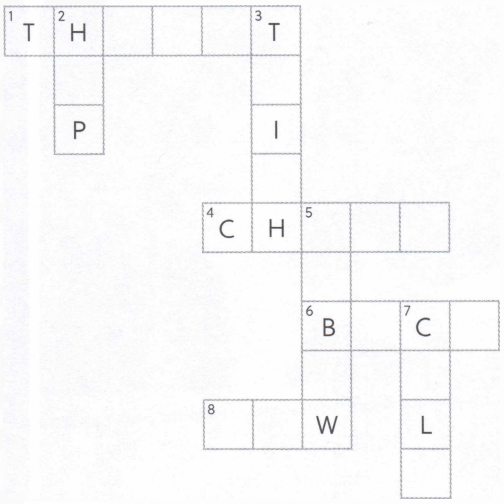



2 ☆ Write the words in the table that are related to *hand* and *foot*.

ankle • finger • heel • thumb • toe • wrist

| Hand | Foot |
|---|---|
| | |
| | |
| | |

3 ☆☆ Complete the puzzle with the words for parts of the body.




### Health problems

4 ☆ Choose the correct alternative.

1 Can you *scratch/injure* my back here, please?
2 My dad worked in the garden all day and now his back *sprains/aches*.
3 I'm having a rest because I've got a *headache/cough*.
4 When you have *cold/a cold*, drink hot water and lemon juice.
5 'Does it *cough/hurt* here?' asked the doctor.

5 ☆☆ Complete the news stories with the words from the box.

ache • broken • bruised • injury • pain • sore • swollen • virus

**FOOTBALL NEWS**

International football player Roy Ash is ill. He has a (a) ..... and temperature and can't play next week.

French Cup winner Jean-Paul Bisset has a very (b) ..... ankle – it's the size of a tennis ball – and probably won't be able to play this month.

Top goalkeeper Will Taylor misses the next match because he has a (c) ..... throat.

American football player Abbie Turner has a badly (d) ..... foot and can't play for one month. There's nothing broken, but the foot's giving her a lot of (e) .....

Andre Afonso has a (f) ..... ankle after a clash with a another football player. It's a very serious (g) .....

Dutch footballer Zoe Janssen is suffering from a bad stomach (h) ..... and is sure to miss the match on Sunday.

### Vocabulary extension ☆☆☆

6 Complete the sentences with the words in the box.

burn • dizzy • faint • fever • rash • shiver • sneeze

1 Don't touch that hot plate! You could ..... your hand!
2 I put too much pepper on my food, so now I want to ..... all the time.
3 With a very high ..... , you sometimes ..... because you feel so cold.
4 I'm allergic to strawberries! I ate one and now I've got a ..... on my arm.
5 I feel ..... because it's so hot. I think I'm going to ..... !

## Reading

**1** **Read the article quickly and choose the best title (1–3).**

1 Assistant coach goes to prison after cave disaster
2 The tragedy in Thailand
3 The cave that almost killed twelve boys

**2** 15 **Read the article again. Which paragraph (A–C) mentions ...**

1 how the boys got trapped? ..
2 why it was urgent to rescue the boys? ..
3 what the boys were doing before they were in the cave? .....
4 how they rescued the boys? .....
5 the first person (outside the cave) who realised what had happened? .....
6 who first contacted the boys? .....
7 the international interest in the story? .
8 the boys' mental and physical condition? ...

**A** In the far north of Thailand there's a teenage football team called the Wild Boars. On the 23rd of June 2018 they had a training session with their assistant coach. Around 7 pm the head coach checked his phone. He had lots of missed calls from the boys' parents. The messages all said the same thing: 'Where are the boys? They haven't come home!' Worried, the coach called the assistant coach and the boys. No one answered! Finally, he spoke to one of the boys. 'I went home after training but the others went to explore a cave near the football field,' explained the boy. The coach now suspected that something was seriously wrong and rushed to the football field. When he arrived, he didn't find the boys there but he saw their bikes at the entrance of a cave nearby. He also saw water coming out of the cave! He decided to call the police.

**B** Gradually, the situation became clear. After the boys went into the cave, it started to rain hard. Now they were trapped inside – perhaps alive, perhaps ... drowned. Two days later, divers began the search for the boys but they couldn't find them. People were beginning to fear the worst. The Thai government asked experts from other countries to help. A week later, the 'impossible' happened: two British divers found the group alive. They posted a video online. In the video, the boys looked a bit confused, they weren't sure what day it was. The following day, three more divers arrived, including a doctor. The doctor confirmed that none of the boys were in a serious condition. They didn't have any broken bones, but they were weak because they had little food to eat.

**C** After the good news came some very bad news. The level of oxygen in the cave was getting dangerously low. Also, they were expecting heavy rain very soon. This could completely fill the cave with water! In an emergency operation, a team of divers took the boys out over two days. They gave each boy a diving suit with oxygen. As the world watched, all 12 boys and their assistant coach came safely out of the cave.

**3** **Match the underlined words in the article to the meanings.**

1 not thinking clearly .. ..... ... ..
2 not dead ..... ..... ... ...
3 not strong .. ... ... ... ..... .....
4 dead under the water . ..... .. ... ...
5 the hard parts of our body . . .. .. ... ...

**4** **Complete the sentences with the correct form of the words in 3.**

1 After suffering this terrible accident, we were all surprised that the bus passengers were ... ... ... ... ... ... .
2 Bob fell into the sea but was rescued by a boat so he didn't . .. ... .. .. . .
3 The witnesses told completely different stories so I was ..... ..... ..... ..... ..... ..... .. about who was telling the truth!
4 Drinking milk every day helps you to have healthy ..... ..... ... ..... ..... ...
5 .. ... ..... ..... ..... ..... ..... is a sensation you feel when you are very tired and haven't eaten for a long time.

### Critical thinkers

**5** **Which of these ideas agree with opinions in the text (A), disagree with opinions in the text (D) or are not in the text at all (N)?**

1 The parents were worried because their boys didn't come home. A / D / N
2 The coach thought the boys were confused. A / D / N
3 The cause of the problems was the rain. A / D / N
4 The boys had enough food to eat. A / D / N
5 The divers were from all over the world. A / D / N

# Grammar in context 1

## Present perfect with *ever* and *never*

**1** ☆ **Complete the sentences with the present perfect form of the verbs given.**

1 Josh thinks he _____ (break) his ankle.
2 Two famous tennis players _____ (sprain) their elbows.
3 I _____ (not do) my homework.
4 _____ Ben and Phoebe _____ (catch) a cold?
5 Sarah _____ (not buy) a cat. She _____ (get) a dog!
6 My cousins _____ (paint) their study room green. It looks terrible!
7 _____ Molly _____ (make) lunch?

**2** ☆☆ **Write the questions and negative answers in the present perfect. Use *ever* and *never*.**

1 he / climb a high mountain?
_____
_____
_____

2 your uncle and aunt / visit Scotland?
_____
_____
_____

3 you / speak to a billionaire?
_____
_____
_____

4 Chris Hemsworth / win an Oscar?
_____
_____
_____

5 your mum and dad / ride an elephant?
_____
_____
_____

6 your neighbour / star in a film?
_____
_____
_____

7 you / appear on TV?
_____
_____
_____

8 your dad / break his leg?
_____
_____
_____

## Present perfect with *for* and *since*

**3** ☆☆ **Complete the sentences with *for* or *since*.**

1 I've had a pain in my stomach _____ this morning.
2 Lauren has had a cold _____ three days.
3 We haven't seen Julia _____ September.
4 Dave's been with the doctor _____ a long time.
5 I've loved ice cream _____ I was very young.

**4** ☆☆☆ **Complete the dialogue with the correct form of the present perfect. Use *for* or *since* and short answers when necessary.**

**Tom:** You look terrible! How long **(a)** _____ (you/feel) ill?

**Mia:** **(b)** _____ yesterday.

**Tom:** **(c)** _____ (be) to the doctor?

**Mia:** No, I **(d)** _____. I don't like going to see the doctor. I **(e)** _____ (not see) a doctor **(f)** _____ years.

**Tom:** OK, you **(g)** _____ (not be) ill **(h)** _____ a long time – only **(i)** _____ one day. But what about if you still feel ill tomorrow?

**Mia:** I **(j)** _____ (not think) about that. And I don't want to think about it!

## Grammar challenge ☆☆☆

**5** **Find and correct seven mistakes in the text.**

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

# Developing vocabulary and listening

## Compound nouns connected with health and healthcare

1 ☆ **Match the first words (1–10) and second words (a–j) of the compound nouns.**

| | | | |
|---|---|---|---|
| 1 | first-aid | a | room |
| 2 | food | b | attack |
| 3 | health | c | killer |
| 4 | heart | d | kit |
| 5 | nose | e | eye |
| 6 | pain | f | chair |
| 7 | sun | g | bleed |
| 8 | waiting | h | poisoning |
| 9 | wheel | i | burn |
| 10 | black | j | centre |

2 ☆ **Write the compound nouns in 1 as one or two words, as appropriate.**

1 ..... 6 .....
2 ..... 7 .....
3 ..... 8 .....
4 ..... 9 .....
5 ..... 10 .....

3 16 ☆ **Listen to an interview with stuntman Kurt Bradley. Put the topics (a–d) in the order you hear them (1–4).**

***stuntman***
a person that does dangerous and exciting scenes in a film, often in place of an actor

a dangers in the job ☐
b how Kurt became a stuntman ☐
c the good and bad points of the job ☐
d injuries that Kurt has had ☐

4 16 ☆☆ **Listen again. Choose the best answers.**

1 Why did Kurt become a stuntman?
a It was always his dream.
b A TV company contacted him.
c A friend gave him the opportunity.

2 How long has Kurt been a stuntman?
a 5 years
b 15 years
c 25 years

3 What is a problem with the job?
a It isn't very easy to find work now.
b You travel too much.
c It can be very dangerous.

4 What kind of injuries has Kurt had?
a one serious injury
b a lot of small injuries
c principally strains

5 What does Kurt say about danger in the job?
a He tries not to think about it.
b It isn't dangerous if you plan properly.
c It's always present.

### Critical thinkers

5 **Which of these opinions does Kurt agree with?**

1 You must be fit to become a stuntman. ☐
2 I always knew that I'd become a stuntman. ☐
3 The good thing about being a stuntman is you always know what you're going to do. ☐
4 Studios don't use as many stuntmen as they used to because they use computer graphics. ☐

## Vocabulary extension ☆☆☆

6 **Match these words to make compound nouns. Use your dictionary if necessary.**

| | | | |
|---|---|---|---|
| 1 | fitness | a | sling |
| 2 | heart | b | pressure |
| 3 | blood | c | decay |
| 4 | tooth | d | app |
| 5 | arm | e | rate |

7 **Complete the sentences with the compound nouns in 6.**

1 Tina's wearing an ..... because she sprained her elbow playing tennis.
2 You need to take medicine if you've got high .....
3 Bad oral hygiene can cause .....
4 A normal ..... is 60–80 beats per minute.
5 With my new ....., I can check my pulse and count calories!

# Grammar in context 2

## Present perfect with *just, yet, already*

1 ☆ **Choose the correct alternative.**

1 Adrian has *just/yet* fallen off his skateboard. Ouch!
2 Have you done your homework *just/yet*?
3 I've *already/yet* been to the doctor.
4 They haven't found any evidence *yet/already*.
5 Max has *yet/just* phoned me.
6 My grandad has *yet/already* had his operation.
7 Has the ambulance come *yet/just*?

2 ☆☆ **Complete the sentences with the present perfect form of the verbs given. Put the words in bold in the correct place in the sentences.**

1 I (not finish) my meal. **yet**
2 My brother (come) home. **just**
3 Ben and Rachel (eat) breakfast. **already**
4 Bill (get) back from the park. **just**
5 you (see) that programme? **yet**
6 your dad (meet) our new teacher? **just**
7 the train (go)? **already**
8 We (not revise) for the exam. **yet**

**Great students' tip**

Grammar: Use and form

When we study tenses, we need to think about:
1) how we form the tense
2) when we use the tense
When we study the past simple and present perfect, it isn't enough to study just how we form them. We need to understand when we use each tense (the past simple describes finished actions or situations in the past; the present perfect describes an event or experience in the past, without saying the exact time when it happened).

## Present perfect and past simple

3 ☆☆ **Complete the sentences with the past simple or present perfect form of the verbs.**

1 Manchester City (win) the Premier League in 2019. They (win) the Premier League many times.
2 My friend (go) to the US last summer.
3 (you/eat) Mexican food before?
4 I (lend) you some money last week!
5 There (be) a lot of muggings in this area recently.
6 Peter (never/have) the flu!

4 ☆☆☆ **Complete the email with the past simple or present perfect form of the verbs.**

From: Sarah

Hi Jen,

I have some bad news. My friend Mia **(a)** (break) her leg and she **(b)** (go) to hospital! I think you **(c)** (meet) her before, right? Anyway, she **(d)** (do) it while she was playing football. She **(e)** (have) an operation a few hours ago. She's very unlucky because she **(f)** (sprain) her ankle last month, too. I **(g)** (speak) to her parents and they're feeling quite worried. Mia and I **(h)** (play) football together many times. I never thought it was so dangerous!

Sarah

## Grammar challenge ☆☆☆

5 **Five of the sentences contain mistakes. Find the mistakes and rewrite the sentences correctly.**

1 My friend lived in Bath all his life. He loves it!
2 Did you ever visit Paris?
3 We haven't done the shopping yet.
4 I've seen Beth ten hours ago.
5 I'm here since half an hour.
6 Sam never saw his favourite band in concert but he's going to see them next week.

# Developing speaking

## Describing photos

1 17 ☆ **Listen to a boy describing the photo. Put the words (a–j) in the order that you hear them (1–10).**

| | | | |
|---|---|---|---|
| a | hand ☐ | f | plant ☐ |
| b | temperature ☐ | g | pyjamas ☐ |
| c | soup ☐ | h | phone ☐ |
| d | forehead ☐ | i | hair ☐ |
| e | daughter ☐ | j | legs ☐ |

2 18 ☆☆ **Complete the boy's description with the correct words. Then listen and check.**

In this photo I can **(a)** *see/look* a woman and a girl in the **(b)** *background/foreground*. It's probably a mother and daughter. They are at home. The girl is lying on a sofa and she's got a blanket on her legs. She **(c)** *sees/looks* ill.

The mother is looking at something in her hand. I'm not **(d)** *sure/know* but maybe she's checking her phone. In the background, there's a big plant on the **(e)** *right/left* and a window on the **(f)** *right/left*.

### Pronunciation

3 19 ☆☆ **Underline the stressed syllables. Listen and check. Then repeat for practice.**

1 In this photo, I can see a nurse.
2 This is a picture of a boy.
3 In the foreground ...
4 In the background ...
5 On the left ...
6 On the right ...
7 I'm not sure but ...
8 He looks ill.

### Great students' tip

**Speaking: Words that you don't know**

When you're describing a photo, you won't always know the exact word for everything in it. When this happens, don't panic! You can describe what it looks like, e.g. *a small black object*. You can also say what we use it for, e.g. *It's something to check a person's temperature*.

4 ☆☆☆ **Follow the steps below to describe this photo.**

1 Use these questions to make notes.

Who/What can you see in the foreground on the left and the right?

Where are they (probably/possibly)?

How can you describe what the person on the left is doing?

Does the girl look ill? What is she doing?

What are the two people wearing?

What can you see in the background?

2 Use your notes and the expressions in 2 and 3 to help you prepare your description.

3 Practise describing the photo and, if possible, record yourself. Remember the tip when there is a word you don't know and pay special attention to word stress.

4 Listen to the recording. What was good? What could you improve?

# Developing writing

## An informal email 2

1 ☆ **Read Bethany's email with Sarah's comments (1–5). Then read Sarah's reply. Which of the comments does Sarah not include in her reply?**

1 Say you're sorry.

2 Say you can.

3 Say you can.

4 No problem!

5 I'm fine!

From: Bethany

Hi Sarah,

How are you? I'm not feeling very well, I'm afraid. I think I've got a cold!

So, I can't go to Chloe's party tonight. Could you please tell her why I can't come?

I've bought her a present. Could you come round to my house, pick it up, and give it to Chloe at the party? It's only a necklace, so it isn't very big!

There's one more thing: I'm pretty sure I can't play football tomorrow. So please say sorry to the team for me!

Thanks very much, Sarah!

See you later this afternoon, I hope!
Bethany

PS I hope you are feeling OK. A lot of people I know have got a cold at the moment!

From: Sarah

Hi Bethany,

I'm really sorry to hear that you're ill. I hope it doesn't last very long! It's a pity that you can't come to the party tonight. Of course I can tell Chloe why you aren't there. I can come to your house at about 7 o'clock to pick up the necklace. I hope that time's OK with you. And don't worry that you can't play football tomorrow! I can tell everyone that you're ill!

Take care – and see you later!
Sarah

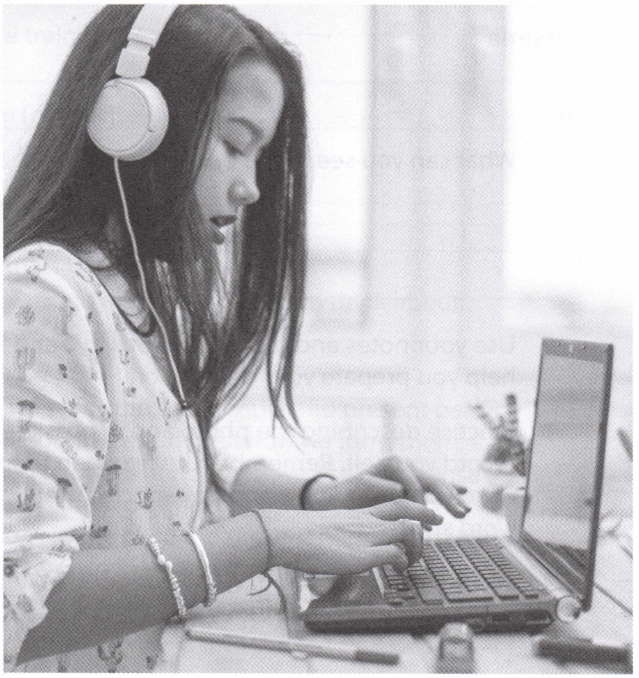
PS BTW, I think a necklace is a great present! I can't wait to see it!

2 ☆ **Read Sarah's reply again and write all the contractions.**

1 ..... 7 .....
2 ..... 8 .....
3 ..... 9 .....
4 ..... 10 .....
5 ..... 11 .....
6 .....

3 ☆ **Choose the correct alternative.**

We use contractions in *formal/informal* emails.



4 ☆ **Choose the correct alternative.**

1 I'm really sorry to *hear/know* that you've been ill.
2 I'm *content/glad* to hear that I passed the exam.
3 Get *fine/well* soon!
4 I'll come to your house *ASAP/etc.*.
5 *IMO/ASAP* the exam was quite hard.

5 ☆☆ **Read the email. Identify the four parts that you need to comment on in your reply.**

From: Sofia

Hi,

I'm writing to ask you a favour! My family's going to France for the weekend and we don't know anyone who can take care of our cat for two or three days. So ... do you think you could have him at your house? He's a very good cat! His name's Bruno! If it's OK, when can I bring him to your house?

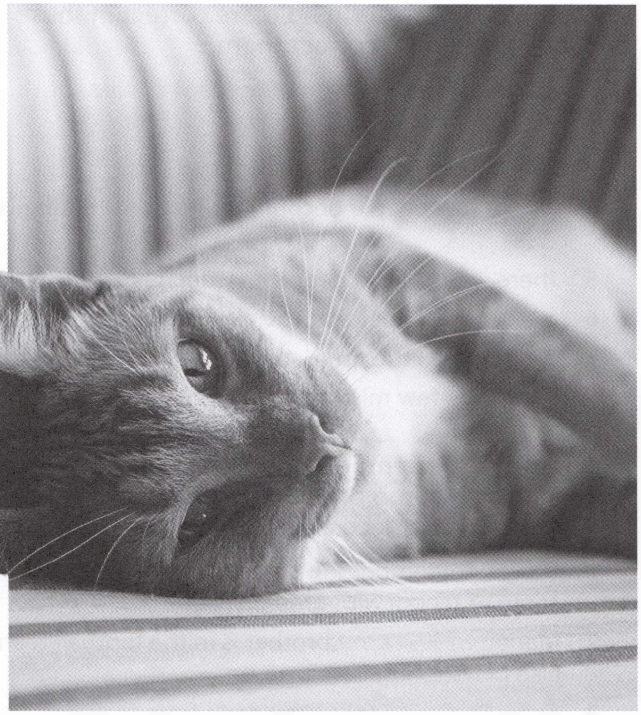
Can you reply asap because it's Wednesday today and we really need to find somewhere for Bruno before Friday!

Thanks very much!
Aidan

PS When we're in France, what's a good present to buy your mum and dad to say thank you?

## Task

**Write a reply to the email from Aidan on the opposite page. Write about 100 words.**



### Writing bank

Useful words and expressions in informal emails

- We use expressions like *I'm really sorry to hear that ...* when we are writing about bad news, or *I'm so glad to hear that ...* or *Congratulations!* when we are happy for somebody.
- We use the expressions *Get well soon!* and *Take care!* to say we want somebody to be healthy after an illness or accident.
- We often use abbreviations like *PS* (Latin: post scriptum), *etc.* (Latin: etcetera) or *asap* to keep emails short.

### Prepare

6 **Make notes on what you say about these four points in Aidan's email.**

1 My family's going to France for the weekend.

2 Do you think you could keep our cat at your house?

3 When can I bring him to your house?

4 What's a good present to buy your mum and dad to say thank you?

### Write

7 **Write your reply. Use your notes from 6, the writing model on the opposite page and the Writing bank above to help you.**

### ☑ Check

8 **Read your email and complete this checklist.**

1 I talked about all four points in my notes. ☐

2 I used some abbreviations in my email (e.g. *BTW*, etc.) ☐

3 I used contractions. ☐

## Grammar

**1 Decide if the words in bold are correct in these sentences. If not, correct them.**

1 Joe hasn't got **many** money. .....
2 There isn't **some** cheese. .....
3 There's **much** milk in the fridge. .....
4 Only **a few** people become professional footballers. .....
5 There were **a little** people at work. .....
6 I've got **any** paper that you can use. .....
7 We've got **a little** time, so hurry up! .....
8 You made **few** mistakes in your essay. .....

**2 Complete the sentences with the correct relative pronoun or – if no pronoun is needed. Add commas where necessary.**

1 Do you remember the time ..... Max came to school with green hair?
2 Marie ..... brother is in the football team also plays football well.
3 Segovia ..... my dad's from is a very nice town.
4 Have you read the essay ..... I wrote?
5 German ..... my mum speaks, is the most widely spoken native language in Europe.
6 This is the email ..... came yesterday.
7 That's the school ..... I went when I was five.

**3 Write the verbs in the correct tense. Use *used to* if possible.**

1 What time ..... (you/get up) yesterday?
2 Sophie ..... (do) her homework now.
3 Aidan ..... (train) at the gym four times a week. He's very fit!
4 While Dan ..... (look) in the mirror, he had a big surprise.
5 My dad ..... (speak) Chinese fluently, but he can't now.

**4 Choose the correct alternative to complete the text.**

The shopping centre **(a)** *who/which/where* is near my house is great. I **(b)** *went/used to go/was going* there this morning because I wanted to buy **(c)** *a little/any/some* clothes, but there were **(d)** *a lot of/few/much* people there so I left. Now I'm at home and I **(e)** *watch/watching/'m watching* TV. The film, **(f)** *that/whose/of which* name I don't remember, is OK. I feel relaxed because I haven't got **(g)** *any/a little/much* homework. I've only got **(h)** *a little/a few/some*.

## Vocabulary

**1 Write the country or nationality.**

| Country | Nationality |
|---|---|
| Poland | (a) ..... |
| Egypt | (b) ..... |
| (c) ..... | Turkish |
| Brazil | (d) ..... |
| (e) ..... | Swiss |
| (f) ..... | Thai |

**2 Correct the words in bold.**

1 Oh no! I **did** a mistake in that exercise. .....
2 Are we **taking** this exercise? .....
3 We need to **revision** before the test. .....
4 Police arrested the **burglary** yesterday. .....
5 Your spelling is very **accuracy**. .....

**3 Make the words negative by adding prefixes.**

1 ..... possible
2 ..... regular
3 ..... legal
4 ..... correct
5 ..... happy
6 ..... visible

**4 Complete the sentences with the correct form of the words.**

1 I don't want to have an ..... (argue) with you.
2 Where's the ..... (prove) for your accusation?
3 Please don't tell anyone this because it's ..... (official).
4 Are you completely ..... (fluent) in Japanese?
5 This is a big ..... (embarrass) for me!
6 Is your mum ..... (Argentina)?

**5 Complete the sentences with the correct words.**

1 I need to look ..... this word in the dictionary because I don't know its meaning.
2 Did they ever find ..... who stole the money?
3 Mike can't ..... out the maths problem. It's very hard!
4 Phoebe and Holly never ..... up when I invite them to a party.
5 I need to come ..... a good idea for my school project.
6 Did someone break ..... your house last night?

## Grammar

**1 Write sentences in the present perfect. Choose the correct alternative in bold and put it in the correct place.**

1 Will / visit a famous museum? **ever/since**

2 my cousins / come back from their holiday **yet/just**

3 I / ride a horse **ever/never**

4 They / not buy milk **already/yet**

5 Rachel / live here 10 years **for/since**

**2 Complete the sentences with the present perfect or the past simple form of the verbs given.**

1 Jack ..... (have) his bike for two years now.

2 Sara ..... (travel) around Brazil in 2013.

3 My brother ..... (play) the guitar every day since his last birthday.

4 My sister ..... (be) in the volleyball team last year.

5 I ..... (read) all his novels. I love the way he writes.

**3 Join the pairs of sentences using a relative clause.**

1 Mike is feeling OK now. He had the flu yesterday.
Mike ..... now.

2 Do you see that boy? His sister had a skiing accident last week.
That's the boy .....
last week.

3 Malaria is a serious condition. It can kill you.
Malaria ..... you.

4 Do you see that shop? I saw your sister there.
That's ..... sister.

**4 Complete the email with the correct form of the verbs given.**

Hi Laura,
My mum **(a)** ..... (bring) me home from hospital this morning, but she **(b)** ..... (go) to work a couple of hours ago. I **(c)** ..... (be) home for a couple of hours now and it's wonderful not to be in hospital anymore! I **(d)** ..... (write) this from my own bed – hooray! I **(e)** ..... (eat) well now and the pain **(f)** ..... (disappear) already. What about you? How's the project going? **(g)** ..... (you/finish) it yet? I **(h)** ..... (do) some work on mine in hospital, but not a lot.
Take care, Bethany x

## Vocabulary

**1 Complete the parts of the body and health words.**

1 I can't shout because I've got a sore t .....

2 Sarah can't walk well at the moment because she's sprained her a .....

3 He had a skiing accident and he's got a b ..... arm.

4 'Have you cut yourself?' 'No, it's only a s .....'

5 When some people have a very bad backache, they take a p .....

6 When there's an accident, it's good to have a f .....

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

1 Please don't shout in the library. It's very ..... (polite).

2 You need to write with more ..... (accurate).

3 Have you got ..... (prove) that he did it?

4 I don't feel 100% but I can see some ..... (improve).

5 Have you got a good ..... (explain) for this?

6 They're accusing him of the ..... (thief) of a gold ring.

**3 Complete the sentences with the correct verbs.**

1 I ..... a few mistakes when I write in English.

2 Arsonists are people who ..... buildings.

3 Holly can't ..... out the answer to the question.

4 Three men tried to ..... the bank last night.

5 How did you ..... up with that idea?

6 I fell down in the street and both my knees really ..... now.

**4 Match the verbs (1–9) to their objects (a–i).**

| | | | |
|---|---|---|---|
| 1 | break | a | an old diary |
| 2 | take | b | your speaking |
| 3 | work out | c | a mistake |
| 4 | translate | d | an arm |
| 5 | investigate | e | an answer |
| 6 | make | f | a crime |
| 7 | catch | g | a cold |
| 8 | practise | h | a word |
| 9 | come across | i | an exam |

# 5 SCREEN TIME

## Vocabulary in context

### TV programmes and series

**Great students' tip**

**Writing down new vocabulary**

Keep a record of new words and write down what they mean. You can do this with a synonym, a definition, an example sentence or a translation. You can also draw a picture. Try to group words together that are about the same topic as this helps to remember them.

**1** ☆ **Read these sentences and choose the correct alternative.**

1 Most characters on the *cartoon/drama* series *The Simpsons* have just four fingers on each hand.
2 *Zoolander* (2001) is a popular *comedy/drama* that made everyone laugh. However, in Malaysia they didn't let people see it because the film included a fictional plan to hurt the country's leader!
3 *Match of the Day*, a British *sports programme/science-fiction series* about football, started almost 60 years ago!
4 The American *chat show/game show* *Genius Junior* tests children in various subjects including spelling, mathematics and memory.
5 We all want to be happy! The *documentary/drama* *Happy* (2011) travels around the world to speak to people who have found happiness.
6 *Married at First Sight* is an American *food programme/reality show*. Couples get married the first day that they meet!

### Words connected with TV and online video

**2** ☆☆ **Complete the text with the words in the box. There are two words you do not need.**

binge-watching · channel · episode · screen · season · spoiler · streaming service · viewer

### *The 'Netflix effect'*

Are you a frequent **(a)** ..... of online series? If so, how do you use your **(b)** .....? Are you a fan of **(c)** .....? Do you spend almost all the weekend in front of the **(d)** ..... and watch the complete **(e)** ..... of a series? Or do you prefer the 'suspense' of waiting a week to see the next **(f)** .....?

Watching many television episodes in one sitting is now very common but, how does it affect your brain? Is there a link with poor sleep quality?

### Adjectives describing TV programmes

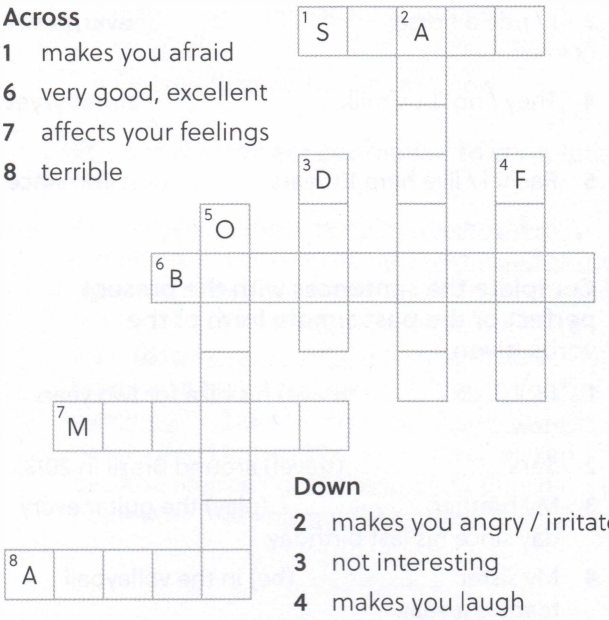
**3** ☆☆ **Complete the puzzle with adjectives describing programmes.**

**Across**

1 makes you afraid
6 very good, excellent
7 affects your feelings
8 terrible

**Down**

2 makes you angry / irritated
3 not interesting
4 makes you laugh
5 completely different




### Vocabulary extension ☆☆☆

**4** **Match the words to make new words and phrases about TV and films.**

| | | | |
|---|---|---|---|
| 1 | breaking ..... | a | reviews |
| 2 | sports ..... | b | effects |
| 3 | main ..... | c | breaks |
| 4 | special ..... | d | character |
| 5 | advert ..... | e | news |
| 6 | rave ..... | f | commentator |

**5** **Complete the sentences with collocations from 4.**

1 This film's great, but why are the ..... so long?
2 ..... ! There's a big fire in California!
3 This fantasy film has spectacular ..... ! It looks very realistic.
4 The ..... in *The Big Bang Theory* is Sheldon Cooper.
5 This documentary is great. I'm not surprised that it got .....
6 I'm falling asleep watching this match! This ..... is so boring!

# Reading

**1 Read the blog post quickly. Match the headings (1–5) to the paragraphs (A–E).**

1 We've always loved heroes!
2 Heroes in our daily lives
3 Superhero films – Why do we love them?
4 They're like us
5 Fantasy worlds!

## Mike's Media

Posts Contact FAQs

**A** Here's a question for you: what do a lot of the biggest hits at the cinema these days have in common? The answer is ... they're films about superheroes! But why are superhero films so popular with audiences at the moment?

**B** The first reason is what's called 'escapism'. Sometimes life can be pretty dull – we have the same routine most days and very few exciting or unexpected things happen. Superhero films help us to escape from all this. They offer us strange, new worlds and exciting heroes with amazing abilities. They show us a world that's far more interesting than our own.

**C** Secondly, although superheroes have special powers, they aren't perfect and they have their own personal problems and challenges. Stan Lee, the man who came up with some of the greatest superheroes, said that he tried to make them human, too, so that we can feel a connection with them. For example, Shuri, in *Black Panther*, has to keep proving she is talented and intelligent because many people think she is just a teenage girl.

**D** Thirdly, many of us need some kind of hero to admire. It could be a sports person (Rafa Nadal), a pop star (Taylor Swift), a religious leader (the Dalai Lama) or an activist (Greta Thunberg). These people inspire us and give us hope that there can be improvement in the world. Perhaps superheroes do the same thing, even though they inhabit a fantasy world.

**E** Finally, our fascination with superheroes is nothing new. The first great book of world literature, *The Epic of Gilgamesh*, is about 4,000 years old. And what's the plot? It tells the story of the combat between Gilgamesh, part god and part man, and Enkidu, a wild man that the gods create to fight Gilgamesh. (Spoiler alert – Gilgamesh wins the fight!) No one's made a very successful film about *The Epic of Gilgamesh* yet. But with the present interest in superhero films, and the possibilities of computer-generated imagery, maybe someone's writing the script now. Perhaps it's the next big hit!

**2 20 Read the blog post again. Choose the best answers.**

1 What does the author say about superhero films in the first paragraph?
   a All superhero films are popular.
   b All the big films these days are about superheroes.
   c In general, viewers today only like superhero films.
2 What do superhero films do?
   a They inspire us.
   b They entertain us.
   c They show us different parts of the world.
3 What does Mike say about Shuri?
   a Not everybody trusts she is clever.
   b She wants to be *Black Panther*.
   c She is tired of proving her intelligence.
4 Why do we like superheroes?
   a They have fantastic abilities.
   b We are interested in their personal story.
   c They have to deal with real problems.
5 What do superheroes possibly do?
   a They replace real-life heroes.
   b They make us want to inhabit fantasy worlds.
   c They make us feel that we, too, can do important things.
6 What does the blog post say about *The Epic of Gilgamesh*?
   a It shows that we've always been interested in superheroes.
   b It's the next popular superhero film.
   c It's got a great story.

**3 Match the underlined words in the blog post to the meanings.**

1 the things that happen in a story .....
2 people watching a film .....
3 the words in a film .....
4 very good and surprising .....
5 a very successful film .....

### Critical thinkers

**4 Which of these sentences based on ideas from the text are facts (F) or opinions (O)?**

1 Superhero films are popular with audiences at the moment. F / O
2 Sometimes life can be pretty dull. F / O
3 Stan Lee tried to make superheroes human. F / O
4 Many of us need some kind of hero to admire. F / O
5 Perhaps *The Epic of Gilgamesh* is the next big hit. F / O

# Grammar in context 1

## Comparatives and superlatives

**1** ☆ **Read the sentences and choose the correct alternative.**

1 That's *more boring/the most boring* programme I've seen in a long time!
2 I saw two horror films this weekend, but the second one was much *scarier/scariest* than the first one.
3 José's *more fluent/the most fluent* speaker in our English class.
4 You'll have a *faster/fastest* connection with this mobile device.
5 I didn't like that film. It was *more violent/most violent* than I expected.
6 Chris Hemsworth is one of *the bigger/the biggest* film stars in the world today.

**2** ☆☆ **Complete the text with the comparative or superlative form of the adjectives given. Add *than* where necessary.**

Television Film Music More ▾

### Cinema records

*posted today*

For a lot of us, there aren't many things **(a)** ..... (enjoyable) seeing a good film. But do you know what **(b)** ..... (long) film ever is? It's an experimental film called *Logistics*. It lasts for nearly 36 days and it's about how they make pedometers. Has anyone ever had a **(c)** ..... (strange) idea for a film? Possibly not!

The film *Cinématon* is **(d)** ..... (short) *Logistics* but it's **(e)** ..... (long) most films. It lasts 151 hours and contains short scenes of celebrities and some of **(f)** ..... (close) friends of the director.

When we see a good film, usually **(g)** ..... (memorable) part is the acting. But who is **(h)** ..... (successful) actor ever? Possibly it's Meryl Streep. She's received more than 20 Oscar nominations! Do you know what her **(i)** ..... (late) film is? **(j)** ..... (young) actor to receive an Oscar is Tatum O'Neal. She was only 10 when she won in 1974. So she was probably **(k)** ..... (young) you are now!

## Modifying comparatives

**3** ☆☆ **Complete the sentences using one of the two modifying expressions and the comparative form of the adjective given.**

1 *Pong*, one of the first video games, was very simple but *Fortnite Battle Royale* is very complex. *Fortnite Battle Royale* is ..... (*a lot / a bit* difficult).
2 The Walt Disney Studios in the US occupy an area of 21 hectares but the Ramoji Film City in India occupies 674 hectares. The Ramoji Film City is ..... (*slightly / much* big).
3 The actor Dwayne Johnson ('The Rock') has a fortune of $300 million but Will Smith has $350 million. Will Smith is ..... (*a bit / far* rich).
4 3.57 billion viewers saw the 2018 FIFA® World Cup in Russia, but 3.6 billion viewers saw the 2016 Olympics® in Rio. The Olympics were ..... (*far / slightly* popular).
5 The first TV channel appeared in 1928 but the first streaming service started in 1995. The first TV channel is ..... (*a lot / slightly* old).
6 There are 50 actors in the film *Captain Marvel*, but 99 in *Avengers: Endgame*. The number of actors in *Avengers: Endgame* is ..... (*much / a bit* high).

## *less ... than, (not) as ... as*

**4** ☆☆ **Rewrite the sentences using the words given. Do not change the meaning.**

1 Video games are more interesting than films. (less)
Watching films .....
2 Science-fiction series are more gripping than comedies. (as)
Comedies .....
3 Dramas aren't as informative as documentaries. (less)
Dramas .....
4 Comedies are less violent than crime series. (as)
Comedies .....
5 Sometimes the news is as moving as a drama. (less)
Sometimes the news .....

## Grammar challenge ☆☆☆

**5** **There is a word missing in each sentence. Write an appropriate word in the correct place.**

1 Watching sports live is more exciting watching it on TV.
2 *The X Factor* is popular than any other talent show.
3 What's scariest film you've seen?
4 I thought the film was 90 minutes long but it lasted 3 hours! It was longer than I expected.
5 Your smart phone cost £120 but mine cost £130. Mine is more expensive.
6 This is the most exciting film I ever seen.

# Developing vocabulary and listening

## Adjectives ending in *-ing* and *-ed*

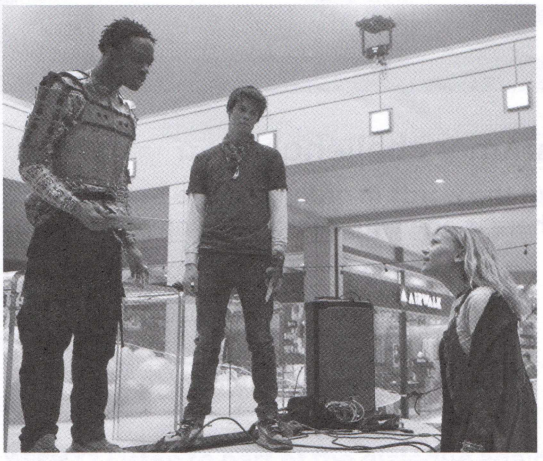
1 ☆ **Choose the correct alternative.**

1 This film is so *depressed/depressing*. It makes me sad.
2 We were all really *surprised/surprising* by the end of the series.
3 This programme's so *bored/boring*! Let's watch something else!
4 Sarah felt so *embarrassed/embarrassing* when she couldn't stop coughing in the cinema.
5 What's the most *frightened/frightening* film you've ever seen?
6 I was really *annoyed/annoying* when they cancelled the series.

2 ☆☆ **Complete the text with the correct form of the words given.**

Latest news Reviews More ▾

### Daybreak



At the beginning, *Daybreak* is a bit **(a)** ..... (confuse) because the plot mixes the past, present and future. However, after two or three episodes you can't stop watching because it's totally **(b)** ..... (grip). The acting is fantastic and it's often very **(c)** ..... (move). However, I didn't like the ending at all. I was very **(d)** ..... (disappoint) by it and I read online that many viewers felt **(e)** ..... (annoy). To be honest, I don't find that very **(f)** ..... (surprise).

3 21 ☆ **Listen to four people talking about video games. Decide if the sentences are True (T) or False (F).**

1 Matt doesn't play video games now. T / F
2 Theo plays video games very often. T / F
3 Sophie plays video games every week. T / F
4 Luke's life is boring now. T / F

4 21 ☆☆ **Listen again and match the speakers (Matt, Theo, Sophie, Luke) to the correct information.**

**Which speaker ...**

1 plays video games with their family? .....
2 doesn't play video games as often as before? .....
3 comments on video games? .....
4 feels a responsibility for the people in their game? .....
5 hasn't got much free time? .....
6 plays a creative game that they think is inspiring? .....
7 has a favourite sport? .....

### Critical thinkers

5 **Who of the young people you heard would agree with these statements?**

1 The people in the video game become your friends. .....
2 I hate it when I play against people who are better than me. .....
3 Playing video games as a permanent occupation is not fun! .....

## Vocabulary extension ☆☆☆

6 **Match the *-ing* adjectives (1–5) to the synonyms or explanations in the box. Use your dictionary if necessary.**

funny • horrible/very bad • making you anxious • very frightening • very tiring

1 disgusting .....
2 exhausting .....
3 worrying .....
4 terrifying .....
5 amusing .....

7 **Write the *-ed* form of the adjectives (1–5) from 6. Check your answers in your dictionary if necessary.**

1 .....
2 .....
3 .....
4 .....
5 .....

8 **Complete the sentences with an adjective ending in *-ed* or *-ing*. The first letter is given.**

1 Yuck! I think never washing your hair is d .....
2 I haven't slept for two nights. I'm e .....
3 Laura is feeling nervous because she's w..... about her exams.
4 I'm afraid of high places so the idea of going up that mountain is t .....
5 This comedy is great! It's very a .....

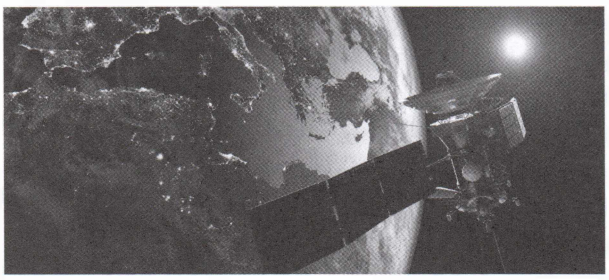
# Grammar in context 2

## *so* and *such*

1 ☆ **Read the text and choose the correct alternative.**

Wall Photos Friends Profile

**The 100 (TV series)**



**comments (65)** **Sort by** Latest

1 It's *so/such* good. Watch it! **cinephile**
2 It's a long time since I've seen *so/such* a fascinating series. **007Bond**
3 The story is *so/such* gripping. You can't stop watching! **filmbuff**
4 Everyone says this is great – but I was *so/such* disappointed when I finally saw it! **Tex**
5 This is *so/such* a new and unusual show. Don't miss it! **UKJoe**
6 You don't see a series with *so/such* a surprising plot very often. **Amy**

2 ☆☆ **Complete the sentences with *so* or *such* and the words in the box. Add any other necessary words.**

boring · frightened · funny · impolite · informative · moving

1 The film was ..... that Rachel cried in the end.
2 This is ..... documentary. I'm learning a lot.
3 The people behind me were talking during all the film. That's ..... !
4 It was ..... film that I fell asleep!
5 We were laughing all the time because it was ..... episode.
6 I was ..... that I switched off the film.

## *too* and *(not) enough*

3 ☆☆ **Rewrite the sentences by adding *too* or *enough* in the correct place.**

1 I don't like this film. It's slow for me.
.....
2 This video game is boring. There isn't action!
.....
3 The screen is very small. It isn't big.
.....
4 I stopped watching the film. It made me unhappy.
.....
5 They cancelled the series. It wasn't popular.
.....

4 ☆☆☆ **Complete the article with *too* or *enough* and the words in the box.**

easy · entertaining · expensive · game shows · late · long · time

Entertainment Local News World News

### *Answer it!*

In my opinion, there are already **(a)** ..... on TV. But now we've got a new one. You probably didn't see it because it's on **(b)** ..... – at 11 pm. Let me tell you about it. First, the questions are **(c)** ..... What's the capital of France? Are you serious? Second, the prizes aren't **(d)** ..... They gave one of the contestants a toaster. Who wants another toaster?? The show lasts an hour and a half. That's **(e)** ..... ! Most people haven't got **(f)** ..... to spend 90 minutes watching a game show! Especially this one! *Answer it!* isn't **(g)** ..... I don't recommend it!

## Grammar challenge ☆☆☆

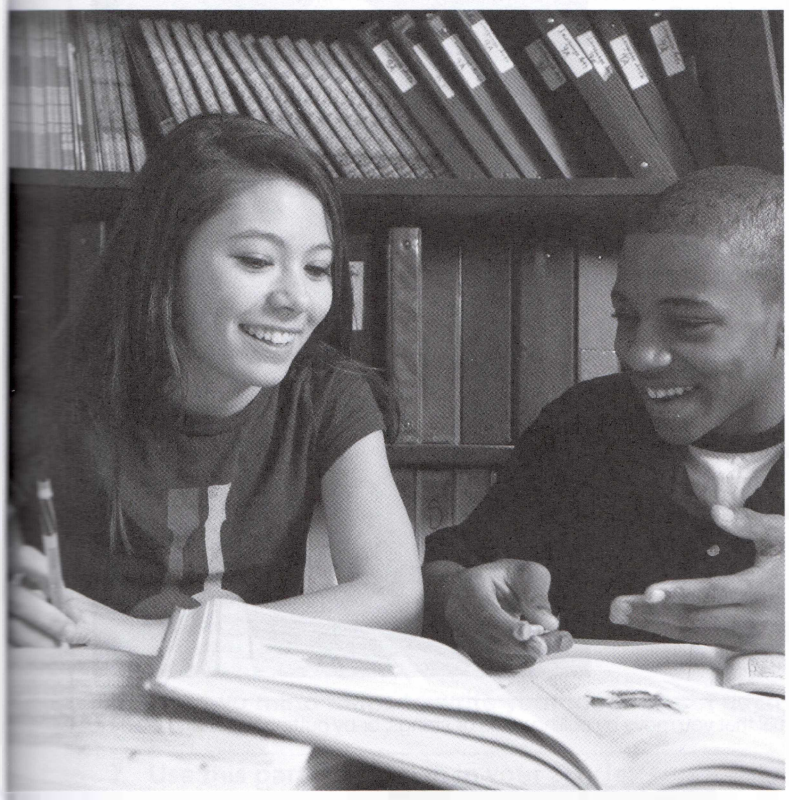
5 **Put the words in order to make sentences. There is one extra word that you don't need.**

1 series / enough / older / this / old / watch / aren't / to / You
.....
2 people / confusing / is / many / too / plot / for / more / The
.....
3 film / a / was / so / moving / such / This
.....
4 as / before / important / than / isn't / as / Hollywood
.....
5 such / film / you / so / the / that / am / liked / surprised / I
.....
6 the cinema / expensive / at home / such / at / than / Watching / less / a film / is /
.....
7 me / famous / is / than / lot / more / Cruise / far / Tom
.....
8 seen / that / the / worse / have / film / is / I / worst / This
.....

# Developing speaking

## Negotiating

1 22 ☆ **Listen to two students doing a speaking exam. Put the options they describe (a–f) in the order you hear them (1–6).**



a watching a series ☐
b going to the town centre with friends ☐
c drawing ☐
d going on social media ☐
e listening to music ☐
f going for a bike ride ☐

2 23 ☆ **Listen to part of the dialogue again. Match each person (1–2) to their actions (a–d).**

1 Louise .....
2 Elliot .....

a gives an opinion
b makes a suggestion
c asks for an opinion
d responds to a question

3 ☆ **Choose the correct alternative.**

1 I'*m thinking/reckon* watching series all day is boring.
2 Let's *decide/to decide* on one activity.
3 What do you think about *to go/going* for a bike ride?
4 Yes I *agree/'m agree*.
5 Why don't we *finish/finishing* now?
6 Yes, you'*re/have* right.

4 ☆☆ **Look at the expressions in 3 and write them in the correct place (1–4).**

1 Making suggestions: .....
2 Responding to opinions and suggestions: .....
3 Asking for opinions: .....
4 Giving opinions: .....

5 ☆☆ **Put the dialogue in the correct order.**

a [1] What do you think about going to the cinema this evening?
b [ ] Sorry, but I really don't want to do that. In my opinion, there's nothing more boring than football!
c [ ] Maybe, but my dad wants to watch the football tonight and we've only got one big screen.
d [ ] Hmm, personally I prefer watching films at home. Sorry!
e [ ] Is there football on tonight? Let's watch it with your dad!
f [ ] No problem! Why don't we watch a film at your house tonight?

### Pronunciation

6 24 ☆ **Listen to the expressions. Focus on how some of the words are connected when we speak. Then listen to the expressions again and repeat them.**

1 In my_opinion
2 I_agree
3 You're_right
4 I_reckon
5 What_about_you?

7 25 ☆☆☆ **Listen to the suggestions and respond to them. Write the answers and practise giving responses. If possible, record yourself.**

1 What do you think about watching a new series? .....
2 What about going for a bike ride? .....
3 What do you think about going to the town centre? .....
4 What about playing football? .....
5 What do you think about cooking something? .....

# Developing writing

## An article 2

### Two series worth watching!

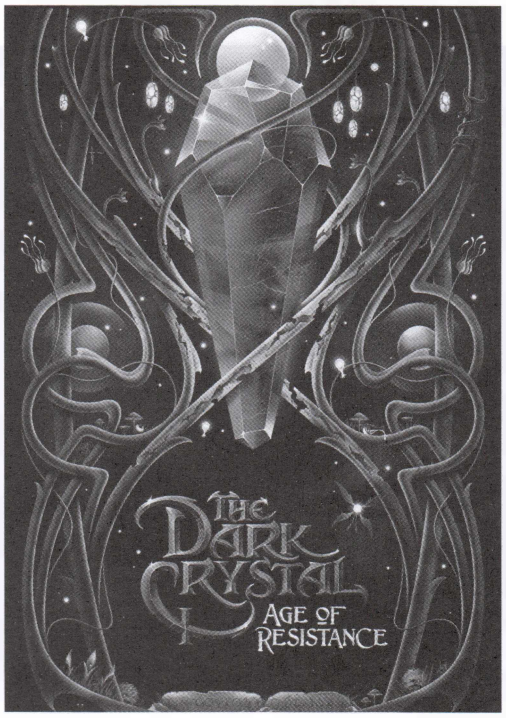
Use expressions of opinion: *Personally, I don't believe.*

As far as I'm concerned, *The Expanse* is one of the best series on at the moment. It's a science-fiction series about a secret plan to destroy all humans. The show combines everything I love in TV shows – politics, technology, brilliant special effects and a gripping story. The main characters are all really interesting, too. The plot is slightly confusing in the first two or three episodes, but don't worry – everything soon becomes clear!

I also recommend *The Dark Crystal: Age of Resistance*. It's a fantasy series that takes place on the planet Thra. The creatures who live there, the Gelflings, are in danger because the Skeksis are stealing the power from a dark crystal. Personally, I'm surprised I'm enjoying this series so much because the characters are puppets*. I used to think that puppets are for young children but I don't believe that's true now. The puppets are amazing, and the design of the fantasy world is beautiful. And the Skeksis are terrifying!

Use adjectives to describe the films: *brilliant, gripping, interesting, amazing, beautiful.*

In my opinion, both *The Expanse* and *The Dark Crystal* are top-quality entertainment. Why don't you try one of them? They're so good!




***puppet (n.):** a small model of a person or animal that you move by pulling wires or strings, or by putting your hand inside it.

**1** ☆ **Look at the writing task and read the article. Then read the questions below and choose the correct alternative.**

**Articles wanted!**

- What are your two favourite series or shows?
- What are they about?
- Why do you like them?

*Tell us in not more than 200 words!*

1 Has the writer answered the three questions in the task? *Yes/No*
2 Has the writer used the correct number of words? *Yes/No*
3 Has the writer included a lot of extra, unnecessary information? *Yes/No*

**2** ☆ **Read the description of the first series *The Expanse* and answer the questions.**

1 Which sentence(s) describes what it is about?

.....

.....

2 Which sentence(s) describes why the writer likes it?

.....

.....

.....

**Great students' tip**

**Writing: Answering the question**

The writing question in an exam may take the form of an ad. Read the question very carefully before you answer it. Make sure that you understand exactly what you need to do. When you finish your writing, check that you have answered the specific question and done everything that the task asks. Check also that you have *not* included a lot of information which is not necessary.

**3** ☆☆ **Complete the sentences with expressions of opinion.**

1 In my ....., science-fiction series are the most interesting.
2 Some people say that binge-watching is a bad thing. I don't ..... that's true.
3 As far as I'm ....., there are some films which you need to see on a big screen.
4 ....., I've never understood why people watch films they find terrifying.

**4** ☆☆ **Match the adjectives in the box to the TV programmes and series.**

funny • informative • moving • original • scary

1 drama .....
2 horror film .....
3 science-fiction series .....
4 documentary .....
5 comedy .....

## Task

**Write an article about two series or shows that you watch. Say what they are about and give reasons why you like them. Write about 170 words.**

### Writing bank
**Useful expressions in an article**

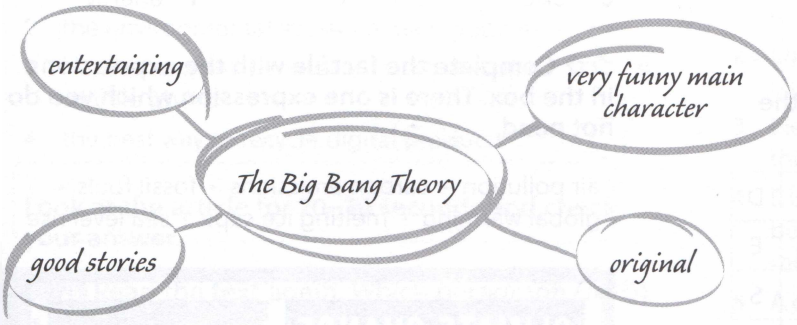
- Personally, I don't watch TV very often ...
- As far as I'm concerned, the best and most educational video game is ...
- In my opinion, it's also entertaining.
- I don't believe that's true.
- Why don't you try one of these games?

### Prepare

**5 Write one sentence about what each series or show is about.**

.....

.....



**6 Use two mind maps to write your ideas about each series.**

**7 Use this paragraph plan in your article:**

**Paragraph 1:** First series or show. What it's about and why you like it.
**Paragraph 2:** Second series or show. What it's about and why you like it.
**Paragraph 3:** Short conclusion

### Write

**8 Write your article. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank above to help you.**

### ☑ Check

**9 Read your article and complete this checklist.**

1 I answered all parts of the question. ☐
2 I used the right number of words. ☐
3 I used the paragraph plan. ☐
4 I used a variety of expressions of opinion. ☐
5 I used a variety of adjectives. ☐

# 6 CHANGING CLIMATES

## Vocabulary in context

### Geographical features

**Great students' tip**

Efficient vocabulary revision

Frequent revision is the best way to learn new words. Look at your vocabulary notebook or list every week and test yourself to see how much you remember. It's easier to learn vocabulary when you focus on words in the same group, e.g. parts of the body, adjectives ending in *-ing* and *-ed*, etc.

**1** ☆ **Find fourteen geographical features in the word search.**

| S | I | W | C | X | Q | W | H | J | Z | R | D |
|---|---|---|---|---|---|---|---|---|---|---|---|
| V | H | A | L | W | H | I | U | I | E | N | E |
| Y | H | T | I | A | L | N | S | I | A | C | S |
| Y | C | E | F | L | G | L | C | E | N | A | E |
| E | A | R | F | L | A | A | C | E | H | V | R |
| L | E | F | E | N | L | O | M | E | I | E | T |
| L | B | A | D | G | F | O | R | E | S | T | K |
| A | H | L | M | A | E | R | T | S | F | X | X |
| V | K | L | T | S | A | O | C | F | D | U | K |

**2** ☆☆ **Complete the geographical features.**

1 The Amazon is the biggest tropical r ..... in the world.
2 The Alps are an important m ..... r ..... in Europe.
3 The longest r..... in France is the Loire.
4 The Caspian Sea is not actually a sea. It's the world's biggest l.....

### The environment

**3** ☆☆ **Complete the text with the verbs in the box.**

consume • recycle • reduce • reuse • save • throw • waste

**WE CAN ALL HELP TO (a) ..... THE PLANET!**

We all (b) ..... away too much food and packaging. We need to (c) ..... most of it. We also need to (d) ..... the number of things that we buy and (e) ..... less. When we've finished with a product, we should try to (f) ..... it and not just put it in the bin. We can't continue to (g) ..... resources in the same way as before.

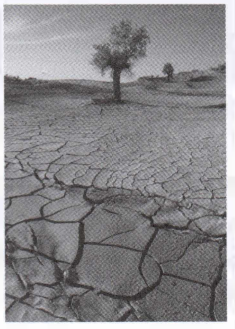
**4** ☆ **Match words (1–6) and (a–f) to make environment expressions.**

| | | | |
|---|---|---|---|
| 1 | global ..... | a | warming |
| 2 | melting ..... | b | pollution |
| 3 | air ..... | c | rise |
| 4 | renewable ..... | d | ice caps |
| 5 | sea level ..... | e | waste |
| 6 | toxic | f | energy |

**5** ☆☆ **Complete the factfile with the expressions in the box. There is one expression which you do not need.**

air pollution • carbon emissions • fossil fuels • global warming • melting ice caps • sea level rise

**CLIMATE CHANGE FACTS**



The average temperature on the planet has gone up 0.9°C since the end of the 19th century.
**(a)** .....

Antarctica lost about 127 billion tons of ice per year from 1993 to 2016.
**(b)** .....

Oceans are on average 23 cm higher than in 1880. **(c)** .....

This causes the death of over 4 million people in cities every year. **(d)** .....

The European Union wants to reduce these by 40%, compared to the levels in 1990.
**(e)** .....

## Vocabulary extension ☆☆☆

**6** **Complete the sentences with the correct prepositions.**

1 Without action now, we will run *from/out of* time to save the planet.
2 When we cut *down/under* trees in the rainforests, the environment suffers.
3 Plants and animals die *away/out* when we destroy their habitat.
4 We need to look *for/after* the environment to protect our future.
5 We need to stop using cars that run *on/by* fossil fuels.
6 We must clean *up/along* the toxic waste in our oceans.

# Reading

**Great students' tip**

Reading: Prediction

Before you read a text, look at the pictures or photos that go with it and the title of the text. This helps you to think about the topic of the text and to predict some of the ideas and words in it. This will help you to understand the text more when you read it for the first time.

**1 Look at the photo and the title of the article. What do you think it is about?**

1 why mobile phones are so expensive ☐
2 the environmental impact of tech gadgets ☐
3 how companies persuade us to buy a new mobile phone ☐
4 the best way to recycle digital products ☐

**2 Look at the article for 20–30 seconds and check your answer.**

**3 26 Read the text again. Which paragraph (A–D) is about ...**

1 why it is sometimes hard to recycle your old gadgets? .....
2 what consumers and companies can do? .....
3 who is really paying the price of e-waste? .....
4 what e-waste is and why it is a problem? .....

**4 Match the underlined words in the article to the meanings.**

1 damage, negative effects .....
2 problem .....
3 with little impact on the environment .....
4 process or destroy .....
5 a place where rubbish is put in the ground .....

**5 Complete the sentences with the correct form of the words in 4.**

1 The ..... of dangerous waste is one of the worries of the Ministry of the Environment.
2 One of the ways to get rid of non-toxic waste is to use it as .....
3 Electric cars seem to be more ..... than those using fossil fuels.
4 Disposing of the batteries of electric cars is becoming an ..... as they become more common.
5 A challenge for electric car makers is how to recycle their batteries – lithium, its main component, is very ..... for the environment.

**Critical thinkers**

**6 Tick (✓) the ideas which the writer agrees with.**

1 Landfill is a good solution for e-waste. ☐
2 We need to make it easier to recycle all e-waste. ☐
3 If individuals recycle their e-waste properly, we will solve the problem. ☐
4 Consumers, and not companies, are the key to solving the problem. ☐

# *Do you really need a* ***NEW MOBILE PHONE?***

**A** What do you think of when someone talks about recycling waste? Paper? Organic waste? There's another type of waste which is problematic: e-waste. This is things like mobile phones and computers. Inside these 'cool' products, there are some very toxic heavy metals that can cause serious damage to the environment. If we burn this waste, we get air pollution. If we put it in landfill, toxic chemicals go into the earth and, in the end, pollute the water.

**B** So, what's the right thing to do if you want to throw away your old mobile phone or laptop? For a start, don't put it in with your usual rubbish. Take it to a recycling point! However, even if you do this, you might find that they don't accept your e-waste if it's big – for example, a laptop or the main part of a computer. That's the first problem with e-waste – finding somewhere to recycle it.

**C** However, there's a much bigger issue that many people don't know about. The European Union and the US are sending tonnes of e-waste to poorer countries. When this e-waste arrives, these countries don't have the technology to dispose of it properly. This causes direct harm to the people who handle it and also to the population in general.

**D** What are the solutions to the e-waste problem? First, as individuals, we need to recycle our e-waste responsibly. Second, tech companies will need to look into ways to make it easier to repair their products so that people can continue to use them. At the moment, tech companies are more interested in producing new models and don't want to extend the life of existing ones. Third, if we want a new smartphone, we can buy it from a company like Fairphone, which produces phones that are eco-friendly and easy to repair. Finally, and most importantly, we can stop buying the latest model every one or two years, and keep our phone for longer. A large part of the solution is actually in our hands. However, are we prepared to consume less?

# Grammar in context 1

## *will, be going to* and present continuous for future

**1** ☆ **Choose the correct alternative.**

1 What *do you do/are you doing* this evening?
2 It'*ll be/'s going to be* my 15th birthday next month.
3 Experts think that the economy *will get/is getting* worse soon.
4 It looks like it'*ll be/'s going to be* hot again today.
5 I'*ll see/'m seeing* Tim at 6 o'clock tonight.
6 Here's my New Year's resolution: I *won't buy/ 'm not going to buy* any new clothes.

**2** ☆☆ **Put the verb in the correct future tense. Sometimes more than one tense is possible.**

1 **A:** The phone's ringing.
**B:** Don't worry! I ..... (get) it.
2 My family and I ..... (spend) next weekend in Edinburgh! I can't wait!
3 They've haven't scored a single goal! Playing like this, they ..... (lose) this match.
4 Don't get up! I ..... (close) the window.
5 Chloe studies hard and she ..... (be) a great doctor, like her mum.

**3** ☆☆☆ **Complete the dialogue with the verbs in the box in the correct future tense. Sometimes more than one tense is possible.**

agree • come (x2) • cost • discuss • find • have • talk • try

**Roy:** We **(a)** ..... a meeting tomorrow about how to make the school greener. Do you want to come?
**Sam:** Sure, I **(b)** ..... But what **(c)** ..... you ..... about, exactly?
**Roy:** Well, we **(d)** ..... different ideas. For example, I think it's a good idea to put recycling bins in each classroom.
**Sam:** Do you think the school **(e)** ..... to that?
**Roy:** Why not? I don't imagine that it **(f)** ..... much money.
**Sam:** OK, I **(g)** ..... to think of some ideas before the meeting. By the way, how many people **(h)** ..... ?
**Roy:** I don't know exactly. We **(i)** ..... out tomorrow!

## *will, may* and *might*

**4** ☆ **Complete the sentences with the words in the box, according to the percentage probability.**

definitely • might • perhaps • possible • probably

1 We ..... consume less in the future. 50%
2 I'll ..... reuse this plastic cup. 100%
3 It's ..... that there'll be a flood. 50%
4 This glacier will ..... disappear in 10–20 years. 70–80%
5 ..... the ice caps won't melt very quickly. 50%

**5** ☆☆ **Put the words in order. Then give a percentage certainty for each: 50%, 70–80% or 100%.**

1 brother / the / win / your / Perhaps / competition / will
..... = ..... %
2 weekend / won't / It / next / probably / rain
..... = ..... %
3 will / finish / This / soon / film / definitely
..... = ..... %
4 out / might / tonight / William / go
..... = ..... %
5 have / an / They / Monday / may / exam / next
..... = ..... %

## Grammar challenge ☆☆☆

**6** **Find and correct nine mistakes in the text.**

From: Josh

Hi Ben,

I'm not feeling well at the moment, so I don't play football this evening. I'll see the doctor this afternoon. He will tell me that I need to stay in bed – let's see! I hope that I'm going to be OK at the weekend because we go to the beach. I perhaps don't want to miss that! I saw on my phone that the weather is great.

I'm tired, so I think I'm going to have a rest now. Perhaps I phone you later.

Josh

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....

# Developing vocabulary and listening

## Different uses of *get*

1 ☆☆ **Rewrite the sentences with the same meaning using *get/getting/got* in place of the underlined verb.**

1 Do you think the Earth is <u>becoming</u> hotter?

2 How many text messages do you <u>receive</u> a week?

3 I <u>bought</u> some really cheap headphones at the market!

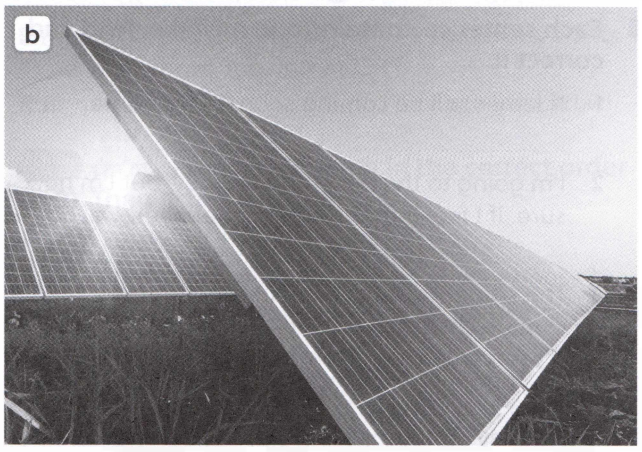
4 I'm sorry, I don't <u>understand</u> what you're saying.

5 What presents did you <u>receive</u> for your last birthday?

6 Have you ever <u>obtained</u> a really good mark in an exam?

7 Please <u>bring</u> me the tablet that's on the desk.

2 CD 17 ☆ **Listen to a conversation about a school project between two friends. Answer the questions with *Kyle* or *Paloma*.**




1 Who is doing a project?

2 Whose dad works with renewable energy?

3 Who has a bad wifi connection at home?

3 CD 17 ☆☆ **Listen again. Decide if the sentences are True (T) or False (F).**

1 The students in Paloma's class are doing a project on the same subject. T / F

2 Kyle thinks it's too late to make changes now. T / F

3 Kyle's dad works with wind and solar energy. T / F

4 Kyle's dad says they haven't found the right technology yet. T / F

5 Kyle's dad says that sometimes it's difficult to get permission to build installations. T / F

6 Paloma wants to include information about people's attitudes in her project. T / F

7 Paloma wants information about wind power in general. T / F

8 Kyle says his dad might give Paloma some information. T / F

### Critical thinkers

4 **Will Kyle's father agree (A) or disagree (D) with these statements?**

1 We now know how to get energy from the wind and the sea. A / D

2 I understand why people don't want to have wind or solar farms near them. A / D

3 Paloma's doing an interesting project. A / D

4 I'm too busy to help people understand more about environmental problems. A / D

## Vocabulary extension ☆☆☆

5 **Choose the correct alternative. Use a dictionary if necessary.**

1 What time do you get *up/on* in the morning?

2 I got *from/off* my bike because my leg was hurting.

3 Simon got *on/into* the train and took a seat next to the window.

4 They tried to catch the thief but he got *down/away*.

5 Laura got *on/into* the taxi and told the driver where she wanted to go.

6 Jane and I got *out of/off* the car and ran to the beach.

7 **A:** How's your brother doing at his new school?

**B:** He's getting *on/off* very well.

8 Please get *down/off* the wall. You can't sit there!

# Grammar in context 2

## Zero and first conditional

**1 ☆ Match the halves to make zero conditional sentences.**

1 If you go online at this cafe, ....
2 If you write too quickly, ....
3 If you revise vocabulary regularly, ....
4 If you work in front of a screen all day, ....
5 If you don't have wind or solar farms, ....

a you don't help the environment.
b your eyes sometimes hurt.
c you often make mistakes.
d you remember words more easily.
e you don't get a good signal.

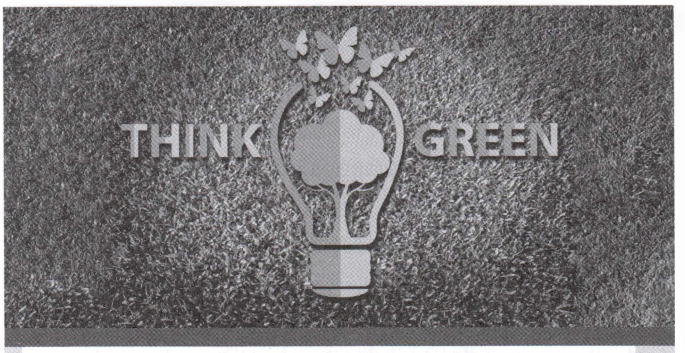
**2 ☆☆ Choose the correct alternative to complete the first conditional sentences.**

1 If countries *make/will make* changes now, the weather in the future *won't be/isn't* so bad.
2 Matt *doesn't/won't* come tonight if you *don't/won't* invite him.
3 If our TV *doesn't/won't* work tomorrow, my mum *takes/will take* it to the shop.
4 If your brother *needs/will need* help tonight, I *come/will come* to your house.
5 The detective *arrests/will arrest* the man tomorrow if he *finds/will find* evidence.
6 If you *don't/won't* play in the next match, we *lose/will lose*.

**3 ☆☆☆ Write sentences in the zero or first conditional using the prompts below.**

1 If / Dan / have a problem / he / always speak to his parents.
.....
2 I / go to the doctor / if / my neck / hurt tomorrow.
.....
3 Your defences / be very low / if / you get the flu often.
.....
4 Sarah / not be happy / if / she / miss the next train.
.....
5 If / Tom and Jack / not switch off their mobile phones now / I / get angry.
.....
6 If / musicians / not practise every day / they / not be serious about their profession.
.....

**4 ☆☆☆ Complete the text with the verbs in the correct tenses. Sometimes more than one tense is possible.**




There **(a)** ..... (be) some simple things you can do if you **(b)** ..... (want) to reduce your impact on the environment! Why not try them?

1 Eat less meat. If you **(c)** ..... (eat) a lot of meat, now **(d)** ..... (be) a good time to change that habit! Meat production uses a lot of land and water. And animals, especially cows, produce a lot of a gas called methane, which is very bad for the environment. The benefits in the future **(e)** ..... (be) huge if we all **(f)** ..... (start) to eat less meat from today.

2 Unplug all those gadgets. If you **(g)** ..... (not use) your TV at night, why **(h)** ..... (you/keep) it plugged in? You **(i)** ..... (save) money and energy if you **(j)** ..... (make) sure you unplug things you aren't using. It's a win-win situation!

3 Don't buy too many clothes. If you **(k)** ..... (think) about it, you **(l)** ..... (not need) a lot of clothes. What **(m)** ..... (happen) if you **(n)** ..... (not buy) lots of new T-shirts for the summer? Nothing! What's more, if you **(o)** ..... (not buy) so many clothes, you **(p)** ..... (have) more money to spend on other things.

## Grammar challenge ☆☆☆

**5 Each sentence contains one mistake. Find and correct it.**

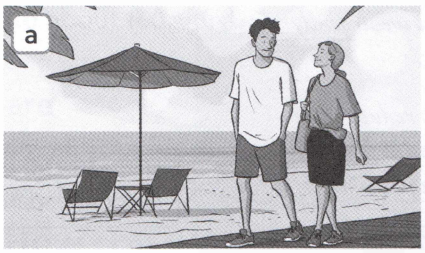
1 If James will be coming soon, I'll go home.
.....
2 I'm going to the party on Saturday, but I'm not sure. If I feel better by then, I definitely will go.
.....
3 The students watch a documentary about climate change next week. Their teacher thinks it's very interesting for them.
.....
4 I'm playing football tonight, so I don't think I have time to go shopping with you this evening.
.....
5 This will be the match of the year! You're sorry if you miss it!
.....

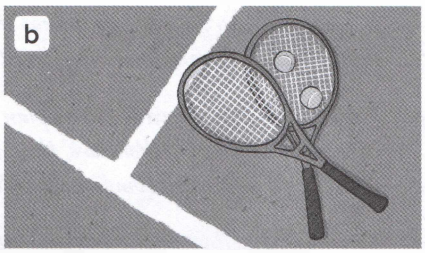
# Developing speaking

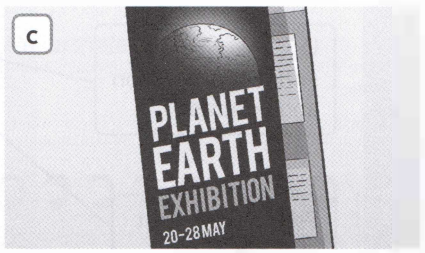
## Making arrangements

1 27 ☆ **Listen to Emma and Rui discussing what to do tomorrow. For each question, choose the correct answer.**

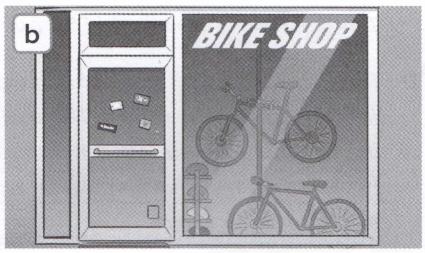
1 What do they decide to do in the end?

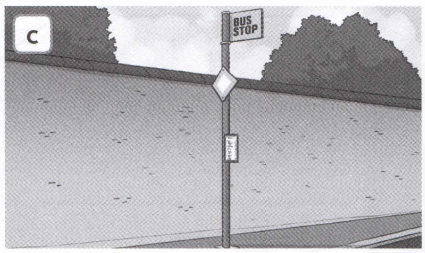



2 Where do they decide to meet in the event of bad weather?




2 28 ☆☆☆ **Complete the words in the dialogue. Then listen and check.**

**Emma:** What are you up **(a)** ..... tomorrow?
**Rui:** Not much. What about you?
**Emma:** Nothing planned. Do you **(b)** ..... going to the beach?
**Rui:** Not **(c)** ..... I've still got sunburn from last weekend! I **(d)** ..... doing something inside.
**Emma:** Poor you! So, how about going to the Planet Earth exhibition in town?
**Rui:** **(e)** .....! What time **(f)** ..... we meet?
**Emma:** How about half past ten?
**Rui:** **(g)** .....! Why **(h)** ..... we meet at the bus stop next to my house?
**Emma:** OK, but **(i)** ..... shall we meet if it rains?
**Rui:** Come straight to my house. I'll ask my dad to take us.
**Emma:** **(j)** .....! I think I'll see if Amy wants to come, too. Is that OK?
**Rui:** Good **(k)** .....! See you tomorrow!

3 29 ☆☆☆ **Put the dialogue in the correct order (1–9). Then listen and check.**

a ☐ **Josh:** Let's meet at 10 o'clock.
b ☐ **Josh:** Why don't we meet at your house?
c ☐ **Josh:** No problem! How about going for a bike ride?
d ☐ **Josh:** Do you fancy playing tennis?
e ☐ **Josh:** Are you up to anything on Saturday?
f ☐ **Ethan:** Fine. And what time shall we meet?
g ☐ **Ethan:** Good idea! Where shall we meet?
h ☐ **Ethan:** Sorry, but I don't like tennis much.
i ☐ **Ethan:** Not really. I haven't got any plans.

### Pronunciation

4 30 ☆ **Listen and repeat the expressions. Focus on the intonation.**

**Positive intonation – goes up**
Fine! • Sure! • OK! • No problem! • Great! • Good idea!

**Negative intonation – goes down**
Not really. • Not much. • Sorry, I can't. • I prefer something else.

5 31 ☆☆☆ **You and your friend are making arrangements for next weekend. Listen and answer the questions out loud. Don't give short answers (e.g. *Yes, I have.*) Make notes to answer the questions. If possible, record yourself.**

1 Are you up to anything on Saturday?
.....
.....

2 Do you fancy going for lunch? I'm paying!
.....
.....

3 Where shall we go?
.....
.....

4 What time shall we meet?
.....
.....

5 See you on Saturday!
.....
.....

# Developing writing

## An opinion essay

Start with an introduction.

Use linkers of sequence, addition and contrast.

Present different information or points in different paragraphs.

End with a conclusion.

A *In my opinion, climate change is the biggest global problem that we have. I believe that it is possible to stop it. However, there are several things that we urgently need to do if we want to avoid a disaster.*

B *First, all countries need to have a plan to reduce their carbon emissions. Furthermore, they need to follow this plan even if important companies don't agree with it.*

C *Secondly, governments need to come up with new ways of reusing, recycling or disposing of waste. What's more, it's important to make it easier for citizens to recycle waste. This is especially important in the case of e-waste.*

D *Finally, all of us need to accept that we are responsible for stopping global warming. This means that it's important to consume less. For example, we can stop buying so many clothes and we can keep the same mobile phone for longer.*

E *All in all, I think that we can stop climate change. Nevertheless, this will only happen if governments and citizens take action now.*

*Luke Matthews*

Use expressions of opinion.

Use *need* for strong recommendations.

Use the zero and first conditional to describe conditional events in the present and future.

**1** ☆ **Look at Luke's notes for the essay, *Do you think it's possible to stop climate change?* Now read the essay and tick (✓) the ideas that Luke used in the end.**

1 We can stop climate change! ☐
2 Governments must have a specific plan. ☐
3 We must save the rainforests! ☐
4 Recycle more – very important! ☐
5 We must use renewable energy! ☐
6 Plastic bags must be illegal! ☐
7 It's everyone's responsibility! ☐
8 We haven't got much time! ☐

**2** ☆☆ **Identify the main idea in paragraphs B–D. Then decide which paragraph (B, C or D) these ideas go in.**

1 People who don't recycle must pay a fine. ☐
2 We'll need to change our attitudes. ☐
3 We mustn't do business with countries that don't have an emissions plan. ☐
4 All governments must recycle their own waste and not send it to other countries. ☐

**3** ☆☆ **Complete the sentences with the linkers. There are two linkers which you do not need.**

finally • however • what's more

1 I agree with Luke that we can stop climate change. ..... , I agree that the situation is urgent. ..... , I don't agree with all the ideas in the essay.

finally • firstly • nevertheless • secondly

2 In my opinion, there are several things which we can do. ..... , we must stop using fossil fuels by 2040. ..... , all new houses must have solar panels. ..... , all cars must be electric by 2030.

## Task

**Write an opinion essay on the subject: 'Can we reduce air pollution in our cities?' Write about 160 words.**

### Writing bank
Useful expressions in an article

- Sequence: *Firstly, Secondly, Finally*
- Addition: *Furthermore, What's more*
- Contrast: *However, Nevertheless*

### Prepare

4 **Write all your ideas. Look online if you can't think of many ideas.**

**How can we reduce air pollution in cities?**

*reduce traffic pollution*

5 **Write your three best ideas. Group your ideas into three main themes.**

1 ...

2 ...

3 ...

6 **Use this paragraph plan in your opinion essay:**

**Paragraph 1:** Introduction – introduce the subject and say what you think in general
**Paragraph 2:** First idea
**Paragraph 3:** Second idea
**Paragraph 4:** Third idea
**Paragraph 5:** Short conclusion

### Write

7 **Write your opinion essay. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank above to help you.**

### ☑ Check

8 **Read your opinion essay and complete this checklist.**

1 I used the paragraph plan. ☐
2 I used linkers of sequence, addition and contrast. ☐
3 I used expressions of opinion. ☐
4 I used the zero and first conditional to describe conditional events in the present and future. ☐
5 I used *need to* to describe strong recommendations. ☐

# Grammar

**1 Complete the sentences with the correct comparative or superlative form of the adjectives given.**

1 Your sister is ..... (intelligent) person I know.
2 Liam is ..... (good) player in the team.
3 Morocco is usually far ..... (hot) than Ireland.
4 I don't think rain is ..... (bad) than snow.
5 I think Sean is a bit ..... (thin) than Nick.
6 That's ..... (silly) film I've ever seen.

**2 Rewrite the sentences using the words given. Do not change the meaning.**

1 Your brother isn't old enough to see that film. (too)
Your brother .....
2 Dan is too slow to win the race. (fast)
Dan .....
3 I think that maths is more difficult than history. (less)
I think that history .....
4 It's too hot to play football today. (enough)
It's .....
5 I think that French is easier than Chinese. (as)
I think that Chinese .....
6 Tom's very tall and Tom's brother's very tall, too. (as)
Tom is .....

**3 Choose the correct alternative.**

1 This is *a/the* best film we have ever seen.
2 The other students aren't as intelligent *like/as* Matt.
3 *I'm thinking/think* your new smart watch is great.
4 There wasn't *some/any* food at the party.
5 Mr Rogers is the teacher *what/who* taught me geography.
6 It's *enough/too* cold for me to eat.
7 Sarah hasn't finished her school project *already/yet*.
8 I'd only like *little/a little* butter, please.
9 We haven't seen Cathy *for/since* two years.
10 Can you tell me how *much/many* that bike cost?

**4 Find and correct the mistakes in each sentence.**

1 The programmes what I like best are documentaries. .....
2 There are a lots of good series on this evening. .....
3 Sorry, Mr Harris can't talk at the moment because he works. .....
4 We saw you in the garden earlier! What did you do? .....
5 How long do they live at this address? .....

# Vocabulary

**1 Complete the types of programme with the missing vowels (*a, e, i, o, u*).**

1 t...l...nt sh..w
2 c..rt..n
3 d..c.m..nt ry
4 cr..m..s..r.....s
5 sp..rts pr..gr..mme
6 dr..m...

**2 Match the adjectives in the box to the definitions. There are more adjectives than definitions.**

annoyed • annoying • confused • confusing • hilarious • relaxing • scary • surprised • surprising

1 It's something that makes you laugh a lot. .....
2 It's how you feel when something happens that you didn't know was going to happen. .....
3 It's something that makes you angry. .....
4 It's something that makes you feel frightened. .....
5 It's how you feel when you don't understand something. .....
6 It's something that helps you to rest and feel good. .....

**3 Match the words in the box to the categories (1–5).**

arson • cold • cousin • hip • middle-aged • niece • pain • shoplifting • thigh • toddler

1 The family: .....
2 Stages of life: .....
3 Crimes: .....
4 Health problems: .....
5 Parts of the body: .....

**4 Complete the sentences with the correct words.**

1 Look at Mark's face. He's got a b..... eye.
2 That answer isn't right. It's i.....
3 Sam speaks Japanese very well. He is f..... in it.
4 A w..... is someone who sees a crime.
5 I can't speak. I've got a s..... throat.

## Grammar

**1 Choose the correct alternative.**

1 I *won't probably/probably won't* do well in the exam.
2 Look outside! It *will/'s going to* rain in a minute.
3 Nobody is certain, but humans *will/might* travel to Mars in around 2050.
4 **A:** Someone's at the door!
**B:** OK, I *'ll/'m going to* go.
5 Paul says he *isn't going/won't go* out tonight because he's got a lot of homework.
6 Those ice creams look delicious. I think I *'m going to/'ll* get one!

**2 Complete the sentences with the verbs in the present simple or with *will*.**

1 If Matt ..... (go) to Paris next weekend, he ..... (see) the Eiffel Tower.
2 Sarah ..... (always / keep) her mouth shut if you ..... (tell) her a secret.
3 If you ..... (put) snow in your hand, it ..... (always / get) cold.
4 If I ..... (have) the money, I ..... (travel) all around Canada next year.
5 If you ..... (look) directly at the sun, it ..... (be) bad for your eyes.
6 Tom ..... (do) well in the exam tomorrow if he ..... (not answer) the questions too quickly.

**3 Rewrite the sentences using the word given. Do not change the meaning.**

1 Ben might come later and then we can play tennis together. (if)
.....
2 This is Ryan's first visit to Italy. (never)
.....
3 It's possible that I'll get my results tomorrow. (might)
.....
4 Beth's phone wasn't as expensive as yours. (less)
.....
5 You've lived here for three years. (started)
.....
6 Carbon emissions are a big problem and they are getting worse. (which)
.....
7 My dad didn't drive an electric car before. (used to)
.....
8 There weren't a lot of people in the park. (few)
.....

## Vocabulary

**1 Write the words for the definitions/descriptions.**

1 when it rains a lot and rivers get too big .....
2 low land between mountains .....
3 a small river .....
4 not to use things in an effective way .....
5 when it doesn't rain and there is no water .....
6 a small mountain .....
7 high land next to the sea .....
8 not use/use less of .....

**2 Complete the compound nouns.**

1 global w.....
2 toxic w.....
3 noseb.....
4 b..... -watching
5 f..... -a..... kit
6 food p.....
7 son-i..... -l.....
8 cyberc.....
9 shopl.....
10 w.....chair

**3 Complete the sentences with the correct form of the words in the box. Use each word once.**

enjoy • get • gripping • hurt • official • sprain • throw • turn

1 What did you ..... at the shops?
2 Are you going to ..... away all that paper?
3 I was completely ..... during the whole film.
4 How did you ..... your ankle?
5 Does this .....?
6 Please don't tell anyone because it's .....
7 Don't worry, I'm sure something will ..... up.
8 Listening to music gives my mum great .....

# 7 GET TO THE TOP!

## Vocabulary in context

### Jobs and words connected with work

1 ☆ **Find nine jobs in the word search.**

| B | A | R | I | M | A | X | I | M | A |
|---|---|---|---|---|---|---|---|---|---|
| N | U | R | S | E | A | N | V | A | E |
| E | P | E | R | C | H | O | E | R | C |
| W | A | G | P | H | O | L | T | K | O |
| S | I | I | L | A | W | Y | E | R | N |
| A | R | S | U | N | I | N | E | R | O |
| R | U | N | M | I | L | I | T | A | M |
| T | W | O | B | C | H | E | F | R | I |
| S | E | W | E | V | E | N | T | U | S |
| J | O | U | R | N | A | L | I | S | T |

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

earn • finance • outdoors • overtime • paperwork • the public • salaries • teamwork

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# Work facts!

Working **(a)** ..... is good for you! Sunlight provides 166 times more light than office lights and helps to prevent depression.

In the UK, women and men don't **(b)** ..... the same. Women's **(c)** ..... are lower than men's in 80% of companies.

In a recent report in the US (World Economic Forum, 2017), about a third of managers interviewed said that graduates, when they start work, aren't good at **(d)** .....

In the UK, you only have to work **(e)** ..... if your contract specifically says so.

If you study **(f)** ..... at university in the UK, you can expect to earn £28,500 a year in your first job.

In the US, there's a specific law to reduce the **(g)** ..... that the government causes companies and **(h)** ..... in general.

### Personal qualities

3 ☆ **Choose the correct personal quality.**

1 I want to earn a lot of money when I'm older, so I suppose I'm quite *ambitious/strong*.
2 When you have problems at work, you need to be *determined/sensitive* and continue.
3 You need to have good relations with people at work. It's not enough to be very *bright/sociable*.
4 When you're *caring/confident*, you believe in your ability to do things.
5 Max always does what he says he will do. He's very *reliable/patient*.
6 I work at a desk all day, so I don't need to be very *clever/fit* in my job.
7 You need to be *flexible/responsible* in this job because every day is different!

4 ☆☆ **Complete the personal qualities.**

**Character reference for Jess Abbott**

Jess is popular with everyone because she's very **(a)** f..... She's also very **(b)** h.....-w..... and she stays late when necessary. She has a good temperament and is always **(c)** c....., even in difficult and stressful situations. Her desk is tidy and she is **(d)** w.....-o..... She can also be very **(e)** c..... and she has given us some great ideas. I recommend her 100%.

### Vocabulary extension ☆☆☆

5 **Write the nouns for these adjectives.**

1 confident .....
2 fit .....
3 strong .....
4 ambitious .....
5 creative .....
6 determined .....

6 **Complete the sentences with the nouns in 5.**

1 Have you got the ..... to lift 80 kg?
2 David's ..... is to become an actor.
3 If you want to run a marathon, you'll need to improve your .....
4 Picasso's paintings show a lot of .....
5 We'll only win the match if we show great .....
6 You need a lot of ..... to speak in public.

# Reading

**1** **Read the article quickly. What are the two keys for success at work?**

1 being bright and teamwork ☐
2 communicating well and teamwork ☐
3 teamwork and resilience ☐

**Great students' tip**

Reading: Specific information

When you look for specific information in a text, don't look for exactly the same words as in the question. Focus on the ideas or topic you need to look for.

**2** 32 **Read the article again. Decide if the sentences are True (T) or False (F).**

1 If you're intelligent, you'll probably do very well at work. T / F
2 Teamwork was less important in companies before. T / F
3 If you have good communication skills, you'll definitely work well in a team. T / F
4 The writer says that it helps if people think you are hilarious. T / F
5 Resilient people stop trying when they are disappointed. T / F
6 An author thinks that many American university students are not very resilient. T / F
7 The writer of the article can understand why companies think resilience is important. T / F
8 In work and life you need very different skills. T / F

**3** **Match the underlined words in the article to the meanings.**

1 abilities .....
2 jobs .....
3 professional life .....
4 something that you think is especially important .....
5 organisations that pay people to work for them .....

**Critical thinkers**

**4** **Which two of these opinions does the writer express about the qualities needed to be successful at work?**

1 It's often a disadvantage to be bright. ☐
2 Companies aren't interested in what degree you've got. ☐
3 Teamwork is more difficult than it appears. ☐
4 You should listen more than you speak. ☐
5 Resilience is useful in life. ☐

## *The key to* SUCCESS *at work*

If you look at your classmates, who do you think will have the most successful career? You might think it's the brightest or most creative ones. But the reality is that there are plenty of intelligent people, or people with lots of ideas, who don't do well at work. To understand why, it's helpful to look at two qualities which employers say are especially important these days.

Teamwork is the first of them. There's a good reason why the ability to work in a team is such an important priority for employers nowadays. The world of work has changed a lot in the last 30–40 years. Collaborative projects that require teamwork have become much more common. At the same time, the ability to do routine tasks is much less important. Teamwork sounds simple, but it's a combination of different skills. First, you must have good communication skills. You have to clearly explain what you're doing and describe any problems which you come across. You must also be a good listener because when you work in a team, it's not about what you want but what the *team* needs. Finally, you must have good social skills. You don't have to be the funniest person in the world, but people must enjoy working with you.

Resilience is another quality that employers often mention. Resilience means behaving positively when things don't go well or when you have problems. To understand why resilience is so important, a popular article on the website *Psychology Today* can help. The author thinks that many students at American universities these days are very 'fragile' and cannot deal with everyday problems. For example, a lot of them have an emotional crisis when they don't get the grades they were expecting in an exam. In one extreme example of fragility, two students called the police when they found a mouse in their flat. In addition, they suffered emotional stress and needed help from a specialist. So, perhaps it's not surprising that these days employers value resilience so highly!

Of course, there's no magic formula for success at work. However, if you're good at working in a team, and if you can maintain a positive attitude when problems appear, you definitely have the right qualities to do well at work ... and in life.

# Grammar in context 1

## Modal verbs of obligation, prohibition and advice

**1** ☆ **Rewrite the sentences in the negative (-) or interrogative (?) as indicated. Use the short forms for the negative.**

1 You should go to bed late. (-)

2 Holly has to start work at 8 am. (-)

3 We must walk on the grass. (-)

4 We should arrive before 9. (?)

5 All pupils have to wear uniform. (?)

6 All workers should take at least half an hour for lunch. (?)

**2** ☆ **Choose the correct alternative.**

1 Normally teachers *mustn't/don't have to* wear a uniform.
2 You *mustn't/don't have to* copy in exams.
3 You *have to/mustn't* go to university to become a lawyer.
4 My mum *mustn't/doesn't have to* get up early in the morning when it's not a work day.
5 I *don't have to/mustn't* go to school on Sunday.
6 Usually, builders *must/don't have to* wear hard hats. It's the law.
7 Students *mustn't/don't have to* use mobile phones in class.
8 You *must/don't have to* be responsible if you work as an au pair.

**3** ☆☆ **Complete the sentences with *must, mustn't, should* or *shouldn't*.**

1 I think nurses ..... earn more money. Their salary is very low.
2 You ..... open that door! It's dangerous!
3 ..... I become a chef? What do you think?
4 In my opinion, police officers ..... carry guns. It isn't a good idea.
5 Vets ..... be able to work with different kinds of animals. It's an essential part of their job.
6 You ..... tell this secret! Do you promise?

**4** ☆☆☆ **Complete the text with *must, mustn't, should, shouldn't, have to* or *(not) have to*. Sometimes more than one answer is possible.**

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### UK laws and customs

- You **(a)** ..... to wear a helmet when you're cycling – it's not legally necessary. However, many people think you **(b)** ..... wear one.
- You **(c)** ..... be 13 to work part-time in the UK. It's the minimum age.
- If you work and are under 18, they **(d)** ..... pay you less than £4.55 per hour.
- You **(e)** ..... drive before you're 17 and you **(f)** ..... be 16 to get married.
- You **(g)** ..... pay to go to university in Scotland – it's free!
- You **(h)** ..... arrive more than 5 minutes late when you meet someone. It's rude!
- You **(i)** ..... talk loudly when eating in a restaurant. It's impolite!

**5** ☆☆☆ **Rewrite the sentences keeping the same meaning. Use *must, mustn't, should, shouldn't, have to* or *(not) have to*.**

1 I recommend that you see this film.
You .....
2 It's not necessary for Theo to come tonight.
Theo .....
3 Driving on the right is illegal in Britain.
You .....
4 It's necessary to do a lot of paperwork in this job.
You .....
5 It isn't a good idea to eat very quickly.
You .....

## Grammar challenge ☆☆☆

**6** **Rewrite the sentences correctly.**

1 Children under 15 must to go to school.
2 This exercise is optional – you mustn't do it.
3 If you have to doing it now, I'll help you.
4 You don't have to open the car door when the car is moving.
5 I don't think you must go to bed very late.

# Developing vocabulary and listening

## Compound adjectives

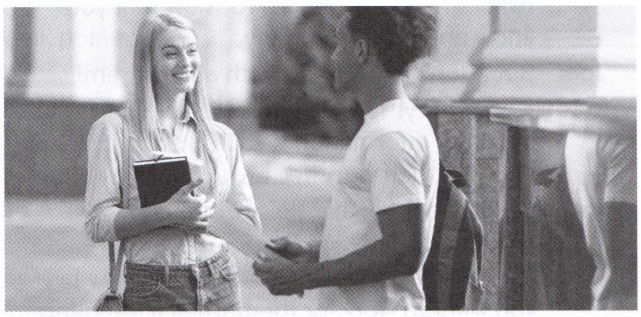
1 ☆ **Write the opposite of the compound adjectives.**

1 well-paid
2 long-haired
3 left-handed
4 badly-behaved
5 part-time

2 ☆☆ **Complete the compound adjectives.**

1 They're an attractive couple. She's very beautiful and he's good-
2 Why aren't I more relaxed and easy-?
3 People from Northern Europe sometimes have blonde hair and are blue-
4 Now that you're an eighteen-, you can vote!
5 This company isn't at all traditional. It's very -thinking.
6 Apple is a very -known company.
7 Why don't you ask your aunt for some money? She's very well-!

3 33 ☆ **Listen to a dialogue between two friends. What is the dialogue principally about?**



1 the importance of getting a well-paid job ☐
2 what they are going to do when they finally leave school ☐
3 the advantages and disadvantages of going to university ☐

4 33 ☆☆ **Listen again and choose the answers.**

1 What kind of mistake is the girl talking about?
a going to the wrong university
b choosing the wrong subject to study
c not revising for exams

2 What kind of subject does the girl want to study?
a one that's interesting
b one that she's good at
c one that will open doors for her after university

3 What does the boy think about the subject the girl might study?
a He's surprised.
b He thinks it's a good choice.
c He's thinking of studying the same subject.

4 What does he think about having a good salary?
a It's very important.
b It's quite important.
c Other aspects of a job are important, too.

5 At the end, what does the boy think about continuing his education after school?
a He doesn't want to do it.
b He thinks that he might be interested in one subject.
c He's changed his mind completely.

### Critical thinkers

5 **Say who would probably agree with these statements, the boy or the girl.**

1 You should study a subject at university that helps you make a lot of money afterwards.
2 No one has the same job all their life these days.
3 You can be happy in a job even if the salary isn't very good.
4 It's better to start working when you finish school and not go to university.

## Vocabulary extension ☆☆☆

6 **Match the compound adjectives in the box to the definitions (1–5).**

bad-tempered • old-fashioned • open-minded • self-disciplined • well-respected

1 considers new ideas and different opinions
2 not modern
3 people have a good opinion of you
4 gets angry often or quickly
5 does what he/she has to do even when they don't want to

7 **Complete the sentences with the compound adjectives in 6.**

1 My dad always listens to different opinions before he takes a decision. He's very
2 My sister is so ! She always shouts at me for no reason.
3 Emma's dad is a writer. Lots of people admire his work.
4 My boss lives in the 20th century, not the 21st! He's so !
5 Sophie gets up at 6.30 every day and goes jogging for an hour. She's very

# Grammar in context 2

## Second conditional, *unless*

**1 ☆ Match the halves to make sentences.**

1 If you were better at maths, ...
2 If I were a musician, ...
3 Max would do that course ...
4 If Ivan didn't have a summer job, ...
5 My mum would change her job ...

a it'd be my dream job.
b he wouldn't get up early in the morning.
c if it were less expensive.
d if she didn't enjoy it.
e economics would be a good subject to study.

**2 ☆ Choose the correct alternative.**

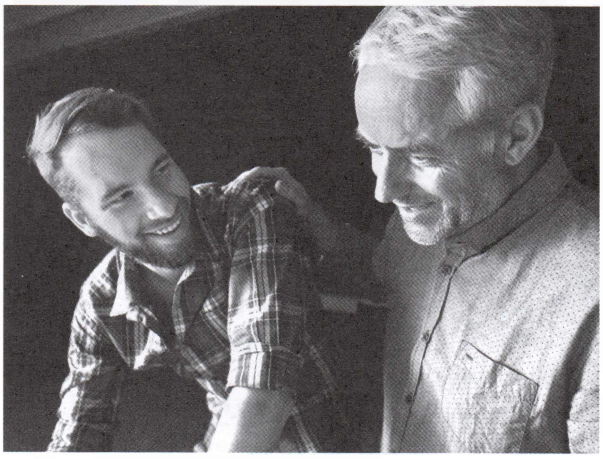
1 If you *aren't/weren't* my best friend, I'd be really annoyed.
2 I *buy/'d buy* some new headphones if I were you.
3 Sarah isn't here, so I'm sure she's ill. She wouldn't miss training *if/unless* she was ill.
4 You'd enjoy the concert more if you *knew/would know* the songs.
5 I'd do what he said *if/unless* he was my boss!
6 *I'll/'d* start a band if I could sing.

**3 ☆☆ Write sentences in the second conditional using the prompts below.**

1 if / Tom / be faster / he / play football better
...
2 you / have more friends / if / you / not play computer games all day
...
3 if / my sister / improve her English / she / get a better job
...
4 I / not be happy / if / my parents / never let me go out
...
5 unless / I have / a lot of money / I / not buy that car
...
6 Alex / not call / you late at night / unless / he / have a big problem
...

## Grammar challenge ☆☆☆

**4 Complete the dialogue with the verbs in the correct tenses: present simple, past simple, the future with *will* or the conditional with *would*.**



**Joe:** Hey, Dad! Great news! I've got an interview at a really good company next week!

**Dad:** That's fantastic, Joe! But if you **(a)** ... (want) to do well, you **(b)** ... (have) to prepare *before* the interview!

**Joe:** OK, but how do I do that?

**Dad:** Well, in general, if you **(c)** ... (want) to impress an interviewer, you **(d)** ... (need) to show that you know about the company.

**Joe:** But I don't know very much about them!

**Dad:** Don't worry! You **(e)** ... (find) a lot of useful information if you **(f)** ... (look) at their website.

**Joe:** Good idea! Anything else?

**Dad:** If I **(g)** ... (be) you, I **(h)** ... (think) about exactly why you want to work for them. They'll definitely ask you that.

**Joe:** And what about my strong and weak points? Should I prepare that?

**Dad:** Yes, that's a very common question! I **(i)** ... (be) *very* surprised if they **(j)** ... (not ask) you about that! In fact, I'm sure they will!

**Joe:** So, what *are* my strong points, Dad?

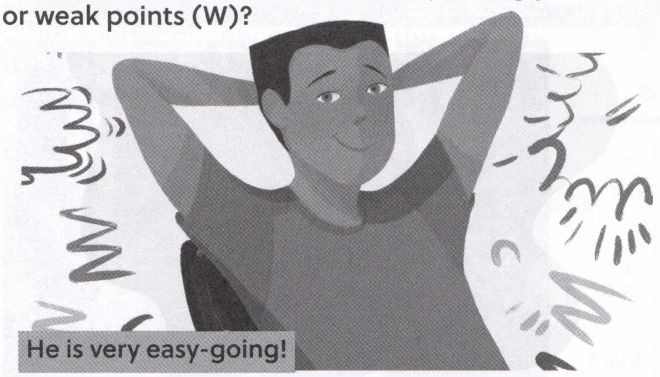
**Dad:** If you **(k)** ... (talk) to your mother about that tonight, she **(l)** ... (give) you lots of ideas!

**Joe:** Ha-ha, yes! She **(m)** ... (be) the best person in the world to ask if I **(n)** ... (want) to come up with a good answer!

# Developing speaking

## Giving detailed personal information

1 ☆ **Look at the statements. Are they strong points (S) or weak points (W)?**



He is very easy-going!

1 I'm calm and confident. S / W
2 I'm a bit irresponsible. S / W
3 I'm not very easy-going. S / W
4 I'm well-organised. S / W
5 I often turn up late. S / W
6 I'm a caring person. S / W
7 I'm reliable. S / W
8 I get bored quickly. S / W

2 34 ☆☆ **Listen to the interview. Which strong and weak points in 1 does the boy mention? Write the numbers.**

Strong points: .....

Weak points: .....

3 35 ☆☆ **Complete the text with the boy's words. Then listen and check.**

I'm quite well-organised. For **(a)** ....., I sing in the school choir on Tuesday evening and ...
Another **(b)** ..... to say is that I'm reliable. If I say I'll do something, I always do it. A **(c)** ..... example was last Sunday. I ...
Perhaps I should be a bit more easy-going.
**(d)** ..... me **(e)** ..... you an example. When we're playing football, I ...

4 ☆☆ **Match the strong and weak points (1–5) and the examples (a–e).**

1 I can be quite badly-behaved at school. ..
2 I'm very calm. ..
3 I can get disappointed easily. ..
4 I'd say I'm a caring person. ..
5 I'm quite creative. ..

a For instance, when I get a bad mark in an exam, I feel really sorry for myself.
b For example, I helped to do a mural about World Earth Day in the centre of our town.
c Let me give you an example. There was a small fire in our kitchen last week. Everyone started to panic, but I put it out.
d A good example is that I volunteer at an old people's home every Saturday.
e For example, I throw things across the class while the teacher isn't looking.

### Pronunciation

5 34 ☆ Underline the stressed syllables. Then listen and check.

1 For example
2 For instance
3 Let me give you an example
4 A good example is ...
5 Another thing to say is that ...

### Great students' tip

**Speaking: Making mistakes**

It's normal to make mistakes when you're learning a second language! If you're afraid to speak because you don't want to make a mistake, you'll never get fluent. The people who make the most progress don't feel embarrassed when they make mistakes.

6 ☆☆☆ **Imagine you applied to this job advert and are now at a job interview. Write notes to give full answers to these questions.**

Home Full-time Part-time Temporary

**Office Assistant (part-time)**

We are looking for a reliable, well-organised young person to join our tourist company. The candidate should have good phone and computer skills.

Are you very reliable?

Are you well-organised?

What about your computer skills?

What are your strong points?

What are your weak points?

7 ☆☆☆ **Use your notes and practise giving responses. If possible, record yourself.**

# Developing writing

## A job application

Blog **Volunteering** Contact About Search

**CUMBRIA** Volunteer Opportunities

Volunteers wanted to help on nature reserves in Cumbria

- We are looking for enthusiastic volunteers to work at our nature reserves.
- You will help us to do practical conservation jobs during the year. Examples are: planting trees, cleaning rivers and building hives for bees!
- You must be responsible, be able to work as part of a team, and like working outdoors (in all kinds of weather!).

Send your application to the address on our website.

B *I* U ~~ab~~ $x_2$ $x^2$

Begin your letter in a formal way.

Dear Mr White,

Say immediately why you are writing.

I am writing in response to your advertisement on the Cumbria – Volunteer Opportunities website. I would like to apply for a job as a volunteer on a nature reserve this summer.

Describe your personal qualities and give examples. Make sure that you include any personal qualities included in the advertisement!

I am a very responsible person. For example, I often look after my younger sister when my parents go out for the evening. Furthermore, I play football for my school, so I completely understand the importance of working in a team. I also like walking in the country and birdwatching, so I don't mind being outside in bad weather!

Say what experience you have.

I have never worked as a volunteer on a nature reserve but I have helped to collect litter in the parks in my area at weekends.

Make a polite request for some extra information.

Could you please tell me if I need to go for an interview?

End your letter in a formal way.

I look forward to hearing from you.
Yours sincerely,

James Ashworth

**1** ☆ **Read the job advert and James's reply to it. Choose the correct alternative.**

1 James says why he's writing *at the beginning/ in the middle* of his email.
2 James describes personal qualities which *are/aren't* important for the job.
3 James describes his *hobbies/experience*.
4 James asks about *when he can start/ if he needs to talk to them about the job*.
5 James uses *formal/informal* language.
6 James uses *short/long* forms of verbs.
7 James's letter *has/doesn't have* a clear structure.

**2** ☆☆ **Complete the job application.**

B *I* U ~~ab~~ $x_2$ $x^2$

**(a)** ..... Ms Burton,

I **(b)** ..... in response **(c)** ..... your advertisement in *The Manchester Sun*. I **(d)** ..... to apply **(e)** ..... the job of children's tennis coach at the sports centre.

Tennis is one of my main hobbies. I have experience of giving tennis lessons and of working with children. I also think that I am patient, **(f)** .....-organised and **(g)** .....-working.

**(h)** ..... you please **(i)** ..... me when the job starts?

I look **(j)** ..... to **(k)** ..... from you.

Yours **(l)** .....,
Mia Atkins

## Task

**Write a letter of application for this job. Say why you are applying and why you think you are the best person for the job. Write about 130 words.**

**JOB OPPORTUNITY:** Retail Assistant

We're looking for an enthusiastic individual to work in our store. You need:

1 A positive attitude.
2 An interest in fashion.
3 Teamwork skills.

Send applications to the address on our website.

### Writing bank

Useful expressions and conventions in formal emails or letters

- We write (Dear) *Mr* for men, *Mrs* for married women and *Ms* for women when we do not make any distinction if they are married or not.
- We can use the phrase *I look forward to hearing from you* at the end of formal letters.
- When we know the name of the person we are writing to, we end the letter *Yours sincerely*.
- We do not usually use contractions in formal letters. We write *I would like* not *I'd like*.
- We use expressions like *Could you tell me when/what/if ...?* or *Could I ask when/what/if ...?* to make polite requests.

## Prepare

**3 Read the advertisement carefully and answer the questions.**

What job are they advertising? .....

What personal qualities are they looking for? .....

**4 Write notes to show that you have each of the personal qualities that they are looking for. Include a question if you need more information.**

.....

.....

.....

.....

.....

**5 Use this paragraph plan in your letter:**

1 Polite opening (*Dear ...*)
2 **Paragraph 1:** Say what job you're applying for and where you saw it.
3 **Paragraph 2:** Describe your personal qualities and give examples.
4 **Paragraph 3:** Ask a question about the job in a polite way.
5 End the letter in a formal way.

## Write

**6 Write your letter. To help you, look at your notes, the paragraph plan, the writing model on the opposite page and the Writing bank above.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

## ☑ Check

**7 Read your job application letter and complete this checklist.**

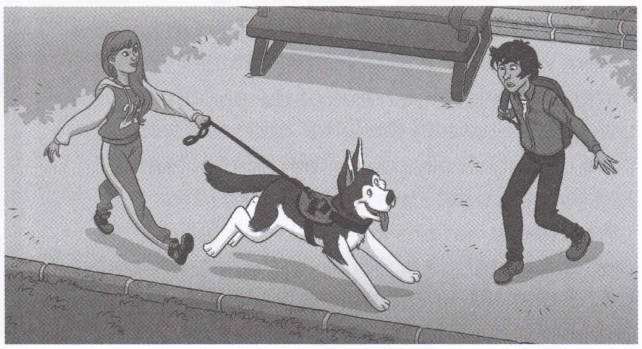
1 I used the letter plan. ☐
2 I said why I'm writing. ☐
3 I showed that I have the personal qualities they are looking for. ☐
4 I made a polite request for some information. ☐
5 I used appropriate formal language for a job application. ☐
6 I used the full form of verbs. ☐

# 8 FRIENDLY ADVICE

## Vocabulary in context

### Feelings

**1** ☆ **Choose the correct alternative.**



1 Don't be *afraid/fear*! My dog won't bite!
2 In the middle of all the *confused/confusion*, the thief escaped.
3 Sarah couldn't control her *delighted/delight* when she heard the good news.
4 I was very *upset/sadness* when I failed the exam.
5 They say that *lonely/loneliness* is one of the biggest problems nowadays.

**2** ☆☆ **Write the noun form of the words.**

1 angry .....
2 sad .....
3 proud .....
4 bored .....
5 relieved .....
6 disappointed .....
7 embarrassed .....
8 excited .....
9 lonely .....
10 happy .....

**3** ☆☆ **Complete the dialogue with the correct adjectives and nouns.**

**A:** I'm going to the big match tonight with my dad! I'm so **(a)** e.....!
**B:** I hope your team wins. But will you be **(b)** u..... if they lose?
**A:** Of course! It'll be a big **(c)** d.....!
**B:** Well, I'm **(d)** d..... that I'm not going with you. I really don't like football!

### Friendships

**4** ☆☆ **Write if the friendship expressions are positive or negative.**

1 get on well with somebody .....
2 have an argument with somebody .....
3 have something in common .....
4 make up .....
5 fall out with somebody .....
6 see eye to eye with somebody .....

**5** ☆☆ **Complete the text with the correct words.**

Home Blog **Forum**

# Close friendships

comments (4) Sort by Latest

**Chris**

Lucas is my best friend. We hang **(a)** ..... together a lot. Basically, we **(b)** ..... on really well together. I mean, what more do you want from a friend?

**Charlotte**

My closest friend is Zoe. We have a lot in **(c)** ..... but sometimes we **(d)** ..... arguments because we don't always **(e)** ..... eye to eye! But we always make it **(f)** ..... quickly.

**Amy**

I had a really good friend but I recently **(g)** ..... out with her and it makes me sad because I haven't got a large circle of **(h)** ..... I see her every day at school because she's a **(i)** ..... of mine. That doesn't make the situation easier!

**John**

In the last three or four years I've made lots of 'friends' online but the people who really help me are my oldest friends. They've been with me through **(j)** ..... and thin since I was quite young. I've had my ups and **(k)** ..... with some of my oldest friends, but that's all part of true friendship!

### Vocabulary extension ☆☆☆

**6** **Write the nouns for these adjectives.**

1 relaxed .....
2 stressed .....
3 worried .....
4 amazed .....
5 tired .....
6 optimistic .....

**7** **Complete the sentences with nouns or adjectives in 6.**

1 Clara's got a lot of ..... at the moment, she's got too much to do!
2 Julie was ..... when she did well in the exam because she didn't revise for it.
3 My dad's favourite form of ..... is to have a long, hot bath.
4 After walking 30 kilometres, we were extremely .....
5 I'm so glad you're here. I was ..... that you had had an accident.

# Reading

**1** **Read the article quickly and choose the best title.**

1 Why teenagers are more stressed than before
2 Ray Dalio: the billionaire who meditates
3 A short history of 'mindfulness'
4 Is this the new school subject of the 21st century?

**2** 37 **Read the article and answer the questions.**

1 Why has meditation been so important for Ray Dalio?

2 What two things do we share with Ray Dalio?

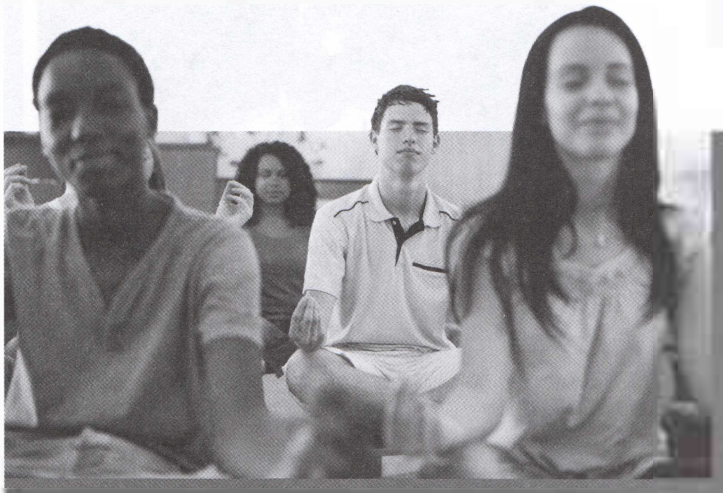
3 How do we know when we are feeling mindful?

4 Can mindfulness change the emotions we have? Give a full answer.

5 How would mindfulness help people to study better?

6 What was the biggest improvement that the students in the mindfulness programme saw?

7 What is the author's conclusion?



Every morning Ray Dalio sits comfortably, closes his eyes and repeats the same couple of words for 20 minutes. While he's doing this activity, he focuses completely on it. He's done this for over 40 years. There's another thing about Mr Dalio that you should know: he's one of the richest people in the world. He says that practising this simple exercise has probably been the most important reason for his success. It helps him to slow down so that he can act calmly, even in situations of great stress.

Almost none of us are billionaires like Mr Dalio. However, we all have one thing in common with him: stress in our lives. Perhaps, for you, it's caused by the pressure of exams or, sometimes, by having a row with your parents. However, doing simple exercises like Mr Dalio can help us to reduce this stress. The good news is that schools are beginning to teach these techniques.

In several countries, including the US and the UK, some primary and secondary schools are starting to teach what is called 'mindfulness'. When we are in a mindful state, we are calm and our mind is not full of a thousand different thoughts. We concentrate on what is happening in the present moment: for example, on our breathing or on some words. We can also practise mindfulness when we do everyday activities. For example, when we are eating, we can focus on how the food tastes.

Mindfulness won't help us control all the thoughts and emotions that come into our head. But it can help us to stop these emotions from controlling us. When we are mindful, we can create a space between the emotion (for example, anger or, even worse, rage) and how we respond to it. Through mindfulness, we can also learn to focus better. This helps us to do all kinds of activities more efficiently.

In one school in Denver, Colorado, they analysed the results of a mindfulness programme. The students who had received mindfulness training were 250% better at dealing with their emotions than their classmates who hadn't been on the programme, and their exam grades were 550% better! These results are so spectacular that we have to ask a very simple question: why aren't we teaching mindfulness in all our schools?

**Great students' tip**

**Reading: Guessing from context**

When there's a word that you don't understand, look carefully at the words before and after it. This can help you to decide what type of word it is (noun, verb, adjective, etc.) and its possible meaning.

**3** **Read the definitions of the underlined words in the text and choose the correct alternative.**

1 pressure: *results/stress*
2 row: *conversation/big argument*
3 mind: *brain/face*
4 rage: *embarrassment/extreme anger*
5 dealing with: *responding to/stopping*

**Critical thinkers**

**4** **Which two of these opinions are expressed by the author?**

1 Without meditation, Ray Dalio wouldn't be so successful. ☐
2 Reducing stress is good. ☐
3 We should practise mindfulness when we eat. ☐
4 Mindfulness makes us more efficient. ☐
5 With mindfulness training, exam results would be 550% higher. ☐

# Grammar in context 1

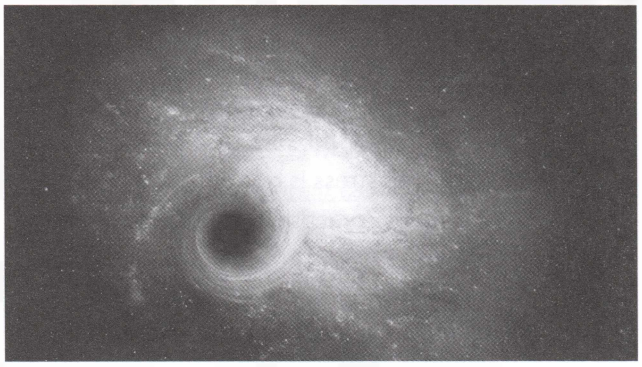
## Past perfect

**1** ☆ **Match the halves to make sentences. Then identify the actions which happened first.**

1 We had had lots of arguments, . .
2 I sent a message to apologise . .
3 Tim and Beth hadn't eaten all day . . . .
4 Camila didn't go swimming . . .
5 They had a party . . . .

a because they had won the final.
b but this one was really serious.
c because she had forgotten her towel.
d so they ordered a big pizza.
e because I hadn't been very nice.

**2** ☆ **Write the sentences in the past perfect in the affirmative (✓) or negative (✕).**



1 2019 – take a photo of a black hole ✓

2 4500 BC – invent the wheel ✓

3 1400 – start to print books ✕

4 2015 – discover water on Mars ✓

5 1910 – find evidence of the existence of dark matter ✕

**3** ☆☆ **Look at the underlined words and correct the mistakes with tenses. Two of the sentences are correct.**

1 We made up because we had an argument the day before. . . . . .
2 Tom and I felt sad because we hadn't got on well all holiday. . . . .
3 Until he got his new job, my dad didn't earn a good salary. . . . . .
4 Our friendship had got toxic by the time that we decided to end it. . . . . .
5 I started to feel ill as soon as we finished lunch. . . . . .
6 They translated the menu very badly, so it was very funny to read it. . . . . .

**4** ☆☆☆ **Complete the text with the verbs given in the past simple or past perfect.**

Latest News Local News World News

### Strange, but true!

In 1979, Jim Lewis **(a)** . . . . . (meet) Jim Springer. They **(b)** . . . . . (not see) each other for 39 years, when they **(c)** . . . . . (be) four weeks old. They **(d)** . . . . . (live) apart all their lives but they were identical twins! When they **(e)** . . . . . (start) to talk, they **(f)** . . . . . (discover) that they **(g)** . . . . . (have) a lot of things in common. The couples who **(h)** . . . . . (adopt) each of them **(i)** . . . . . (decide) to call them James. Later on in their lives, both Lewis and Springer **(j)** . . . . . (marry) women called Linda. Both of them **(k)** . . . . . (get) divorced and **(l)** . . . . . (marry) for a second time – to women called Betty! They also **(m)** . . . . . (find) out that they **(n)** . . . . . (drive) the same make of car and, every year, they **(o)** . . . . . (spend) their holidays at exactly the same place in Florida!

## Grammar challenge ☆☆☆

**5** **Find and correct ten mistakes in the story.**

Rhys and Mason are good friends. They are playing basketball every Saturday. Last Saturday, they started playing at 12 o'clock and, by 5.30, they played two whole games. After they were finished, Rhys had a shower and then he was going home. However, his back and neck had really hurt. He was a bit worried. Maybe he injured his back during the basketball games. But this never happened before. Rhys decided to have a long, hot bath. Then he went to bed. Luckily, when he had got up the next morning, he discovered that his pain went. It wasn't anything serious after all.

1 . . . . 6 . . . . .
2 . . . . 7 . . . . .
3 . . . . . 8 . . . . .
4 . . . . . 9 . . . . .
5 . . . . . 10 . . . . .

# Developing vocabulary and listening

## Noun suffixes *-ness, -ship, -dom*

**1** ☆ **Make nouns by adding suffixes *-ness, -ship* or *-dom* to the words.**

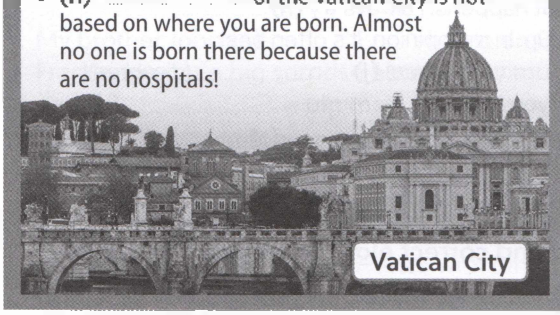
1 kind .....
2 wise .....
3 mad .....
4 relation .....
5 citizen .....
6 partner .....
7 aware .....

**2** ☆☆ **Complete the text with the correct form of the words in the box.**

bright • citizen • dark • free • king • leader • member • star

### *Did you know that ...?*

- The United **(a)** ..... is one country but it also contains four different countries.
- Scientists say that complete **(b)** ..... doesn't exist. There is always some light.
- Before he achieved **(c)** ..... as an actor, one of Brad Pitt's jobs was to dress as a chicken to advertise restaurants!
- The sun's **(d)** ..... is 400,000 times stronger than the moon's.
- Under the **(e)** ..... of Alexander the Great, the Greek Empire extended as far as the west of India.
- A man in the US was in prison for 69 years before he obtained his **(f)** .....
- Spain obtained its **(g)** ..... of the European Union at the same time as Portugal.
- **(h)** ..... of the Vatican City is not based on where you are born. Almost no one is born there because there are no hospitals!



Vatican City

**3** 38 ☆ **Listen to two friends speaking. Is it a friendly conversation or an argument?**

.....

**4** 38 ☆☆ **Listen again to Aidan and Sam and choose the best answers.**

1 Where is Aidan living now?
   a Telford
   b the centre of Manchester
   c Didsbury

2 Aidan had ..... good friends in Telford.
   a few
   b a few
   c a lot of

3 What are the people like at Aidan's new school?
   a very friendly
   b not very friendly
   c a bit hostile

4 For Aidan, it's ..... to make new friends.
   a easy
   b hard
   c not important

5 Where did Aidan play football for his school team?
   a Old Trafford
   b The Thomas Telford School
   c his new school

6 Aidan thinks Sam's advice is .....
   a good
   b bad
   c not realistic

### ☑ Great students' tip

**Listening outside the classroom**

The best way to improve your listening is by listening to as much English as possible. Apart from listening in class, try to listen to:

- CDs or audio files that come with books or readers
- films and series in their English original version with subtitles
- songs and music videos in English.

### Critical thinkers

**5** **Which of the two statements about Aidan's friend Sam are true?**

1 He's a good listener. ☐
2 He has a lot in common with Aidan. ☐
3 He tries to help Aidan. ☐
4 He doesn't see eye to eye with Aidan. ☐

## Vocabulary extension ☆☆☆

**6** **Complete the sentences with the correct form of the words. Use a dictionary if necessary.**

1 I had a feeling of ..... (empty) after I had fallen out with my best friend.
2 What's the secret to a good ..... (friend)?
3 Despite her ..... (tired), Claire completed the marathon.
4 What's your excuse this time for your ..... (late)?
5 My father's family was poor and suffered great ..... (hard).
6 I really admire Sarah's ..... (open). That's why she gets on with so many different people.

# Grammar in context 2

## Gerunds and infinitives

1 ☆ Choose the correct alternative.

1 Max is good at *to do/doing* jigsaw puzzles.
2 My dad loves *to have/having* a dog in the house.
3 My sister wants *to go/going* out with her friends tonight.
4 We couldn't go *to shop/shopping* in the end.
5 We went to Rachel's house *to see/seeing* if she was OK.
6 *To do/Doing* homework isn't my favourite activity!
7 It isn't easy *to get/getting* on with your family all the time.

2 ☆☆ Match the halves to make sentences.

1 Professional football players should enjoy
2 Yesterday my class went to Wembley Stadium
3 For some people, playing well is
4 It's important for professional footballers
5 Professional football players shouldn't really go
6 For professional football players, it usually isn't good

a to train hard.
b to eat lots of burgers because they aren't very healthy.
c skiing because they could have an accident.
d more important than winning.
e to watch a football match.
f playing football.

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

be • contact • cycle • do • have • make • read

1 What do your mum and dad love ..... at the weekend?
2 How often do you go ..... ?
3 ..... very popular isn't important for me.
4 We're interested in ..... students at another school.
5 How do you feel about ..... in English?
6 We don't want ..... sausages again for lunch.
7 Do you find it easy ..... new friends?

4 ☆☆☆ Complete the text with the verbs given in the correct form.

**Jack's Place**

HOME | ABOUT ME | BLOG | REVIEWS | CONTACT ME

**Friends and arguments!** *April 13th By Jack*

Hello, again! I'm delighted **(a)** ..... (say) that I've got a great circle of friends. We enjoy **(b)** ..... (do) lots of things together. For example, at the weekends some of us usually meet in the park **(c)** ..... (go) **(d)** ..... (run). It's great fun!

**(e)** ..... (have) good relationships with my friends is very important for me. Of course, we don't always see eye to eye and I don't mind **(f)** ..... (have) disagreements with them from time to time. But I'm certainly not interested in **(g)** ..... (have) big arguments!

When that happens, I always try **(h)** ..... (make) it up. In my opinion, it's often best **(i)** ..... (agree) **(j)** ..... (disagree)! What do you think?

## Grammar challenge ☆☆☆

5 Find and correct eight mistakes in the text.

Every Saturday my friends go into town for to watch football. To watch sports isn't exactly my favourite activity, so I usually study in the library while they're at the stadium or sometimes I go to swim. However, last Saturday, I decided to go with them because it was an important match. When we had arrived, the atmosphere was great and I was really excited be there. Unfortunately, it soon started to rain and we didn't bring our umbrellas. It was terrible! Next week, I think I'll going to the library. I'm not interested in to go to another football match!

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

# Developing speaking

## Reporting a past event

1 39 ☆ Listen to a dialogue between Jake and his friend. Which picture shows what Jake did at the weekend?

2 39 ☆☆☆ Complete Jake's description of the meal. Then listen to the dialogue again and check.

My brother John **(a)** ..... home on Friday from France. He got a big surprise because my mum and dad **(b)** ..... a big meal for him at a hotel. My friend's cousin **(c)** ..... at the hotel. At the meal, we all **(d)** ..... around an enormous table. There **(e)** ..... ten people there. I knew most of them but I **(f)** ..... two of John's new friends. They **(g)** ..... from France with him. While we **(h)** ..... coffee at the end of the meal, my dad **(i)** ..... up and spoke about John.

### Pronunciation

3 40 ☆☆ Write if the ending of each underlined verb is pronounced /d/, /t/ or /ɪd/. Then listen and check.

1 We arrived late.
2 It started to rain.
3 We asked for directions.
4 I wanted to go home.
5 My friend phoned me.
6 We looked out of the window.
7 We reserved a court to play badminton.
8 I chatted and laughed with my friends.

4 ☆☆ Think about an interesting event you went to (real or imagined). It could be a meal, a football match, a concert, etc. Make notes to answer the questions.

1 Where did you go?
2 When did you go?
3 Who did you go with?
4 What time did you get there?
5 What did you do there?
6 How many people were there?
7 Did you know everybody there?
8 Did you meet anybody new there?
9 Did you enjoy yourself? Why?
10 What did you do afterwards?

5 ☆☆☆ Use your notes in 4 to describe the interesting event you went to. If possible, record yourself and remember to use different past tenses:

- past simple
- past continuous
- past perfect
- *used to*

# Developing writing

## An email of advice

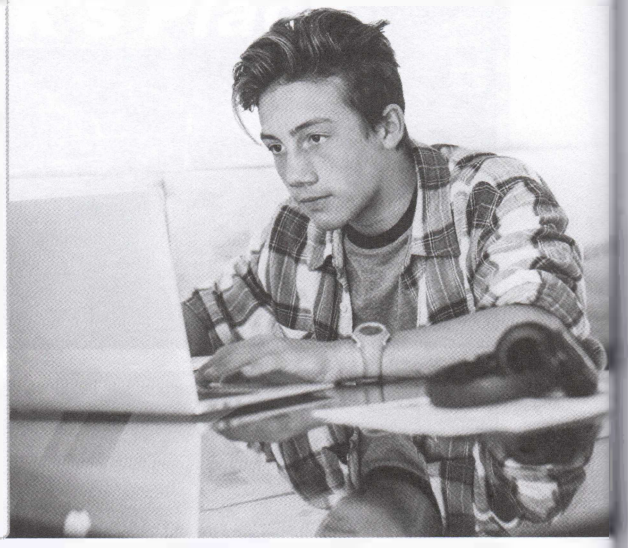
From: Oliver

Hi Matt,

I hope things are going well at your new school! I'm writing to ask you for some advice! It's about my best friend, Adam. Do you remember him? We've got on really well since we were very young. But that's changed now! It all started when three new students joined our class. Now Adam hangs out with them all the time and he's not interested in spending time with me. I've tried to send him texts but he just ignores them or says he's busy. What have I done wrong?

I feel really lonely now, especially at the weekend, because Adam and I used to do lots of things together. And I haven't got many other good friends. What do you think I should do?

Please write soon!
Oliver



From: Matt

Hi Oliver,

It's great to hear from you! I'm doing fine at my new school! Thanks for asking! I'm really sorry to hear about your problem. Here's my advice.

First, I think you really have to accept reality: Adam doesn't want to spend time with you. The exact reason why isn't very important. I know Adam's attitude hurts because you've been friends for so long. But you can't make him be your friend! What's more, people change and there's nothing we can do about it. Next, if I were you, I'd try to make some new friends. If you had more friends, you wouldn't feel so bad about Adam. Perhaps you can join a club at school. Finally, you should stop sending Adam messages! If he wants to contact you, he knows how!

Anyway, I hope you find this advice useful.

Good luck!
Matt

Write a friendly introduction before you give your advice.

Use words and expressions to order your advice.

End with a friendly close.

Use short form of verbs.

Use different expressions to give advice.

**1** ☆ **Read Oliver's email and Matt's reply to it. Decide if the sentences are True (T) or False (F).**

1 Oliver has had an argument with Adam. T / F
2 Matt thinks that Adam is acting very badly. T / F
3 Matt gives his advice in the middle of his reply. T / F
4 Matt gives more than one piece of advice. T / F
5 Matt's advice is very direct. T / F
6 Matt offers to help Oliver in the future. T / F

**2** ☆☆ **Complete the email of advice with the words in the box.**

advice • anyway • first of all • have • hi • I'd • lastly • luck • next • should • sorry • useful

To: Bethany

**(a)** ..... Bethany,

It's good to hear from you! I'm really **(b)** ..... to hear that you've fallen out with Phoebe. Here's my **(c)** .....

**(d)** ....., if I were you, **(e)** ..... try to talk to Phoebe. So, phone her as soon as you can! **(f)** ....., you **(g)** ..... listen to what's she's saying. You need to understand her point of view. **(h)** ....., you really **(i)** ..... to stop trying to control your friends' lives. That isn't true friendship!

**(j)** ....., I hope you find this advice **(k)** .....

Good **(l)** .....!

## Task

**Write an email of advice in reply to this email. Write about 140 words.**

### Writing bank
Useful words and expressions to order your ideas

- First,
- Firstly,
- First of all,
- Then,
- Next,
- After that,
- Finally,
- Lastly,

### Prepare

**3 Read Amy's email carefully. What two problems has she got?**

Problem 1: .....

Problem 2: .....

**4 Write down your ideas about what Amy should do about both problems.**

*Friends*

.....

.....

*Parents*

.....

.....

From: Amy

Dear ...,

I hope you're well. I'm writing because I've got a 'small' problem. Perhaps you can help!

Recently, I've started hanging out with a new group of people. We have a lot of fun! But there's a problem ... Their parents are a lot richer than mine and so they all have much more money to spend than me! When we're out shopping for example, we always go to really expensive stores. And when we have a coffee or a meal, they want to go to the most exclusive places in town. I love those places, too, but I don't love the prices!

I'm now starting to have arguments with my parents because they don't want to give me more money. That's not good!

So, what do you think?

Bye for now,
Amy

**5 Use this paragraph plan in your email:**

1. Friendly opening (*Dear Amy,* or *Hi,*)
2. **Paragraph 1:** Begin with a short, friendly introduction. Tell Amy you understand her problem.
3. **Paragraph 2:** Give at least three pieces of advice about the two problems. Use expressions to order the different points.
4. End your email in a friendly way.

### Write

**6 Write your email. To help you, look at your notes, the paragraph plan, the writing model on the opposite page and the Writing bank above.**

.....

.....

.....

.....

.....

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.....

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.....

.....

### ☑ Check

**7 Read your email of advice and complete this checklist.**

1. I used the email plan. ☐
2. I offered advice about both problems. ☐
3. I used expressions to order my advice. ☐
4. I used different expressions to give advice. ☐
5. I used the short form of verbs. ☐

## Grammar

**1 Complete the sentences with the correct form of *should, must, have to, will* or *might*.**

1 I ..... apply for university by the end of next week, because it's the closing date. However, I don't know which subject I ..... choose.

2 It ..... rain later so you ..... take an umbrella just in case.

3 If I don't get this job, I don't know what ..... happen. My dad thinks I ..... worry, but I do!

4 You ..... be late again or you ..... definitely lose your job.

5 I see my dad more often now because he ..... travel a lot in his new job.

**2 Complete the sentences with the correct form of the verbs given.**

1 If my sister ..... (come) home late, I ..... (always / wake up).

2 Sally ..... (go) to university if she ..... (get) the right grades in her exams next month.

3 My dad ..... (not work) in an office even if you ..... (pay) him an enormous salary!

4 If you ..... (not have) a job, you ..... (sit) at home and play video games all day.

5 It's Mum's birthday next month. If I ..... (organise) a surprise party, ..... (you / help) me?

**3 Find and correct eight mistakes in the text.**

There are very little things in life where are more important that enjoying your job. My dad's a teacher. He is a teacher from he was twenty-five and he always enjoys it. However, I don't think I become a teacher. I'm not enough patient!

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

## Vocabulary

**1 Complete the sentences with words or prefixes.**

1 Ryan doesn't get a good salary. He's .....-paid.

2 We need to use clean ..... energy and not dirty fossil .....

3 I'm not going to sit in that chair. It's very .....comfortable.

4 How did you get that ..... eye? Were you in a fight?

5 There's a lot of paper..... in this job! It's terrible!

6 Global ..... is causing droughts and sea-level .....

**2 Complete the sentences with the correct form of the verbs in the box. You do not need all the verbs.**

charge • earn • get • prove • reuse • save • scratch • show • sprain • waste • win • work

1 You can ..... a lot of money if you're a dentist.

2 How did you ..... out the solution to the problem?

3 If they arrest and ..... you, you need to speak to a lawyer!

4 Don't ..... that cut. It'll ..... worse.

5 It's terrible – we ..... a lot of energy in our house! We need to ..... more!

6 They think he committed the crime but they can't ..... it.

**3 Complete the adjectives.**

1 Aidan enjoys looking after other people. He's very c.....

2 Sarah never gets worried, she always remains c.....

3 My brother loves going out and meeting other people. He's very s.....

4 I can depend on Luke to do everything he says. He's totally r.....

5 Zoe expected to get 90% in her test, but she only got 40%. She's d.....

6 Hugo fell over while he was skiing and now his leg is b.....!

7 Jess has got a cold and her throat is very s.....

8 I was so sad at the end of the film that I cried. It was a very m..... film.

## Grammar

**1 Decide which action happened first. Then complete the sentences using the past simple and the past perfect.**

1 Clara got up / Clara made her breakfast
After .....

2 I finished my lunch / I wasn't hungry
When .....

3 James sent the email / James wrote the email
As soon as .....

4 She got out of the swimming pool / She swam a kilometre
When .....

5 Max finished running / It got dark
By the time that .....

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

catch • cycle • do • have • try • watch • work

1 ..... sport is good for you.
2 It's important ..... to help your friends.
3 My sister enjoys ..... cartoons and dramas.
4 We got up early ..... the train.
5 Are you good at ..... out puzzles?
6 Do you want ..... another piece of cake?
7 How often do you go ..... ?

**3 Complete the sentences with an appropriate word or with the verb given in the correct form.**

1 Is that the boy ..... dad was on TV?
2 My grandmother ..... (live) in Bath all her life. She loves it!
3 We've got very ..... bread. Could you buy some today?
4 You ..... go to bed late the day before an exam. It isn't a good idea.
5 Look at the sky! It ..... rain in a minute!
6 I can't speak because we ..... (have) lunch now.
7 Is it warm ..... for you in this room?
8 We ..... have a picnic this afternoon, but it depends on the weather.

## Vocabulary

**1 Complete the sentences with the correct words or phrases.**

1 My parents used to have a much bigger ..... of friends.
2 My best friend and I had an ....., but now we've ..... up.
3 My sister doesn't see ..... with my parents about her choice of clothes.
4 I try to ..... with my brother, but he's so annoying!
5 Jack isn't going to Ben's party because he's ..... with him.

**2 Write the nouns which describe these feelings.**

1 the feeling when you aren't happy
.....

2 the feeling when nobody is with you
.....

3 the feeling when you are afraid of something
.....

4 the feeling when you've got nothing to do
.....

5 the feeling when you are very annoyed
.....

**3 Write the nouns we can make from these words.**

1 excited .....
2 relation .....
3 free .....
4 leader .....
5 improve .....
6 embarrass .....
7 enjoy .....
8 explain .....

**4 Complete the words and phrases.**

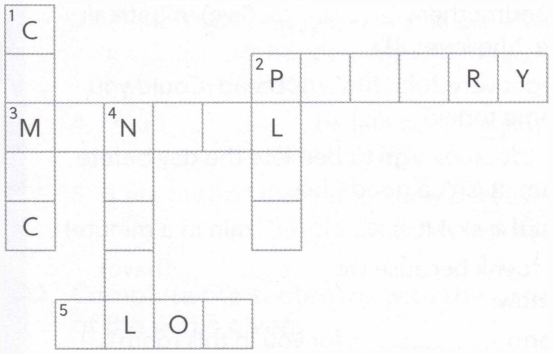
1 ..... father: your mother's new husband
2 ..... throat: when your throat hurts and you can't speak
3 shop ..... : stealing from a shop
4 ..... show: a TV programme with a competition, often to win money
5 mountain ..... : a line of mountains like the Andes
6 global ..... : the change in the temperature around the world
7 ..... chair: you use this when you can't walk
8 middle-..... : not young but not very old

# 9 FACTS ABOUT FICTION

## Vocabulary in context

### Things we read

**1 ☆ Complete the puzzle with the names of things we read.**




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

cookbook • encyclopaedia • guidebook • graphic novel • magazine • newspapers • short story • textbook

1 A ..... is a long story with pictures.
2 You consult a ..... when you want to prepare a particular dish.
3 Wikipedia is a popular online .....
4 A ..... is useful when you're visiting a new place.
5 *Gateway* is the name of my English .....
6 My dad reads a weekly ..... about cars.
7 It doesn't take long to read a .....
8 *El País* and *La Vanguardia* are two Spanish .....

### Genres

**3 ☆ Choose the correct genre.**

1 The *His Dark Materials* series by Philip Pullman is an example of *fantasy/guidebook*.
2 *A biography/An autobiography* is a description of someone's life written by another person.
3 *A fairy tale/Historical fiction* is a story for children with imaginary people and animals.
4 *Frankenstein* is a *detective/horror* story.
5 *Thrillers/Romances* are very exciting and often frightening.
6 *Science fiction/Crime fiction* describes an imaginary world in the future.
7 *YA/Historical* fiction is specifically for teenagers.
8 In a *fantasy/mystery*, there is usually a puzzle to solve. The ending is often surprising.

### Book reviews

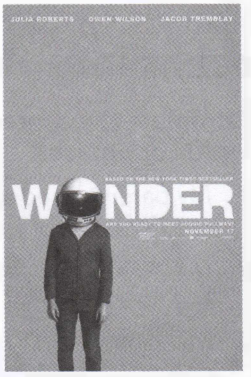
**4 ☆☆ Complete the book review with the words in the box.**

adaptation • awards • bestseller • ending • main character • masterpiece • plot • set • style • theme • twist

## A lesson for all of us

*Wonder* is the first novel by R. J. Palacio. It's **(a)** ..... in New York. The **(b)** ..... is August 'Auggie' Pullman. He's a 10-year-old boy with a medical condition which has left his face deformed. The **(c)** ..... describes his first year at a 'real' school. Before, his parents had taught him at home. Some of the pupils at the school are not nice to Auggie because he looks different from them. The novel has a happy **(d)** ..... In an unexpected **(e)** ....., the school gives Auggie a special prize for his behaviour at the end of the year.

The **(f)** ..... of the book is accepting people who are different from us and accepting yourself. The novel's **(g)** ..... is very interesting because different people tell the story. Since *Wonder* appeared in 2012, it has become a **(h)** ..... and they made a film **(i)** ..... of it, in 2017. The novel has won several **(j)** ..... and some experts have declared that it is a modern **(k)** .....




## Vocabulary extension ☆☆☆

**5 Complete the sentences with the words in the box. Use a dictionary if necessary.**

act • chapter • contents page • headline • index • scene

1 There's a useful ..... at the back of the book.
2 The ..... on the front page said: Bank robbery!
3 If you look at the ..... at the beginning, it says the book has three parts.
4 Simon knew who the murderer was after reading the first .....!
5 There was a break for drinks after the second ..... of the play.
6 There's a great ..... between the two main characters at the end of the play.

## Reading

**1** **Read the article and choose the correct description. Don't worry about the missing sentences.**

1 Although he is best known as an author for adults, James Patterson also writes for other ages.
2 James Patterson is a successful author who sometimes produces literary masterpieces.
3 James Patterson's work is popular because he writes good stories that aren't hard to read.

**2** 41 **Read the article again and put these sentences into gaps a–g in the text.**

1 In his opinion, there are only people who haven't found the right book. .....
2 He uses a pencil (not a pen!) and paper. .....
3 He's never going to win the Nobel Prize for Literature. .....
4 He then pays another author to fill in the details.
5 However, they'd be wrong.
6 Patterson, in part, agrees with these criticisms.
7 He started writing novels in 1976. .....

**3** **Match the underlined words in the article to the meanings.**

1 stop reading (a book) .....
2 the type of people who read a particular book .....
3 books (which are printed) .....
4 basic story .....
5 a book which you can read on a computer, tablet, etc. .....

### Critical thinkers

**4** **Which of the sentences based on ideas from the text are facts (F) and which are opinions (O)?**

1 James Patterson is a successful author. F / O
2 James Patterson's books are not for people who enjoy good literature. F / O
3 James Patterson's main aim is to make a lot of money from writing. F / O
4 If James Patterson's books weren't so simple to read, they wouldn't be so popular. F / O
5 Patterson makes reading enjoyable for millions of people. F / O

# JAMES PATTERSON – the writing machine

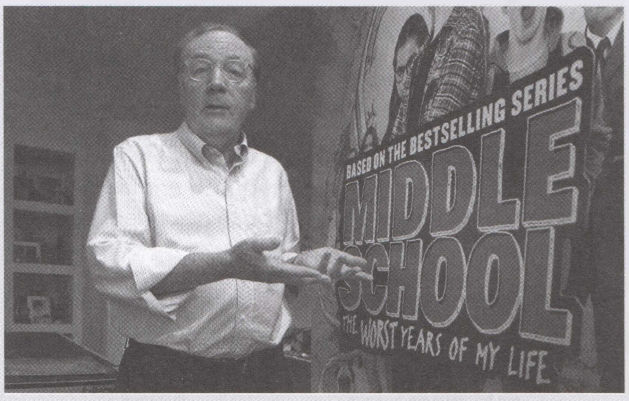
Who's the most popular author in the world right now? Many people would guess that it's J.K. Rowling, creator of the *Harry Potter* novels, popular with children – and adults – around the world. **(a)** ..... There's someone who's written far more bestsellers than Ms Rowling, although you might not know his name – James Patterson.

Patterson was born in the town of Newburgh, about 60 miles from New York, in 1947. **(b)** ..... Since then, his books have sold more than 330 million copies and he was the first author to sell more than one million e-books. In total, Patterson has written about 150 novels and graphic novels and the number goes up every year! He's written for a wide variety of audiences – adults, young adults and pre-teens. What's more, he doesn't work at a computer. **(c)** ..... So, how is it possible for one man to write so many stories?

When Patterson began his career as a novelist, he wrote on his own, like everyone else. However, he gradually realised that his real talent, and what he enjoyed most, was coming up with the ideas for plots. So, now he usually writes the outline of each novel. **(d)** ..... This is what happens in the famous *Middle School* series. While the author is writing, Patterson looks over their work and suggests corrections.

Some authors have criticised Patterson's books. They say their style is very simple and the main characters are one-dimensional. **(e)** ..... But he says that he's not trying to produce literary masterpieces. He wants to make the reader turn over the page and read on. His ambition is to make reading so gripping that you can't put the book down – nothing more and nothing less.

Patterson has said that there is no such thing as a person who doesn't like to read. **(f)** ..... With his easy-to-read stories and exciting plots, Patterson has put the 'right book' in the hands of millions of readers around the world. **(g)** ..... But, in his own way, he's helping people to experience the immense pleasure of reading a good story.



# Grammar in context 1

## Reported speech – statements

**1** ☆ **Complete the sentences in the table.**

| Direct speech | Reported speech |
|---|---|
| 1 'I write romances.' | He said he ..... romances. |
| 2 'I'm writing a romance.' | He said he ..... a romance. |
| 3 'I've written a romance.' | He said he ..... a romance. |
| 4 'I wrote a romance.' | He said he ..... a romance. |
| 5 'I had written a romance.' | He said he ..... a romance. |
| 6 'I will write a romance.' | He said he ..... a romance. |
| 7 'I can write a romance.' | He said he ..... a romance. |
| 8 'I may write a romance.' | He said he ..... a romance. |
| 9 'I must write a romance.' | He said he ..... a romance. |
| 10 'I should write a romance.' | He said he ..... a romance. |

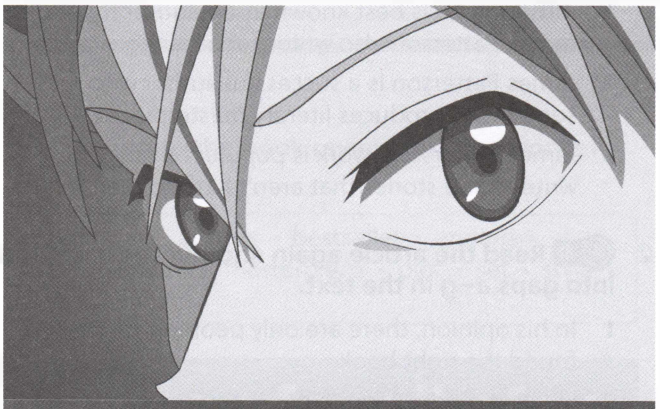
**2** ☆ **Choose the correct alternative.**

1 He *said/told* us he would come late *tomorrow/the following day*.
2 Max said he *saw/had seen* the film *yesterday/the day before*.
3 Elena said she *may/might* go to the party *next/the following* weekend.
4 He said he *will buy/had bought* *these/those* trousers for 10 pounds.
5 You told me you *will/would* pay me a month *before/ago*.

**3** ☆☆ **Rewrite the sentences in reported speech.**

1 'I'm playing tennis tomorrow,' said Oliver.
.....
2 'Bill's got a new mobile phone,' said Conor.
.....
3 'We finished school last Friday,' said Mia and Ella.
.....
4 'I think I'll go to bed early today,' said Sophie.
.....
5 'We may go to my uncle's house next weekend,' Andy said.
.....

**4** ☆☆☆ **Complete the text with the verbs in reported speech. Add a modal verb where necessary.**



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My friend Dan told me that he **(a)** ..... (read) a great graphic novel at the moment. He explained that he **(b)** ..... (not finish) it yet but that he **(c)** ..... (hope) that he **(d)** ..... (finish) it the following weekend. I replied that I **(e)** ..... (read) it after he **(f)** ..... (finish) it, but I **(g)** ..... (not be) sure if I **(h)** ..... (have) enough time in the next few weeks. He replied that he **(i)** ..... (think) I **(j)** ..... (read) it because I **(k)** ..... (like) it a lot.

### Great students' tip

**Grammar: Make it personal!**

A good way to revise grammar in a memorable way is to write sentences with specific grammar structures to talk about your life. What sentences could you write using reported speech?

## Grammar challenge ☆☆☆

**5** **Rewrite the sentences in reported speech in direct speech and the sentences in direct speech in reported speech.**

1 'You shouldn't work too late tonight,' Joanna told me.
Joanna told me .....
2 Zoe told Laura that if it was sunny the following day, they'd play tennis.
Zoe told Laura: .....
3 'There aren't many people at this party,' said Matt.
Matt said .....
4 Lil told him that she had started to read his books two years before.
Lil told him: .....
5 'We had a snack here last week,' said Ben.
Ben said .....
6 'I don't think the TV series on *His Dark Materials* is a good version of the books,' said Chris.
Chris said .....

# Developing vocabulary and listening

## Phrasal verbs connected with reading and writing

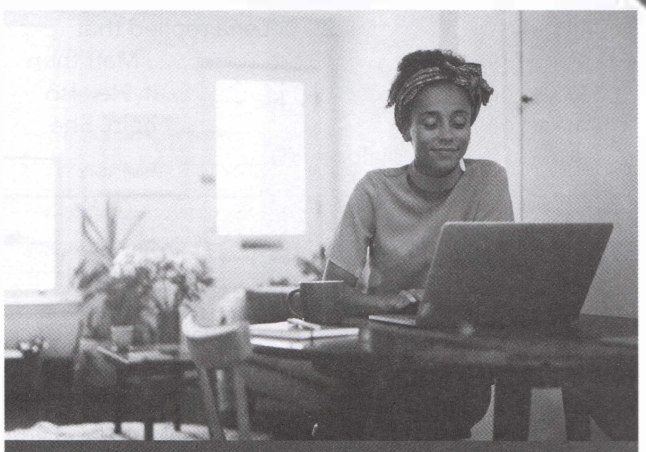
1 ☆ **Write if the phrasal verbs describe reading (R) or writing (W).**

| | | | | | |
|---|---|---|---|---|---|
| 1 | read on | R / W | 4 | fill in | R / W |
| 2 | write down | R / W | 5 | make up | R / W |
| 3 | scroll down | R / W | 6 | flick through | R / W |

2 ☆ **Choose the correct alternative.**

1 In some exercises you have to *fill in/flick through* the gaps.
2 Please *look over/make up* your work before you give it to me.
3 Sally wrote the word *where* but then she *made it up/crossed it out* and wrote *wear*.
4 When you've finished the page, *turn over/read out* and continue reading.
5 *Scroll down/Flick through* this magazine to see if you can find any interesting articles.
6 Jamie, please *read on/read out* your answer.
7 Can you *write down/flick through* the number of the router for me?

3 ☆☆ **Complete the text with phrasal verbs. Use one of the two verbs given.**



### How I write *By author Clare Kennedy*

People often ask me how I **(a)** ..... (make up/read on) my stories. And it's a good question! Well, first of all I **(b)** ..... (flick through/write down) the basic plot and then the main characters. Then, after a day or two, I **(c)** ..... (look over/turn over) my plan. While I'm doing this, I **(d)** ..... (scroll down/cross out) ideas which I don't like and make corrections. After that I **(e)** ..... (read out/fill in) more details. Then, I write the first chapter. When it's finished, I **(f)** ..... (read out/make up) the chapter to some close friends. I ask them, 'Would you be interested to **(g)** ..... (look over/read on) to find out what happens next?' If the reader wants to **(h)** ..... (turn over/flick through) the page, that's always a good sign!

4 42 ☆ **Listen to three people talking about how reading and writing has changed. Match the options (a–c) to the speakers (1–3).**

a It's easier to organise school work now. ..... .....
b If you want to look for information, it's much easier to do it online. ..... .....
c Reading books made of paper is better. .....

5 42 ☆☆ **Listen again and complete the notes. Use just one or two words for each gap.**

1 Reading and writing for her **(a)** ..... was very different from now. You don't need to use **(b)** ..... to find information now and your tablet can contain a **(c)** .....

2 At school, his mother always wrote **(d)** ..... It was a problem because she often had to **(e)** ..... mistakes. Now he can consult his **(f)** ..... timetable online.

3 Now you can see people reading online **(g)** ..... Using a phone to read is convenient when you're **(h)** ..... When the speaker buys a book, she loves **(i)** .....

### Critical thinkers

6 42 **Write if the speaker would agree (A) or disagree (D) with the statements. Listen again if necessary.**

**Speaker 1:** 'I don't like reading very much.' A / D
**Speaker 2:** 'I'm glad I wasn't at school when my mum was.' A / D
**Speaker 3:** 'I prefer to read on my tablet when I'm travelling.' A / D

## Vocabulary extension ☆☆☆

7 **Match the phrasal verbs (1–4) to their meaning (a–d).**

| | | | | | |
|---|---|---|---|---|---|
| 1 | read up on | ..... | 3 | note down | ..... |
| 2 | sum up | ..... | 4 | dip into | ..... |

a read only small parts (of a book, for example)
b write something down to remember it
c give a summary of something
d learn about a subject by reading a lot about it

8 **Complete the sentences with the phrasal verbs in 7.**

1 Have you got a pen to ..... my phone number?
2 I couldn't read all the book but I had time to ..... it.
3 We'll need to ..... Ancient Greece if we want to do this project.
4 In the last paragraph of your essay, you should ..... your main idea.

# Grammar in context 2

## Reported speech – questions

**1 ☆ Choose the correct alternative to report the questions.**

1 'Where are you going?' Rob asked me.
Rob asked me where *was I going/I was going*.

2 'Have you ever read a graphic novel?' I asked Rebecca.
I asked Rebecca *if/what* she had ever read a graphic novel.

3 I asked the author, 'Why do you write science fiction?'
I asked the author why he *wrote/had written* science fiction.

4 'Should I hang out with these people?' Sarah asked me.
Sarah asked me *should she/if she should* hang out with those people.

5 'Would you like to work overtime?' my boss asked me.
My boss asked me if *I'd like/I'd liked* to work overtime.

6 'Where will the sea level rise most?' Luke asked his teacher.
Luke asked his teacher where *would the sea level/the sea level would* rise most.

7 'Can we get a new streaming service?' I asked my dad.
I asked my dad if we *can/could* get a new streaming service.

8 'How did Bethany sprain her ankle?' I asked Chloe.
I asked Chloe how *Bethany had she sprained/Bethany had sprained* her ankle.

**2 ☆☆ Rewrite the questions in reported speech.**

1 'Are you sure about this answer?' Mr Foster asked Amy.
Mr Foster .....

2 'Why is Zoe crying?' Laura asked Sophie.
Laura .....

3 'Do you know the answer?' the teacher asked Amelia.
The teacher .....

4 'Where have you put my keys?' my dad asked me.
My dad .....

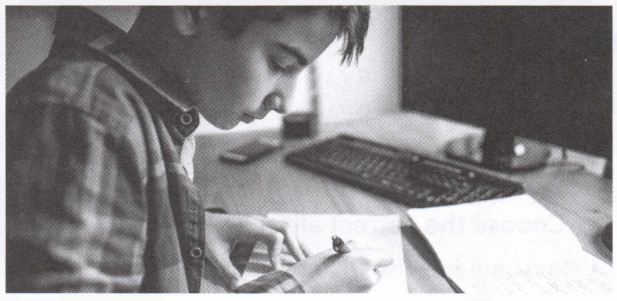
5 'How did you know my name?' I asked the police officer.
I .....

6 'Do you have to wear a uniform to school?' José asked Ben.
José .....

7 'How can I improve my accuracy?' Lucy asked Ms Simmons.
Lucy .....

8 'Should people go to prison for these crimes?' the interviewer asked the politician.
The interviewer .....

**3 ☆☆☆ Read the dialogue. Then complete the summary using reported speech.**



**Matt:** I'd like to know your opinion of my story. So ... what did you think of it?

**Lena:** I'm reading it but I haven't finished it. The plot's really good, but I think you'll need to improve some of the dialogue.

**Matt:** What's wrong with the dialogue?

**Lena:** Sometimes it doesn't sound very natural.

**Matt:** Should I read it out after I've written it? Would that help?

**Lena:** Yes, it may sound better if you do that.

Matt told Lena that he **(a)** ..... story. Then he asked her **(b)** ..... it. She replied that she **(c)** ..... it. She added that the plot **(d)** ..... dialogue. Matt then asked Lena **(e)** ..... Lena replied that sometimes **(f)** ..... Matt then asked her **(g)** ..... it. He also asked her **(h)** ..... help. She agreed that the dialogue **(i)** .....

## Grammar challenge ☆☆☆

**4 Write the dialogue in direct speech.**

1 The teacher asked me if I was tired.
Teacher: .....

2 I told her that I was. I'd watched a late film the night before. I asked her why she had asked me if I had been tired.
Me: .....

3 She said that I was looking very pale. She said that I shouldn't go to bed late in the week.
Teacher: .....

4 I told her that she was right, but I really wanted to watch that film.
Me: .....

5 She said the next time I should record it. Then I could watch it when I wanted.
Teacher: .....

6 I told her I would do that.
Me: .....

# Developing speaking

## A presentation

1 43 ☆☆ **Complete the expressions for giving a presentation. Then listen to a short presentation about a book and check.**

all · another · by · going · it's · least · like · more · sum · talk · that

1 I'm ... to ... about ...
2 I'd ... to begin ... saying ...
3 First of ...,
4 What's ...,
5 ... also true ...
6 ... thing is that ...
7 Last but not ...,
8 To ... up,

2 ☆☆ **Look at Kyle's notes for his presentation. Then complete his presentation with the information in his notes and the expressions in 1.**

*Favourite film:*
*Avengers Endgame*
*Why?*
*– Very good acting*
*– Excellent plot (time travel!)*
*– Fantastic music*
*– The best action scenes I've ever seen*
*– Conclusion: great entertainment!*

I'm going to **(a)** ... my favourite film. It's called **(b)** ... I imagine that you've probably heard of it!

I'd like to begin **(c)** ... that, in my opinion, this film is a masterpiece. **(d)** ... all, I love the **(e)** ... All the characters are great, but my favourites are Robert Downey Jr. as Iron Man and Scarlett Johansson as Black Widow. **(f)** ... more, the **(g)** ... is excellent and it has many twists and surprises! Another **(h)** ... is that it introduces the theme of time travel, which is very interesting. It's also **(i)** ... that the music by Alan Silvestri is fantastic and I like the way it uses and extends elements from other films in the series. Last **(j)** ..., the **(k)** ... are the best I've ever seen.

**(l)** ... up, I think people of all ages will love *Avengers: Endgame*. The film is three hours long, but it's three hours of **(m)** ...

## Pronunciation

3 44 ☆ **Look and underline the stressed words in the phrases. Listen and check. Then repeat for practice.**

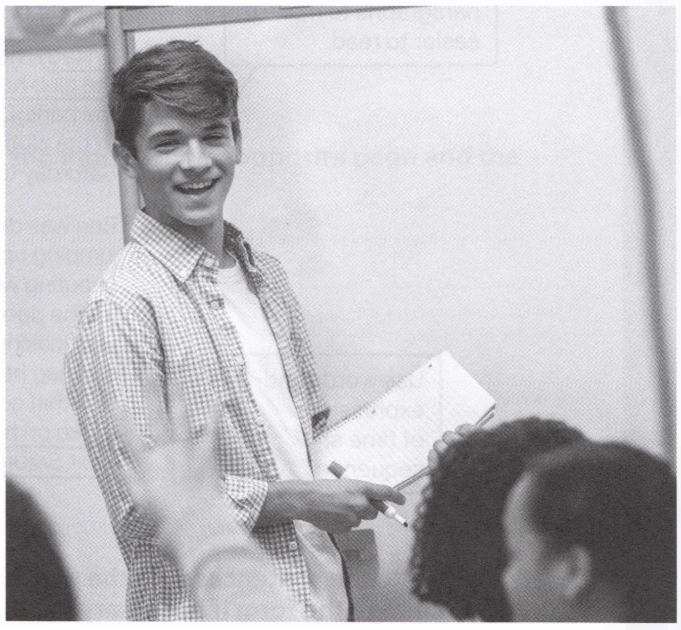
1 I'm going to talk about ...
2 I'd like to begin by saying that ...
3 Last but not least ...
4 It's also true that ...
5 Another thing is that ...
6 To sum up ...

4 ☆☆☆ **What is the most enjoyable film you have ever seen? Complete the notes below.**

Favourite film: ...
Reasons why: ...

1 Plot ...
2 Characters ...
3 Scenes ...
4 Music ...
5 Other ...

Conclusion: ...



5 ☆☆☆ **Prepare a presentation about the best film that you have ever seen. Use your notes in 4 and the plan below. Practise giving your presentation and, if possible, record yourself.**

**Introduction:** Begin your presentation saying what you're going to talk about.

**Main points:** Introduce your arguments using the sequencing expressions you've learnt.

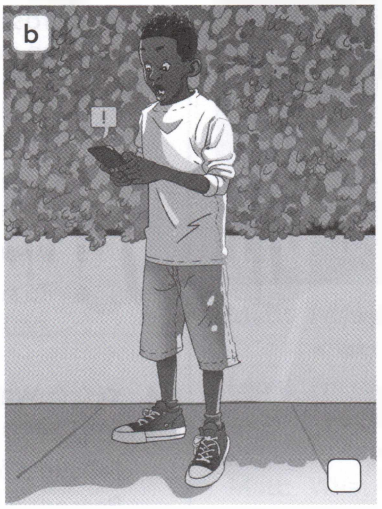
**Conclusion:** End your presentation summarising your arguments.

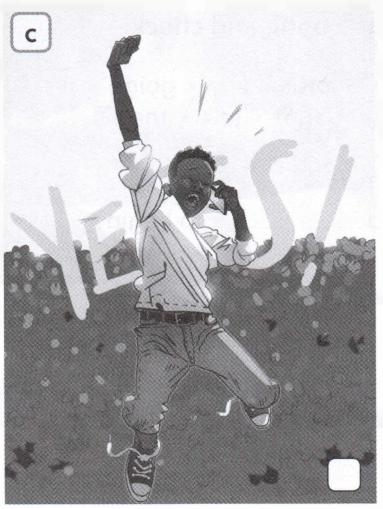
Practise giving your presentation in front of a mirror and imagine you are speaking to an audience.

# Developing writing

## A story

1 ☆ **Read the story. Match the drawings (a–c) to the paragraphs (1–3).**




Use adjectives and adverbs to make your writing more descriptive.

Divide your story into paragraphs to make it easier to read.

Use words and expressions of time and sequence.

Use a variety of past tenses – past simple, past continuous and past perfect.

Use reported speech to describe what people say and think.

**1** Ben was surprised when he received the message. It was from a number he didn't recognise. The message said that Manchester United was interested in him! Ben was puzzled. How had they got his number? And when had they seen him play football?

**2** After a few minutes, Ben nervously phoned the number. It really was Manchester United! They told him that someone from the club had seen him playing football in the park. They said that Ben should go to the club at ten o'clock the following Saturday to play in a practice match.

**3** Ben was delighted! He was happily jumping up and down in his bedroom and shouting when, suddenly, his dad knocked on the door. He angrily asked Ben why he was making so much noise! After Ben's dad had heard the news, he calmly told Ben that someone was probably playing a joke on him. But, was it a joke or not? Next Saturday Ben would find out!

2 ☆☆ **Complete the sentences with the words in the box. Change the form if necessary.**

accurate · annoyed · confident · excited · hard · unusual

1 I'm sorry, Officer, but I can't describe the man very .....

2 Something ..... happened last night. It was very strange.

3 Matt and Ella were very ..... when they cancelled the train.

4 Sophie has worked ..... all weekend.

5 The man spoke ..... but I didn't believe his story.

6 We were very ..... when we heard you'd won the competition.

3 ☆☆ **Complete the story with the verbs in the correct tense.**

Yesterday, while we **(a)** ..... (have) lunch, a stranger **(b)** ..... (knock) at the window. By the time we **(c)** ..... (can) open the window, the man **(d)** ..... (run) away. My dad said that he **(e)** ..... (call) the police if the man **(f)** ..... (come) back again. While we **(g)** ..... (talk) about what **(h)** ..... (happen), the man's face suddenly **(i)** ..... (reappear) at the window. When my dad **(j)** ..... (phone) the police, they **(k)** ..... (ask) him what the man **(l)** ..... (look) like.

## Task

**Write a story. Your story must begin with this sentence: Holly was walking along the beach when she found a bottle with a message in it. Write about 160 words.**

### Great students' tip

**Writing: Simplifying**

When you do a writing task in an exam, you won't always know the exact words in English for what you want to say. When this happens, think of a simpler way to express what you want to say.

### Prepare

4 **Before you write your story, brainstorm some ideas.**

What did the message say and who was it from?

What did Holly think? What did she do?

What happened as a result of Holly's actions?

What happened in the end?

### Writing bank

**Useful advice for writing interesting stories**

- Use a variety of past tenses – past simple, past continuous and past perfect. For example,
  *When she had finished, she watched TV.*
  *She was watching TV when she heard a sound.*
- Use words and expressions of time and sequence. For example,
  *One day, a student went ...*
  *Suddenly he saw ...*
  *Two months later, the young man left ...*
- Use adjectives and adverbs to make your writing more descriptive. For example,
  *The young writer immediately won an important competition.*

5 **Use this paragraph plan in your story:**

**Paragraph 1:** Describe what Holly thought and what she did next.
**Paragraphs 2 and 3:** Explain what happened as a result of Holly's actions.
**Paragraph 4:** Explain how the story ended.

### Write

6 **Write your story. Use your notes, the paragraph plan, the model on the opposite page and the Writing bank to help you.**

### Check

7 **Read your story and complete this checklist.**

1 I used different paragraphs to describe the beginning, the middle and the end. ☐
2 I used a variety of past tenses. ☐
3 I used reported speech at least once to describe what Holly said or thought. ☐
4 I used some adjectives and adverbs to make my story more descriptive. ☐
5 I used some words and expressions of time and sequence. ☐

# 10 COMPUTER UPDATE

## Vocabulary in context

### Computers and accessories

**Great students' tip**

Vocabulary: Settings on digital devices in English

One way to practise English and learn new vocabulary is to have all the settings on your digital devices (mobile phone, tablet, etc.) in English.

**1** ☆ **Find ten computer and accessories words in the word search.**

| B | N | L | D | W | E | B | C | A | M | T |
|---|---|---|---|---|---|---|---|---|---|---|
| X | G | T | N | R | E | S | E | M | J | E |
| J | T | G | R | A | A | S | L | M | J | S |
| S | C | R | E | E | N | O | U | U | S | D |
| P | O | T | K | S | E | D | B | O | G | A |
| S | S | C | A | N | N | E | R | Y | M | E |
| B | S | P | E | A | K | E | R | F | E | H |
| C | I | B | M | O | N | I | T | O | R | K |
| B | R | E | T | N | I | R | P | I | O | S |

**2** ☆ **Choose the correct alternative.**

1 There are several different *downloads/browsers* to choose from, but my favourite is Google Chrome.
2 When you *set up/install* your computer for the first time, you should check that your operating system is completely updated.
3 I *update/subscribe* to about twenty YouTube™ channels but I don't watch everything they produce.
4 This song has had a million *downloads/backups*!
5 On the *software/login* page of some websites, you have to give your user name and password.
6 If you don't *back up/delete* the data on your computer, you can lose everything.

**3** ☆☆ **Complete the computer and accessories words.**

1 I don't save my work on an external hard drive, but I sometimes use a flash ... .
2 When I'm on my laptop, I don't need a mouse because it's got a ... pad.
3 A headset usually consists of head ... and a ... phone.
4 The ... board is what you use to type.
5 When you want to make a digital copy of a document, you use a ... ner.

### Using a computer and the Internet

**4** ☆☆ **Complete the text with the words in the box. You will need to change the form of one of the verbs.**

antivirus software · back up · crash · delete · download · install · log in · restart · updates

**Have you just got your first computer?**

***Follow this advice!***

If you want your computer to be safe online, you must have good **(a)** ... . You need to **(b)** ... it before you go online for the first time and you should never **(c)** ... anything from the web without this protection. Also, make sure you install all the **(d)** ... as soon as they are available.

Always make a **(e)** ... of your work, either on an external hard drive or in the cloud. If you don't, your computer may **(f)** ... and you'll lose all your work, or if you **(g)** ... it by mistake. It happens!

If you're having problems with your computer, it's usually best to just **(h)** ... it. It's amazing how often this solves the problem!

Finally, be sure to create a password for your computer. This means that no one else will be able to **(i)** ... and see all your information.

### Vocabulary extension ☆☆☆

**5** **Complete the descriptions and definitions with the words in the box.**

bug · earbuds · file · folder · font · handset · tabs

1 A ... is the part of a phone that you hold next to your ear.
2 When you finish working on a document, you save it as a ... .
3 When I use a browser, I sometimes have many ... open at the same time.
4 A ... is a particular style of letter used for printing, e.g., *A*, **A** or A.
5 You keep digital files in a ... .
6 When a computer program has a ... , it doesn't work.
7 ... are very small headphones.

## Reading

**1** **Look at the title of the article and the photo. What do you think the article will be about? Then, read the article quickly to check.**

1 How people are confused by virtual reality ☐
2 Possible uses of virtual reality ☐
3 How virtual reality will change human relationships ☐

**2** 45 **Read the article and choose the best answers.**

1 What kind of travel is offered by the transporter in *Star Trek*?
- a time travel
- b physical travel, from one place to another
- c imaginary travel in our mind

2 What does the author say about virtual reality?
- a Its best use is for video games.
- b Most professional sports are looking into its use.
- c It has many different applications.

3 Virtual-reality applications help professional sports people to practise ...
- a in a way that isn't artificial.
- b without getting injured.
- c and analyse where they need to improve.

4 How was the American skiing team different from all the others at the 2018 Winter Olympics®?
- a They arrived there first to practise more.
- b They won more medals because they used virtual-reality training.
- c They knew the course better than the other teams.

5 What is the future like for virtual-reality applications?
- a It's very exciting.
- b It's similar to the technology in the science-fiction series *Star Trek*.
- c Our imagination is too limited to know.

**3** **Match the underlined words in the article to the meanings.**

1 glasses .....
2 look like .....
3 what you can see on a screen .....
4 a machine or instrument .....
5 put in the middle of .....

### Critical thinkers

**4** **Are the following statements from the text facts (F) or opinions (O)?**

1 We're not going to see an invention like the transporter in *Star Trek* in our lifetime. F / O
2 Virtual reality has already become very popular with video gamers. F / O
3 Virtual-reality simulations are the perfect way of practising for quarterbacks. F / O
4 Virtual reality is a technology full of amazing possibilities. F / O

# I CAN'T BELIEVE IT'S NOT REAL!

In the classic sci-fi series *Star Trek*, there's a device called a *transporter* that takes you anywhere in the galaxy in seconds. We're not going to see an invention like that in our lifetimes, but *now* we can be transported to a completely different world immediately – not physically, but in our minds. All you have to do is put on a special headset or goggles and interact with the display. If you haven't guessed, we're talking about what's called virtual or artificial reality. It's already become very popular with video gamers, because it lets them become immersed in the game's fantasy world and have the sensation that they are actually there. However, the possible applications of virtual reality go far beyond games which are played just for fun.

Professional sport is one area where the potential of artificial reality is being explored. There's a simple reason for this. One of the keys to success in top-level sport is repeated practice. But this practice needs to be as realistic as possible. The immersive learning experience provided by virtual reality lets players practise anytime, anywhere, in conditions that closely resemble real-life competition.

Virtual-reality training is now used by many American football teams. It's especially useful for a player called the quarterback, who is the 'brain' of the team and has to decide how the ball is used. Quarterbacks have to practise hundreds of different situations before a game so that they know exactly what to do in each one. Virtual-reality simulations are the perfect way of doing this.

Skiing is another sport which is benefitting from the use of virtual-reality environments. In the 2018 Winter Olympics in South Korea for example, none of the skiers had much time to practise on the course before they competed. So, the American team had a virtual-reality model made of the exact course. When they practised on this model, their brains and bodies reacted in the same way as in a real-life competition.

High-level sports is just one area where virtual reality can play a role. For example, in the tourism industry they're experimenting with giving customers a virtual experience of destinations before they book their holidays. And in the future, the use of virtual reality will only be limited by our imagination. It's not the world of *Star Trek*, but it *is* a technology full of amazing possibilities.

# Grammar in context 1

## The passive – present simple

**1** ☆ **Choose the correct alternative.**

1 A lot of chocolate is *ate/eaten* at Christmas.
2 Some songs are *downloading/downloaded* millions of times.
3 New roads *is/are* built each year.
4 Our teachers *are given/give* us homework most days.
5 A copy of the document *is/are* attached.
6 Spanish *teaches/is taught* at my school.

**2** ☆☆ **Complete the sentences with the appropriate word.**

1 The Internet ..... used by many people who want to study online.
2 Today computers ..... hacked for profit.
3 The iPhone is made ..... Apple.
4 Football ..... watched in many different countries.
5 German is ..... in Germany, Austria, and in some parts of Switzerland and Italy.
6 Hackers are often never .....

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

not back up • check • not play • teach • update • wear

1 T-shirts ..... all over the world.
2 Cricket and baseball ..... very often in Portugal.
3 This antivirus software ..... automatically.
4 Maths and English ..... in almost all schools.
5 Your passport ..... at the airport before you get on the plane.
6 This document ..... on an external hard drive.

**4** ☆☆ **Rewrite these active sentences in the present passive form. Only use *by* plus the agent if you know exactly who does the action.**

1 BMW® make the new Mini®.
.....
2 Sometimes they find gold in this river.
.....
3 They don't stop football matches if it rains.
.....
4 They give a prize to the best actor.
.....
5 In this hotel, they take your bags to your room.
.....
6 They don't grow coffee in England.
.....
7 In Japan, students clean the classrooms.
.....
8 A lot of people use public transport.
.....

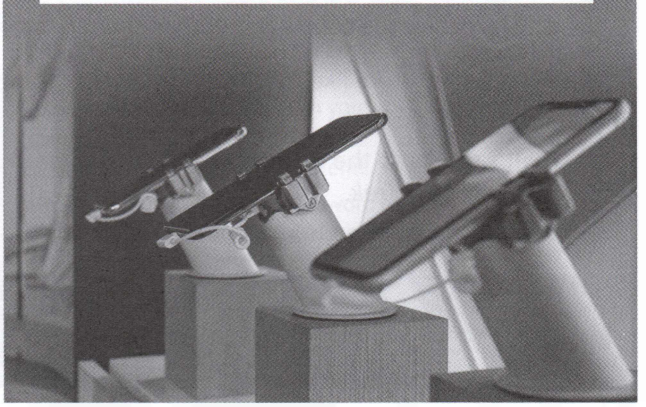
**5** ☆☆☆ **Complete the text with the verbs in the present simple active or passive.**

Home Blog About

### *What smartphone to buy?*

Nearly all the phones that **(a)** ..... (sell) in the world are smartphones. And as far as operating systems **(b)** ..... (concern), the mobile industry **(c)** ..... (control) by a few technology companies. So, what smartphone should you buy?

It isn't an easy decision. The software support that **(d)** ..... (give) by the top tech companies tends to be very good. With others, it **(e)** ..... (depend). However, in general you **(f)** ..... (pay) more for certain brands. Also, the apps that you **(g)** ..... (download) on some smartphones can be of higher quality. But, in general, the latest models **(h)** ..... (equip) with modern technology. Finally, some smartphones **(i)** ..... (cost) more than others, but this doesn't always mean that they are better. So, all in all, it's not an easy decision!



## Grammar challenge ☆☆☆

**6** **Find and correct the mistakes in the sentences.**

1 Paris is visited for thousands of people every day.
2 Tennis played by two or four players.
3 More manga comics are drawing in Japan than in any other country.
4 Sometimes mountain lions is seen in this part of the world.
5 This computer doesn't set up correctly.

# Developing vocabulary and listening

## Collocations with *email* and *document*

**1** ☆ **Choose the correct alternative.**

1 Don't forget to *save/create* the document or you'll lose it!
2 I have Zoe's email, so I'll *attach/forward* it to you.
3 You can use *Crtl C* and *Ctrl V* on your keyboard to copy and *paste/check* a document.
4 I'm sorry, but I can't open the *inbox/attachment*.
5 I'm sure I sent you the photo. Have you *created/checked* your email?
6 This image is in the wrong place. *Cut/Copy* it from here and paste it on the next page.

**2** ☆☆ **Complete the dialogue with the correct form of the words in the box.**

account • address • attach • bounce • inbox • junk • reply • send

**Dan:** I've just **(a)** ..... David an email but it's **(b)** ..... back. I've **(c)** ..... some important documents that he really needs to see!
**Maria:** Are you sure you've got the right **(d)** ..... ?
**Dan:** Yes, I am. I'm **(e)** ..... directly to his email.
**Maria:** Ah, now I remember – he said he was having lots of problems with his email **(f)** ..... His **(g)** ..... is always full because he keeps on receiving lots of **(h)** ..... mail!

**3** 3.6 ☆ **Listen to a true story about a girl called Natalie Hampton. Choose the best title.**

1 The girl who made a fortune with an app
2 A sad story with a happy ending
3 Why some students are bullied at school

**4** 3.7 ☆☆ **Look at this information about Natalie Hampton. There are nine mistakes. Find and correct them. Then listen again to check your answers.**

Natalie Hampton was 12 when she started at her new school. Her classmates told her that she couldn't sit with them in class. Things gradually got worse but her parents didn't try to help her. In the end, Natalie decided to change schools.

At Natalie's new school, they treated her like a member of a team. However, she always remembered her past experience. When someone was unhappy at lunch, she sat next to them. When she was 15, she created an app to help excluded students.

With Sit With Us, students find someone to talk to at lunch. In some ways, it is very different from other social media apps. It has had over 100,000 downloads and it's not expensive.

1 ..... 6 .....
2 ..... 7 .....
3 ..... 8 .....
4 ..... 9 .....
5 .....

### Critical thinkers

**5** **Imagine you're one of Natalie's old classmates. Do you agree (A) or disagree (D) with these statements?**

1 Natalie was not responsible for the problems she had at school. A / D
2 I don't see why I should sit with a classmate I don't enjoy the company of. A / D
3 We should change our attitude towards Natalie A / D
4 Sit With Us is a good idea for an app. A / D

## Vocabulary extension ☆☆☆

**6** **Complete the sentences with the verbs in the correct form. Use a dictionary if necessary.**

charge • freeze • plug in • shut down • troubleshoot • upload

1 What should I do when my screen ..... ?
2 How often do you ..... photos to your Instagram account?
3 When the battery on your mobile is low, you need to ..... it.
4 You should ..... your laptop when you finish using it.
5 When you've got problems on your computer, you have to ..... them.
6 You need to ..... a desktop computer before you start to use it.

# Grammar in context 2

## The passive – other tenses

1 ☆ **Choose the correct alternative.**

1 Liam *is/was* sent a lot of junk email last night.
2 I couldn't use my computer for three hours yesterday because the operating system *was/was being* updated!
3 Emma *was/has been* caught using her phone in class several times.
4 The novel *Dracula* *was/has been* written by Bram Stoker.
5 My computer *is/is being* repaired at the moment.
6 The museum *was/had been* closed for 15 minutes when we arrived.

2 ☆☆ **Complete the sentences with the correct passive form of the verbs given.**

1 Your favourite footballer ..... (interview) on TV right now!
2 Look! That clothes shop ..... (rename). When did that happen?
3 The first *Thor* film ..... (make) in 2011.
4 We ..... (watch) by that man right now. Who is he?
5 I was very relieved to discover that, in the end, the files ..... (not delete) by my brother.
6 I couldn't do any work on the project last night because my new computer ..... (set up) by a friend.

3 ☆☆ **Write passive sentences using the prompts below.**

1 the first photo of a black hole / take / Katherine Bouman

.....

2 files / download / millions of people at the moment

.....

3 the Rugby World Cup® / win / South Africa several times since it started

.....

4 the book / not translate well / so it wasn't easy to read

.....

5 in general a lot of energy / save / switching off lights

.....

6 the answer / cross out / his teacher / but Max could read it

.....

## *have something done*

4 ☆ **Choose the correct alternative.**

1 My dad *have/has* his car washed every week.
2 My parents shop online and *have/has* the food delivered to our house.
3 I had my bike *repair/repaired* last week.
4 My dad *has/is having* a cake made for his birthday next week.
5 When we go away next summer, we'll have our house *painted/to paint*.
6 You should *have/to have* your coat cleaned! It's dirty!

5 ☆☆ **Complete the sentences with the correct form of the verbs given.**

1 My sister ..... (her hair/cut) last week. It looks great!
2 My mum's car is making a strange noise. She ..... (it/check) tomorrow.
3 Dan ..... (laptop/fix) at the moment. It crashed yesterday!
4 My brother ..... (his eyes/test) yesterday.
5 Governments need ..... (more rubbish/recycle) if they really want to reduce carbon emissions.

## Grammar challenge ☆☆☆

6 **Find and correct eight mistakes in the email.**

From: Anna

Hi Rachel,

Has your computer fixed yet? I need to have my laptop repairing soon. I am sent a strange email last week. I opened it, but it was just a lot of numbers. Anyway, after that I started to lose lots of my files. I've being asked to give a talk at school and all my files are deleted by this virus. When I bought the laptop I have antivirus software installed, but it obviously isn't work now. So, please tell me where you had your computer repaired and how much you were paid. By the way, I'm using my brother's tablet to send this email so you won't get the virus, too!

Love,
Anna

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

# Developing speaking

## Comparing and contrasting photos

**1** 47 ☆ **Listen to a girl describing the two photos. Choose the correct alternative.**

1 The girl describes *two/three* similarities between the two photos.

2 The girl describes *three/four* differences between the two photos.

**2** 47 ☆☆ **Complete the girl's description with the correct words. Then listen and check.**

**(a)** *The both/Both of the* photos show people playing games. In the first photo they're wearing virtual headsets **(b)** *whereas/however* in the second they've got video consoles in their hands. Perhaps they're playing a virtual-reality game in the first photo. **(c)** *Other/Another* difference between the photos is that they're standing in the first one but they're sitting in the second. One **(d)** *contrast/similarity* between the photos is that the players are having a good time in both of them. They've got big smiles on their faces in the two photos. Another **(e)** *thing/subject* they have in common is that they're all in a house. In the first photo there isn't any food. **(f)** *But/In contrast*, in the second one, there's a bowl of popcorn. And in the first photo there are two boys. **(g)** *However/Whereas*, in the second photo there are two girls.

### Pronunciation

**3** 48 ☆ **Underline the stressed syllables in the words and phrases. Listen and check. Then repeat for practice.**

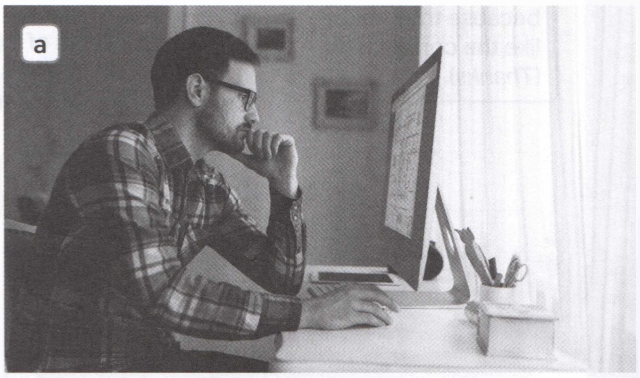
| | | | |
|---|---|---|---|
| 1 | another | 6 | whereas |
| 2 | the other | 7 | second |
| 3 | similarity | 8 | difference |
| 4 | between | 9 | however |
| 5 | in common | 10 | in contrast |

### Great students' tip

**Speaking: Practice is the key!**

If you want to speak with more fluency, you need to practise as much as you can. Try speaking to your friends in English sometimes. You can also try speaking to yourself in English! If there's a language school near you, think about going to classes. Several websites also organise conversation exchanges using applications like Skype, Hangouts, etc.

**4** ☆☆☆ **Prepare a presentation comparing and contrasting these two photos. Follow the steps below.**



1 Look at the two photos. Make notes on the similarities and differences between them. Use the questions below to help you:

How many people are there in each photo?

What are they doing?

Where are they?

What things can you see in the background?

What are the similarities?

What are the differences?

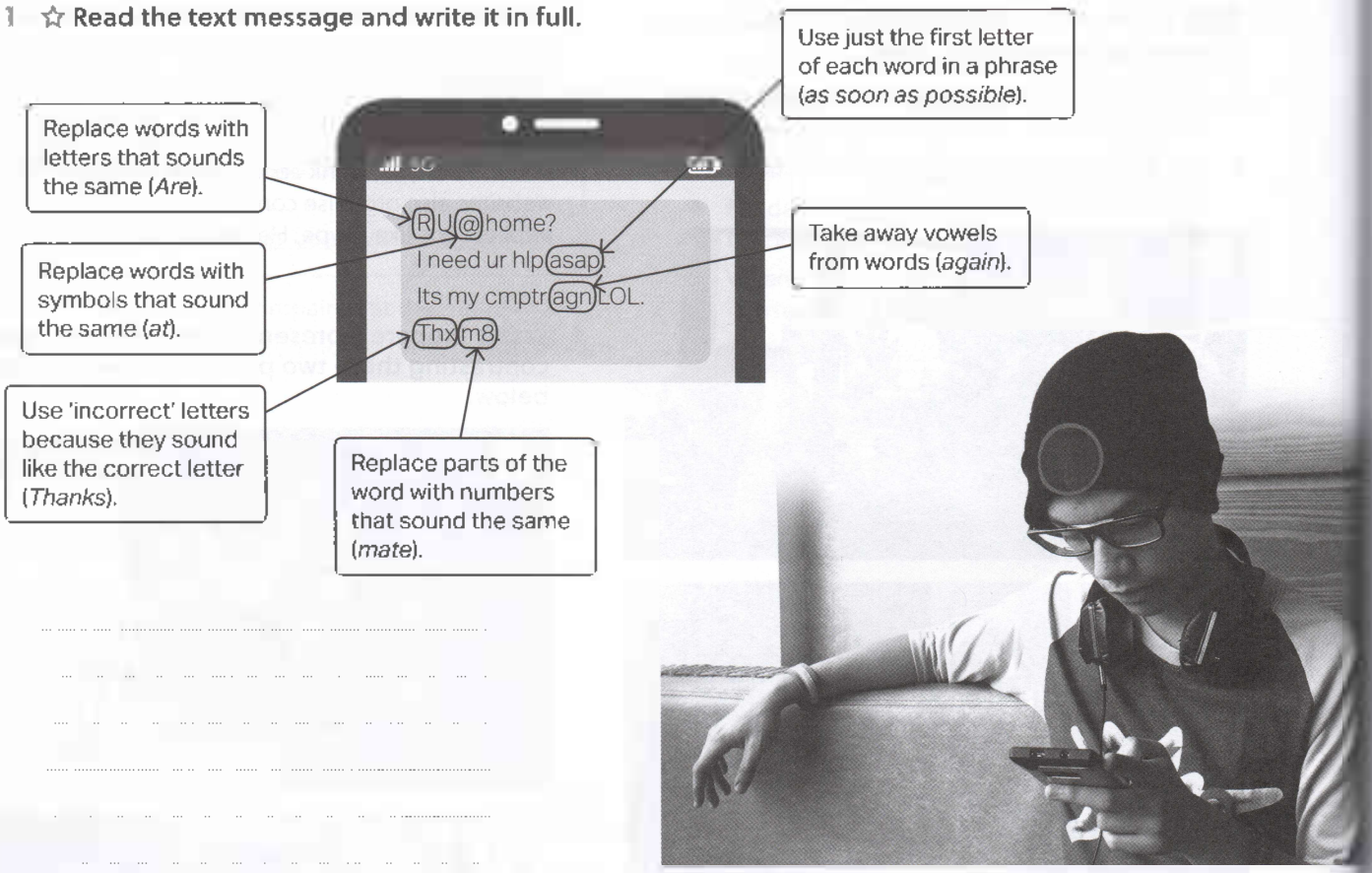
2 Use your notes and the expressions in 2 and 3 to help you prepare your presentation.

3 Practise giving your presentation and, if possible, record yourself.

# Developing writing

## Messaging

1 ☆ **Read the text message and write it in full.**




2 ☆ **The text message abbreviations for the words below are just one letter or number. Write the abbreviation for each one.**

| | | | | | |
|---|---|---|---|---|---|
| 1 | for | | 5 | too/two | |
| 2 | you | | 6 | see | |
| 3 | are | | 7 | tea | |
| 4 | be | | 8 | eggs | |

3 ☆☆ **In these text message abbreviations, the first letter of each word is given. Write the complete expressions.**

| | | | |
|---|---|---|---|
| 1 | ASAP | as | |
| 2 | BTW | by | |
| 3 | FYI | for | |
| 4 | GTG | got | |
| 5 | IMO | in | |
| 6 | OMG | Oh | |
| 7 | TTYL | Talk | |
| 8 | TIA | Thanks | |

4 ☆☆ **These text message abbreviations all use numbers. Think about how we pronounce the numbers and write the complete words with correct spelling.**

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2day | | 5 | L8 | |
| 2 | 2nite | | 6 | GR8 | |
| 3 | 2moro | | 7 | W8 | |
| 4 | B4 | | 8 | M8 | |

5 ☆☆ **Write the complete words with correct spelling for these text message abbreviations.**

| | | |
|---|---|---|
| 1 | YR | |
| 2 | PLS | |
| 3 | WOT | |
| 4 | BCZ | |
| 5 | SPK | |
| 6 | WKND | |
| 7 | THX | |
| 8 | XLNT | |
| 9 | MSG | |
| 10 | HMWK | |

6 ☆☆ **Write these text messages as complete sentences.**

1 Can U PLS come 2 C me L8R?

2 I'll C U 2moro B4 school.

3 I'll W8 4 YR next MSG.

4 Wot R U doing at the WKND?

5 Will U B at home L8R 2day?

6 THX 4 the presents. They R GR8.

7 I can C U @ 6 BCZ I haven't got any HMWK.

## Task 1

**Rewrite this dialogue using text message abbreviations.**

1 What are you doing tomorrow night?

2 Sam and I are going to have a pizza because it's his birthday. Do you want to come?

3 Sounds great! What time are you meeting?

4 At eight because before that I have to study for an exam.

5 When is your exam?

6 On Friday at 9. I have to go now. I'll speak to you later.

7 OK! Bye for now!

## Task 2

**Rewrite this dialogue in full.**

1 Ave U dne ur mths hmwrk yt?

2 Im doin it now. Its rlly hrd!

3 Yes, I no! Wots de ansa 2 no 4?

4 I dunno!

5 Do U wnt 2 cme 2 my house? We cn do it togthr!

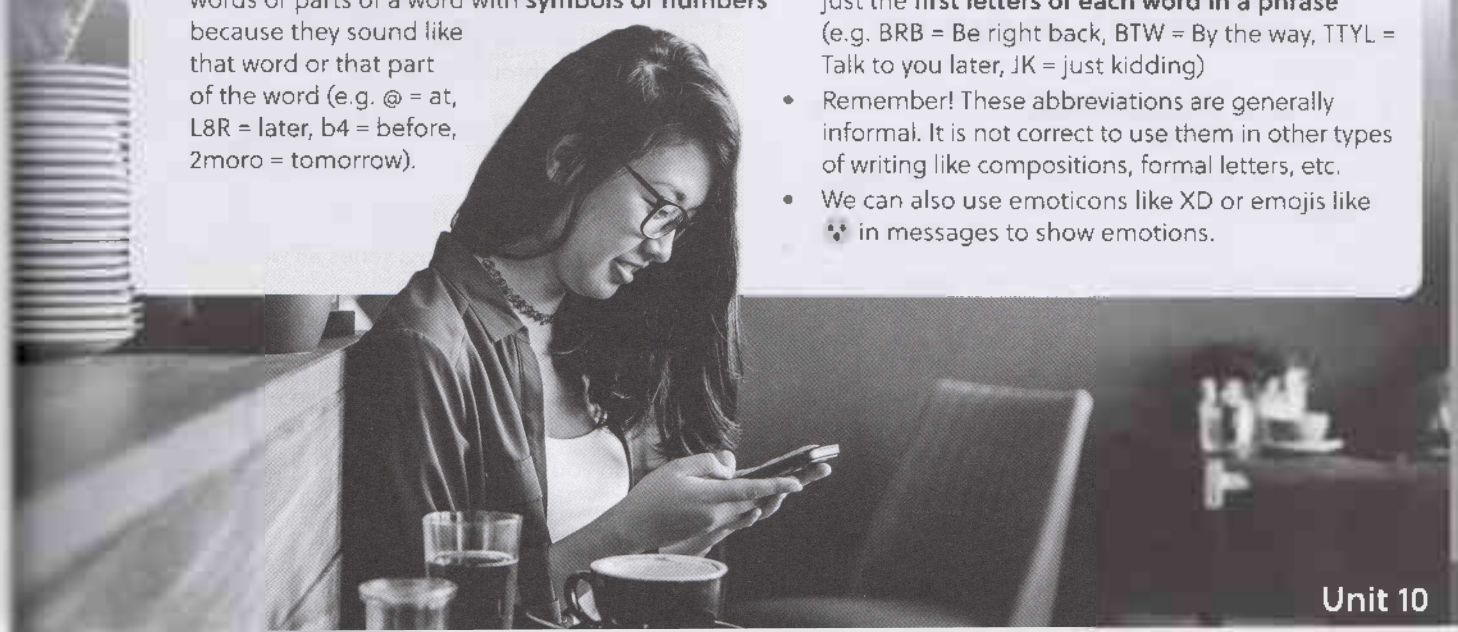
6 Its a bit l8 now. Why dnt we meet @ school @ 8 am 2moro? We cn try n do it thn.

7 GR8! C U @ 8!

## Writing bank

How to write messages

- We often use abbreviations instead of writing the complete word. There are different ways to make abbreviations.
- Sometimes we make abbreviations by **taking away vowels** from the word (e.g. pls = please, wknd = weekend).
- Sometimes we make abbreviations by replacing words or parts of a word with **symbols or numbers** because they sound like that word or that part of the word (e.g. @ = at, L8R = later, b4 = before, 2moro = tomorrow).
- Sometimes we make abbreviations by using **one letter to make a whole word**, because it sounds like that word (e.g. R = are, n = and)
- Sometimes we use **'incorrect' letters** because they sound like the correct letter (e.g. thx = thanks, bcz = because).
- Sometimes we make abbreviations by using just the **first letters of each word in a phrase** (e.g. BRB = Be right back, BTW = By the way, TTYL = Talk to you later, JK = just kidding)
- Remember! These abbreviations are generally informal. It is not correct to use them in other types of writing like compositions, formal letters, etc.
- We can also use emoticons like XD or emojis like 💀 in messages to show emotions.



## Grammar

**1 Rewrite the sentences in reported speech.**

1 'Matt found the photos on this website,' said Charlie.

2 'Do you want to see the new film tomorrow?' Lil asked Emma.

3 'Where have you been?' Ryan asked me.

4 'Are you coming to my party this evening?' Amy asked Oliver.

5 'I'll go shopping with you if I have time,' Sarah told George.

6 'You may pass the exam, but I wouldn't say it's certain,' Ms Curtis said to him.

**2 Complete the sentences with the correct form of the verbs given. Complete the other gaps with one word.**

Every Friday evening, I really enjoy **(a)** (watch) a documentary series about nature. I **(b)** (see) every programme in the series since it **(c)** (start). The presenter is a really interesting woman **(d)** name is Kirsty Robertson and the programme always contains **(e)** really cool scenes. If I **(f)** (be) you, I **(g)** (watch) it, too!

**3 Choose the correct alternative.**

1 My dad *used/did/would* to live in Dublin, but he moved to London many years ago.
2 I've got *much/a few/a lot of* friends from other countries, but not many.
3 What *are you going to/will you/would you* do when you finally leave school?
4 I'm sorry, but I haven't done my part of the project *just/already/yet*. I'll do it tomorrow.
5 In general, I don't think you *may/might/should* go to school if you're ill.
6 I'm *much/more/so* disappointed in you than you can imagine.
7 This is *such/so/enough* a good book! It's simply fantastic!
8 I think I *am going to/would/will* read a short story tonight.
9 Matt *doesn't have to/used to/doesn't* wash the dishes tonight.
10 I won't help you *if/unless/only* you ask me nicely!

## Vocabulary

**1 Complete the sentences with the correct word.**

1 It's a good idea to use a book when you visit a city.
2 What's your favourite fairy ?
3 The of a film or a story is what happens in it.
4 Do you flick a book before you start to read it?
5 A is a book with instructions on how to use something.
6 I get very afraid when I read some stories.
7 The novels of Thomas Hardy are in the west of England.
8 When you make a mistake, out the word neatly.

**2 Complete the sentences with the correct form of the words given.**

1 I don't want to have an (argue) with you.
2 (smuggler) is a common crime in some areas.
3 Have you got any (prove) that he did it?
4 Has he got a (Switzerland) passport?
5 I'd like to improve my (fluent).
6 I'm sorry, but your answer is (correct).
7 I found the book very (move).
8 It was a great (relieved) when I passed the exam.

**3 Complete the collocations and phrasal verbs.**

1 Have you got a big circle of ?
2 We've been through thick and together.
3 Andy is from a one- family. He never sees his dad.
4 The Alps is a famous mountain
5 -watching a series all weekend is becoming more common.
6 He had to go to hospital because he had serious food .
7 How do you come so many ideas? You're so creative!
8 Who do you like to hang ?

## Grammar

**1 Rewrite the active sentences in the passive form and the passive sentences in the active form. Use *have something done* when necessary.**

1 Older people play computer games, too.

2 Tim Berners-Lee invented the World Wide Web.

3 A new railway station is being opened by the Queen on Saturday.

4 The match was seen by 60,000 people.

5 Laura Pardew has won the competition!

6 They were reading the news on TV very slowly.

7 They're going to cut my hair tomorrow.

8 They fixed my mum's desktop last week.

**2 Complete the sentences with the correct form of the verbs given.**

1 We ..... (tell) Mike if we ..... (see) him tonight.

2 Ella said she ..... (help) me with the website if she had enough time.

3 If I ..... (be) the England manager, I ..... (give) more young players a chance

4 Last Saturday Joe ..... (sprain) his elbow while he ..... (play) tennis.

5 I ..... (come) to the party, but I ..... (not decide) yet.

6 ..... (watch) sport is my dad's hobby.

7 My sister enjoyed the documentary because she ..... (not see) anything like it before.

**3 Complete each gap with one word.**

My parents gave me **(a)** ..... tablet for my birthday, **(b)** ..... was last month. It's so light! It's **(c)** ..... lighter than the laptop that I **(d)** ..... to have. And it's small **(e)** ..... to put in my bag. I use it on the train **(f)** ..... read e-books. It's the **(g)** ..... present I've ever had! Everyone **(h)** ..... have one!

## Vocabulary

**1 Complete the computer words.**

1 If your laptop has a t ....., you don't need to use a mouse.

2 You need to u ..... your profile. It's two years old!

3 I can f..... the document to you if you haven't got it.

4 A h..... consists of a microphone and headphones.

5 When you buy a computer you need to s..... it u..... properly.

6 My email b..... b..... when I sent it. Did you change your address?

7 You might lose your files if you don't b..... them u.....

8 I can't download the a..... you sent. My computer says it contains a virus.

**2 Complete the sentences with prepositions.**

1 You come ..... with great ideas!

2 Please don't throw ..... that bottle. I want to reuse it.

3 I think Jack and Sophie have fallen ..... – they're not speaking to each other.

4 I was flicking ..... the book when I found this photo.

5 Burglars broke ..... our house!

6 Dan turned ..... late to the party.

7 I had an argument with Leo but we made ..... afterwards.

**3 Complete the sentences with the correct form of the words.**

1 The person eating crisps behind me really ruined my ..... (enjoy) of the film.

2 You are showing signs of ..... (improve).

3 He was sent to prison for ..... (thief).

4 You need to concentrate on your ..... (accurate).

5 It's ..... (polite) to interrupt someone.

6 How much does ..... (member) of the gym cost?

7 The school has great ..... (proud) in you, Tony.

8 ..... (lonely) makes people unhappy.

**4 Complete the expressions/collocations.**

1 brother-in-.....

2 .....-aged man

3 first-aid .....

4 ..... poisoning

5 binge-.....

6 ..... range

7 fossil .....

8 easy-

9 left-.....

10 ups and .....

# Reading

## ✓ Exam summary

### Paper 1: Reading

The Preliminary for Schools Reading exam has six parts with a total of 32 questions. Each question is worth one mark. You have 45 minutes to complete all parts of the exam.

In **Part 1**, there are five short notices, messages and other short texts that are based on things you might read in your everyday life (e.g. a text from a friend, a poster or notice at school, a note from a family member, etc.). Each question consists of three options (A, B or C).

In **Part 2**, there are five descriptions of young people (1–5) and eight short texts (A–H) related to a topic (e.g. summer camps, science websites, school clubs, etc.). You must match the descriptions in the profiles to five of the eight texts.

In **Part 3**, there are five four-option multiple choice questions (A, B, C or D) for a longer text. Note that the first four questions follow the order of the text but the last question tests global understanding.

In **Part 4**, there is a longer text with gaps from which five sentences have been removed. You have eight sentences (A–H) to choose from to fill in the gaps.

In **Part 5**, there is a shorter text, which is usually of a factual nature (e.g. a famous person, location, celebration, etc.), with six gaps. There are six four-option multiple-choice questions. You must choose the correct word to complete each gap.

In **Part 6**, there is a shorter text with six gaps. You must read the text and write the correct word to complete each gap.

## Part 1

**This section tests your understanding of different kinds of short texts. You will read each short text for the main idea. For this task, you should:**

- read the text to decide where you might find the information (e.g. is it an email from school, a pinned public notice, a text from a friend or relative, etc.?)
- read the three options carefully, sometimes there is a question with three options and sometimes just three statements for you to choose from)
- find the option that exactly matches the main meaning in the text.

**1** For each question, choose the correct answer.

1

Why has Luis sent this message?

A to recommend an environmental group to Valeria

B to ask Valeria's advice about setting up a new group

C to check if Valeria's group is looking for any more volunteers

2

A You will have to practise for a certain period to receive a free tennis session.

B The teacher is offering lessons only to people who have played tennis before.

C In order to attend the lessons, you need to have your own racket.

3

To: Quinn

From: Manuela

Subject: Testing video games 1 attachment

Dear Quinn

We've received your application at GamingHQ. Since you're under 18, we require a relative's signature on the attached form before we can offer you any work.

Regards,

Manuela

A Quinn will be able to start testing video games for GamingHQ as soon as he turns 18.

B A member of Quinn's family must give GamingHQ permission so he can test video games.

C GamingHQ has contacted Quinn to inform him that his application was not successful.

## Part 2

**This section tests your understanding of factual information. You will read profiles of young people and match them to short texts about a topic. For this task you should:**

- read and underline the key information in each profile
- read the short texts and underline any information that matches the descriptions in the profiles
- make sure a text has all of the requirements that are mentioned in the profile
- avoid simply matching up the same words that appear in the profile and in the texts; instead, look for words or expressions that have similar meaning in the profiles and texts.

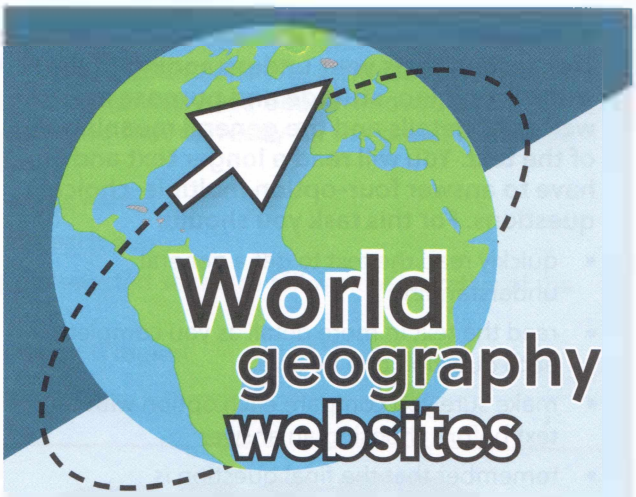
**2 For each question, choose the correct answer.**

**The young people (1–3) need to find some information online for a geography project. Decide which website (A–E) would be most suitable for each person.**

1 Santiago would like to research places with extreme weather conditions. He also wants to see how the industries and populations are changing at some of these locations. ☐

2 Lola wants to see diagrams of particular countries in each continent. She also needs to see the kinds of products different regions are famous for producing and who they sell them to. ☐

3 Nina needs to compare data of different cities and find out how they are helping to protect the environment. She's keen to watch interviews of young people talking about what it's like where they live. ☐




**A awe-attractions.com**
Every country has landmarks tourists from around the world want to visit. But what to do if you can't travel at all? At awe-attractions.com you can see pictures of these national sites and read the history behind them without leaving your room. You can also see videos of the best-known celebrations all over the world!

**B theperfectlandscape.com**
This educational website has loads of facts and figures about the capital of each country. It makes it easy to see similarities and differences in their size, population, economy, etc. It also shows how these locations are trying to reduce pollution and increase green spaces and has videos of teens sharing their stories about growing up in these locations.

**C centuriesago.com**
This website has an amazing collection of videos of typical street scenes from the late 19th century in most capital cities. At centuriesago.com, you're able to compare them with modern videos to see how each city has grown and developed. You can also find information about the typical goods each place is well-known for producing, and how these populations have changed over the past hundred years.

**D aworldwideview.com**
Follow important trends at aworldwideview.com! For instance, you can see how people in different parts of the world deal with living in some of the hottest and coldest places on Earth. This site also provides annual figures of births, deaths and the number of people leaving or moving to these regions due to work and business opportunities.

**E worldresearcher.com**
Find out what countries are well-known for making and the countries which buy their goods at worldresearcher.com. This site also identifies any new trends in industries around the world, and lets you access detailed coloured maps of every nation's mountain ranges, rivers and lakes and borders.

# Reading

**Part 3**

**This section tests your understanding of the writer's opinion, attitude and purpose as well as of details and the general meaning of the text. You will read a longer text and have to answer four-option multiple-choice questions. For this task you should:**

- quickly read the text to get a general understanding
- read the text in more detail as you complete each question one by one
- make sure you compare each option with the text before choosing an answer
- remember that the final question is about global meaning so it tests your understanding of the text as a whole.

**3 For each question, choose the correct answer.**

Posts Contact FAQs

## Quincy MacShane's board game

Quincy finished reading her first *Nancy Drew* mystery book when she was only nine years old. She was instantly attracted to the main character, Nancy Drew, because she is confident, clever and solves mysteries that no one else can. By the time she was 13, she had read every novel in the series, and knew everything there was to know about the young detective.

She was also a huge fan of playing board games even though her friends mainly played video games. She decided to create a game about Nancy Drew so they could do something fun together. When her board game was finally ready, she felt anxious thinking her friends wouldn't enjoy playing it because they hadn't read any of the series. In the end, everyone wanted to keep playing despite not knowing much about the main character.

After Quincy tried her board game out on her friends, she started her own company called Sutherland Games. Then she set up a Kickstart campaign to raise $20,000 so she would have enough money to start selling the board game in shops. More than anything, she would like more young people to see how novels can have a positive effect in their lives like they have had for her. Hopefully, Quincy's board game will be a great success, and people will enjoy playing a game that gets you to use your imagination to solve mysteries, just like Nancy Drew would.

1 What does Quincy say happened when she was nine years old?

A She decided to read an entire series before turning 13.

B She became interested in different types of novels.

C She discovered a book character she admired.

D She dreamt of becoming a detective.

2 What does Quincy say she was worried about?

A Her friends wouldn't be interested in playing her board game.

B Her friends would prefer playing video games rather than her board game.

C Her friends would think Nancy Drew was a boring character to base a game on.

D Her friends wouldn't want to spend time reading about Nancy Drew to play the game.

3 Quincy hopes her game will ...

A teach young people particular business skills.

B earn a lot of money because of its original idea.

C encourage people to see the benefits of reading.

D get more people to start reading the *Nancy Drew* series.

4 What might Quincy write in her diary?

A I'm worried that not many people are going to like my game because it's too complicated!

B I think that only people who have read the *Nancy Drew* series will want to buy my game.

C I'm really pleased that my friends have asked if they can play my board game this weekend!

D I believe that my board game would be much more successful if it was a computer game.

## Part 4

**This section tests your ability to follow a narrative text, its structure and the attitudes and opinions described. You will read a longer text from which some sentences have been removed and replaced by numbered gaps. You have to choose sentences that correctly fill the gaps. There are more sentences than you need. For this task you should:**

- quickly read the text to get a general understanding of the narrative
- compare the list of sentences to find which one best fits each gap
- check the text before and after the gap to make sure the selected sentence follows the narrative of the text and also makes sense grammatically
- fill all the gaps and then read the whole text to check that it is logical.

**4 Four sentences have been removed from the text below. For each question, choose the correct answer. There are two extra sentences which you do not need to use.**

A Unfortunately, the rubbish floating in rivers and canals usually ended up in the ocean.

B That was until she heard about Paddington Basin, which is also known as 'Little Venice'.

C Despite this, she wanted to make people aware of the problem of microplastics.

D Now over 65 countries are taking part in it to help protect the environment.

E This is a type of surfing that first originated thousands of years ago in Hawaii.

F She was even more shocked to see birds using rubbish to build their nests.

Lizzie Carr is based in London and is helping the environment by cleaning up plastic whenever she goes paddleboarding. **(1)** ..... She first saw someone paddleboarding on a beach near her dad's home in the Scilly Isles during a family visit. When Lizzie returned to London, she didn't realise you could paddleboard in a city. **(2)** ..... Soon she was regularly paddleboarding around there. Though it's a beautiful location, Lizzie couldn't help but notice the amount of plastic floating everywhere. **(3)** ..... That's when Lizzie felt she had to do something about this problem. In 2016, she began her #PlasticPatrol campaign by paddleboarding over 22 days along 643 kilometres of England's inland waterways, collecting and geotagging any plastic she saw along the way. **(4)** ..... Because of Lizzie, thousands of people are now helping to clean up the Earth.

# Reading

## Part 5

**This task mainly tests vocabulary. You will read a short text from which some words have been removed. You have to find the missing word out of four-option questions. For this task you should:**

- quickly read the passage to get a general understanding of the text and the topic
- read the whole sentence and then the four choices to see which word best fills the gap
- pay attention to the words before and after the gap, as they may help you to decide which option is correct
- note that each word in the options will always be of the same word class (e.g. nouns, adverbs, verbs, adjectives, etc.)
- fill all the gaps and then read the whole text to check it makes sense.

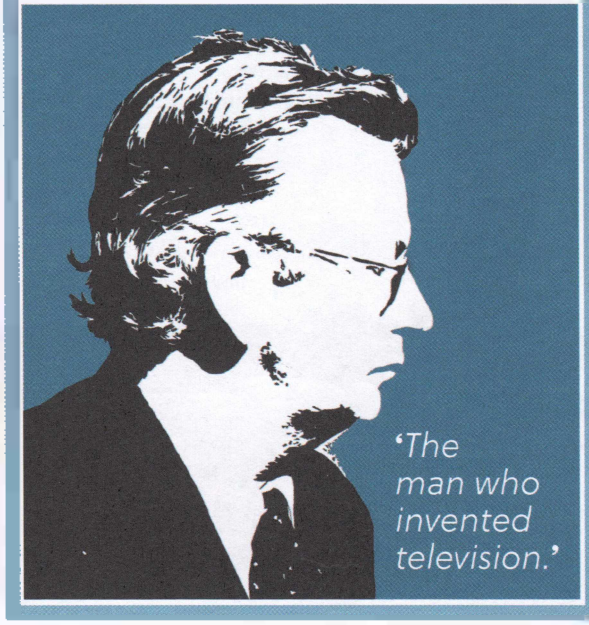
**5 For each question, choose the correct answer.**

*Who was*
## *John Logie Baird?*

John Logie Baird was a Scottish engineer and inventor born in 1888. As a boy, he loved doing **(1)** ..... with electronics.

Baird invented a mechanical television he called the 'televisor'. It worked like a radio but could produce a video to **(2)** ..... the sound. He **(3)** ..... to build it out of everyday objects such as biscuit tins and bicycle lamps.

In 1924, Baird developed the technology to produce a very light moving image. The following year, he made **(4)** ..... progress when the 'televisor' could produce TV pictures in black and white. On 26th January 1926, Baird was the first inventor to have an audience watch TV on his 'televisor'.




1 A inquiries B experiments C efforts D practices

2 A attach B appear C arrange D accompany

3 A achieved B handled C managed D realised

4 A further B particularly C rather D suddenly

## Part 6

**This part tests your grammatical knowledge. You will read a short text from which some words have been removed and write the word that correctly fills the gap. For this task you should:**

- quickly read the text to get a general understanding
- read the sentences with gaps carefully, then think of one word that makes sense in each gap – fill all the gaps you're sure of first, and then move on to the others
- check that your spelling is correct, or you will lose points
- note that the gaps usually test grammatical structures such as conjunctions, adverbs, prepositions and auxiliary verbs; some common fixed phrases and phrasal verbs may also be tested
- fill all the gaps then read the whole text to check it makes sense.

**6 For each question, write the correct answer. Write <u>one</u> word for each gap.**

# Writing

## Exam summary

### Paper 2: Writing

Paper 2 includes two questions worth a total of 40 points (20 marks each). For each question, you need to write 100–120 words. You have 45 minutes to complete both questions.

In **Part 1**, there is an email with four notes. You need to reply to the email by including the information related to the four notes.

In **Part 2**, there is a choice between writing an article or a story. You can choose to answer the question you feel you are able to answer best.

For **Parts 1** and **2**, you are tested on the following:

- **Content.** Have you done what the instructions have asked you to do?
- **Communicative achievement.** Have you used the correct style for the task?
- **Organisation.** Have you written your ideas in a logical order?
- **Language.** Have you used a varied vocabulary and different tenses and grammatical structures correctly?

## Part 1

**You will write an email in about 100 words. There are four notes in the email for you to respond to. For this task, you should:**

- read the instructions to know who you are writing to and why you are writing
- read the email and the four notes you need to include in your reply, and make your own notes for each point
- start and end your email with the correct greeting and ending
- follow the order of the paragraphs and include references to all the notes in the email
- read your email to check your grammar and spelling and make sure the meaning is clear.

**1 Read this email from your English-speaking friend Tina and the notes you have made.**

*Not really!*

Hi,
Are you OK? I heard that you were injured at the basketball match! What happened?
You weren't in class today so something must be wrong – you never miss school. I'm really worried about you. Can I come over to see how you're doing?
Let me know how I can help.
Take care,
Tina

*Tell Tina*

*Say when*

*You could ...*

**Write your email to Tina using all the notes. Write about 100 words.**

## Part 2

**You will need to write an article or a story in about 100 words. Read both questions carefully then decide which option you prefer.**

For the article:

**Option A:** you will read an announcement from a magazine or a website with the topic you must write about. If you choose to write **the article**, you should:

- read the announcement carefully
- brainstorm some ideas that answer the points in the announcement
- plan your article: you need a paragraph to introduce the topic, another to develop it and a third one to end your article
- write your article following your plan; you don't need to write a title
- make sure the meaning is clear and there are no spelling or grammar mistakes.

**Option B:** you will read the first sentence of a story and will have to continue it. If you choose to write **the story**, you should:

- brainstorm some ideas about who the story is about, where and when it takes place and what happens in it
- plan your story and organise your ideas into at least three paragraphs: an introduction, the events in the story and an ending
- write your story following your plan and remember that the story must begin with the sentence given
- make sure the meaning is clear, and that there are no spelling or grammar mistakes.

**2 Choose one of these questions. Write your answer in about 100 words.**

**Option A**

**You see this notice on an English-language website.**

**Write your article.**

**Articles wanted!**

**Horror shows**

Do you enjoy watching horror shows? Why or why not? Do you think horror shows are a good thing for young people to watch? Why?

**Write an article answering these questions and we will put it on our website!**

**Option B**

**Your English teacher has asked you to write a story. Your story must begin with this sentence.**

*As the friends walked towards the cave, they heard a strange noise coming from inside it.*

**Write your story.**

# Listening

## Exam summary

### Paper 3: Listening

The Preliminary for Schools Listening exam has four parts with a total of 25 questions. Each question is worth one mark. You have 30 minutes to complete all parts of the exam, then six minutes to transfer your answers to the answer sheet. For all parts of the listening exam, you will listen to the recordings twice.

In **Part 1**, you will listen to seven short dialogues or monologues. Each listening passage has a question and three images for you to choose from.

In **Part 2**, you will listen to six short dialogues. Each dialogue has a sentence to explain the context and a question or sentence to complete. There are three options to choose your answer from.

In **Part 3**, you will listen to a longer monologue and fill in the six gaps on a page of notes that summarise it. The missing information can be one or two words, a number, a date or a time.

In **Part 4**, you will listen to a longer interview and answer six three-option multiple-choice questions.

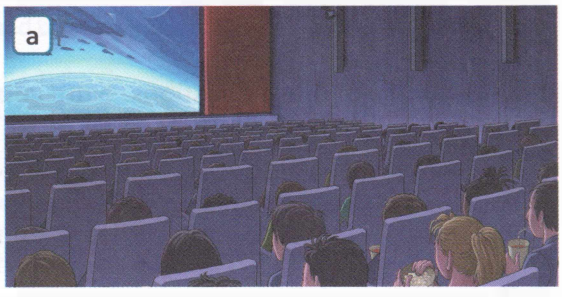
## Part 1

**This section tests your understanding of specific information. You will listen and choose the picture that best answers the question. For this part of the exam you should:**

- read each question and look at the images
- try to predict the kind of vocabulary you might hear in each recording
- listen for specific information to help you choose the best option
- use the second listening to check your answers.

**1** ET1 **Choose the correct answer.**

1 Where did the girl go on Sunday?



## Part 2

**This section tests your global understanding of separate dialogues. You will listen to short dialogues and answer a question or complete a sentence. There are three options to choose from. For this part of the exam, you should:**

- read the statement about the context, the question and the options carefully
- underline the key information in the questions or sentences to be completed
- listen for the main idea of the dialogue to help you choose the best option – use the second listening to check your answers.

**2** ET2 **For each question, choose the correct answer.**

1 You will hear a boy telling a friend about a film he saw.

What did he find surprising about it?

A how long it was
B how interesting it was
C how many famous actors were in it

2 You will hear an announcement about a concert by a band called Mad Magic.

What information is given?

A There aren't any more tickets available.
B One of the band members won't be there.
C People can't enter after the concert starts.

3 You will hear two friends talking about a science exhibition they went to.

What do they agree about the exhibition?

A It was useful to have a guide.
B The information was given clearly.
C There were some interesting pictures to see.

## Part 3

**This section tests your ability to listen for and write specific information. You will listen to a person talking and complete the missing information in a text. For this part of the exam you should:**

- read the instructions and the notes to try to predict the kind of information you might need to write in the gap (details of places, events, trips, courses, etc.)
- remember the order of the information in the passage is the same as in the recording
- listen for key words, numbers or short phrases and write them in the gaps exactly as you hear them in the recording – don't change them in any way –, when a word is spelled out, it must be correctly written
- use the second listening to check your answers and make sure the words make sense in the notes
- check your spelling, or you will lose marks.

**3** EX3 **For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.**

**You will hear a teacher telling students about a class trip.**

### Centre for **Computing History**

The trip is on **(a)** .....

The museum has a special exhibition about **(b)** .....

Everyone will be taught how to make a basic **(c)** .....

## Part 4

**This section tests your ability to listen for detailed meaning, attitudes and opinions in a longer recording. You will listen to a longer interview and answer questions about it. For this part of the exam you should:**

- read and listen to the instructions, and then read the questions carefully to find what sort of information you should listen for (specific information, attitudes, opinions, etc.)
- focus on the interviewer's questions to know exactly which question you are listening for, and remember that only the person being interviewed will give you the answer to the questions
- use the second listening to check your answers.

**4** EX4 **For each question, choose the correct answer.**

You will hear an interview with a boy called Dylan who went to a summer camp in Spain.

1 How long did Dylan stay in the summer camp in Spain?
- A a couple of months
- B a month
- C a week

2 Why did Dylan enjoy his summer camps in England?
- A because they were fun
- B because he could learn languages there
- C because all his friends went to camps

3 Why did Dylan want to go to a summer camp in Spain?
- A to have a completely new experience
- B to meet people from other cultures
- C to improve his language skills

4 Why did Dylan have to speak Spanish as soon as he arrived at the summer camp?
- A because it was the summer camp rule
- B because he wanted to learn fast
- C because many students spoke languages other than English

5 How did Dylan feel during the first week of summer camp?
- A worried he wasn't learning fast enough
- B tired from all the activities he had to do
- C confident he was one of the best students

6 In Dylan's language lessons at the camp, he disliked ...
- A having to memorise so many words each day.
- B making mistakes in front of his classmates.
- C spending time translating long texts.

# Speaking

## Exam summary

### Paper 4: Speaking

The Preliminary for Schools Speaking exam has four parts with a total of 25 marks. In general, you take the exam with a partner, but on some occasions, there may be three students in the exam. The examiner will ask you the questions and an assessor will mark your performance during the 12–17-minute exam.

In **Part 1**, you will answer questions giving personal information about you, your family, your likes and dislikes, etc.

In **Part 2**, you will have one minute to describe a photograph.

In **Part 3**, you will work with your partner making and responding to suggestions, discussing alternative plans and negotiating an agreement.

In **Part 4**, you will discuss likes, dislikes, opinions, habits, experiences of a topic linked to Part 3.

## Part 1

**This section tests your ability to take part in an everyday conversation. You will have a general conversation with the examiner for two minutes, and answer questions about you, your family, what you do every day, what you like/dislike, etc. For this part of the exam you should:**

- only speak to the examiner – do not talk to your partner – and maintain eye contact with the examiner
- listen carefully to the examiner's questions and answer them by giving as much information as possible
- ask the interlocutor to repeat instructions if you don't understand something.

**1** 1.5 **Listen to these questions. Practise answering them giving as much information as possible.**

## Part 2

**This section tests your ability to speak fluently on your own and to show your range of vocabulary. You and your partner will receive a colour photo each in turn. You will have about one minute to say what you can see in it. For this part of the exam you should:**

- focus on describing what you see in the photo: the objects, colours, clothes, location, time of day, weather and where things are located in the photo
- describe the people, objects and activities in the photo in detail; use as much vocabulary as possible and connect your ideas with conjunctions (e.g. *because*, *so*, *like*, etc.)
- not comment on the context or on what you think about the general situation shown in the photo
- when you don't know how to say a word in English, try to explain what you mean rather than not talking about it (e.g., 'I can't remember what these are called, but you can cut paper with them and they are quite sharp' = scissors).

**2 Look at this photograph. It shows a boy helping someone. Talk about it for 1 minute.**

**3 Look at this photograph. It shows people doing an activity together. Talk about it for 1 minute.**

## Part 3

**This section tests your ability to use appropriate language and to exchange ideas with your partner. The examiner will show you and your partner some pictures and ask you about an imaginary situation that you both need to discuss for four minutes. You should:**

- discuss the situation with your partner by asking him/her questions, giving your opinion about the situation or about his/her ideas, discussing alternatives, making recommendations and trying to negotiate an agreement
- try to talk about all the options in the pictures to keep the discussion moving forward; try not to come to the end of the discussion too quickly – if you do, you won't be able to show how much you know – the examiner will only ask questions if you run out of things to say.

**4 A family want to do an activity together. Here are some activities they could do.**

Talk together about these activities, and say which would be most interesting.

## Part 4

**You and your partner will have three minutes to answer questions about likes/dislikes, habits and opinions linked to Part 3. The examiner may ask you to answer these questions individually or with your partner. This section tests your ability to speak fluently and accurately, and to interact with your partner. You should:**

- listen carefully to the questions and answer them by talking about your personal experiences, your likes and dislikes, and sharing your opinions
- give full answers to the questions; give reasons and examples where you can; remember that it's your use of English that is evaluated, not your opinions.

**5 Discuss these questions with your partner in about three minutes.**

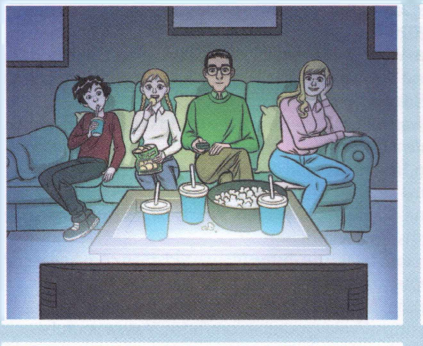
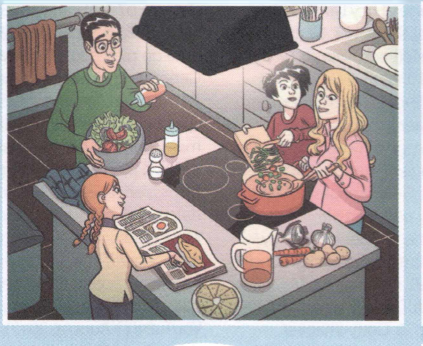
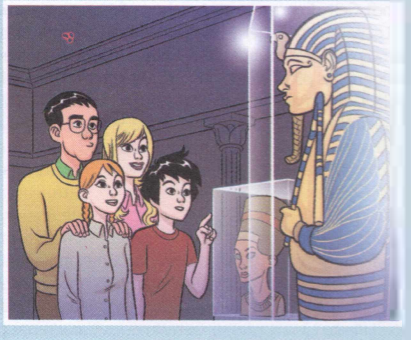
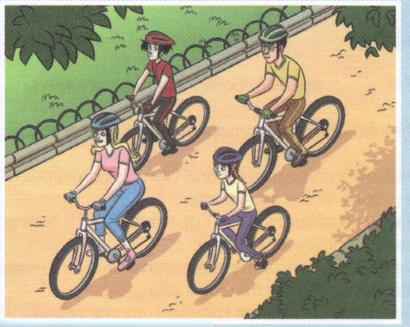
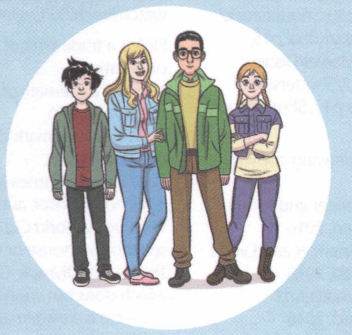
Do you prefer to go on holiday with family or friends? Why?

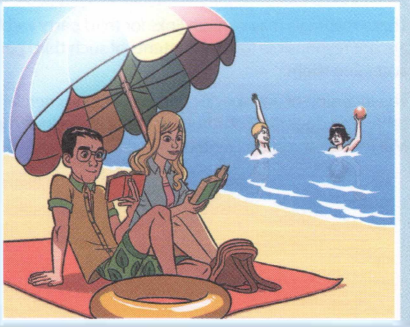
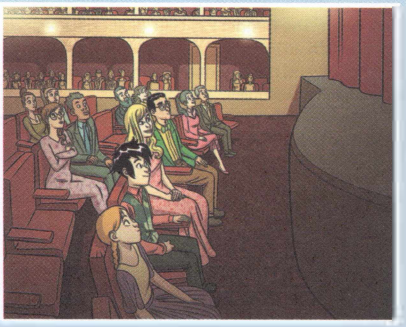
Who are you closest to in your family? Why?

How often do you visit your relatives? Why?

How do you celebrate birthdays in your family?

# Family activities

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The Student's App with gamified activities motivates learners to spend more time practising English to maximise opportunities for better learning outcomes.

Teacher

The Teacher's App with Classroom Presentation Kit and integrated audio, video and interactive activities helps to deliver stimulating lessons. All useful files and documents are available at the click of a button.

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COMMON EUROPEAN FRAMEWORK

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Please see inside the front cover for the minimum system requirements and other terms and conditions for the digital components of the course.

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